

# UBC REPORTS

Vol. 16, No. 25/Dec. 10, 1970/Vancouver 8, B.C.

UBC REPORTS CAMPUS EDITION

## Committee Will Review Decision

Dean Vladimir Okulitch, head of UBC's Faculty of Science, will ask a four-man committee to review the case of Dr. Robin Harger, assistant professor in the Department of Zoology.

The committee, which will include one student, will be asked to ensure that agreed-on University procedures were followed by the Department of Zoology in arriving at their decision to offer Dr. Harger a one-year terminal contract beginning July 1, 1971.

The four-man review committee has been established at the request of Dr. Harger.

Late in October, faculty members in the Zoology Department voted 25-13 to uphold the recommendation from the departmental committee on reappointments, promotion and tenure to offer the one-year terminal contract to Dr. Harger.

The vote was held following a meeting of the department, called at Dr. Harger's request, to discuss the committee's decision.

The question of Dr. Harger's continued employment came before the departmental committee because he is in the final year of his second, two-year probationary appointment at the University.

Public debate on Dr. Harger's future resulted from a speech made by an official of the Society for Pollution and Environmental Control in October. He claimed that Dr. Harger's contract was not being renewed because of his activities with SPEC, which at that time Dr. Harger headed. Dr. Harger has since resigned as president of the organization.

The claims of the SPEC official were denied by Prof. William Hoar, head of the Zoology Department, who said the committee's decision to recommend a one-year terminal contract for Dr. Harger was based on three criteria: his ability as a teacher, his output as a scholar and his participation in University affairs.

## Classicist Resigns to Go to Greece

Prof. C.W.J. Eliot, of the University of B.C.'s Classics Department, has been named professor of archaeology in residence at the American School of Classical Studies in Athens, Greece.

Prof. Eliot, 42, is resigning from UBC to take up his new post on July 1, 1971.

At the American School of Classical Studies Prof. Eliot will be responsible for the teaching of up to 20 carefully selected graduate students from North American universities. A total of 109 universities,

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## Library Wins Award

UBC's new Sedgewick Library, now under construction under the Main Mall of the campus, has already won its first award.

The Library design was one of 12 selected from 209 submissions for the annual awards of the 1970 Canadian Architect Yearbook.

The design by the Vancouver architectural firm of Rhone and Iredale was highly praised by the judging panel.

One judge said the Sedgewick Library design was "Possibly the most interesting and prescient of all the projects submitted." A second judge described it as "A most impressive solution to a very complex problem," while a third commented

that it was "The most sophisticated of several entries of this nature . . ."

The two-storey Library, which will seat 2,000 students and house 180,000 volumes, will take about 18 months to construct. The first step in construction of the building will involve excavation of 100,000 cubic yards of earth on the east and west sides of the Main Mall.

The design also makes it possible to preserve all but one of the 40-year-old northern red oaks which line the Main Mall of the campus. The roots of the oaks will be encased in concrete caissons and incorporated into the building.



CANDLELIGHT, wine and checkered tablecloths have transformed the atmosphere of the Ponderosa cafeteria on the West Mall at University Boulevard. The UBC Food Services Department now serves wine and beer on Thursdays only from 4 to 6:30 p.m. to

accompany the Ponderosa's regular 58 cent Italian spaghetti specialty. A glass of wine or bottle of beer costs patrons 35 cents. Toasting the welcome innovation are: Vince Manis, left, Bill Webb and Lynn Hulftlein, all fourth-year Science students.

## Committee May Operate Without Student Reps.

UBC's Master Teacher Awards committee will meet later this month to consider the refusal of the Graduate Student Association and Students' Council to participate in the selection of two Master Teachers for 1971.

Prof. Robert M. Clark, chairman of the committee, told Students' Council at its meeting Dec. 2 that:

- he would not recommend that the Master Teacher Award be cancelled in 1971 and,
- he felt that the awards committee could discharge its responsibilities without student representation on it.

The committee, now consisting of five faculty members, a representative of the UBC Alumni Association and UBC's Chancellor, Mr. Allan M. McGavin, has called for nominations for the two Master Teacher awards to be submitted by Jan. 13, 1971.

The two Master Teachers would divide a \$5,000 prize donated by Mr. Walter Koerner, a member of UBC's Board of Governors, who established the awards in 1968 in honor of his brother, Dr. Leon Koerner, a great friend and benefactor of the University.

The current controversy surrounding the Master Teacher Awards stems from a letter written to President Gage in October by David Mole, president of the Graduate Student Association.

In the letter, Mr. Mole said the executive of the Association had considered a request to name two students to the Master Teacher Awards Committee and had decided to decline. (The full text of the

letter is reprinted on Page Two of this issue of *UBC Reports*).

Subsequently, Students' Council, at a meeting on Oct. 28, passed the following motion: "That Council endorse the letter sent to the University President by the Graduate Student Association with respect to the Master Teacher Award and urges the AMS executive to similarly decline to cooperate with the Master Teacher Award Committee."

The result of the two moves is that the Master Teacher Award Committee will this year have no student representatives on it. Last year the committee had two student members, one named by the Graduate Student Association, the other by Council. This year each body was asked to name two representatives.

### DESCRIBES PROGRAM

Prof. Clark appeared before Council at the request of AMS President Tony Hodge to describe how the Master Teacher Award program is operated and to answer questions by councillors.

He told Council the purpose of the award in the mind of the donor was to recognize and honor outstanding teachers of undergraduates and to encourage good teaching.

He added: "I looked upon it also as a means of

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# Text of Letter to President

*The Graduate Student Association has declined to name two representatives to the committee which will screen applications for UBC's 1971 Master Teacher Award. Following is the text of the letter from Association President David Mole to President Walter H. Gage setting out the Association executive's reasons for declining.*

Dear President Gage:

I am sorry for the long delay in responding to your request for a representative from the Graduate Students to serve on the Master Teacher Award Committee. The delay will at least indicate that the following comments are not made without careful consideration.

The Graduate Student Association Executive has decided that we cannot, by nominating a member, lend our support to the activities of the Master Teacher Committee. It is not our intention to question the motives that lay behind the establishment of the Award; indeed, it is our sympathy with the desire for better teaching at UBC that has given us now reason to question the endeavour.

It is our feeling that the presentation of the Award and the widespread publicity associated with the search for the Master Teachers serves to convey the impression that UBC is an institution dedicated to teaching. It appears to us that this both misrepresents the facts and reinforces complacency with a promotion and tenure system that tends rather to reward those who have neglected their teaching for their research interests.

We also take issue with the proposition that a committee of this type is any substitute for a systematic, ongoing assessment of the teaching of faculty members. Such assessment in our view would necessitate the sort of involvement of students in promotion decisions that has so far been most strenuously resisted by almost all departments.

We understand that use of funds involved in financing the Award is not at the discretion of the University. We might, however, suggest that a worthwhile alternative to the Committee's efforts would be the production of a report on the extent to which teaching earns its just reward in the day-to-day business of the University. It is our impression that the results would disappoint anyone who took UBC's teaching effort seriously.

In summary then it is with regret that we must decline to send a representative to serve on your committee.

Yours sincerely,

David Mole,  
President,  
Graduate Student Association.

Both the Graduate Student Association and Students' Council have declined an invitation to name four students to take part in the work of a UBC committee which will choose two Master Teachers in 1971. Details of the current controversy surrounding the Master Teacher Award are included in the news story beginning on Page One. *UBC Reports* also spoke to Mr. David Mole, president of the Graduate Student Association, who sparked the debate as the result of a letter, reproduced in the box at left, to President Walter Gage, and Mr. John Mitchell, the vice-president of the Alma Mater Society. Mr. Mole is a graduate student in the Department of Economics and Mr. Mitchell is a fourth-year Education student.

# IS IT POSSIBLE TO BE A MASTER TEACHER AT UBC?

UBC REPORTS: David, did the executive of the Graduate Student Association have some basic philosophical objection to the Master Teacher Award in mind when it considered the question of naming a representative to the committee which will screen nominations in 1971, a reason which was not stated in your letter to President Gage?

MR. DAVID MOLE: Yes, we did. The point that isn't made in our letter is that we are dubious of the notion that it is possible, within a structure such as we have at UBC, to be a good teacher, a master teacher. Being a master teacher here amounts very often to being a good showman in front of your class. It is only possible, it seems to us, to be a good teacher or to be a master teacher when the sort of things you are teaching and the sort of problems you are approaching and the way of teaching are supported by the structure of the institution you are in. To put it more bluntly, if the University is not going to attempt to turn students into "good citizens," satisfied with what they find outside the gates of the University, then within that sort of structure it is not possible, it seems to us, to be a great teacher. It is only possible to be a great teacher when the University is devoted to developing a critical and intellectual response to society. It seems to us, at the moment, that this is not the University's function as it sees it, or as it accomplishes it.

UBC REPORTS: The next question relates to the letter that you sent to President Gage. In it you said that the Graduate Student Association executive had decided that it cannot, by nominating a member, lend support to the activities of the Master Teacher Committee. Was any attempt made on the part of the executive to have this discussed by the Association as a whole; in other words, was it a decision by the executive only?

MR. MOLE: Yes, but that results from the nature of the Association. There is really no very good way of discovering the feeling of a rather diffuse membership if the matter hasn't come before the graduate representative assembly.

UBC REPORTS: Since your letter has become public, have you had any feedback from the membership of the Association opposing the stand the executive has taken?

MR. MOLE: No. I have heard no adverse comment whatever.

MR. MITCHELL: Have you heard any positive comment?

MR. MOLE: No, I have heard no positive comment.

UBC REPORTS: In the third paragraph of your letter you say "it is our feeling," and by that I assume you mean the executive, that the presentation and the wide-spread publicity associated with the search for a master teacher serves to convey the impression that UBC is an institution dedicated to teaching. Then you continue, "It appears to us that this both misrepresents the facts and reinforces complacency with a promotion and tenure system that tends rather to reward those who have neglected their teaching for their research interests." The implication of that sentence is that you feel that UBC should be an

institution where the main effort is devoted to teaching and that teaching is primary and research secondary. Does that convey the feelings of the executive?

MR. MOLE: That is exactly true. We feel very strongly that UBC's role as a teaching institution is a fundamental one.

UBC REPORTS: What do you say in reply to the argument that UBC is a big, comprehensive university where teaching and research reinforce one another? Some faculty members would say our primary responsibility should be research, but most see teaching and research as being in some kind of balance. The common argument is that the two go hand in hand; in other words, good teaching is a result of good research and often the best teachers are the best researchers.

## ALLOW BOTH

MR. MITCHELL: I don't think one can make a priority here. It is very evident that, as a responsibility to our community because of the academic nature of the University, that we allow time for both teaching and research for students to further their academic careers, and the community-at-large because of the resources that we have on this campus. Therefore, I can't see that there need be an emphasis on just teaching or just research. Obviously they both go hand in hand because you can't teach something or endeavour to give information to students unless you have the background, the knowledge, the data that has come before and that has been researched. I can't see that David's argument is valid. He is saying that research is one of the prime concerns of this University and shouldn't be, whereas teaching should be. I can't understand why we can't put both of these together, because obviously they fit hand in hand.

MR. MOLE: It's quite clear that research is a perfectly respectable scholarly endeavor in a university and one isn't trying to decry that. Graduate students are bound to feel that particularly acutely, since they are very much bound up in the research activities of the University.

And yet, it is perfectly clear that in modern North American universities during the '50s and '60s, the panic-stricken need to publish in order to secure one's personal status within a department and in order to fulfill ambitions within a department has meant that there has been a disproportionate reliance on often very bad research and that the balance that one is seeking to establish has gone very much out of true. This is the point that we are trying to make; that teaching at UBC is dismal and one of the principal reasons is the faculty's desire to get out those necessary papers to secure tenure and, as a result, they simply don't have time to be spontaneous and good and lively teachers.

UBC REPORTS: Would it be fair to say that the extension of that argument is that the Master Teacher Award gives undue attention to teaching, and therefore serves to further distort what you regard as an already dismal picture?



MR. DAVID MOLE

**MR. MOLE:** No, that is not quite it. We regard the Master Teacher Award as one of those means whereby it is possible for those who control the policy at the University to delude themselves and to delude others that the University *does* regard itself as having a primary teaching function, when in fact to hold this is to distort the obvious facts of the situation.

**UBC REPORTS:** The terms of the Master Teacher Award clearly state that the purpose of the Award is to give recognition to outstanding teachers at the University. Would it be your contention then that, given the statements you have just made, you don't feel that any recognition of good teaching is either necessary or desirable?

**MR. MOLE:** No, that is not the point at all. The point that we are trying to make is that the University is responsible for good teaching and that good teaching is important at UBC, but that the token recognition of that principle by this random reward to good teachers is not sufficient. And worse than that, by its very existence it diminishes the students', the administrators', the faculty's awareness of the problem at UBC and the problem at other North American universities. The facts of the matter are that good teaching is systematically discriminated against by the structures of the University and by its promotion and recruitment procedures and that a token effort at patching things up with a Master Teacher Award is not sufficient.

**UBC REPORTS:** The next paragraph of your letter says, "We also take issue with the proposition that a committee of this type is any substitute for a systematic on-going assessment of the teaching of faculty members." There seems to be an assumption that that proposition has been stated someplace, that the committee is a substitute for a systematic on-going assessment. What led to that sentence in your letter?

**MR. MOLE:** A desire to once again make the point which one has been making for many, many years — that it is vital that students be involved in the University's promotion and recruitment procedures, and rolling out one or two students to sit on an odd committee from time to time is not really getting to the heart of the matter.

**MR. MITCHELL:** In actual fact what you have done is cut your own throat. You have said, first of all, that you would like to see more students actively participating in the work of tenure and promotion committees on an on-going basis, but in boycotting the work of the Master Teacher Awards committee you have contradicted your own stand.

The trend of the last two or three years has been to get more students actively involved in tenure, promotions, better teaching, course evaluation and everything that has to do with the academic nature of the University. The GSA and Students' Council, however, are now saying "No, we do not want to participate because we don't feel that the Master Teacher Award is valid." In addition, these two groups pose a second danger by critically and



MR. JOHN MITCHELL

destructively cutting down the Award from the outside rather than getting in and participating. I note too, David, that you have really given no alternatives to the decision not to participate, and this seems to be characteristic of the Graduate Student Association. You should go one step further by suggesting viable alternatives.

## CHANGE STRUCTURE

**MR. MOLE:** We've got two questions on the floor. The first is why, if we accept student participation in University government, have we refused to sit on a committee on which we have been offered a place? Well, the point is that those of us who have been urging student participation have never done so because participation is good for its own sake. One is only interested in participation because it is supposed that it would lead to a better University. It is our position that the existence of the Master Teacher Award and the existence of the Master Teacher committee does not serve that purpose and consequently students should not be involved in it. As to the second question, our solution is that we ask that the structure of the University be changed so that good teaching becomes possible.

**MR. MITCHELL:** That is a very idealistic thing, that we seek change.

**MR. MOLE:** If students cannot be more idealistic than the administration in the day-to-day running of the University, then I don't know who can.

**MR. MITCHELL:** It is still not answering the question of how one goes about effectively evaluating good teaching on this campus.

**MR. MOLE:** That is extremely easy to do. Students can tell you who the good teachers are. That is no difficulty.

**MR. MITCHELL:** In fact, the nature of the Master Teacher Award is that teachers are nominated by students themselves. All nominations come from the students.

**MR. MOLE:** Let me repeat what I said in my letter, that this form of picking out the good teachers is no substitute for doing the job properly, and because it is no substitute it makes it easier to leave the job done badly.

**UBC REPORTS:** David, you suggest that a worthwhile alternative to the Master Teacher Award committee's efforts would be the production of a report on the extent to which teaching "earns its just reward" in the day-to-day business of the University. I am interested in the use of the phrase "earns its just reward." What precisely does that phrase mean? What would you regard as a just reward in the day-to-day business of a University?

**MR. MOLE:** It means that when the time comes around to decide who gets tenure and who gets the chop, who gets promotion and who doesn't, that the departments take serious account of a man's contribution to teaching within his department.

**UBC REPORTS:** Do you believe that that is not now the case?

**MR. MOLE:** It is perfectly clear that it is not now the case. That's a matter of knowledge within the University.

**UBC REPORTS:** Does the graduate student executive support the current move that is now going on through the AMS to do a campus-wide teaching assessment? Do you regard this as a useful exercise for the University to undertake?

**MR. MOLE:** Yes. I don't know about the Graduate Student Association. We have never discussed this matter specifically. I certainly think that it is a worthwhile project.

**UBC REPORTS:** How is the course evaluation project progressing, John?

**MR. MITCHELL:** Very well. We will have a pilot study completed by the end of this term and it will be available to students at the beginning of next term and the master evaluation will be done in the spring of 1971.

**UBC REPORTS:** You are going to be sending out forms to all students?

**MR. MITCHELL:** The forms will probably be completed in the classrooms. Students will be actively involved in distributing forms in the classrooms.

**UBC REPORTS:** Is the aim of the study to do every single course that is given in the University?

**MR. MITCHELL:** That will be the ultimate aim, yes.

**UBC REPORTS:** And to evaluate every teacher in the University?

**MR. MITCHELL:** No, the emphasis will be on course evaluation. Within that course evaluation will be the students' own evaluations of the teachers themselves and their methods, techniques, etc., in actually giving that course so a teacher evaluation is part of the project, but it is not stressed as a major point.

**UBC REPORTS:** Do either of you have anything to add?

**MR. MITCHELL:** Just one other thing. The Master Teacher Award criteria have been set up along the lines of the University of Toledo's criteria for the hiring of effective teachers and I think that the UBC award has to be set up on very valid and tested lines, which stress the point that the award is an effective evaluation of teaching.

**MR. MOLE:** Presumably, at the University of Toledo, these criteria have been developed so that it will be possible to hire and promote effective teachers. But at UBC these criteria are used only to dole out a few dollars to a couple of people each year.

**MR. MITCHELL:** No, that is just a construction that you put on it. I think that what is happening in Toledo is also happening here.

**MR. MOLE:** Yes, but is it your belief that the Master Teacher Award as presently instituted will actually lead to better teaching at UBC?

**MR. MITCHELL:** You are saying that this Award is some kind of reward for good teaching. The terms of the Award are quite specific — to give recognition to outstanding teachers.

**MR. MOLE:** But why should one want to give recognition to outstanding teachers at the University? Presumably because doing so will make the University a place for good teaching.

**MR. MITCHELL:** My interpretation would be that the purpose of the award is to recognize people in an area that the University regards as extremely important.

**MR. MOLE:** I am not sure that I understand the distinction that you are trying to make.

## TEACHING VALUED

**MR. MITCHELL:** I think that the University values and places a great deal of importance on teaching and that this is a concrete recognition of the fact.

**MR. MOLE:** Well, if the University did genuinely value teaching then good teaching would lead to promotion and being hired at good institutions such as UBC. This doesn't happen. In fact, the reverse happens.

**MR. MITCHELL:** I think the answer to that is that teaching is very important and is valued, but it is one factor in making decisions.

**MR. MOLE:** I think we are going around in circles. One's point is that as things now stand the balance is being systematically distorted by the very structures of the University and that a token effort such as the Master Teacher Award really does nothing to redress the balance and in fact diminishes the acuteness of one's awareness of the problem at UBC.

# Award Will Aid Faculty Evaluation

gaining experience in the evaluation of teaching that could be applied to all faculty members being considered for promotion and tenure."

He said the criteria for the award had been adapted from a detailed and statistical study undertaken at the University of Toledo in the United States. Dr. Clark read the criteria for UBC's award and said one additional point had been added to the nine criteria listed last year — "Being accessible to students outside class hours."

The committee had no difficulty in arriving at a unanimous decision in 1969, Dr. Clark said, as a result of exhaustive investigations of the 31 persons nominated. Nominators were asked for additional information about professors, deans and department heads were written to and at least two members of the committee went to hear lectures by each eligible person nominated.

The students who sat on last year's committee felt that two additional students should be added to the committee, he said, and this had been agreed to by the president.

In writing to both the Graduate Student Association and Students' Council, Dr. Clark said, he had drawn attention to a continuing point of difficulty, namely, how one makes comparisons between people who are in scientific and professional fields as compared to those in the humanities.

A major concern, he said, was to have a balance on the committee in terms of disciplines and he had suggested to both groups that they choose one student representative from the arts-education-law area and another from the sciences.

## INTEREST AROUSED

Dr. Clark said it was not possible to prove one way or the other if the existence of the Master Teacher Awards had aroused increased interest in the evaluation of teaching.

He described various moves in UBC faculties and departments designed to increase student evaluation of teaching and said he was "personally encouraged" at the interest shown.

He concluded his formal remarks to Council by saying: "I think the experience being provided by the Master Teacher Award is being helpful and will continue to exert a useful influence toward broadening this whole matter. I look forward and work toward a goal in which faculty members will be evaluated in terms of their teaching by recognized criteria to be applied to all with regard to promotion and tenure."

Coordinator of activities Hanson Lau asked Prof. Clark in the ensuing question period what would be the effect of students not naming representatives to the Committee.

Prof. Clark replied that it was probable that there would be fewer nominations than in the past and added, "The committee would attempt to carry out its terms of reference as best it could. I think we could do it and discharge those responsibilities."

When Mr. Lau asked if Prof. Clark would consider recommending to the president that the award be discontinued in 1971, Prof. Clark replied: "By no means. I am concerned to work toward a goal whereby it is recognized procedure that all faculty members whose names are put forward for promotion and tenure will have to be evaluated in accordance with recognized criteria."

"Given that goal, the experience . . . of having a Master Teacher Award definitely helps to achieve that result and . . . I would not recommend that the award be discontinued."

At the conclusion of the question period Mr. Mole

drew Council's attention to the fact that the regulations for the Master Teacher Award were available in printed form at the information centre on the main floor of the Student Union Building.

He said this was being done despite "a strongly worded and almost unanimous motion by Council that we do not support the activities of the Master Teacher Award committee."

Mr. Lau said the availability of the information sheets to students was "not a gesture to defy the motion of Oct. 28," but a matter of convenience for students who were asking for information about the Award.

Council took an unofficial straw vote which resulted in a 14-11 decision to continue to distribute the information sheets in SUB.

The Information sheets are also available at the Office of Academic Planning, the Main, Sedgewick

and Woodward Libraries and the Faculty of Forestry office in the H.R. MacMillan Building.

In addition to Prof. Clark and Chancellor McGavin, members of the Master Teacher Awards selection committee for the current year are: Prof. William Webber, of the Department of Anatomy; Prof. Kenneth C. McTaggart, of the Department of Geology; Dean Helen McCrae, Dean of Women; Prof. Roy Daniells, University Professor of English Language and Literature; and Mr. Elio Azzara, representing the UBC Alumni Association.

UBC has named three Master Teachers since the award was established in 1968. The first Master Teacher was UBC's President, Dr. Walter Gage. Last year two awards were made to Prof. Sam Black, professor of art education in the Faculty of Education, and Dr. John Hulcoop, associate professor of English.

# Senate Committee Will Look at Role of Exams

Marks and examinations were major issues at University of B.C. Senate meetings in October and November.

After three lengthy debates, Senate:

- Established a committee to study the role of marks, examinations and alternatives to exams under the chairmanship of Prof. Robert Clark, Director of Academic Planning;
- Referred to the Faculties a proposal to forbid exams during class periods in the two weeks prior to the final examination period set by the University and,
- Referred to the committee chaired by Prof. Clark a proposal from the Faculty of Law to jettison present methods of recording examination grades and the ranking of students.

Under the Law Faculty proposal, marking and determination of the standing of students in their class would continue to be done by giving a numerical score on a scale from 1 to 100. But the grade recorded on the students' records would be a corresponding letter grade, for example "A Plus," "A," "A Minus" and so on.

The proposal would also drop the practice of giving an average grade and class standing on a student's record. Instead, the first 25 per cent in each year would be ranked individually and the remainder would be recorded as ranking in the second, third or fourth quarter of the class.

The investigation of the role of marks and exams and their alternatives was suggested by Prof. Clark at the Oct. 14 meeting of Senate.

Prof. Clark made his successful motion for the study and reluctantly agreed to head the committee to conduct it, as an alternative to the Senate Long-Range Objectives Committee's Recommendation 36 that:

"With the exception of courses final at Christmas, the current trend toward a reduced proportion of Registrar-administered Christmas examinations be encouraged, and that Christmas examinations be scheduled outside the normal teaching hours only when such scheduling can be demonstrated to be desirable academically or technically."

Senate has been considering recommendations of the committee for about one year.

Prof. Clark, a member of the Long-Range Objectives Committee, said the committee hadn't considered one piece of evidence before framing the recommendation.

Prof. R.F. Osborne, Director of the School of Physical Education and Recreation, put forward a motion at the Nov. 18 Senate meeting "that Senate adopt a policy of forbidding the holding of examinations in a class period in the two weeks prior to the final examination period set by the University."

Debate was long and rambling before Senate finally decided to send the matter back to Faculties for them to consider it and report back to Senate. Some of the points made:

- Some students face the unfair prospect of

writing four to five class examinations in a single day under the present system because faculty members schedule examinations before the beginning of the official final exam period set by the Registrar;

- Some professors do this because they want to get away from campus early for the Christmas holidays;
- Some professors do this at the request of students who want to get away early.

## CLASSICIST

*Continued from Page One*

including UBC, support the school financially.

The post is one of the most important appointments for the teaching of graduate students in the fields of archaeology, topography and existing monuments of ancient Greece. The American School has the most highly developed teaching program in this area in Greece.

The American School does not award degrees. Students attending the school are registered for graduate degrees at the universities that send them to Greece.

Prof. Eliot has had a close association with the American School in the past. He was a fellow there from 1952 to 1954 and served as the School's secretary from 1954 to 1957. He was director of the School's summer sessions in 1957, 1961 and 1968 and was a visiting professor there in 1966-67.

Several other members of the UBC Classics Department have worked at the School. Prof. Malcolm McGregor, the head of the UBC Classics Department, has been a visiting professor there and UBC has sent a number of graduate students to the School for advanced work.

In his research Prof. Eliot has made a study of the topography of Greece, especially in the area of Attica, or Athens and its environs. He has also specialized in the relation between topography and history.

He said his new post would enable him to continue his research in these areas and awaken in graduate students not only an interest in the historical monuments of ancient Greece but also an appreciation of the importance to modern Greece of the Byzantine culture of the area, which flourished in medieval times, and the Ottoman period from the 15th through the 19th centuries.

He said the post would also afford an opportunity for his wife, Mary, to continue her work in archaeology. Mrs. Eliot is involved in a series of important studies involving the excavation of a prehistoric site on an Aegean Island close to the mainland of Greece.

Prof. Eliot is a graduate of the University of Toronto, where he received the degrees of bachelor and master of arts and doctor of philosophy. He joined the UBC faculty in 1957.

Prof. Eliot has published extensively in his field of research and is well-known for his radio and public lectures on classical Greek culture.

**UBC**  
**REPORTS**

Volume 16, No. 25 — Dec. 10, 1970. Published by the University of British Columbia and distributed free. UBC Reports appears on Thursdays during the University's winter session. J.A. Banham, Editor. Ruby Eastwood, Production Supervisor. Letters to the Editor should be sent to Information Services, Main Mall North Administration Building, UBC, Vancouver 8, B.C.