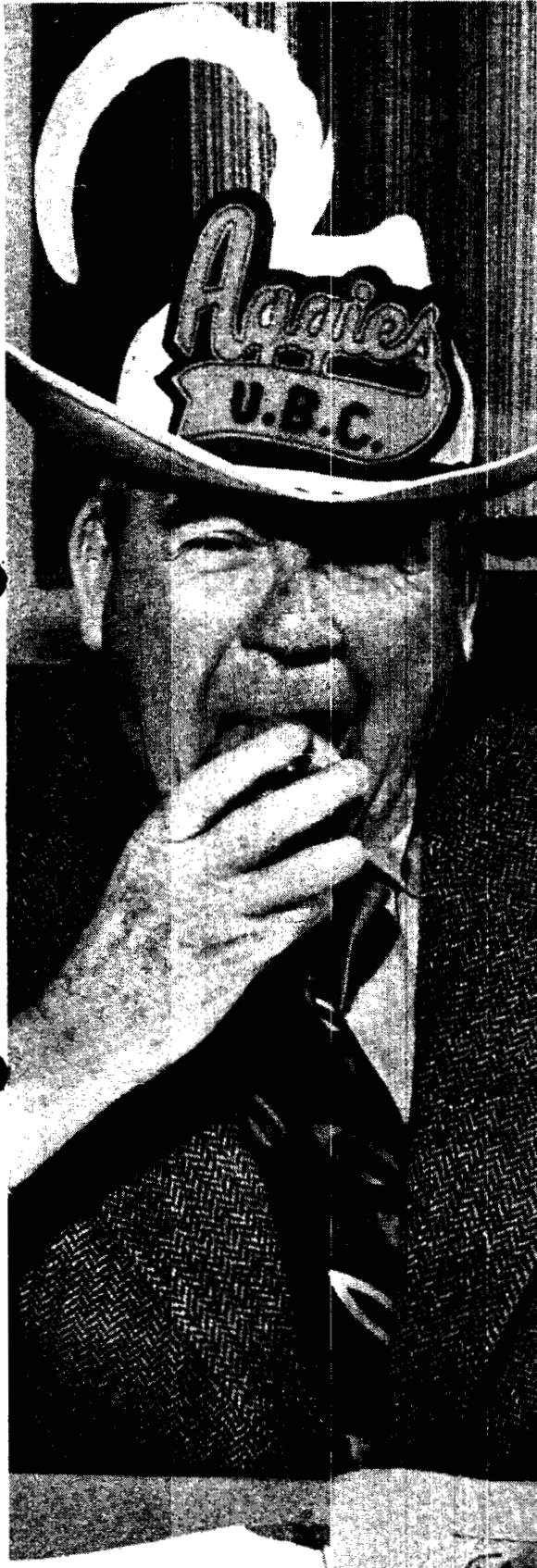


UBC REPORTS

VOLUME EIGHTEEN, NUMBER TWO

FEBRUARY 2, 1972, VANCOUVER 8, B.C.



PRESIDENT Walter Gage takes a healthy bite from a juicy B.C. apple purchased from Faculty of Agricultural Sciences students during recent campus fund-raising day for the March of Dimes. Sales of apples on a campus-wide basis and pancakes at Student Union Building netted more than \$425. Befeathered farmer's hat was a gift from the students to the president, who gave a cheque to the fund drive in return for an apple for each student in his mathematics class. UBC engineers have also been active in recent months in the fund-raising department. They raised more than \$8,500 for the B.C. Society for Crippled Children through a silver collection at their annual Tea Cup football game and chariot race and rebates on purchases made at the UBC Bookstore. Picture by the UBC Photo Department.

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Committee Moves On New Teaching Approach

A radical new approach to teaching, called self-paced instruction, is being planned in the Faculty of Applied Science at the University of B.C. for the fall of 1973.

The initiative for introducing the new program, which involves jettisoning the lecture system, has come from the joint's Teaching/Learning Committee, a faculty-student body concerned with the improvement of teaching.

SINGLE COURSE

Initially, the self-paced instruction program will probably be introduced in a single, second-year engineering course, Applied Science 270 — Strength of Materials.

Dr. C. Ronald Hazell, associate professor of mechanical engineering and chairman of the Teaching/Learning Committee, said extension of the self-paced instruction program to other courses in the Faculty would depend on its success in the initial course.

(For more details on self-paced instruction and other activities of the Teaching/Learning Committee, turn to Pages Two and Three for an interview with Dr. Hazell.)

Dr. Hazell said self-paced instruction has been proven to be a highly efficient means of learning in engineering faculties in the United States, where it is now widely used.

Typical results show that 90 per cent of a class using self-paced instruction obtain first-class standing in 75 per cent of the time it takes students on the formal lecture system to obtain a pass standing.

Briefly stated, self-paced instruction involves

providing students with a programmed package of instruction materials which utilize many different learning techniques.

Each student progresses at his own rate, using resource materials provided or indicated in the package of materials. The system also includes close contact with faculty members who are responsible for the course.

"In summary," said Dr. Hazell, "you could say that self-paced instruction enables students to learn how to learn and, at the same time, master a subject."

Other long-range advantages to the program, according to Dr. Hazell, are lower costs per student and a reduced physical plant requirement.

Other recent activities of the Applied Science Teaching/Learning committee include:

- Preparation of a teaching handbook for faculty members. The handbook, which will be distributed shortly, includes a booklet on good teaching techniques, a second booklet on the availability of teaching aids at UBC and a Faculty resources section that describes the teaching and research activities of each member of the Faculty.

- Up-grading of classroom facilities in the Faculty and,

- Revision of a questionnaire used by students to evaluate the teaching of faculty members.

GRADUATE SURVEY

The committee is also studying the feasibility of carrying out a survey of engineering graduates to determine where they find employment after graduation and whether or not their UBC training has been valuable to them in their jobs.

Chancellor Undecided On Second Term

Mr. Allan McGavin, Chancellor of the University for the past three years, has not yet decided whether he will run for the post a second time if he is nominated.

The Chancellor is elected triennially and serves both on the Senate, a 101-member body that makes all academic and curriculum decisions for UBC, and on the 11-member Board of Governors, which must ratify all decisions of Senate before they are official and which also deals with UBC's financial affairs.

The Chancellor is also chairman of the Convocation of the University which every three years elects the Chancellor and up to 15 members of the University Senate.

The Convocation is made up of the Chancellor, the President, all members of Senate, all persons holding academic appointments at UBC whose names are added to the Convocation roll on the instructions of the President, all graduates of UBC and those on the Convocation roll as the result of regulation by Senate.

Procedures for the 1972 election of the Chancellor and members of Senate elected by Convocation were approved at the Jan. 19 meeting of Senate. Nominations must be received by UBC's Registrar, Mr. J.E.A. Parnall, by March 15.

Senators who are elected by Convocation must be graduates of the University, but graduates who are members of the UBC faculty are not eligible for nomination. The *Universities Act* says there shall be not less than six nor more than 15 Convocation members elected to the Senate by Convocation.

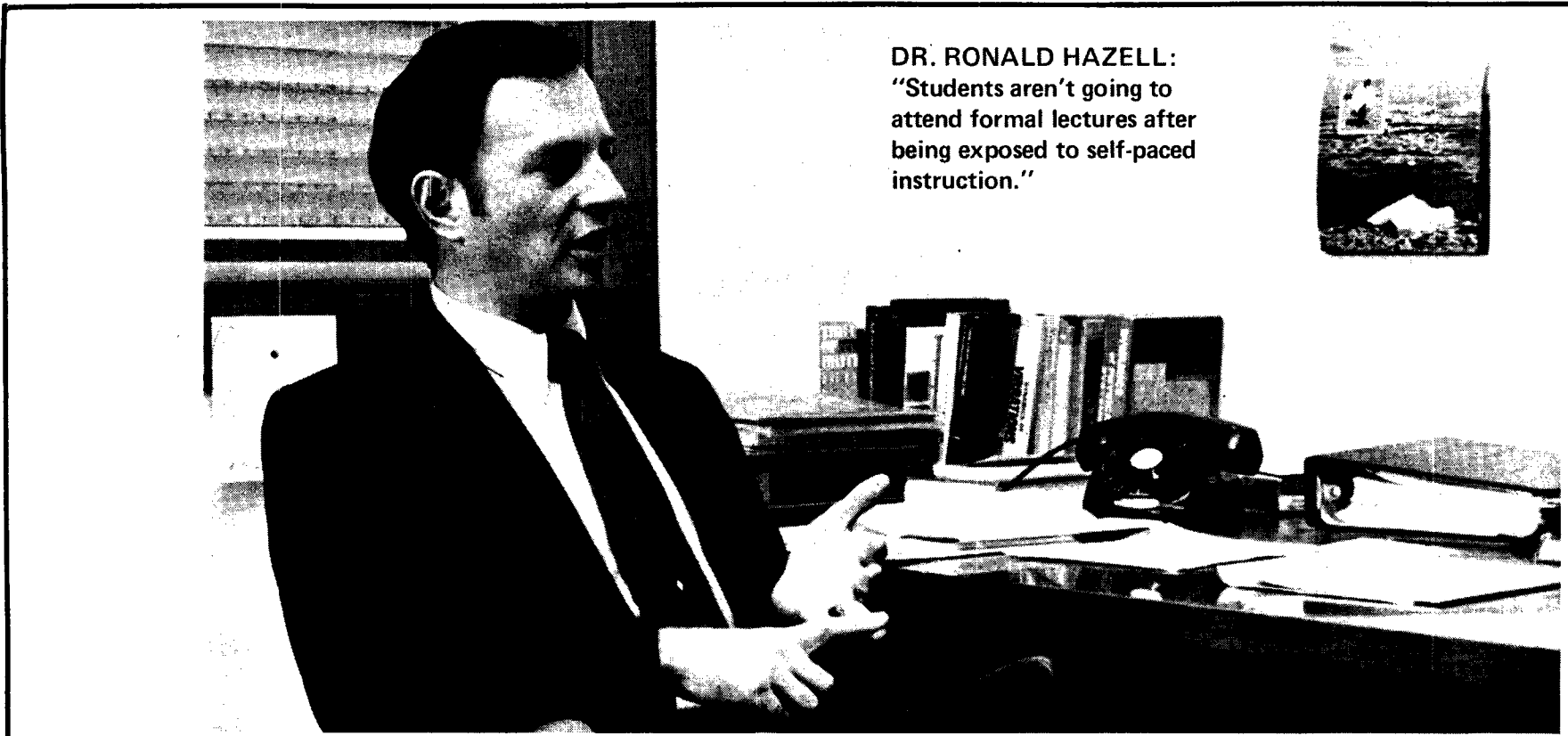
If an election for Chancellor and the Convocation members of Senate is necessary, it will take place on June 7. Ballots received from those entitled to vote in the election will be counted on the afternoon of June 7 and the results announced that night at the final meeting of Senate for the 1971-72 session.

Nominations for Chancellor must be signed by not less than seven persons entitled to vote in elections for the post. Nominations for Senators elected by Convocation must be signed by three persons entitled to vote in the election.

Candidates for the post of Chancellor or member of Senate can refuse to allow their names to stand providing they notify the Registrar of their refusal within five days following the March 15 deadline for nominations.

The Chancellor and Convocation members elected

Please turn to Page Eight
See ELECTION



DR. RONALD HAZELL:
 "Students aren't going to attend formal lectures after being exposed to self-paced instruction."

One of the University's most active committees concerned with improving the quality of campus teaching is the Teaching/Learning Committee of the Faculty of Applied Science, chaired by Dr. C. Ronald Hazell, associate professor of mechanical engineering. In the interview on these pages, UBC Reports discusses with Dr. Hazell a new self-paced instruction program, which the committee plans to implement in 1973, and other activities of the committee.

UBCR REPORTS: The Teaching/Learning Committee in the Faculty of Applied Science is planning to implement a system of self-paced instruction. Can you describe what is involved in this?

DR. RONALD HAZELL: I'll describe it from the standpoint of how it affects students and faculty members.

In general it means a departure from the formal lecture-classroom situation to a program where the student will pace his own learning process with the help of a detailed, well-prepared, pre-packaged program. It will be written by the faculty members, distributed to the students, and advancement through the program will depend upon the ability of the individual student.

The material in the program will be laid out into units or sections and when the student has studied a particular unit, he will be tested on that unit. If he demonstrates a mastery of the material in that unit he will then go on to the next unit. So there is emphasis on mastery. If the student does not demonstrate a mastery of the material he will be instructed to go to a resource faculty member, a resource textbook, go back into the package and review the same material or go to the library to reinforce the area in which he is weakest. Then, when he feels he is ready, he will be examined again. And if he then understands the material he will go on to the second unit and work himself right through the entire package. When he finishes that package he will then go on to the next course. The better students will finish the package very quickly, of course, and the poorer students will take longer. But indications are that even poorer students finish more quickly than they would under the formal lecture system.

UBCR: At what level of the Applied Science curriculum are you planning to institute this program?

DR. HAZELL: We are planning to institute it at the second-year level.

UBCR: Will all the courses at that level utilize this program or will it be one course?

TWO SECTIONS

DR. HAZELL: Initially, just one course, Applied Science 270 — Strength of Materials. It's a course that has two sections in it, so we can use one section as a control group on the traditional lecture system and the other section as an experimental group using self-paced instruction.

UBCR: Why that particular course?

DR. HAZELL: First, it's a course that many students have to take. It is part of a core program for most engineering students and a course that lends itself very nicely to self-paced learning. It's a fundamental course in the analysis and determination of the deformation of structures when loads are applied to them. It's very much of a design nature. The principles are few, but it is a course where a great deal of practice and application

are required and we feel this lends itself quite nicely to the self-paced instruction idea. There are faculty members involved in this course now who are enthusiastic about the process, which is essential. So I think these are the main reasons behind choosing this particular course.

UBCR: Why aren't you instituting it at the first-year level?

DR. HAZELL: We are interested in implementing it in the engineering program. At the first-year level all but one of the courses are basic science courses that a student must take.

UBCR: How many students would be involved in the self-paced program?

DR. HAZELL: Approximately 150.

UBCR: The self-paced learning course, as you have already said, involves jettisoning the lecture system. Will lectures be replaced by close contact between students and faculty members who are involved in the teaching of the course?

DR. HAZELL: Yes, the faculty members will devote a great deal of their time to the implementation and supervision of the course. The amount of time that a student will spend with a particular faculty member will depend on the level of need of the student. Some of the better students may not need to see a faculty member at all. The poorer students may require quite a bit of attention.

UBCR: What about an average student who is not able to cover the material in the prescribed time? Or do you have evidence from the universities where the program is in use that students progress more quickly and at a higher level of attainment?

DR. HAZELL: We understand that the average student finishes the course much sooner than the specified time. Not only does he finish it sooner, but he has a better mastery of the material and can cover more material with this particular program.

UBCR: Have any studies been done to indicate why that should be?

DR. HAZELL: It seems that the students are more highly motivated. In this program the students are told right at the beginning what is expected of them. They are told not just what they have to know, they are told what they have to be able to do at the end of the course. They are also given a need to know. They are presented with practical engineering situations, not the traditional single-answer academic problems that they are so used to. So the need is shown, they know where they stand and what is expected of them and their motivation just skyrockets. The student knows that the sooner he gets through this block of material the sooner he can get on to the next block. And the better students can finish the entire program in half the time that they do now, cover more material, and have a better mastery of it.

UBCR: Is it your intention, if this pilot project is successful, to extend the self-paced learning system to other departments and courses in the Faculty?

DR. HAZELL: Our hope would be that if the program proved to be successful that it would be evidence to other faculty members that it is worthwhile investigating this particular approach to learning. As a committee we cannot implement this particular program in any course. We can recommend it to our faculty members, we can try and convince them that this is the better way to teach. If it proves to be so, we hope they

will adopt it. It may well turn out that the self-paced learning program is not the answer for all courses. In fact, I am sure that will be the case. But for the majority, I have the feeling that it would be the answer.

UBCR: What other particular advantages do you see in the self-paced instruction program for students?

DR. HAZELL: First, that they learn how to learn and, secondly, that they end up with a mastery of the subject which many of them do not get now. I think we can give them a much broader background, much broader training, for a professional career in engineering than we are giving them now.

NOW IN USE

UBCR: Is this program in operation at other institutions in North America?

DR. HAZELL: Yes, it is in operation in many engineering schools in the U.S. and is being used for a high school chemistry course in Stratford, Ontario. Indications are that it is being implemented more and more widely, not just at the university level but at the high school level as well. We feel it's time we looked into it and investigated its merits, because if it is implemented on a widespread basis in high schools and we are not ready for it at the university level, students aren't going to attend formal lectures after having been exposed to self-paced learning. We are continuously by those who have offered the course and those who have taken the course that there is no way they can return to the old system. At first, it appears, both faculty members and students are reluctant to undertake the program. Students, for example, have had some 15 or 16 years of the traditional lecture system and they resist a sudden change to a different learning pattern. But once they have gone through a program like this they are very enthusiastic about it and there is no way they want to go back to the old pattern.

UBCR: What about plans for implementation? When do you hope to have the first package of material ready and the new system operating?

DR. HAZELL: This is still in the planning stages. I would hope that this new scheme would be operative in the fall of 1973. A tremendous amount of work will have to go into writing the program for the course and getting prepared.

UBCR: What about the costs of this kind of program compared to the costs of the present system?

DR. HAZELL: Well, we haven't done a study yet on our own concerning this. All I can tell you is what has been reported by universities where the program is in operation. We are told that the cost per student is lower and that the amount of physical plant required to implement this program is less than that required for the traditional lecture system.

UBCR: Have you seen anything that indicates why this is so? What financial advantages can be derived from the program? Does it use less space or faculty members' time?

DR. HAZELL: No. It doesn't use less faculty members' time. In the first couple of years that the program is in operation, the faculty member spends a major portion of his time giving attention to the program, but once it is operating on a steady-state basis the faculty member spends about the same amount of time with the program as he now does with the formal

A New Approach To Learning in Applied Science

lecture system. The saving, in my opinion, would come from the reduced need for the large number of classrooms that are required for a traditional lecture system. The savings would come over a long term. I wouldn't see it as an immediate saving.

UBCR: Has the Teaching/Learning Committee been active in other areas?

DR. HAZELL: Yes, we have. Very shortly we will have ready for faculty members a teaching handbook consisting of three sections. The first section is a booklet called "You and Your Students," published by Massachusetts Institute of Technology. We have simply bought 250 copies of this booklet for incorporation into our handbook. The second section is a booklet put out by the University's Instructional Media Centre, which describes the audio-visual equipment available for teaching purposes; where to get it, who to call if something goes wrong, who will service it and so on. The third section is one that we have written ourselves. It's a Faculty resources section. A page is devoted to each faculty member in Applied Science. His teaching and research areas are described and, most important, the areas in which he is interested in co-operating on an interdisciplinary level with other faculty members. We feel the booklet will enable faculty members to know each other a little bit better, know what the others are doing, and encourage interdisciplinary, interdepartmental activities, which is very important and beneficial. Hopefully, the students will benefit from the MIT instructional booklet because it includes many suggestions for good teaching techniques.

The second section will benefit the students and the faculty, both of whom will become more aware of the teaching aids available at UBC. I should also add that as a committee we are not strong on hardware. Many people, I think, have been oversold on the audio-visual aspect of teaching, the closed-circuit television and so on. There are indications that these aids are not doing what they were originally supposed to do. If they aid the communication process, fine, but they are not an end in themselves, as some people have been led to believe.

UBCR: Are there other areas in which your committee has been active?

DR. HAZELL: Yes. The committee members went through all the teaching facilities of the Faculty with an eye to seeing whether or not, in our opinion, the facilities were up to "acceptable standards." We found classrooms where the blackboards had sections missing, the lighting was very poor and there were no facilities for using audio-visual aids. We made a list of these inadequacies, forwarded them to Dean W.D.L. Finn, and recommended that these deficiencies be remedied. They have been.

UBCR: What about the evaluation of teaching by students? What is going on in this area?

DR. HAZELL: We have designed a completely new questionnaire to replace an earlier one. The old questionnaire was implemented as a co-operative venture between students and faculty, but the students ran the questionnaire completely, distributed it and collected it. Up until the year before last, these questionnaires were not returned to the faculty members. In other words, the faculty members got no feedback from the questionnaire. The problem with the old questionnaire, we found in looking at it, was that it was too specific. It tended more to evaluate the mechanics of an individual

course rather than the quality of the teaching of the instructor. In addition, there was a tremendous amount of data collected, but there was no way to reduce it to manageable proportions and disseminate it quickly to the faculty members.

What we have done is to redesign the questionnaire completely. The front of it is set out so that it can be tallied by a computer with the use of an optical reader. The students are asked if they strongly agree, mildly agree, mildly disagree or strongly disagree with a particular statement that is made concerning the quality of a faculty member's teaching. The results are tabulated by the computer and summaries are made up on a computer printout for each individual faculty member. The summary is returned to the faculty member within a week or two of the evaluation. On the back of the questionnaire there is room for handwritten comments by the students and, to my mind, this is the most important part of the questionnaire. The questionnaires, after the computer is finished reading the front part, are returned to the faculty members so that they can read the handwritten comments of the students and 99 times out of 100 they are constructive comments. We have had a minimum of derogatory or destructive comments. In addition to returning to the faculty member the raw questionnaires, the handwritten comments, the computer printout from the front of the questionnaire, we also return averages for the entire Faculty, the individual departments and individual year so the faculty member can compare the response to his teaching to the average response to teaching as a whole. We have intentionally avoided ranking faculty members or publishing the results.

The one thing that we have been quite happy about is the co-operation we have had from the students on this. In fact, they are not interested in publishing the results, although one student elected by the Engineering Undergraduate Society executive does have access to the computer printouts. You could figure out who is the highest and who is the lowest and so on, but the main benefit is for the individual faculty member, who sees if his teaching is average or better than average from year to year and whether or not he is improving.

UBCR: In addition to the self-paced learning program that you are planning to institute, are there other specific things that the committee has under consideration?

SURVEY OF GRADS

DR. HAZELL: Yes, we are looking at the feasibility of carrying out a survey of Applied Science graduates. This particular point was brought to our attention by one of our graduate students and it identifies a problem that we have been aware of for some time — the problem being that we make no effort at all to find out where our students go when they leave UBC and what they do and whether or not the material we are offering has been beneficial to them. We think it's important to get feedback from the graduates on these matters. So we are going to find out where our students are going, what sort of jobs they are getting and what sort of knowledge they are actually using. The results will be of value to our curriculum committee as well, and we will probably undertake a co-operative effort with the curriculum committee to carry out this survey.

35 Up For Awards

A record 35 UBC teachers have been nominated for the 1971-72 Master Teacher Awards.

Twenty-five of the nominations were made by students and ten by faculty members. Last year, a total of 31 nominations were received, the bulk of them from students.

The 12-member screening committee for the awards, chaired by UBC's academic planner, Prof. Robert Clark, will now begin assessing the nominees and planning a series of classroom visits to hear them lecture.

The committee is aiming to announce the names of the sixth and seventh recipients of the award, who will share a cash prize of \$5,000, by the end of the second term of the 1971-72 session.

The awards, established in 1969 by Dr. Walter Koerner, a member of UBC's Board of Governors, in honor of his brother, Dr. Leon Koerner, are intended to give recognition to outstanding teachers of UBC undergraduates.

Previous winners of the award are Dr. Walter Gage, now UBC's president; Prof. Sam Black, Faculty of Education; Dr. John Hulcoop, Department of English; Prof. Peter Larkin, Department of Zoology; and Dr. Floyd B. St. Clair, Department of French.

Four students — two undergraduates and two in graduate studies — have been named to this year's Master Teacher Award screening committee by Students' Council.

Last year the Council and the executive of the Graduate Student Association refused to name students to sit on the committee, claiming that the awards mask a tenure and promotion system which they said rewards research and publication rather than teaching.

The Master Teacher Award committee decided to carry on without student representation last year.

Student representatives on this year's committee are: Mr. Gordon Blankstein, third-year Agricultural Sciences; Mr. Gordon McNab, Graduate Studies; Mrs. Karen Vickars, fifth-year Education; and Mr. Richard Ouzuonian, Graduate Studies.

Other members of the selection committee are: Prof. Clark, chairman; UBC's Chancellor, Mr. Allan McGavin; Prof. Roy Daniells, University Professor of English Language and Literature; Dr. Larkin, Zoology; Prof. William Webber, Department of Anatomy; Dr. Ruth White, Department of French; and Dr. Ross Stewart, Department of Chemistry, and Mrs. Beverley Field, who represent the UBC Alumni Association.

Money for Marks

If you want money for marks this year from the provincial government, your application must be submitted by March 15.

Application forms for Government of B.C. Scholarships are available at the Scholarship, Bursary and Loan Office, Room 207, Buchanan Building.

The value of scholarships ranges from one-third to three-quarters of tuition fees for students with averages above 70 per cent. This applies to all undergraduates with the exception of those enrolled in the Faculty of Law, where averages are based on rank.

To be eligible for the money-for-marks program, applicants must be Canadian citizens or landed immigrants who have resided permanently and continuously in B.C. for 12 months prior to the end of April, 1972, and who were in full-time attendance in a full program of undergraduate studies at UBC in the 1971-72 winter session.

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a new faculty member with three concerns

Dr. Milton Miller, the new head of the University of B.C.'s Department of Psychiatry, has been preoccupied with three concerns since arriving on campus:

- Cultural shock;
- Learning about in-patient, out-patient, day-care and night-care mental health programs in B.C. and,
- Keeping an eye on the mountains "to make sure they're still there."

The cultural shock — Dr. Miller took up his UBC appointment Jan. 1 after 10 years as head of the Department of Psychiatry at the University of Wisconsin — is in the form of "a certain politeness, shyness, restraint, a touch of understanding on the part of many of the people in B.C.," he said.

"Drivers don't honk their horns at you. They help you get across the street. It's amazing. It's nice."

In an interview with *UBC Reports*, Dr. Miller spoke of new patterns of health care, the place of drug therapy in treating mental illness and the social responsibility of psychiatrists to risk the disapproval that sometimes goes with advocacy of social change.

"The role of the social critic," he said, "doesn't come easily for most of us. Largely, we are a part of a middle and upper socio-economic group and our personal backgrounds are often a trifle conservative and traditional. And, like anyone else, we don't want to make people mad at us."

UNIQUE OPPORTUNITY

But in spite of this Dr. Miller feels that the psychiatrist can and should make society aware of anything that contributes to the illness, unhappiness and lack of fulfillment of people.

"The psychiatrist has a unique opportunity as a part of the establishment because he has an entrée into areas of society that are not establishment," he said. "The inadequate hospital, the primitive prison, the places where the poor or the unwanted aged are secluded are closed off to most citizens, but as perpetrators of human misery are well known to those who practice psychiatry.

"On coming out of such places, the psychiatrist has the responsibility to report what he has seen and to constantly raise the question, 'Is this what we wish to maintain?'"

Raising this kind of question makes few friends among the administrators of agencies or programs who are called upon to modify existing practices, Dr. Miller said.

The real problem in society is the organization that has grown into a closed system, one which is left to the management of the professionals alone, one which has lost its sense of immediate answerability to the public.

"Once closed off from public scrutiny," he said, "any organization is likely to attend to protecting itself instead of working for the goals for which it was conceived."

Dr. Miller cited public involvement in public mental hospitals in the 1950s. Public involvement was absolutely essential in the improvement of such institutions.

"The most important contemporary development in mental health care is that mental illness has become the public's business. Instead of thinking of 'their' hospitals and 'those' kind of patients, people began to think of 'our' hospitals and 'our' brothers.

"This and this alone led to the moves away from the 'Bedlam' type of hospital and into patterns of care that are more humane, more effective and, ultimately, vastly less costly."

Dr. Miller feels the comparison of old-style mental hospitals to contemporary prison programs a fair one. Though he said he couldn't speak yet of B.C., prison programs elsewhere closely resemble the system of neglect that formerly characterized the mental institution.

"Beyond the locks of the prison doors," he said, "these institutions are truly closed in spirit. No



DR. MILTON MILLER

women enters. The institutions are neglected by the relatives of the inmates. What goes on inside is largely unknown.

"Society says, 'Let's leave it to the professionals. It's too complicated for us,' and they make a large swathe around the whole prison system and exclude it from the society's business. What results is enormously costly on all counts — human, social and economic."

(Dr. A.M. Marcus, acting head of the UBC psychiatry department from April 24, 1970, until Dr. Miller's arrival, is a forensic psychiatrist who has written extensively on Canadian prisons. His most recent work is a book, *Nothing is My Number*).

Dr. Miller said a tradition of the University of Wisconsin was that its boundaries were taken to be the boundaries of the State. "I think that would hold for UBC and the boundaries of the province," he said.

MENTAL HEALTH

"One can't claim a fine medical school unless the health care of the people is good and getting better. There is no such thing as a fine department of psychiatry unless and until the mental health care available to all the people is good and getting better. An island of excellence," he said, "in a sea of suffering can't be all that excellent."

In an effort to meet the challenge of better health care for all the people of society there is, according to Dr. Miller, an on-going, world-wide re-organization of the delivery of health care.

The United Kingdom plans to phase out all its mental hospitals by 1980. U.S. Secretary of Health, Education and Welfare Richardson has predicted that by 1980 about 90 per cent of all American citizens will be enrolled in "health maintenance organizations" akin to the Kaiser medical plan. Under these organizations, groups of doctors, nurses, social workers and other health professionals provide full health services for a flat membership fee. Since revenue to the health maintenance organizations is the same whether a member is treated or not, the incentive is to provide a high level of preventive medicine.

The new Health Sciences Centre at UBC has been planned as a model for training health care workers

from their first day on campus to work co-operatively by dividing the labor and sharing responsibility so that they can move out into the community as a team to combat the causes as well as the results of sickness.

"In Canada, the U.K., the U.S. and increasingly around the world there is more emphasis placed on treating and preventing illness, both physical and mental, by developing programs closer to the patient's life and family," Dr. Miller said.

"In the process, alternatives are being sought to treatment in hospitals and those alternatives often turn out to be more effective, more considerate of human needs and less costly."

One of the main roles of universities and hospitals in the changes to come, he said, will be to cut down the time lag between the development of new knowledge and techniques and their availability to the public-at-large. He cited as an example his own experience in working in a community away from a university centre.

"Fifteen years after the development of new drugs that allowed us to treat patients with serious mental depression outside of hospitals, those drugs were still unknown to many doctors and so were unavailable to their patients.

"We have to develop much more effective techniques for translating the explosion of knowledge into a reality in the life of the patient in all specialties of medicine.

IMPORTANT GOAL

"In the psychiatric area, this is an important goal — to train the family doctor who first encounters the patient to recognize the problem and usually to treat the patient in his own office.

"That means that someone with an emotional problem walking into a doctor's office in Kelowna or Prince Rupert or on West Broadway in Vancouver will have the same kind of treatment available as someone in the UBC psychiatric unit."

Dr. Miller emphatically denied the charge levelled by some that modern psychiatry avoids dealing with the problems of patients by containing their minds with drugs in the same way that strait jackets were used to contain patients physically in the past.

"There are certain kinds of symptoms that respond only to drug therapy," he said. "Theories aside, in many instances nothing else works. And it's not only that a given drug provides relief, it's often a given drug administered only at a certain dosage over a specific period of time that brings improvement to a particular patient.

"If talking with the patient doesn't help, and bringing in the family for consultation doesn't help, and a trial of several drugs doesn't help, you keep on trying.

"If progress is slow, I ask a colleague to offer his or her advice as a consultant. Often we see the patient together during the consultation.

"You keep trying. And the wonderful thing about being a psychiatrist in 1972 is that the chances of the patient improving are good. I mean very good.

"The progress in all of medicine has been enormous this last decade. I think the progress in psychiatry stands high among all the medical specialties."

Dr. Miller, a 44-year-old native of Indianapolis, Indiana, met his wife Harriet when he was 17 and they were both freshmen at Indiana University. They married in 1948, two years before Dr. Miller graduated from the Indiana University School of Medicine and began his psychiatric training at the Menninger Foundation in Topeka, Kansas.

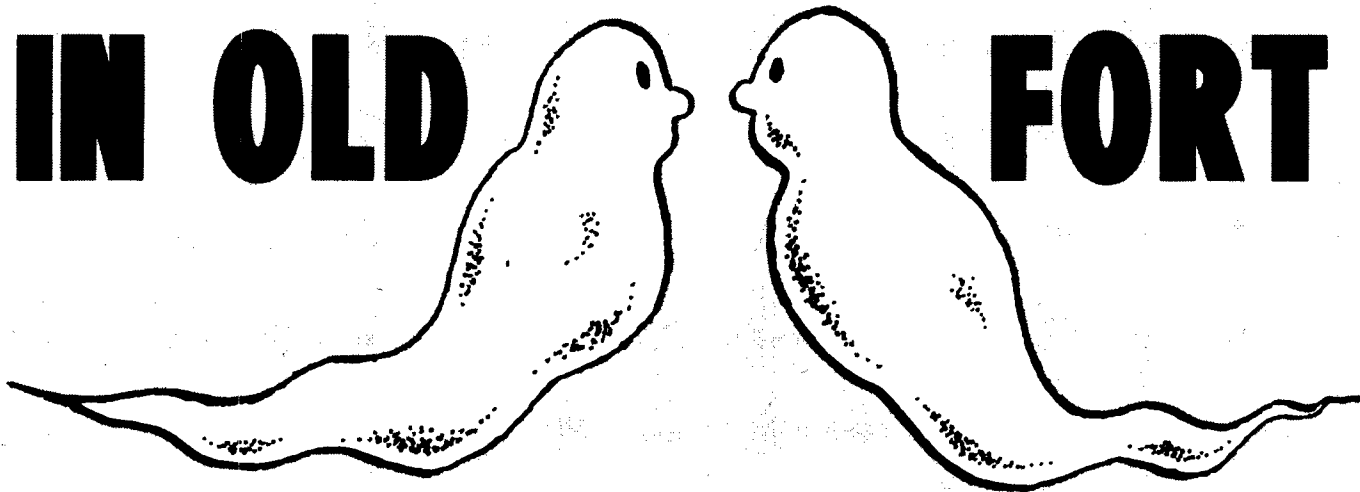
Mrs. Miller is a painter and sculptress who founded and directed a 700-student school in the Madison Art Centre in Wisconsin. She now teaches at Douglas College.

Their three children — Bruce, 22; Jeff, 20; and Marcie, 18 — are students at the University of Wisconsin.

Picture by UBC Photo Department

A GHOSTLY TALK

IN OLD



FORT CAMP

The scene is a deserted corridor in a dormitory of old Fort Camp on the UBC campus. It is 3 a.m. and the only sounds are those which have permeated the converted wooden army huts for the past 27 years: the dripping of a faucet in a nearby bathroom, the clank of steam in the hot water pipes and the snoring of a student through the paper-thin walls. Two ghosts materialize out of the woodwork and hover silently in the dim corridor.

FIRST GHOST: Where in hell have you been?

SECOND GHOST: Don't come on so salty with me. Listen, I've been over in the office of that guy Les Rohringer, the housing administrator, going through his files. Listen, it's true. They're gonna tear down the old men's dormitory units in the camp in the spring. Come April 30, goodbye Fort Camp.

FG: Yeh, I guess it had to happen some day. I spent most of the evening sitting in on a meeting of the student committee that's planning the big homecoming for past and present residents of the camp. They even set a date — March 4.

SG: Listen, maybe we could stop the whole thing. We've got some pretty powerful friends, you know. Why there's Gordon Shrum — he put this place together almost overnight in 1945 when all the veterans came back from the war. He claims he had permission to take the huts, but I know better. He picked them up at army camps, brought them to campus and then told the army he'd done it. Then there's Larry MacKenzie, the former president. No telling when he'd show up to have a beer with the boys in their rooms and he always came to the Christmas banquet. And what about Wally Gage? He's president of the whole damn place now. Remember how he used to lead the carols at the Christmas party? He still shows up every year.

already haunted all those guys. They won't lift a finger. The only guy that's got any real clout left around here is Wally Gage and many of these kids — just listen to that guy in 207 snore — will be moving into the fancy new residences

Let Them Know You're Coming

The organizers of the March 4 homecoming for past residents of Fort Camp would like to hear from you in advance if you plan to attend.

To let them know you're coming, drop a note to the Fort Camp Homecoming Committee, Fort Camp, UBC, Vancouver 8, or telephone Dan Hunt, 224-7383, or Sue Savard, 224-7192.

The organizers suggest you spread the word among old campers of your vintage and make up a party for one or more of the events.

over on the other side of the campus that have been named after him. Not a chance.

SG: What have they got planned for March 4?

FG: Well, it should be quite a party. They're going to start off with a buffet lunch in the old dining hall at 12:30 p.m. and in the afternoon they're planning a dwileflonke and a . . .

SG: A what?

FG: A dwileflonke. That's some sort of old English drinking game.

SG: Well, most of the old boys will be used to that. I reckon there's as much beer smuggled into this camp annually as there is delivered to the Fraser Arms and the Georgia combined.

FG: And if you add the stuff the students brew under their own beds . . .

SG: Yeh, there's a guy down at the end of the hall with a batch that's almost ready now. We'll sample it later. What else they got planned for March 4?

FG: Well, in the afternoon there's a bed race and a tour of the new Wally Gage residences. All the old dormitory huts will be open all day and there's free coffee. Then in the evening there's a boozeup — they call it a cocktail party — in the camp lounge and a dance in the dining hall. They've also got a dinner planned in the Graduate Student Centre across the way and an old-timer's hockey game in the Thunderbird arena.

SG: Wow, that's a pretty heavy trip. Think some of those old campers will be up to it?

FG: Sure they will. Why I reckon there'll be water fights in the corridors and a couple of panty raids on the women's residences. Just like the good old days.

SG: Maybe they'll even have a party in the old concrete army bunkers on the cliffs. Remember the time they locked a bunch of guys in there overnight and the cops came and . . .

FG: Yeh, maybe they will. But what bothers me is what's going to happen to us?

SG: Listen, I got it figured out, see. I drifted into the office of the deputy president, Bill Armstrong, the other night and there it was, all laid out on his desk, plans and everything. About what's going to happen down here when they tear out the dormitory units.

FG: Well, let's hear it.

SG: Well, first of all, they aren't going to tear down the old dining hall. It's like this: the Faculty of Law is going to get a new building later this year and while it's under construction they've got to have lecture space for Bertie McClean's boys, see. So they're converting the dining hall into three lecture rooms and the faculty members are going to move into the women's residences.

FG: Boy, the Dean of Women will have something to say about that.

SG: No, listen stupid. They're clearing the girls out of the permanent women's residences. Fort Camp is kaput as a residence complex. We're being taken over by the law faculty. They won't fill all the offices, of course. Some other department will probably move in to fill the place up. I figure the future is bright for us. All those lectures on evidence and taxation and torts and property and stuff like that. I can hardly wait.

FG: Well, we'll see. I dunno. Let's go sample that batch of home brew down at the end of the hall. Say, remember the time the guy down in 303 smuggled the girl into his room and she started to giggle and the camp proctor came storming into the place . . .

(They fade into the woodwork).

The State of Universities

The following address was delivered by Dr. Max Wyman, president of the University of Alberta, at a recent convocation of that University. UBC Reports reprints the speech because the experience of the University of Alberta in recent years closely parallels that of UBC.

Although it has become somewhat trite to talk about a crisis in higher education, I wonder how many of us realize that our educational institutions are now in a "state of siege," and how few are left who are willing to man the barricades in defence of the institutions which have provided us with the major part of our culture and a significant part of our wealth? Our educational institutions are now under attack from society, from staff, and from students, and the ferocity of that attack has already closed the doors of some universities, and is in the process of driving many more to the point of collapse.

The hostility society now displays for its educational institutions is dangerous, and its effects are now becoming readily visible to the university community. With the approval of society, governments are cutting the rates of educational spending, but too quickly and harshly, and therefore society is in danger of destroying something that should be nurtured and preserved. This hostility has now found its way into our homes, as the disenchantment of the parents is translated into the disenchantment of the children, and the result has been the loss of a post-secondary education to about 100,000 of the young people of Canada.

There is no question that the mood of the nation is against spending, and that the high costs of education have turned the nation against the universities. However, as important as money may well be in determining the mood of our people, there is a much deeper philosophical reason for the mood of the nation. I should like briefly to discuss both of these points.

My first point is concerned with the current disillusionment over the results of university education.

The release of nuclear energy some 25 years ago, with its obvious importance, and the successful launching of Sputnik I about 14 years ago, with its obvious drama, made the peoples of the world realize the power the acquisition of knowledge could give, and an aura of glamor came to surround the pursuit of knowledge.

CULT OF EDUCATION

However, the search for power was not enough, and during the 1950s and 1960s, a cult of education began to permeate the world. This cult took on the nature of a religious faith, a faith that believed educational systems could and would solve all of the social and economic problems of the world. This was a goal no educational system could hope to accomplish and when, in spite of the billions of dollars spent on education, there was an increase in our social problems, and a severe intensification in our economic problems became evident, the nation turned hostile to its educational institutions. Now the leaders of the nation seem to have launched an all-out attack on those institutions. I will return to this point in a moment.

My next consideration is the rising concern over the cost of education.

For years, the Economic Council of Canada was the high priest of the cult of education, and over and over again extolled the economic gains that active support of

education could give. Now, even this "defender of the faith" has turned, and currently accepts the thesis that our educational systems are inefficient, and the supposed or so-called efficiency of the business world must now be applied to our educational systems.

More recently, the Education Committee of the Alberta Chamber of Commerce has published a document called "A Position Paper on Education in Alberta" which accepts this theme with a vengeance. When I say that the language of this document is intemperate, its use of statistics is naive, and its conclusions are presented in a polemical style without proof, it is not my intention to provoke a confrontation between town and gown, a confrontation that will do no one any good. It is my desire to bring these two groups together so that they will speak the same language, use valid statistical analyses, and obtain conclusions which are capable of proof.

TIGER BY THE TAIL

In the preamble to this document, we find the statement: "One of the principal reasons for the Alberta Chamber of Commerce deciding to prepare a submission in respect of education, is the realization that the cost of education is becoming completely out of hand. We have 'a tiger by the tail' and we have to do something."

Since these are intemperate words, I would like to ask what is this "tiger by the tail" about which we have to do something? Let me use the data given for The University of Alberta to illustrate the points I wish to make.

For 1959-60 the full-time enrolment of The University of Alberta is given as 5,337 and by 1969-70 the corresponding enrolment is given as 17,354, an increase of 225 per cent. Again for 1959-60 the operating budget was \$8,616,000 and this increased to \$53,525,000 by 1969-70, an increase of 521 per cent, with the somewhat obvious, if unstated, conclusion that about 300 per cent went down the drain in some way or other. Is this the "tiger by the tail"? I think not, and I think not for the following reasons.

The given data can be made to yield the following information. During that ten-year period, student enrolments increased by 12.5 per cent per year, and the University budget increased by 20.1 per cent per year. So that when one discounts these percentages in a proper way, our unit costs measured in comparable dollars increased by 4.2 per cent. The question is: What did The University of Alberta do with that 4.2 per cent?

First, the University increased salaries. With enrolments tripling all over this continent a seller's market was created for qualified staff, and an institution with a goal to pursue excellence could not ignore that market.

Second, in the period from 1960 to 1970, The University of Alberta experienced its greatest growth of excellence, a growth that was not equalled during any other time in its history. From a university with a severely limited research capacity and a severely limited graduate enrolment, there emerged a university with a major research capacity and a major graduate enrolment. Undergraduate innovations were made. Major computer facilities were obtained, and the University was the first university in Canada to have a Department of Computing Science. During that time, our library grew to over 1,000,000 volumes. The equipment for language laboratories was obtained, and the teaching of all



languages became quite different from what it was ten years ago. Such changes permeate the University and the University now bears little resemblance to the University of 1959-60.

If in fact we were doing now the same things in the same way as we were doing them ten years ago our unit cost would have shown a significant decrease, but we are not. This University sought quality and this University obtained quality. This University does not apologize for that which was sought nor that which was obtained. The cost to the people of this province has not been excessive.

I wish to move now to the second complaint that we hear. Is the University less efficient in its operations than the world of business? I think not, and I also think the efficiency of the business world is a myth.

The efficiency of the world of business is a myth because that world itself has not contained the high cost of living, nor has that world been able to cope with unacceptable high rates of unemployment. From that world, we have examples of land values increasing from \$500 per lot to \$13,500 for the same lot some ten years later. During the same period of time, costs of construction doubled, and mortgage interest rates rose from about 6 per cent to more than 10 per cent.

The net result of all this is that people were buying homes in 1970 with monthly mortgage payments that were three times as much as the corresponding monthly payments for similar homes bought ten years earlier. Even today construction costs are rising by one per cent per month. These phenomena hurt us all far more than do the present costs of education.

Let you gain the impression that I am against the world of business, let me assure you that I am not. I realize full well the contribution that this sector of our community has made to the much more than adequate standard of living this country now enjoys. All that I am trying to say is that the problems of exponential growth so evident in the world of education have their counterparts and their analogues in the world of business.

What we must realize is that the conventional wisdom of our present economic theories has failed us all, and that the world is waiting for new ideas, and big ideas that will lead us out of the economic morass in which we find ourselves.

The high costs of education, health care, welfare, general living, and high rates of unemployment are a matter of concern to everyone. More important, we must find our way out together, or we shall not find our way out at all. It is time we forgot about the 1960s, and move together to solve the problems the 1970s have brought or will surely bring.

PRESIDENT MAX WYMAN:
"I do not think universities are less efficient in their operations than business. I also think the efficiency of the business world is a myth."

I have already said that society shows signs of turning away from its universities because the universities have not solved society's problems. In addition, a new pastime of measuring the productivity of universities seems to have been discovered, and articles have now appeared in which the claim is made that the productivity of universities has decreased during the past ten years. Although the true productivity of universities is often recognized by the authors of these articles, it is dismissed as being impractical and impossible to measure, a conclusion which I dispute.

A proper measure of the productivity of universities cannot ignore the Salk vaccine type of discoveries that take place in universities, discoveries that make the leg brace and iron lung artifacts of our historical past, rather than important medical tools of our immediate future. The millions of dollars now being saved by the elimination of the health care treatment of poliomyelitis, and the millions of man-hours of work that are no longer lost because of this scourge must be calculated when attempts to measure the productivity of universities are made.

Further, a proper measure of the productivity of universities cannot ignore the fact that the modern electronic computer was first discovered and built in a university setting by university-type people. This tool, which is still in its infancy, has already made a major impact on the economic welfare of our nation.

So I say that when the credit for the increased productivity of our nation is being assessed, our universities must receive their rightful share, and it is a matter of equity that our staff and students be allowed to participate in the division of the increased wealth of our nation.

In this address I am not making a plea for more money, which we badly need. I am not making a plea to stall the criticisms of our educational system, which now surround us everywhere we go. Universities are conservative institutions and I agree they must adopt adequate mechanisms to enable them to react to the multitude of changes that now envelop our way of life. But I am pleading here for a proper understanding of our problems and a proper respect for the work we do or could do with your support.

HELP ASKED

Without apologizing for what universities have done in the past, it must be conceded that they must become better in the future. Innovations must be made, but they will not be made without your help, your sympathy, and your respect.

Today we are graduating several hundred new alumni of this University. We are in effect "seeding" informed views among the general public of what is good about our university system.

It is therefore my hope that both privately and through your professional and alumni associations each of you will create support for the university system.

In his book *No Easy Victories*, John W. Gardner says all that need be said with the words: "Universities don't spring up in the desert nor in primitive societies. A great university is the product of a great cultural tradition and a vital civilization. It can flourish only in a society that has the will to nurture such a tradition and the vitality to support it. It will not flourish if the civilization that supports it decays."

Senate Balks at Move To Ditch College

UBC's Senate has refused to approve a recommendation calling for rejection of a proposal to establish an orientation college to aid first- and second-year students in choosing their future academic programs.

The proposal to create an orientation college in the Faculties of Arts and Science was Recommendation 18 of the report of the Senate Committee on Long-Range Objectives, a 132-page document written in 1968-69 by a committee chaired by Prof. Cyril Belshaw, head of the Department of Anthropology and Sociology.

The report was meant to serve as a guide to development of UBC over at least a decade.

Recommendation 18 was referred to a joint committee of the Faculties of Arts and Science in March, 1970, for study.

The joint committee, in a report to Senate on Jan.

Residence Rates Approved

UBC's Board of Governors has approved room rates for the new Walter H. Gage Residences and implemented the second stage of a room-and-board rate increase in the Totem Park and Place Vanier Residences and graduate dormitories.

Student room rates in the Walter H. Gage Residences will be \$75 a month for a single room in the high-rise units and \$75 per person for a double suite in the adjacent low-rise units.

The new residences adjacent to the Student Union Building will come into use in April this year to provide spring and summer conference facilities. Student occupancy will begin in September.

Room and board rates in Totem Park, Place Vanier and graduate dormitories will increase \$5 in September. The increase is the second step in a \$10 increase that was announced by the Board in February, 1971.

The increase means that the cost of a single room and board in Place Vanier and Totem Park will increase from \$113 to \$118 a month in the 1972-73 session. Monthly room and board rates in double rooms will increase from \$108 to \$113.

Four dollars of the rate increase will go to UBC's Housing Administration and \$1 to Food Services to cover increased labor and operating costs.

The Board also approved new parking fees for students living in Acadia Park and the Walter H. Gage Residences.

Reserved surface parking for students living in Acadia Park will cost \$15 in the next academic year. Reserved surface parking in the Walter H. Gage Residences will cost \$15 a year while the student is in residence. A limited amount of underground reserved parking at the Walter H. Gage Residences will be available at \$25 a year while the student is in residence.

All but the normal parking fee of \$5, which normally goes to the traffic and patrol section, will accrue to the Housing Administration to cover the costs of repair and upkeep of parking lots in the housing areas. Capital costs of parking facilities in housing areas are a charge against the overall costs of the residences.

Four lounge areas in the new Walter H. Gage Residences will be named for Mary Murrin, Mary Bollert, Isabel MacInnes and Anne Westbrook. At present, these four names are associated with the women's residence units in Fort Camp, which will close as a residence complex on April 30.

Existing women's residences in Fort Camp will be converted to provide office space for the teaching staff of the Faculty of Law while a new building for that Faculty is constructed next summer.

Fort Camp dining hall will be retained and converted into three lecture rooms for Law students.

The converted wooden army huts which have served as men's residences in Fort Camp since 1945 will be torn down in the spring. (For more details, see Page Five).

19, said its conclusion, after study and consultation, was that an orientation college was not the best way to solve the problem of adequate counselling of students in the choice of third- and fourth-year courses.

Sharp criticism of the joint committee's report came from Prof. William Willmott, of the anthropology and sociology department; Mr. David Williams, a Convocation Senator and member of the Long-Range Objectives Committee; and Dr. R.F. Gray, of the Faculty of Education.

Prof. Willmott said the orientation college proposal, which he had read as a fundamental change, has become "simply a different way of counselling students on how to get themselves into the right boxes."

The whole point of the college proposal, which he suggested may have been poorly worded in the report, was to try to get students out of boxes in the first two years. He urged Senate to reject the motion "and take whatever consequences follow that action."

Mr. Williams supported Dr. Willmott and said it was "distressing... to see that virtually every recommendation made by the (Long-Range Objectives) Committee has been kicked under the table." Apparently, he added, "one more nail has been driven into the coffin of the report."

Dr. Gray said the Long-Range Objectives Committee's report had been discussed in the Faculty of Education and while there was divided opinion on many proposals, the recommendation for an orientation college had gained almost unanimous support.

Dean Douglas Kenny of the Faculty of Arts said the Arts committee that discussed the proposal was not able to determine what the proposal was really driving at and suggested that the wording of the recommendation might indeed be faulty.

The recommendation seems to say that UBC should find a device for improving the academic counselling of students, he said, and his Faculty was trying to do that. "But," he added, "I don't think you need an orientation college."

Prof. Belshaw suggested that there had been confusion on the part of the committees which discussed the recommendation. He said the Long-Range Objectives Committee had been concerned not with counselling but with academic progression and "providing the possibility of courses which alert students to other intellectual possibilities..."

The upshot of the debate was approval by Senate of a motion to refer the recommendation back to the joint committee or another appropriate committee for discussion with members of the Long-Range Objectives Committee.

Fee Revision

UBC's Board of Governors has approved a recommendation which will result in a revision of methods of assessment of fees for graduate students.

Under the new regulations the annual tuition fee charged to graduate students will remain unchanged at \$400 but will be charged for only two years in the case of students seeking a master's degree and for four years for students who are registered for the Ph.D. or D.Ed. degrees.

At the expiry of these periods all graduate students will be subject to a continuing registration fee of \$150 a year regardless of status or residence.

At present master's, Ph.D. and D.Ed. students pay \$400 a year throughout the entire period of registration for a degree.

Another new regulation approved by the Board applies to students registered for degrees which have no required residence period (e.g., Master of Education). In future students in this category will pay \$180 per three-unit course instead of the present \$100.

The effect of this regulation will be to make the normal 15-unit master's program cost about the same for the part-time as for the average full-time student.

Education Moves to Implement 1969 Report

UBC's Faculty of Education is moving closer to implementing one of the major recommendations of a 1969 report described by Education Dean Neville Scarfe as "a pioneering attempt to bring a faculty at a Canadian university up-to-date."

The 1969 report was written by the seven-member Commission on the Future of the Faculty of

Board Names Zoology Head

Dr. Peter Larkin, 48, one of Canada's leading ecologists, has been named head of the Department of Zoology at the University of B.C. His appointment, approved by UBC's Board of Governors Feb. 1, is effective on March 1.

Prof. Larkin, who is internationally known for his research in the fields of fish populations and fisheries management, has been acting head of the zoology department since 1969. He succeeds Prof. William Hoar, who is still a member of the department.

A graduate of the University of Saskatchewan, where he earned the degrees of bachelor and master of arts, Prof. Larkin was named Rhodes Scholar and was awarded the Governor-General's Gold Medal in 1946.

He received his doctor of philosophy degree from Oxford University in England in 1948, the same year he was jointly appointed as assistant professor at UBC and the first full-time fisheries biologist for the B.C. Game Commission.

In these capacities he developed a research team that guided the management of the sports fishery of the province.

In 1955 Prof. Larkin was appointed director of UBC's former Institute of Fisheries, which came to be regarded as one of the top graduate institutions in North America for training students in a wide variety of problems associated with fish.

In 1963 Prof. Larkin resigned from UBC to become director of the federal government's Fisheries Research Board of Canada Biological Station at Nanaimo. He rejoined the UBC faculty in 1966 as professor of zoology and the following year was again appointed director of the Institute of Fisheries.

In 1969 Prof. Larkin relinquished his post as director of the Institute, which broadened the scope of its activities and was renamed the Institute of Animal Resource Ecology under the direction of Prof. Crawford S. Holling.

Prof. Larkin is currently a member of the Science Council of Canada and the Fisheries Research Board.

Staff Okays Pension Change

UBC's non-academic staff has voted overwhelmingly to establish a Canadian-based pension plan to replace the existing American-based TIAA-CREF pension plan.

In a secret mail vote, 608 members of the non-academic staff voted to establish the new plan. Only 36 persons voted against the proposal. A total of 999 persons were eligible to vote.

Establishment of the plan will be made retroactive to Jan. 1 of this year. Because of changes in income tax laws, which became effective Jan. 1, funds normally sent to TIAA-CREF headquarters in New York have been held in trust at UBC.

The chief reason for terminating the TIAA-CREF plan was a change in Canadian regulations which prohibits contributions to American-based plans being eligible for income tax deductions.

The only remaining step to be taken in establishing the plan is the drawing up of legal documents and their approval by UBC's Board of Governors and the federal income tax department.

An official in UBC's finance department said the new Canadian-based plan should mean higher pensions on retirement for non-academic staff.

Education and called for a top-to-bottom revision of the administrative structure and academic program of the Faculty.

Since the COFFE report was released, many of its recommendations have been subject to scrutiny and development by various Faculty committees.

Currently under discussion in the Faculty and likely to be approved at a meeting on Feb. 16 is a recommendation that the current four-year program leading to the elementary Bachelor of Education degree be extended to five years.

The recommendation, contained in the report of a committee chaired by Education Professor Roy Bentley, comes close to meeting one of the major

Graduation Cards Now Available

No application for graduation, no degree.

That's the word this week from the Registrar's Office to students who expect to receive their academic degrees at UBC's Spring Congregation, which will this year be held on May 25, 26 and 29.

Application for graduation cards have been mailed to students in fourth-year Arts, Fine Arts, Music, Commerce, Science and elementary and fifth-year Education. Applications are available in Faculty offices for all other Faculties.

Students enrolled in programs in the Faculty of Graduate Studies may obtain application for graduation cards from their faculty advisors. Students who do not receive cards in the mail may obtain them from the Registrar's Office.

Cards should be completed and returned as soon as possible to Mrs. Rosena Kent in the Registrar's Office. Deadline for receipt of cards is Feb. 15.

recommendations of the original COFFE report — adoption of a single, five-year Bachelor of Education degree program.

The recommendation from Prof. Bentley's committee has already been approved by the secondary division of the Faculty and is to be debated at a Feb. 16 meeting of the elementary division.

Prof. Bentley's report also includes recommendations for more flexible arrangements for practise teaching by Education students who have completed academic work at UBC.

Under the proposed program, which would come into effect in September if approved by the Faculty and UBC's Senate, students registered in the Faculty of Education would take the bulk of their academic work in the Faculties of Arts and Science in their first three years.

In their fourth and fifth years students in the elementary program would take a highly professional program involving practise teaching in the fourth year.

It is also proposed that there be eight to 10 weeks of teaching practise in the schools, with at least four weeks running consecutively.

At present Education students get almost seven weeks of practise teaching broken up into three sessions approximately two weeks in length.

This week and next Faculty of Education students will be involved in an annual teach-in involving distribution and discussion of a teaching and course evaluation prepared jointly by students and teachers in the Faculty.

The 21-question course and teaching evaluation is being distributed this week to students by Education faculty members. The results will be discussed in classes during the week of Feb. 7.

CONFERENCE IN PERU

Two University of B.C. history students will take part in a four-to-six week international seminar in Peru this summer sponsored by the World University Service of Canada.

UBC participants are Miss Maddalena D'Onofrio, a fourth-year history student, and Mr. Richard Paterson, a third-year history student.

Alumni List Nominations

The first nominations have been made for the election to be held this spring for offices on the board of management of the UBC Alumni Association. The board governs the affairs of the Association.

In keeping with the Association constitution, the Alumni Association nominations committee has nominated a slate of candidates for positions on the board. The following candidates have agreed to have their names stand:

OFFICERS

President — Mrs. Frederick Field, BA'42; 1st Vice-President — George Morfitt, BCom'58; 2nd Vice-President — R.M. Dundas, BASc'48; 3rd Vice-President — Chuck Campbell, BA'71; Treasurer — Donald Currie, BCom'61.

MEMBERS-AT-LARGE (four to be elected)

James Denholme, BASc'56; Roger Odlam, BSA'29; Miss Betty Ross, BRE'70.

DEGREE REPRESENTATIVES

Agriculture, Robert S. Tait, BSc'48; Applied Science, Frederick G. Culbert, BASc'64; Architecture, Steven Zibin, BArch'64; Arts, David Grahame, BA'69; Dentistry, Dr. Ed Fukushima, DMD'69; Education, Kenneth Aitchison, BEd'51, MEd'58; Forestry, J.F. McWilliams, BSF'53; Home Economics, Barbara Wood, BHE'65; Law, Greg T. Bowden, LLB'70; Library Science, no nomination; Medicine, Dr. Skip J. Peerless, MD'61; Music, no nomination; Nursing, Miss Ann Taylor, MSN'70; Pharmacy, William Baker, BSP'50; Physical Education, Dr. Robert Hindmarch, BPE'52; Rehab. Medicine, Mary Elizabeth McGill, BSR'67; Rec. Education, Larry J. Ohlmann, BRE'71; Science, no nomination; Social Work, Dean Helen McCrae, MSW'49.

Further nominations may be made by members of the Alumni Association for all positions — the officers and the degree representatives each for a one-year term and the four members-at-large for a two-year term.

Nominations must be signed by five alumni and have the written consent of the person nominated, who must be a UBC graduate.

Such nominations, together with a photograph and 75-word biographical resume of the candidate, are to be received by the returning officer no later than midnight, Feb. 25, 1972. The resume should state universities attended, degrees obtained, present occupation, campus activities, present Alumni Association activities and present and past activities.

Alumni will vote by mail ballot in early April and the results will be published by May 10. Mail nominations to: Returning Officer, UBC Alumni Association, 6251 N.W. Marine Drive, Vancouver 8, B.C.

ELECTION

Continued from Page One

on June 7 will take office for a three-year period on Sept. 1.

The 15 members of Senate elected by Convocation for the 1969-72 term are: Dr. Aaro E. Aho, Mr. Richard F. Bibbs, Mr. David M. Brousson, Mr. James F. Cairnie, Mr. Charles McK. Campbell, Jr., Dr. Mills F. Clarke, The Hon. E. Davie Fulton, Mr. Ian F. Greenwood, Mr. John Guthrie, Mrs. Betsy A. Lane, Mr. Stewart S. Lefaux, Mr. Donovan F. Miller, Mr. Joseph V. Rogers, Mr. Benjamin B. Trevino and Mr. David R. Williams.

Mr. Williams is one of three Senators who are elected by Senate to the Board of Governors under their terms of the *Universities Act*. The other Senators who are members of the Board by election of Senate are Mr. Paul Plant and Mrs. Beverley Lecky, who represent the Board of Management of the UBC Alumni Association on the Senate.

Mr. McGavin was first named to the UBC Board of Governors by the Lieutenant-Governor-in-Council in 1966. He was elected Chancellor by acclamation in 1969.

As Chancellor, Mr. McGavin presides at all formal University occasions, including the annual Congregation for the awarding of academic and honorary degrees. He confers all degrees awarded by the University.