

UBC MOVES TO IMPROVE TEACHING

Quietly and without much fanfare, UBC's Faculties have been taking steps for more than a year to improve the quality of teaching at both the graduate and undergraduate levels.

This has been happening at a time when universities everywhere have been faced with mounting criticism from within and without about the quality of teaching.

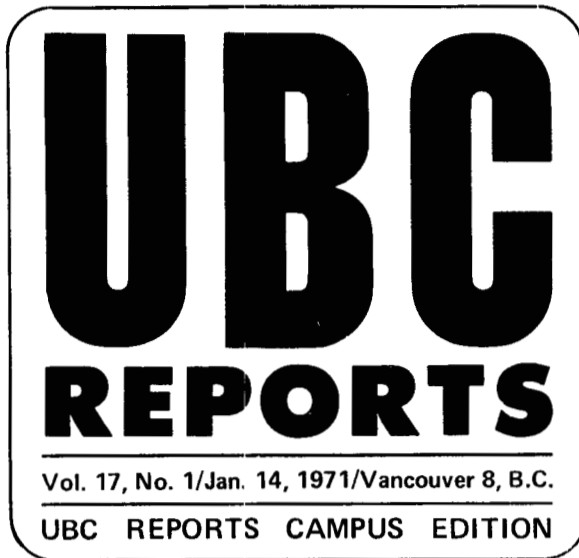
The criticism at UBC has taken concrete form in the current year through the refusal of the executive of the Graduate Student Association and the Students' Council to name representatives to the committee that will screen nominations for the 1971 Master Teacher Awards.

The Graduate Student Association claims the Master Teacher Awards mask a system that rewards those who have neglected teaching for research.

GOOD TEACHING STRESSED

President Walter H. Gage, who was named UBC's first Master Teacher in 1969, set out his concern about criticism of teaching at UBC in a memo to UBC's deans in December, 1969. At subsequent meetings of the deans he stressed the necessity of placing more emphasis on good teaching when promotions were recommended and new appointments made.

The president's position has been reinforced by two motions passed by the UBC Senate in March, 1970. The first asked each department, School and



Faculty to develop techniques for the assessment of teaching through methods appropriate to the discipline and urged that such assessments be considered relevant for rewarding good teaching.

The second resolution asked each Faculty to report to Senate in the spring of 1971 on steps taken to improve the quality of teaching.

Many of UBC's deans have already reported informally to President Gage on this subject. What follows is a Faculty-by-Faculty roundup of steps taken to improve teaching quality.

FACULTY OF ARTS — Dean Douglas Kenny has appointed a Committee on the Evaluation and Improvement of Teaching, chaired by Mr. Cortland Hultberg, associate professor of Music and winner of a certificate of merit in the 1970 Master Teacher Award Competition. The committee will initiate and co-ordinate various efforts in the Faculty to improve teaching and work out effective means of assessing it fairly and accurately.

TWO EARLIER COMMITTEES

(The committee chaired by Mr. Hultberg is the successor to two earlier Faculty of Arts committees which were established in 1969 to investigate ways of improving teaching at UBC. The earlier committees were chaired by Prof. Roy Daniells, University Professor of English Language and Literature, and Dr. Ian Ross of the Department of English).

The Faculty of Arts promotion and tenure committee is demanding of all departments and schools the clearest possible indications of the evidential basis, especially in regard to teaching, of all promotion and tenure recommendations.

These steps, Dean Kenny said, have "helped to spur the already growing determination throughout the Faculty to place still greater emphasis on good teaching as an essential part of the University's work."

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Report on Lands Readied

A presidential advisory committee on the University Endowment Lands plans to submit an interim report to President Walter H. Gage by the end of this month.

The committee, chaired by Dean Philip White, head of UBC's Faculty of Commerce, was established by President Gage to review the present status of the Lands and to make recommendations to him regarding possible development, bearing in mind the interest of the University in the Endowment Lands. (The Endowment Lands are owned by the provincial government and not, as is so often mistakenly assumed, by the University).

COMMITTEE EXTREMELY ACTIVE

Dean White said the 16-man committee had been extremely active since it was established and had been divided into sub-committees to deal with specific problems. The committee is made up of faculty members with some expertise in land development and administration, two members of the Board of Governors and a member named by the Alma Mater Society.

Dean White said the committee was not dealing with specific problems associated with the Lands. He said the main problems being considered were the preferred form of local government for the Lands if they were incorporated municipally, the question of which agency could best carry out the development of the Lands and the priority of land use in the area that would best serve the interests of the University. The study is purely an internal one to develop for the President's consideration a University point of view about possible future development.

PROBLEMS RAISED IN SENATE

The committee, Dean White said, was not giving any particular study to two problems which were raised at a meeting of the UBC Senate on Dec. 16, 1970: the question of the lease on the University Golf Course and a rumored hotel development on Wesbrook Crescent opposite UBC's Health Sciences Centre.

Dean White said the concern of his committee was to establish a set of basic principles concerned with

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NOTHING is sacred to the bulldozers of the construction company breaking ground for UBC's new Sedgewick Library under the Main Mall, not even the concrete cairn which student engineers erected some years ago in

honor of their contributions to campus life. Picture above was taken during the Christmas break. This week it was difficult even to spot the tilted memorial under the blanket of snow currently covering the campus.

UBC Reports talks to
Dr. Robert M. Clark, UBC's
Academic Planner and
chairman of the Master
Teacher Award Committee, about . . .

IMPROVING TEACHING

UBC REPORTS: Dr. Clark, one of the criticisms voiced by the Graduate Student Association and the Students' Council as part of their refusal to name candidates to the Master Teacher Award committee this year has been that the quality of instruction at the University has been declining. Do you regard this criticism as a legitimate one?

DR. ROBERT CLARK: I certainly regard the concern of the Graduate Student Association executive and the Students' Council about the quality of teaching as legitimate. I don't know how one could demonstrate conclusively that the quality of teaching has been declining or improving in the past few years. My impression is that while we still have too many large classes in which it is difficult for many faculty members to teach effectively that there is more interest now than at any time that I can remember in improving the quality of teaching.

UBC REPORTS: It would be your view, then, that universities, including UBC, are tending to put more emphasis on teaching.

DEVELOP CRITERIA

DR. CLARK: I can't speak effectively in relation to other universities, but certainly with regard to this University I believe this is being done. Let me give you some specific evidence. In the Faculties of Education, Medicine, Dentistry, Commerce and Business Administration, Applied Science, as well as in some departments in the Faculty of Arts, there are committees directly concerned with the evaluation of teaching and in most cases these have been set up within the last two years. They are trying to develop criteria that would be used for rating faculty members' instruction and they are making use of student evaluation as part of that.

UBC REPORTS: What, in your view Dr. Clark, should universities do to foster better teaching?

DR. CLARK: I would like to see a requirement that there be evaluation of the teaching of all faculty members. This would be particularly relevant for people who are being recommended for promotion and for tenure. I believe that such evaluation should include student evaluation, making use of well-designed questionnaires. I also am convinced that there should be evaluation by faculty members so that department heads who are writing letters of recommendation would have faculty opinion as well to draw on.

Now I don't think that either students or faculty members should drop in on a man's lecture without giving him warning that they are going to come. This seems to me a lack of courtesy. But if he is given, say, 48 hours notice that people will be coming, I think this is entirely proper and I think it is the best way of providing evidence. I think the results of such evaluation should be made known to the faculty member himself as well as to his department head or director or dean, as the case may be.

UBC REPORTS: One of the suggestions which has been made repeatedly over a period of years is that new faculty members who come to the University should have some training in pedagogical techniques and that such training should be available to faculty members who have been at the University for a number of years and who wish to improve their teaching. Do you think this suggestion has value and that it should be given consideration at UBC?

DR. CLARK: Yes, I certainly do favor the idea, though I would be inclined to think that some of the people that need it most might be more than reluctant to avail themselves of it.

UBC REPORTS: Can we talk specifically now about the Master Teacher Award? What specifically was in the mind of the donor when he decided to institute the Award?

DR. CLARK: He wished to recognize and to honor outstanding teachers of undergraduates and he believed that in so doing the Award would encourage good teaching on campus.

UBC REPORTS: Can you describe how the Master Teacher Award committee functions and what qualities it looks for in selecting candidates?

DR. CLARK: When the Award was established the first task was to decide what are reasonable criteria for effective teaching. Fortunately, we were able to draw on the results of some extensive research on this question in the United States. There has been more recent research coming from the University of Toronto which confirms the findings of American studies. These studies provided a large-scale sampling of opinions of students, faculty members and alumni at a number of American universities. We found the same criteria there as are being found in the study by Professor Ted Sheffield, professor of higher education of the University of Toronto, and the man with the most prestige, I think, in that field in Canada.

We also found, before we had formulated our criteria with the same degree of assurance we now have, that when students and others nominated individuals they mentioned these same criteria. All the studies we have seen put two criteria above any of the others — first, being habitually well-prepared for class and second, having a comprehensive knowledge of the subject.

UBC REPORTS: And those are the first two criteria which are named on the regulations for UBC's Master Teacher Award.

DR. CLARK: That is right. I would also like to refer to the other criteria. The third one, I think, is particularly significant for outstanding teachers — that they have enthusiasm for the subject and the capacity to arouse interest in it among the students. Then there are other criteria of importance listed — establishing good rapport with the students both in and out of classes, encouraging student participation in class, setting a high standard and successfully motivating students to try to attain such a standard, communicating effectively at levels appropriate to the preparedness of students, utilizing methods of evaluation of student performance which search for understanding of the subject rather than just the ability to memorize. The American studies, by the way, showed that this latter criterion was the only one to which students gave an appreciably higher value than faculty members. This year we have added one other criterion — being accessible to students outside class hours.

We found in the past two years, and I expect we will find this year, that most of the nominations come from students. When a nomination is received, the committee writes to department heads and deans for their comments. Last year, our policy was that at least two persons from the committee went to hear each of the persons who are eligible. We have not decided this year how many from the committee will attend classes taught by persons nominated for the award.

UNANIMOUS CHOICE

We wondered in the first two years if it would be difficult arriving at a unanimous decision and thus far we have not found that to be the case. For instance, last year, when we had 31 persons nominated as compared to 32 in the first year, we asked members of the committee to write down their choices without disclosing them to their fellow members. We found that the committee was unanimous as to who the two winners should be.

I can foresee one difficulty, and it could have happened in the last two years and it could happen in

future. It is very hard to get the competence to appraise, on the one hand, people who are lecturing in the humanities, social sciences, law, education and commerce as compared with lecturers in applied science, dentistry, medicine and science. Therefore it is most important that there be good representation of these various fields on the committee and members have been selected with this in mind.

UBC REPORTS: When you invited the two student organizations to name representatives to the committee this year did you make them aware of this difficulty and suggest that students from differing areas of study should be nominated?

DR. CLARK: When I spoke to the Students' Council a few weeks ago at their invitation I made that point very clear.

UBC REPORTS: What particular qualities do you think students bring to the work of the committee?

DR. CLARK: That is a difficult question. There is an inherent limitation in having any members of the Master Teacher Award committee going to listen, say, just one or two lectures given by people who have been nominated. A student in a specific lecturer's class would have a much better idea whether the professor was habitually well-prepared. Members of the committee who go only once or twice can only judge in relation to that setting. Students on the Awards committee can assess, for example, whether or not the professor communicates at a level appropriate to the preparedness of the student, establishes good rapport with students, is really successful in encouraging student participation in class or is just dragging out some reluctant responses. They can assess his enthusiasm and, in general, we feel that they are able to contribute significantly to the evaluation procedure.

DECISION REGRETTED

UBC REPORTS: It doesn't appear you will have students on the committee this year. Do you think the work of the committee will suffer?

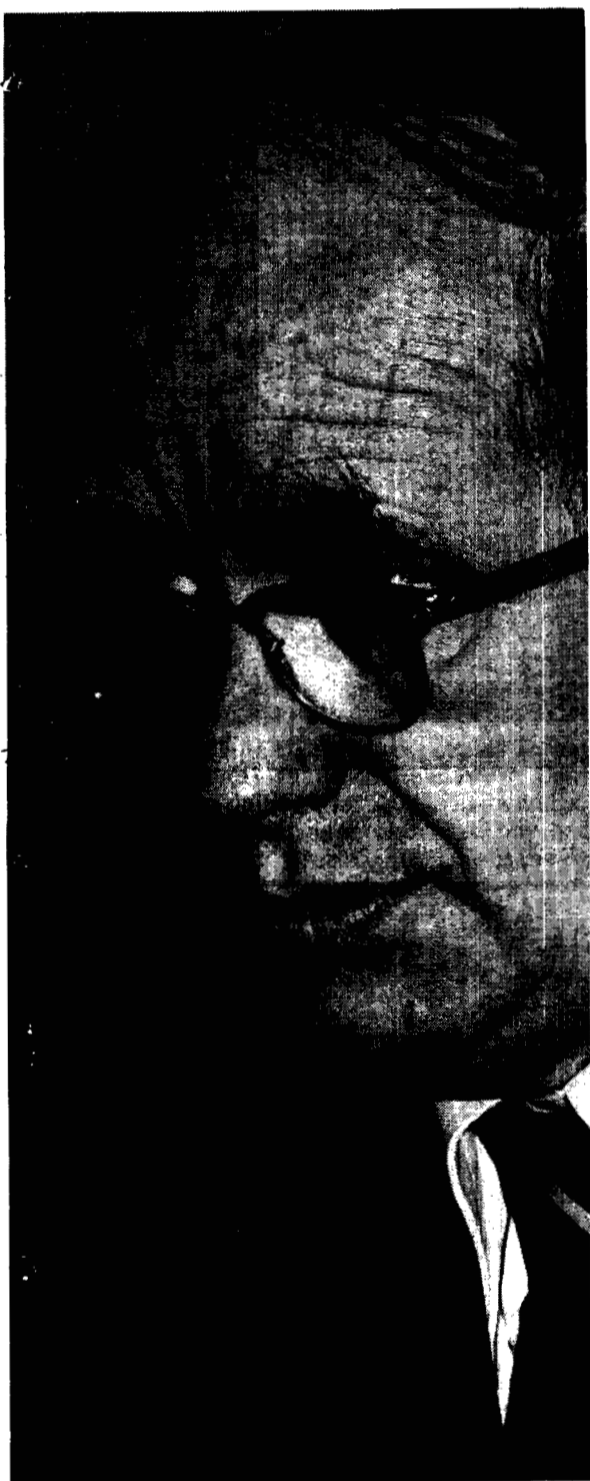
DR. CLARK: It is difficult to say whether or not the absence of students on the committee will make any difference in the actual selection of persons to be given the Award. I can't foresee that. I believe that members of the committee can handle their responsibilities with competence. I have confidence in them. I believe a fair job will be done. On the other hand, I want to add that every member of the committee regrets the decision of the executive of the Graduate Student Association and the Students' Council not to nominate students.

The committee agrees with those who have opposed the Master Teacher Award and with those students on the Students' Council who favor participation in the Award on the desirability of giving more emphasis to teaching. We have not thought at any time that having the Award was a substitute for evaluation of the teaching of all faculty members, but we do think that having the Award has served a constructive purpose. It has provided useful experience in determining what criteria are relevant for effective teaching and I think it has stimulated interest in various faculties of the University in improving teaching and in developing questionnaires for evaluating it.

UBC REPORTS: Do you have any other comments to add?

DR. CLARK: The deadline is Wednesday, Jan. 20. Nominations should be sent to the Office of Academic Planning, Administration Building, Main Mall North. We hope that many students, alumni and faculty members will send in nominations for persons they regard as outstanding teachers.

AT UBC



DR. ROBERT M. CLARK: "My impression is . . . that there is more interest now than at any time that I can remember in improving the quality of teaching."

Senate Turns Down New Summer Term Proposal

UBC's Senate has defeated a motion to create a summer term of 13 weeks and phase out the present seven-week summer session within five years. The motion formed Recommendation 38 of the Long-Range Objectives Committee Report.

Prof. Cyril Belshaw, chairman of the Long-Range Objectives Committee, said that the present seven-week summer session was in contradiction to the two fall and winter terms. He said the session was an anomaly and an emasculation of the normal teaching program.

Summer students don't have the same opportunity for background reading or long-term research, he said. And most summer session courses aren't the equivalent of those given in the fall and winter.

He was supported by Mr. David Williams, a Convocation Senator, who said there is a general feeling in the community that the University could make better use of its facilities which now seem to lie fallow during the summer.

Prof. Norris said a study had been done at UBC

which showed that operating the University's plant year-round would result in only minimal savings.

But the heaviest attack on the economic argument for greater use of the University during the summer came from Prof. C.A. McDowell, head of the Department of Chemistry.

"The real problem of running a university is primarily not the capital but the operating budget," he said. "For example, the operating budget of this university is now equal to almost the total capital investment of the province in UBC over the whole 50 years the University has been functioning.

"That's operating budget per year, mind you, not for 50 years.

"Simon Fraser University, on a per-student basis,

CARDS MAILED

"Application for Graduation" cards are now being mailed to all students in fourth-year Arts, Music, Science, Commerce and fourth-year elementary and fifth-year secondary Education, and will be available in departmental offices for students in the graduating years of all other faculties. All students who expect to graduate this spring are requested to complete and return both cards to the Registrar's Office (Mrs. Kent) as soon as possible, but no later than February 15, 1971.

"Application for Graduation" cards are available in the Registrar's Office and students in graduating years who do not receive cards in the mail should check their addresses in the Registrar's Office.

It is the responsibility of the student to make application for his degree. If the student does not make application, his name will not be put forward to his Faculty or the Senate for approval.

gets a larger grant than this University or even the University of Victoria. And yet they have never succeeded at any time in their summer semester in having more than 2,500 students on their campus. Never.

"Every university that has tried to operate on the semester system has gone broke. There isn't one running successfully in the world today. Nor is Simon Fraser."

Service Expanded

A glass of wine or a bit of brew to accompany the Ponderosa cafeteria's regular 58-cent Italian spaghetti specialty on Thursday nights has proven such a sell-out success that the Food Services Department has decided to expand the service.

The Ponderosa began dispensing a glass of wine or a bottle of beer at a cost of 35 cents to patrons of legal age on Thursdays between 4 and 6:30 p.m. before UBC's Christmas break. The experiment proved to be so popular that the Ponderosa, located on the West Mall at University Boulevard, now offers wine, beer and Italian food on Tuesdays as well as Thursdays from 4 to 6:30 p.m.

In addition, the War Memorial Gymnasium snack bar overlooking Empire Pool has recently undergone renovations to ensure a cheerful atmosphere.

A bright new color scheme is the main contributor to the transformed appearance of the Gymnasium snack bar, one of five campus snack bars operated by the Department of Food Services. It offers full meals, short order, snacks and take-out service. Students who want a seat while they eat have a better chance of finding one at the Gym snack bar than at most other campus eateries, especially during peak rush hours.

Letter Supports Award

Student opinion on the Master Teacher Award is not unanimous in supporting the position taken by the Graduate Student Association and Students' Council. The following letter in support of the Award to Dean Philip White, the head of the Faculty of Commerce and Business Administration, was written by the president of the Master of Business Administration Student Association.

Dean Dean White:

It was with considerable disappointment that I learned of efforts by several student organizations on campus to have the Master Teacher Award program discontinued. The legitimate motives of this movement are obscure, indeed. Imputing to its leaders the highest credibility, I am left with the conclusion that their efforts are the result of a misinterpretation of the intentions and rationale of the program.

The cause of discord is perhaps most evident in the letter addressed to the President of the University by Mr. D. Mole, President of the Graduate Student Association,

It is our feeling that the presentation of the award and the widespread publicity associated with the search for the Master Teacher 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.

Whereas the Committee believes the Award to be a tool to create interest in, and to foster, better

teaching, Mr. Mole implies that focusing attention on the normative when it differs from the positive is tantamount to hypocrisy.

I believe that I am expressing the opinions and desires of the majority of graduate students in the Faculty of Commerce and Business Administration by strongly endorsing the Master Teacher Award program.

Lest this be construed as an endorsement of present teaching standards, I hasten to add that this is not the case. We believe teaching to be a sadly neglected function on this campus. Although its influence may be small, the Award program is a positive force for improvement and its discontinuation would be a loss to the students of UBC.

Sincerely,
James G. Brown,
President,
M.B.A. Student Assoc.

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Faculties List Moves

FACULTY OF APPLIED SCIENCE — Dean W.D. Liam Finn appointed a Teaching-Learning Seminar Committee in January, 1970. This resulted in the formation of a nine-member Teaching-Learning Committee, including three students, chaired by Dr. C.R. Hazell, associate professor of Mechanical Engineering and winner of a certificate of merit in the 1970 Master Teacher Award competition.

The committee, which will report to the Faculty and the dean annually, will make recommendations on ways of improving teaching evaluation. It will actively co-operate with faculty members who request help in improving their teaching capabilities, maintain a collection of material describing basic teaching techniques, list facilities and assistance available and distribute this material to new faculty members and others who request it, and make available to professors and students current knowledge on the learning process.

The committee, Dean Finn says, "will be continuously evaluating both the teaching and learning process."

FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION — Dean Philip White says the Faculty is making "significant revisions" in the ways in which courses are presented through greater emphasis on field work, team teaching, preparation of original material for specific courses and supplementing of lectures with videotape.

FREQUENT FACULTY DISCUSSIONS

In addition, the following methods are being used to maintain the impetus to improve teaching: frequent discussions among faculty; meetings with students to discuss teaching; comprehensive course and instruction evaluation in co-operation with students; student and alumni representation on the Faculty's curriculum committee; and the use of videotape equipment by individual instructors to enable them to assess their own performance.

FACULTY OF AGRICULTURAL SCIENCES — Dean Michael Shaw reports that the importance of good teaching at both the undergraduate and the graduate levels has been stressed at meetings with departmental chairmen.

In the past three years the programs of all departments have been reviewed and updated and a substantial number of new courses introduced and old ones dropped. "The overall objective," Dean Shaw says, "has been to minimize duplication and repetition and to increase the relevance of the curriculum to current issues and trends in agricultural science. As a result, I believe that the Faculty now offers one of the most up-to-date and effective programs in agriculture in Canada."

Dean Shaw also reports that all departments in the Faculty have made serious efforts to improve the quality of teaching by incorporating discussion periods into courses, utilizing audio-visual aids and through planned field trips and tutorials. Voluntary course evaluations by students are also encouraged.

Finally, Dean Shaw says, he personally has tape-recorded some of his own lectures and has recommended this practice to his faculty as a useful form of self-assessment.

FACULTY OF PHARMACEUTICAL SCIENCES — Dean Bernard Riedel reports that there are a number of ways in which his faculty gains information on problem areas in an effort to upgrade teaching.

Among these are: the presence of students, one from each of the four years of the Faculty, on the curriculum committee that discusses course content and integration, teaching and proposed course changes; an annual course evaluation for the benefit of teachers, and a faculty-student liaison committee which carefully follows up complaints from students about the quality of instruction.

In addition, any student has the right of direct access to any member of faculty during normal working hours, either by appointment or informally, and any professor is free to visit the classroom of another professor who is lecturing.

FACULTY OF EDUCATION — Dean Neville Scarfe says that efforts in his Faculty have resulted in "a very noticeable upswing in the quality of teaching."

He says considerable trouble is taken to investigate the teaching of everyone whose name is submitted for

promotion. In every case where a name is submitted to the University's senior appointments committee, a special report is made solely on the teaching competence of the individual. A similar assessment of teaching competence is also required in the case of those being considered for tenure.

He also points out that several members of his Faculty have been assisting other UBC Faculties "in the development of teaching competence."

FACULTY OF FORESTRY — Dean Joseph Gardner reports that he has attempted to pin-point the Faculty's teaching problems in recent years through interviews with individual students, student groups and classes and by reviewing student questionnaires. Action taken during the past two or three years has removed most of the difficulties, he says.

He specifically points to a significant improvement in teaching in the first-year forestry program as a result of a curriculum revision and team teaching.

FACULTY OF LAW — Dean George F. Curtis says that in making new appointments the Faculty is careful to obtain confidential assessments and frank appraisals of candidates to ensure that they have "real teaching potential."

Advice is available to all new faculty members on teaching, he says, and when promotion is contemplated the question of teaching effectiveness is one of the first items discussed. Teaching, he says, "is a constant concern and careful weight is given to student opinion in this matter."

FACULTY OF SCIENCE — Dean Vladimir Okulitch reports that in the case of new appointments heads are requested to obtain as much information as possible in regard to a candidate's performance as a teacher.

The Faculty committee on promotions and tenure, he says, invariably weighs evidence for good teaching before making recommendations.

Despite the refusal of the Graduate Student Association and the Students' Council to name representatives to the Master Teacher Award Committee, the Committee has decided it will judge candidates in 1971 as in previous years.

A committee statement issued late in December, 1970, expressed regret at the decision of the two student groups not to name representatives to the committee and said the four student positions could be filled at any time up to the end of January, when members of the committee will be attending lectures by faculty members nominated for the awards.

The committee now consists of five faculty members, UBC's chancellor, Mr. Allan M. McGavin, and a representative of the UBC Alumni Association.

JANUARY 20 DEADLINE SET

The committee has set January 20 as the deadline for receiving nominations for the awards. To be eligible a candidate must have held a full-time teaching appointment at UBC for at least three years and be teaching on the campus at present. During this time candidates must have taught undergraduate courses in the winter sessions.

Nominations may be made by students, alumni and faculty. Those submitting nominations are asked to offer an evaluation of the candidate, bearing in mind such criteria as the following:

- Having a comprehensive knowledge of the subject;
- Being habitually well prepared for class;
- Having enthusiasm for the subject, and the capacity to arouse interest in it among the students;
- Establishing good rapport with students both in and out of class;
- Setting a high standard and successfully motivating students to try to attain such a standard;
- Communicating effectively at levels appropriate to the preparedness of students;
- Utilizing methods of evaluation of student performance which search for understanding of the subject rather than just ability to memorize;
- Being accessible to students outside of class hours.

Information sheets setting out the Master Teacher Award regulations are 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.

Pollution Officer Appointed

The University of B.C. has a pollution control officer. Mr. William Rachuk, UBC's radiation protection officer since 1966, was appointed to the new post by the University's Board of Governors in December.

Mr. Rachuk was a safety officer with Atomic Energy of Canada Ltd. at Chalk River, Ont., for 13 years before coming to UBC.

He will be responsible in his new position for seeing that UBC disposes of chemically or biologically dangerous materials safely and lawfully.

He was appointed as a result of recommendations of a committee on the disposal of dangerous chemicals established by UBC President Walter H. Gage in December, 1969. Among other steps, the committee recommended appointment of a pollution control officer when it submitted its report in October, 1970.

Under its chairman, Prof. Basil A. Dunell of the Department of Chemistry, the committee made an inventory of biologically or chemically dangerous substances at UBC. The list includes detergents, cleansers and other everyday items as well as other groups of substances such as toxic chemicals, inflammable substances, pesticides and explosives, to mention a few.

Regulations of the Greater Vancouver Sewerage & Drainage District will be followed in disposing of water-soluble materials. Inflammable liquids are being stored until a new incinerator or an addition to the University's existing incinerator is built. Some chemicals may be sent back to the distributor and others will be recycled.

Mr. Rachuk deals with disposal of radioactive material under his other job as the University's radiation protection officer.

Use of radioactive materials at UBC includes x-ray equipment in the Faculty of Dentistry, gamma cells and isotopes, usually used in experiments as tracers.

Mr. Rachuk said water solutions containing radioactivity are poured down the drain after the concentration of radioactivity in the effluent is diluted below the prescribed limit permitted in drinking water as recommended by the International Commission of Radiological Protection.

Contaminated equipment, gloves and other solid materials are put into steel drums and shipped to Chalk River for burial.

Users of radioactive material on campus who aren't part of the University — B.C. Research and federal government laboratories, for example — accept Mr. Rachuk's jurisdiction voluntarily.

Mr. Rachuk reports to UBC's committee on radioisotopes and radiation hazards and to the President's committee on disposal of dangerous chemicals.

LANDS *Continued from Page One*

the administration and development of the Lands. When this has been done, he said, the principles would be applied to the problems raised at the Senate meeting.

(Mr. R.P. Murdoch, the administrator of the Endowment Lands, told *UBC Reports* the lease on the University Golf Course, expired June 30, 1970. The holders of the lease will continue to operate the course on a caretaker basis until June 30 of this year).

Dean White said the committee established by President Gage was also studying in detail two earlier schemes for the development of the Lands.

There are a total of 3,464 acres between the boundaries of the City of Vancouver and the tip of Point Grey. Just under 1,000 acres — 994 to be exact — make up the campus of the University of B.C. and are under the control of the Board of Governors.

The remaining 2,470 acres — commonly referred to as the University Endowment Lands — are under the control of the provincial government. About 700 acres of this area have already been built on and the balance is largely bush land.