

SENATE GETS POLLUTION REPORT

UBC faculty members in many varied disciplines are currently involved in pollution teaching and research and additional courses and meaningful research projects are in the planning stage.

These are the main findings of a four-man committee on pollution established by President Walter H. Gage as the result of a Senate resolution in January of this year.

The committee report, submitted to Senate last night (Nov. 18), also points out that "the overall problem of pollution as a long-range problem of

mankind should be approached on an interdisciplinary basis so that all aspects of the problem and the possible effects of a suggested course of action may be considered."

The committee, chaired by Prof. F.E. Murray, head of the Department of Chemical Engineering, was asked "to prepare a report that would be brought to Senate on what the University is currently doing to solve the problem of pollution of the environment and on what its program is for continued research and teaching in this area of national concern."

Many faculty members, the report says, in replying to the committee's request for information, made comments on what they felt the University should be doing about the pollution problem.

"As expected," the report says, "The applied scientists felt that an expanded program in technology was required, the ecologists felt that a better understanding of ecology was required and the social scientists felt that a greater social science input was required."

The report describes three interdisciplinary projects underway or in the formative stage on the UBC campus and says that a number of individuals had expressed the feeling that a meaningful interdisciplinary approach to pollution research was a definite requirement.

Members of the committee, in addition to Prof. Murray, were Dr. Jan de Vries, assistant professor of Soil Science; Prof. C.S. Holling, director of the

Institute of Animal Resource Ecology, and Dr. W.K. Oldham, assistant professor of Civil Engineering.

The committee distributed a printed form and received replies from 23 faculty members which indicated "a very broad spectrum of individual interests and of individual involvement in the pollution field," the report said in its introduction.

A total of nine campus departments — the bulk of them in the Faculties of Agricultural Sciences and Applied Science — are engaged in "substantial technical work in the area of pollution control" with two or more faculty members involved in teaching and/or research, the committee found.

Here is a summary of what each department is doing:

1. Departments of Agricultural Engineering and Food Sciences — two courses directly applicable to pollution problems and four research projects either in progress or in the start-up stage.

2. Dept. of Chemical Engineering — three courses have content related to pollution control and three in-progress research projects.

3. Dept. of Civil Engineering — nine courses, inaugurated in 1969, wholly devoted to water pollution control, five courses which deal peripherally with water quality and four research projects "oriented towards real problems."

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Graphics Program Initiated

One of Canada's top graphic designers is the man behind the new entrance pillars and street signs that are the harbingers of a program designed to help visitors and students find their way around UBC's sometimes confusing campus.

Paul Arthur and Associates, the Toronto firm which has developed the new system for UBC, has not only designed similar programs for United States universities and colleges, but was the organization behind the graphics at Expo 67, often held up as an example of clarity and simplicity.

The UBC graphics program was worked out over the past year by the firm working in conjunction with a committee for the development of graphics standards chaired by Mr. Arthur Slipper, assistant director of design and planning in UBC's Department of Physical Plant.

Mr. Slipper explained the need for a campus graphics program this way: "The committee was set up in response to complaints from a variety of people — visitors, students and faculty members — over a long period of time about the poor quality or absence of signs on the campus.

PROBLEM BECOMES CRITICAL

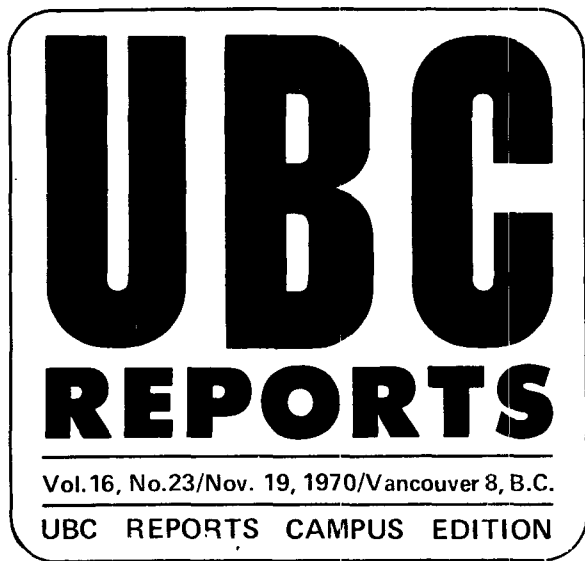
"The problem has become increasingly critical in recent years as the campus has expanded and as the University has been forced to alter traffic patterns as a result of the construction of new buildings and the creation of new parking lots.

"The committee established by the University consists of representatives of Physical Plant, the Office of Academic Planning, the Traffic and Security Department, the University's fine arts committee and the Alma Mater Society."

The committee also sent a letter to all deans informing them of the committee's terms of reference and asking the deans to bring the work of the committee to the attention of department heads, who were invited to submit suggestions. Similar letters were sent to the Alma Mater Society and the Housing Administration.

Early in its deliberations, Mr. Slipper said, the committee decided that the services of an outside consultant would be desirable. "We wanted someone

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HIERARCHY of pillars designed to aid students and strangers in finding their way around UBC is now visible on the campus. This grouping, at the corner of Southwest Marine Drive and University Boulevard, shows an entrance pillar, center, an information

pillar, left, directing visitors to one of four control kiosks where assistance is available, and an intersection pillar, right. For full details of UBC's new graphics program, see story beginning at right. Photo by Meredith Smith, UBC Photo Department.

POLLUTION REPORT

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4. Dept. of Microbiology — two courses directly applicable to pollution control and research projects which could lead to a "significant improvement in the combined treatment of garbage and sewage sludge."

5. Dept. of Mineral Engineering — five courses include material related to improvement of waste water qualities in the mineral processing industry and three related research projects.

6. Dept. of Plant Science — two courses on the effects of pollution on plants and crop production and a new research program to augment course teaching.

7. Dept. of Soil Science — one course dealing specifically with pollution and a second relevant to pollution control. One research project deals with recycling domestic water by applying it to land with irrigation sprinkler systems.

COURSES LISTED

8. Institute of Animal Resource Ecology and Dept. of Zoology — five courses covering areas such as population dynamics, the role of man in disturbing the ecosystem and biological aspects of air and water pollution. Three research projects dealing with lake ecosystems, nutrient enrichment of natural waters and the effects of pollution on fish.

The report also lists five departments, faculties and Institutes which have a peripheral technical involvement in pollution control problems.

The Faculty of Forestry offers a course in forest environmental management and graduate work has been underway for some time on the rehabilitation of land disturbed by strip mining.

The Department of Chemistry and Institute of Oceanography, while they have no programs directly related to pollution, provide background information to researchers involved in pollution research or offer courses which benefit students interested in marine pollution.

In the area of the social sciences the committee found that the Faculty of Law, the Dept. of Economics and the School of Community and Regional Planning were involved in teaching and research programs related to pollution.

WATER RESOURCES

The report also points to recent activity in establishing "interdisciplinary pollution research endeavours." The following programs are listed.

1. Water Resources Research Center — a proposal to establish such a center has been submitted to the federal government and an interim grant of \$50,000 is currently being used to carry out a management study on how best to set up such a center at UBC. The center would concern itself with the broad field of water resources, which touches on many different disciplines.

2. Pollution Control Engineering Research Center — established by the Depts. of Chemical and Civil Engineering with a grant from the provincial government to participate in solving pollution problems of immediate concern to western Canada. Staff is currently being recruited and full-scale activity will commence within six months.

3. Environmental Crisis Operation — an organization founded in 1969 by concerned faculty members, graduate students and undergraduates to provide a focus for information and action on environmental quality. Projects include creation of an information file of facts on pollution, answering pollution queries and directing them to appropriate agencies for help and an on- and off-campus lecture series.

UBC

REPORTS

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THE CHANGING ROLE OF THE UNIVERSITY PRESIDENT

Dr. Sam Smith is the first president of the University of Lethbridge, a four-year, degree-granting institution which opened its doors in southwest Alberta in July, 1967. President Smith, widely known for his provocative statements on university affairs, visited UBC early in the current academic year to take part in one of a series of panel discussions during Orientation Week, arranged by the Alma Mater Society. While he was on the campus UBC Reports spoke to him at some length about the changing role of the university president in contemporary Canadian education. An edited version of the conversation begins below. President Smith was born and educated in the United States and joined the faculty of the University of Alberta in Edmonton in 1963. While at the University of Alberta he was a member of the Department of Sociology, assistant dean of the Faculty of Arts and executive secretary of the academic planning committee.

UBC REPORTS: You said in your recent remarks to UBC students that the function of the university president had altered enormously in the last decade. How do you account for this and what new role does the university president have in Canadian education?

DR. SAM SMITH: My conception of the effective leader in a university context is really identical with what I think are the leadership requirements for all social institutions today. I think that there is a recognizable trend away from the traditional hierarchial organizational pattern which produced strong men in the university world in the past. Today there is a much stronger demand for all persons to be part of an organizational structure, to have a real voice in what happens to that organization and to ensure that the institution's organization does not assume a life of its own, independent of, if not in opposition to, the real human needs of the people that comprise the organization. You can point to organizations and social institutions in our society that have somehow gone off totally on their own. They have a structure and a decision-making apparatus for which there is literally no rationale, in terms of the human needs of the people comprising the organization.

Let me qualify this by saying that I sure as hell don't presume to say that the notions that I have about the concept of the university presidency are universally applicable. But I also deeply believe that the new concept of leadership that I envision will be the prevailing leadership style not only for some universities but for many other social institutions.

UBC REPORTS: What specific policies do you see the university president following in what you described as a human social institution?

DR. SMITH: I am in agreement with people like Warren Benny who have observed that leaders in social institutions are going to have to be much more skilled in what are called interpersonal competencies than they generally are today. These skills will become more important than substantive knowledge of the particular operation of the organization. This is easiest to point to in industrial, production-oriented operations. In the past, the man who reached the top was the guy who could almost literally step into any particular job in the

entire organization and do it as well, if not better, than anybody below him.

Sure, it is critically important that a man know what the operation is about but I don't think that in the university context one can mount any kind of a sensible argument that a university president ought to be able to step into every position, whether on the faculty or the operational side, and do the job. I think it's much more critical that the president have the capacity for developing the people who work for him into a coherent, human team with each doing a specialized job. That is what I mean by the expression "interpersonal competency." Such things as the ability to understand large, complex human systems is critical, I think.

The hierarchial chart that used to exist, and still does in some cases, must be redefined. I look toward a much more horizontal kind of organizational chart. For communication purposes and general "efficiency," someone has to be the route through which communications with various publics are made in the university context, but to consider the president as the authority puts too much emphasis on the old authoritarian approach to leadership.

I'm trying to put some of these ideas into effect in Lethbridge. As an example, I think we really have a co-presidency there. The vice-president is really a co-president in charge of certain phases of the operation. I, in turn, am responsible for certain other phases and as we grow we envision bringing in a larger leadership team. The notion that one man can be aware of all the complex details, even in a small university, is, I think, illusory. It means that the president gives up some of his so-called power and a little bit of sovereignty, but I believe in the systems approach to modern organizational theory and I think that this approach in turn means that we have got to be willing to give, even sometimes at the personal satisfaction level, in the interest of over-all organizational health.

DEMANDING RIGHTS

It might be more fun for me to be able to issue a series of edicts every morning and know that they were going to be followed, but it just isn't going to happen. People are not going to accept that role for themselves, and they shouldn't. There is too much awareness of the non-physiological human needs these days and people today are demanding their full rights as human beings and I am for it.

Now there is a third thing in this interpersonal competency area that I would like to get to in this rambling statement. For all the fears that many people have about what are called the encounter group kinds of approaches, e.g., sensitivity training, I think there is some real merit in some of these kinds of skills. I worry at times about the "religious" overtones and the "we-they" thinking of many new converts to this kind of thing.

But given these reservations what it really means is that I, as coordinator of an organization, have to be daily, hourly and by the minute aware of what effect my personality, my behavior is having on the people I work with. I think that in some cases university presidents have been the source of organizational difficulties rather than the problem-solver, the curer of them. And that is probably the understatement of the decade.

And, of course, the president has got to have a set of values which tell him when to engage in a specific approach to a problem, when to attack, when to back off and compromise or support people.



There is another phase that bothers me about this concept of leadership. We talk about modern university presidents being crisis managers. I don't think that crisis management is the single most important attribute that we ought to be looking for in university presidents. The notion, the concept, of crisis managers implies "keep the thing together, keep the pieces glued together at all costs." In a sense I am prepared to say there are fates worse than death for a social institution. There may be a time when the best leadership is to bring about the demise, if not of an entire institution, certainly of some of its components.

UBC REPORTS: If power has shifted away from the presidents where has it shifted to? Who now in the university holds the balance of power?

DR. SMITH: In our present situation in Lethbridge the power clearly is in the hands of the faculty and students. I think Boards of Governors are an anachronism in many contemporary universities. Indeed, our Board of Governors recently had a special retreat to wrestle with an identity crisis, if you want. Many of them, desperately committed to the University, honestly concerned about it, wondered "what the hell are we here for, what are we really doing?" The answer was not all

that satisfactory in the minds of many of them, I am sure, but in general they came out of that particular meeting with the feeling that their major role was that of the ultimate legal authority by virtue of our Act and as the sometimes agent of the University in its external relations, but far too often for many of them, simply a rubber stamp.

That puts it a bit harshly but that is in effect what their function has become. I think that some of the experiments — the single-governing-body approach to university government — may be a recognition of that fact.

UBC REPORTS: Do you think the single-governing-body idea is one possible answer for universities?

DR. SMITH: Yes, I do. I think universities provide a prime opportunity for a variety of governmental experiments within a single institution. We live in an era of temporary organizations where the rapidity of social change is so enormous that to talk about fixing a governmental structure of one kind for even a single year is almost an illusion. While it sounds like I am advocating anarchy and chaos, I am only saying that we have to live in terms of what has been called "provisional certitude." We have got to make decisions, we have got to say,

"This we believe for this month, this year, this is how we are going to operate this year in this phase of the university." I hope that in our small context at Lethbridge we can begin to try some of this sort of thing and this is why I said earlier that the leadership role is, I think, one of encouraging risk-taking, of experiments in governmental structures. A lot of people claim universities have resisted experimentation and I hate to point to nasty old industry as a model, but there is a hell of a lot more risk-taking and experimenting going on outside the university in organizational terms than there is within. And that shouldn't be.

UBC REPORTS: What role do you see the students taking in university government? Just how are they involved at Lethbridge?

DR. SMITH: We have, I think, been among the leading educational institutions in Canada in involving students, which is always possible to do when you are brand new and have no tradition to build on. So we can't piously claim that we have done what nobody else could possibly do and that we are to be emulated in every sense. I am damn proud of what we have done and I don't think it has been tokenism, even though some of the students have felt that way, I suspect. The principle I would use to guide decisions about increasing or decreasing the involvement of students in the decision structure is that of involvement on the basis of competency.

STUDENTS INVOLVED

We have involved students in tenure, promotion and salary determination questions as well as appointments, but not on a parity basis or in terms of their proportional size in the total university community. Some students will, I am sure, see that as reactionary. "He talks liberal but he acts conservative." The principle, again, is involvement where there is evidence that there is a significant and important and relevant input to be made. In the case of tenure we see no grounds for denying that a student ought to have something to say about the most important decision made about a university professor. A promotion is important, but not nearly as important as a tenure decision. And I can't see any grounds for arguing that students are transients, that they have no experience, that they are ignorant. This just doesn't seem to me to be a valid argument. Our experience is that the students make a healthy, significant, appropriate input.

The red herring that is frequently dragged across the path is that students would violate confidentiality. They don't. I have a great belief in the essential goodness of man if given the opportunity to display it and I really think you get what you expect. If you expect devious, sneaky, hostile behavior you are probably going to get it. We've expected responsible, mature behavior and thus far we have got it.

Just one more thing on this student involvement business. I really do worry about the pay-off to the student for involvement in the various government structures. I am really talking about undergraduate liberal education at the university. The graduate professional schools are another kettle of fish. They have a mission and a role that is in some sense antithetical to the undergraduate, liberal arts kind of university or college. Frankly, if I were calling the shots, I would separate the two functions, institutionally. I think that the kind of leadership that is required, the kind of involvement of students and the kind of governmental structure, are quite different.

So I am talking about the undergraduate institution. And at that level, there's solid, strong evidence that it is good for the institution to have brought students into the decision-making structure. But I'm not sure that there is pay-off right now for those students. They do spend a hell of a lot of hours in activities in which one is hard pressed to find an educational value.

On the other hand if we refuse to let them in on the grounds that we are cheating them and misusing their time, we are somehow dehumanizing them. We are refusing to treat them as free and independent human beings. There doesn't seem to me to be any alternative to student involvement if one is committed to the goal of creating a human institution that is sensitive, at every step in its development, to the maximum development of all the people within the institutional community. You just can't turn freedom and involvement off and on like a faucet. So I am prepared to live with the occasional twinge of conscience on the grounds that all members of a genuine community benefit from truly human interaction, even if the pay-off for those temporarily called students is not measurable in conventional educational indices.

UBC Becomes Color-Coded Campus

with special qualifications to develop the program, but it was also felt that an outsider would be able to look at the campus with a fresh eye and develop a plan to fit UBC's special needs," he said.

The committee first asked a number of graphic design firms to indicate their interest in developing a program for UBC. The committee carefully screened the past work of those who expressed interest in the project and voted to ask Paul Arthur and Associates to prepare a proposal.

Mr. Arthur visited the UBC campus, conferred with members of the graphic standards committee and developed a proposal for a total graphics program for the UBC campus in the spring of this year.

"The first problem which the firm faced," said Mr. Slipper, "was to provide a system which would allow strangers and partial strangers to pinpoint their location on the campus and a way of getting to their destination."

Mr. Slipper pointed out that even students can be defined as partial strangers at some times. "Most students," he said, "move about in a relatively confined area during the university day. An Arts student may only use such facilities as the Buchanan Building, the Main Library and the Student Union Building in any one day."

INSTANTLY RECOGNIZABLE

"But students may also want to use other campus facilities such as the Thunderbird Winter Sports Center. The graphics are designed to aid the student or stranger in locating facilities that he uses only occasionally.

"At the same time," he added, "the system has to be one which is instantly recognizable to strangers and adds to the visual qualities of the campus."

The first phase of the program, which will be completed in four years providing funds are available, involves the erection of entrance and intersection pillars, information indicators and control kiosks and a series of information centers where visitors can consult a map and where there are notice boards for posting of student and University notices.

"The first response to the problem," said Mr. Slipper, "was to divide the campus into seven zones, each associated with a color."

"The purpose of this is to identify a portion of the campus and to use the color assigned to that area in all the graphics associated with it, including entrance pillars, street and building signs and the proposed information centers."

The seven color-coded zones presently designated under the plan are as follows:

1. Yellow — this zone is the north half of the academic core bounded by University Boulevard on the south, Southwest Marine Drive on the north and the East and West Malls.
2. Blue — the south half of the academic core bounded by University Boulevard on the north, 10th Avenue on the south and the East and West Malls.
3. Pink — the area which includes the Student Union Building, the General Services Administration Building and the War Memorial Gymnasium and Empire Pool.
4. White — this color has been assigned to the theological college area, parking lots and residences.
5. Orange — this area includes the entire Health Sciences Center.

BECOMES MORE OBVIOUS

6. Green — Physical Education facilities south of the 10th Avenue Extension and including the Thunderbird Winter Sports Center, the new Education Gymnasium, playing fields and the Thunderbird Stadium.

7. Brown — the South Campus research and field facilities south of the extension of 16th Avenue.

At the moment, Mr. Slipper said, only a few of the graphic elements which will be included in each of the color-coded areas are visible and, as a result, the system does not carry its full impact.

As the plan is developed to include building signs, maps and notice boards, all of them color-coded, the system will become more obvious, he said.

At the moment, the visible elements of the program are six 18-foot pillars at some of the main

entrances to the campus, a series of 12-foot pillars which direct visitors to four control kiosks and a series of 9-foot pillars to indicate street intersections.

(The pillars, incidentally, are made of laminated, rough cedar, which was chosen for its sturdiness, weathering and low maintenance qualities and because it is so closely linked with the B.C. landscape. The signs on all the poles are made of fibreglass).

"There is a hierarchy of size involved in the pillars," Mr. Slipper said. "The 18-footers are designed to say, 'I am a campus entrance,' and they will be useful in directing people to enter at a point which will get them to their destination with the least possible trouble. They are topped by a color patch to indicate which area of the campus is being entered."

"The 12-foot information pillars are designed to guide people to strategically-located control kiosks which will be manned during the day and in the evening by people who will direct strangers to their destination. Maps of the color-coded area in which the visitor finds himself and maps of the entire campus will be available at the kiosks."

Initially, four of the kiosks will be in operation. They will be located on the West Mall adjacent to the Armory, on the Main Mall adjacent to the Forestry-Agriculture Building and there will be two on University Boulevard, one adjacent to Empire Pool and the other adjacent to the Place Vanier Residences just off Southwest Marine Drive.

On weekends the kiosks will not be manned but campus maps will be available in external boxes for visitors who wish them.

Mr. Slipper points out that the system at this time

Bikers, 'Hikers Aided

With car congestion on the UBC campus increasing annually, many commuters are turning to alternate methods of transportation.

Bicycling is believed to be the best way to beat the traffic by increasing numbers of students and faculty, while for many students "thumbing it" is the accepted mode of transport.

Two innovations currently being implemented by the UBC Department of Physical Plant should help to improve conditions on the campus for both bikers and hitchhikers.

To meet the needs of biking buffs, it has been decided to install an additional 540 bicycle parking spaces.

Mr. A.W. Slipper, assistant director of design and planning, Physical Plant, said that the new parking spaces should be installed early in the new year and that they will be mainly located in the area of the Buchanan Building and the Library where demand is the heaviest.

It is urged, however, that those making use of the new bicycle parking spaces be careful to lock their bicycles securely to the parking stalls, because bicycles, particularly ten-speed models, seem to be a popular target for thieves.

Both the UBC Traffic Office and the University Endowment Lands detachment of the RCMP confirm that thefts of bicycles on the campus this year have been "quite heavy." Any thefts should be reported to both the UBC Traffic Office and the local RCMP detachment.

It is recommended that bicycle owners use a quality short-shank lock and a chain secured to an immovable part of the bicycle to guard against possible theft.

Despite the high risk of theft, UBC bikers seem dedicated to their mode of transport. Long-time bike-rider, Librarian Basil Stuart-Stubbs, voiced an apparently universal sentiment among bicyclists: "I ride it because I like it."

Mr. Stuart-Stubbs, who calls his bicycle the "poor man's convertible," has been riding back and forth from his home to his office for the past twelve years.

Like other bicycle converts, Mr. Stuart-Stubbs thinks that if more people brought bicycles to the campus it would "cut down on the clutter of cars and the University would have fewer parking problems."

Mr. Stuart-Stubbs also thinks bike-riding is healthy, and he is supported in this by Dr. Stanley R. Brown, Professor of Physical Education and Recreation who, until his bicycle was stolen, was also a biking buff.

is only partially complete. "When we add the color-coded buildings signs and establish the sub-information centers where there will be large campus maps and notice boards, the system will be much more apparent."

"Some people have asked why the lettering on street signs has been placed sideways," Mr. Slipper said. "I don't really think this should be a problem. The titles of most books are printed this way on the spine and people are used to reading a few words in this way."

There is a second reason for placing the lettering sideways: "If the letters were in a vertical configuration," Mr. Slipper said, "a person approaching would tend to relate the street name to the street on which he is walking, rather than the intersecting street."

There have also been complaints that the lettering on sign posts in the yellow zone of the campus is illegible. "This will improve as time goes by," Mr. Slipper counters, "because the color of the cedar will change as it weathers. When that happens the yellow background and white letters will become more legible."

He said the program will be assessed from time to time and adjustments made to meet criticisms and changing conditions.

"The costs to date for the fabrication and erection of the entrance and information pillars and sign posts has cost approximately \$16,500," he said, "and this cost is lower than we had anticipated. Further developments will depend on the allocation of funds by the Board of Governors."

Dr. Brown says that although not much is known about the fitness aspects of bicycle riding through controlled studies, investigation done at UBC would seem to indicate that bicycling is very beneficial in terms of improving circulation.

Dr. Brown also recommends bicycling for those advancing in years because it is not a weight-bearing exercise.

"It is easy on vulnerable ankle and hip joints and is very beneficial for those people who can't run or jog," he said.

He also pointed out that the stimulus to the nervous system provided by exposure to weather is very healthy. As a final comment on the benefits of bicycling, Dr. Brown noted that it "saves shoe leather."

For those who choose to save shoe leather by hitchhiking, the Traffic and Security Department in conjunction with the Department of Physical Plant has instituted a new system which should streamline the process of getting and giving rides.

Hitchhiking signs have been erected on Wesbrook Crescent south of University Boulevard indicating major off-campus destinations: Fourth Avenue and the West End, and Tenth Avenue and Granville.

EXPEDITE HITCHHIKING

By standing near the appropriate sign, hitchhikers have a better chance of knowing that the ride they are offered will take them in the direction they want to go.

On the opposite side of the street, two hand-shaped signs with thumbs turned down indicate a convenient drop-off point for motorists bringing passengers to the campus.

Mr. Slipper and Mr. Hugh Kelly, director of Traffic and Security, explained that the purpose of the new system was to help expedite hitchhiking by providing a pickup and drop-off zone that would minimize interference with the free flow of traffic.

The act of picking up or letting off hitchhikers was creating a problem in the flow of traffic around the campus, especially at busy corners, they said. By placing the hitchhiking zone away from the corner, drivers are able to jockey into position with a greater degree of safety and without holding up traffic unduly.

Mr. Slipper said that the Department's decision to designate a hitchhiking zone was made partly in response to representations made by the Alma Mater Society to the parking and traffic committee.