

# URGE RESEARCH POLICY CHANGE

By Peter Thompson

Pressures to change university research policies grew stronger last week with publication of *Quest for the Optimum* by the Association of Universities and Colleges of Canada.

The book, a report of an AUCC commission to study the rationalization of university research, is controversial. It was debated for two days at the annual meeting of the AUCC in Ottawa in early November. Few delegates seemed happy with the report, according to UBC representatives at the meeting.

Written by Louis-Philippe Bonneau, immediate past-president of the AUCC and vice-rector of Laval University, and J. Alexander Corry, former principal of Queen's University, the report differs in important respects from others on science and research policy that have come from the Science Council and various federal government agencies in recent months.

It goes much further in its recommendations on university research policy. It includes research in

the humanities and social sciences rather than dwelling exclusively on the physical and life sciences. It is the only such document written not by a government agency but by a national association representing the universities themselves. Finally, the report is by far the most gracefully and thoughtfully written of the recent crop.

## ADOPT POLICIES

The first part of the report, mostly written by Dr. Corry, explains why universities should adopt research policies. His explanation boils down to this:

The federal and provincial governments, which provide the bulk of funding to university researchers, are in the process of adopting more precise policies which will effect university research.

Universities had better put their own house in order before the government does it for them, the report says, in effect.

To some extent, the report says, the process is already under way. Federal granting agencies have initiated negotiated development grants, contracts and other methods of guiding major research efforts by universities. "Centres of excellence" and other large research commitments are being accepted by major universities. Universities without research policies have no way of deciding whether accepting a particular research commitment is in its best interests or not.

Arguments against universities adopting any research policy are usually based on the laissez-faire attitude that the best interests of mankind lie in allowing individual researchers to pursue whatever research they want. What Dr. Bonneau and Dr. Corry are saying is that laissez-faire research is already being eroded and that it is far better that universities adopt a substitute than have an alternative imposed on them by someone else.

After justifying itself on that basis, the report

*Please turn to Page Four  
See REPORT*

# UBC REPORTS

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## Part-time Programs Urged

For the second time in a year UBC's Senate has been urged to take steps to expand continuing education programs to enable students to earn academic degrees on a part-time basis.

The most recent statement on the subject has come from Mr. Gordon Selman, director of UBC's Centre for Continuing Education, whose report on the Centre's 1971-72 activities was received by Senate at its regular monthly meeting last night (Wednesday, Nov. 15).

Mr. Selman concludes a 5½-page foreword to his report by warning that if UBC does not respond with some "vigorous new initiatives" in this area it will:

- Suffer unwarranted criticism from other sections of the educational community and from many interested members of the general public; and
- Be in danger of losing its hard-earned and much-cherished position of leadership in providing educational opportunities for the adult citizens of B.C.

Much of Mr. Selman's bluntly-worded foreword echoes the report of a 10-member Senate Committee on Degree Programs for Part-time Students, chaired by Prof. Peter Pearse, of the UBC Economics Department, which reported to Senate in March.

One of the conclusions reached by the Senate committee was that the question of accommodating part-time students is "important and urgent."

It is apparent that "a serious shortcoming" exists in UBC's present arrangements for part-time students, the report says, and that "action on the part of the University is needed, action which involves careful preparation and planning."

Four recommendations made by the committee

*Please turn to Page Two  
See SENATE*



Picture by UBC Photo Department

**MIRROR-LINED MAZE** creates some startling visual effects in an unusual multi-media presentation entitled "Inner Dialogue" which opens in the Art Gallery in the Student Union Building tonight (Thursday) at 7 p.m. Gallery Curator Rory Ralston is reflected in one of the mirrored walls of the maze.

Students in Architecture, Applied Science, Fine Arts and Commerce have pooled their talents to create the show which features paintings and sculpture by Father Dunstan Massey, of Westminster Abbey seminary, Mission City. The show will run for three weeks.

## Committee Calls for Nominees for Awards

Members of the University community have been asked to nominate candidates for the 1972-73 Master Teacher Awards by Dec. 1.

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

Winners of the 1972-73 awards will share a \$5,000 cash prize contributed by Dr. Koerner.

Dr. Robert M. Clark, UBC's Academic Planner and chairman of the 12-member committee that screens nominations for the awards, said the committee wished to begin as soon as possible the task of assessing nominees who are eligible for the award.

At least two members of the screening committee, which includes four students, visit the classroom of each eligible nominee, and department heads and deans are asked for an assessment of each candidate in terms of a list of stringent criteria.

Regulations governing the awards and the list of criteria are available at the Office of Academic Planning in the Main Mall North Administration Building, at the Woodward Biomedical, Main and Old Sedgewick Libraries, at Room 270 of the McMillan Building, at the AMS business office in the Student Union Building, at the Dean's office in the Faculty of

*Please turn to Page Two  
See AWARDS*

## SENATE

*Continued from Page One*

were approved by Senate and the report was referred to UBC's 12 Faculties, which were asked to review their existing policies regarding opportunities for part-time study and report back to Senate by March, 1973.

The recommendations adopted by Senate were:

1. That Senate adopt an explicit policy of encouraging the development of opportunities for part-time study toward degrees where this is academically and financially feasible;

2. That Senate request each Faculty to undertake a careful examination of obstacles to part-time study and prepare a positive statement giving guidance for part-time studies for inclusion in the *Calendar*, and that each Faculty report back within a year explaining changes made and justifying remaining restrictions;

3. That Senate inform the Faculties and the Registrar's Office of its policy toward part-time studies and encourage them to assist applicants in taking advantage of opportunities; and

4. That Senate initiate planning for the institutional, administrative and curriculum changes needed to develop opportunities for part-time students.

Both the Senate report and Mr. Selman's foreword point to a number of current trends in education which create a sense of urgency on the question of part-time studies.

Cited are rapid social and technological changes and the need for retraining of people of all ages, the changing attitudes of young people towards education and employment, the desire of married women to return to education after the demands of children

## Two Sales Support Family

UBC's Lost and Found Service is planning two sales of unclaimed items during the academic year to help support a 13-year-old boy and his family in the Philippines.

Last year nearly \$400 was sent to the family as the result of two sales of unclaimed items plus money found in unclaimed wallets. The funds were sent to the family by Phrateres, the women's fraternal organization, which assists at the sale of unclaimed items.

Mrs. Sandy Godard, a fourth-year Arts student and supervisor of the Lost and Found Service, said she plans to organize the first of two sales in the 1972-73 academic year before the Christmas break.

Last year the Lost and Found, which is located in Room 105A of the Student Union Building, received more than 840 items but was able to return only 315 to their owners.

Found items range from valuables such as watches and jewelry to umbrellas, scarves, books, slide rules, keys and lighters.

The Lost and Found is open weekdays from 12:30 p.m. to 2:30 p.m. Lost items should be sent to SUB indicating, if possible, the location and date the items were found.

If the Lost and Found is not open, goods can be left in the SUB proctor's office, Room 100C.

## Forms Available

Application forms for the \$5,000 Queen Elizabeth II B.C. Centennial Scholarship for 1973 are now available at the University's awards office, Room 207 in the Buchanan Building.

The annual award, established to mark the visit of the Queen to B.C. in 1971, is designed to enable British Columbians, who have graduated from a public university in B.C., to take further studies at approved universities in the United Kingdom.

Applicants should be persons of "unusual worth and promise." A committee which will screen applications will make its selection on the basis of "academic achievement, demonstrated aptitudes, personal qualities and character, interest and participation in university and community affairs, and proposed programs of study."

Other regulations governing the award are available with application forms.

2/UBC Reports/Nov. 16, 1972

are reduced, and the increasing amount of leisure time available to individuals.

Both documents point to the rapid development at other B.C. universities and elsewhere of the availability of degree-credit work and of degrees themselves on the basis of part-time evening study.

Mr. Selman, in his foreword, writes: "The general observation which should be made about the program at UBC is that in this area . . . UBC has fallen badly behind both community need and the general educational developments in North America."

In spite of limitations in the UBC program, Mr. Selman reports, enrolments have grown considerably in recent years, but have not kept pace with national trends. Part-time extension credit enrolments at UBC have risen from 2,438 in 1967-68 to 3,206 in the current year, approximately one-quarter of the national rate of increase, he says.

Both documents point to the "assumption or intention" on the part of the University that a student would not earn a degree entirely by taking correspondence courses or by enrolling in the May-July Intersession for evening credit courses.

The report of the Senate committee says the UBC *Calendar* "does not invite" part-time candidates and adds: "Probably more important . . . are the administrative obstacles that are encountered by students who apply for part-time programs."

The Senate Report also deals at some length with alternative institutional changes that would be required to deal with part-time students. Possibilities are:

- An Evening College, an arrangement which involves a separate institution with its own faculty.

- A Faculty of Part-Time Studies, which would offer the advantages of facilitating the integration of regular faculty members and special administrative and curriculum arrangements for students, and the disadvantage of a tendency to isolate part-time students.

- The Overload system, which now exists to a limited degree at UBC and involves regular faculty members teaching extra classes for extra remuneration. (Commenting on this system in his foreword, Mr. Selman says faculty members are often criticized for choosing to teach an evening course because "it is felt by their department head that they are neglecting more urgent and important matters such as their research work".)

- The Extended Day, a system under which course offerings are simply spread over a longer University day, including evenings and perhaps weekends. Faculty members would maintain a normal teaching load.

Mr. Selman, in his foreword, favors the last possibility set out in the Senate Committee's report because it would be possible "to offer a regular and representative program of courses in the evening hours."

This would mean, Mr. Selman continues, that the faculty of the University would have to be increased in size to cover the additional teaching load.

"If, however, the universities are facing a period of falling enrolments, it may be possible to undertake some additional teaching of this kind without adding staff," he says. "A mixed system of overload and part-of-load teaching has been found satisfactory at many institutions."

## Open House Needs Help

Intensive planning has begun for UBC's triennial Open House which will be held on March 2 and 3 in 1973.

A joint student-faculty committee chaired by Mr. John Keating, a fourth-year Commerce student, is making plans for the event, which is designed to allow the general public and elementary and secondary students to see University buildings and research facilities.

"The committee badly needs voluntary student assistance at this point to undertake the organization of tours and guides and to co-ordinate Faculty displays," Mr. Keating said.

Interested students are asked to contact Mr. Keating in Room 230A of the Student Union Building.

Open House will begin on Friday, March 2, at 3:30 p.m. and continue until 10 p.m. On Saturday, March 3, the campus will be open to visitors from 10 a.m. to 10 p.m.

## AWARDS

*Continued from Page One*

Law Building, at the UBC Bookstore and at the Biomedical Branch Library, 700 West 10th Ave.

To be eligible for the award, faculty members must have held a full-time teaching appointment at UBC for at least three years and must be currently teaching on the campus. During this period, candidates must have taught undergraduate courses in a Winter Session.

Nominations may be made by students, faculty members and alumni and should be sent to Prof. Clark in the Office of Academic Planning. Last year a record 35 nominations — 25 from students and ten from faculty members — were received.

Those nominating candidates should offer an evaluation with the following criteria in mind:

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 students;

- Establishing a good rapport with students both in and out of class;

- 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 ability to memorize;

- Being accessible to students outside of class hours.

Winners of the 1971-72 awards were Prof. Moses W. Steinberg, of the Department of English, and Dr. Bryan R. Clarke, a member of the Faculty of Education and director of a training program for teachers of deaf children.

Other past winners are: Prof. Sam Black, Faculty of Education; Dr. John Hulcoop, Department of English; Prof. Peter Larkin, Zoology; Dr. Floyd B. St. Clair, French, and Dr. Walter H. Gage, UBC's President.

Members of the selection committee are: Prof. Clark; Prof. Roy Daniells, University Professor of English Language and Literature; Prof. Larkin; Prof. W.A. Webber, Medicine; Dr. Ruth L. White, French; Dr. E.K. Fukushima and Mrs. Mary Wellwood, representing the UBC Alumni Association; Mr. Gordon Blankstein and Mrs. Karen Vickers, nominated by the Students' Council, and Mr. Stan Persky and Mr. Greg Oryall, representing the Graduate Students' Association.

## Outdoor Recreation

A panel featuring ice skater Karen Magnussen, UBC football coach Frank Gnuip and Mr. Cor Westland, Director of Recreation Canada, Ottawa, will be one of the highlights of a noon-hour series on Outdoor Recreation on the University of B.C. campus next week.

The series, which runs from 12:30 p.m. to 1:30 p.m. Tuesday, Nov. 21, through Friday, Nov. 24, utilizes slide presentations, panel discussions and lectures to focus attention on different aspects of outdoor recreation. It is sponsored by the Education Students' Association of UBC.

The panel discussion will be held on Thursday, Nov. 23, in Room 100 of the Education Building, on the topic "The Schools and Preparation for Leisure." Moderator will be Prof. Lorne Brown, Faculty of Education, UBC.

## Layton Reads

Controversial Canadian poet Irving Layton will read selections from his own work in the Frederic Wood Theatre tomorrow (Friday) at 12:30 p.m.

Mr. Layton, who is the author of more than 20 books, teaches in the English department of York University in Toronto.

# UBC

## REPORTS

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# National Highway Problems Studied

A massive series of studies on the problems and prospects facing the Canadian highway system is now being done by Prof. V. Setty Pendakur of the University of B.C.'s School of Community and Regional Planning.

Prof. Pendakur's assignment, as project manager of the Canada Highway System Study for the federal Transportation Development Agency, is to:

- Discover what highways are of national concern or are likely to become so in the next 10 years;
- Determine what changes in transportation technology and population growth are likely to affect national priorities in highways; and
- Determine what social and cultural effects future highways could have on isolated communities, especially in the North, and what ecological boundaries should be respected in highway construction.

## ON LEAVE

Prof. Pendakur is on leave from UBC's School of Community and Regional Planning from January, 1972, to July, 1973, with the federal Ministry of Transport.

He said that one reason for the study was that Ottawa's involvement in current highway construction was coming to an end. Out of some \$2 billion spent on roads and highways in Canada last year, about \$400 million came from municipalities and about \$180 million was supplied by Ottawa. The remaining \$1.4 billion or so was provincially financed.

Another reason for the study is that highways aren't a federal responsibility under the Canadian constitution, though as the senior government, Ottawa has taken on some responsibility to ensure that highways are economically efficient and responsive to social needs.

"In the past," Prof. Pendakur said, "Ottawa entered into transportation ventures, reacting to the needs of the moment without any broad policy. Our first job was to find out what common themes guided Ottawa's decisions in the past.

"Why did Ottawa initiate the Trans-Canada Highway? Why did it build bridges? Why does it design and build 90 per cent of the highways and roads in the Yukon and Northwest Territories if roads aren't its responsibility? Why does Ottawa pick up the deficit for the ferry systems linking Newfoundland with the mainland of Canada?"

"We discovered that one of the last considerations in Ottawa's decisions was the classical motive of highway engineering: build a highway to meet traffic demand. Virtually every other reason apart from demand stimulated federal involvement in highway construction.

"The Trans-Canada Highway wasn't necessarily justified from the point of view of traffic engineering. It was built for national unity. Nor can the proposed Mackenzie Highway, announced by the federal government six months ago, be justified by traffic volumes alone.

## FOR TOURISTS

"Ottawa has built highways for reasons of national unity, for national defence, to protect national sovereignty. In some parts of the country Ottawa has used highway construction to try to stimulate economic activity and to reduce regional economic disparity. And excellent highways have been built from Canadian cities to the United States border with an eye to the balance of payments. The roads were seen as an inducement to American tourists to come and spend American dollars in Canada.

"Ottawa has used highway construction to support and complement other national goals."

With this theme disentangled from the long history of federal involvement in highways dating back to 1904, Prof. Pendakur set about deciding which highways in Canada were of national interest. He did this with the co-operation and assistance of the provincial highways departments.

He began by rejecting the usual criteria of traffic volume — "by that standard nothing 200 miles north of the border would be of national interest" — and instead tried to find the cities and towns that are

economic or social centres for their surrounding areas.

"In Canada this is very hard to do. A city of 4,000 people in southern Ontario is insignificant, for example, but a city of that size in Alberta or New Brunswick is a metropolis to its surrounding region," Prof. Pendakur said.

"Halifax is much more important to all of the Maritimes than Victoria is to B.C. Yet Halifax is only slightly larger than Victoria."

His eventual compromise, accepted by the provincial governments, was to consider, as important centres, communities larger than 5,000 in the Windsor-Quebec corridor, communities larger than 500 north of 55 degrees latitude in the Western provinces and north of 50 degrees in the Central and Maritime provinces, and communities larger than 2,500 people elsewhere.

This identified about 400 centres. They are linked by about 45,000 miles of highways, out of the total of 500,000 miles of roads across Canada.

The next step was to find out what changes are likely to occur in the next 10 years that would affect highway use to these centres.

"We chose about 15 impending new technologies that could have an effect on transportation to these centres," he said. "They included automated highways, container unit trains, reduced air fares, large

## Enforce Impoundment Regulations

**UBC's Traffic and Security Department plans a more stringent enforcement of car impoundment regulations as the result of a growing disregard by drivers for traffic and parking rules approved by the Board of Governors.**

**Effective immediately, cars may be impounded if they are impeding or obstructing traffic or parked on University property without authority, or if an unauthorized vehicle is occupying a reserved parking space.**

**Cars owned by individuals who ignore traffic offence notices will also be impounded in future.**

**Mr. Hugh Kelly, superintendent of UBC's Traffic and Security Department, said there has been a growing number of violations of University regulations in recent months which cause inconvenience to members of the University community.**

**In some cases, he said, there has been complete disregard for regulations and, as a result, the Traffic and Security Department must now begin to enforce impoundment rules.**

**"The traffic office," he said, "will do everything possible to assist members of the University community with parking problems and I invite individuals to discuss problems with me at any time."**

**Mr. Kelly urged individuals to finalize outstanding traffic offence notices as soon as possible. Copies of University Traffic and Parking Regulations are available at the Traffic and Security Department's offices on Wesbrook Crescent between the Tenth Avenue Extension and the 16th Avenue Extension.**

freight aircraft and short take-off and landing aircraft, among others.

"Our conclusions were that they wouldn't have any appreciable effect in the next 10 years."

Two other studies are now being completed. One investigates the impact of highways on northern communities. The other tries to outline what environmental limits should be observed in highway construction in the North.

"Pushing a highway into a northern community is really a cultural intrusion on that community. The highway is being built for the benefit of people to the south, as are railways, gas and pipe lines and other connections. But do the northern communities want the highways?"

## SOCIAL EFFECTS

"We want to find the social effects of highways on remote communities and, in another survey, what are the limits of elasticity in the environment within which highways must be built. In some regions there is some stretch in the environment. In others there isn't any at all.

"Caribou, for example, have a very defined pattern of migration. If the cows are disturbed within a few days of calving, the herd disperses and the calves run the chance of dying of starvation since the calves and their mothers can't recognize each other.

"Little is known of the Arctic and until we do know what we're doing, we shouldn't do it."

Prof. Pendakur has begun two further studies. One is on the impact of greater leisure time on highway use. The other investigates the costs and benefits of highways to the public and governments.

The reports that have flowed out of Prof. Pendakur's work are available to the public.

"I believe very strongly that the fundamental technical information should be public documents," he said, "so that people have a chance to look, listen, see, hear, write, call, talk to the elected representatives so they can make policy decisions in a more rational way."

## Sub-station Construction Underway

Construction of a new electrical sub-station which supplies power to UBC's main academic buildings has begun on the Tenth Avenue Extension opposite the new Physical Education gymnasium complex.

A high-voltage structure and two transformers will be moved to the new sub-station site from their present location adjacent to the Psychiatric Unit in the Health Sciences Centre.

The cost of constructing the new sub-station — \$561,000 — is being shared by the B.C. Hydro and Power Authority, UBC and the federal Health Resources Fund.

It is expected that the new sub-station will be operative sometime in the coming winter. There will be no interruption of electrical service on the campus when the changeover takes place, since the transformers will be moved one at a time.

A spokesman in UBC's Department of Physical Plant said the new sub-station would be modern in appearance and characterized by a "low profile."

UBC decided to move the transformers from their present site because of their unsightly appearance and because they produced a monotonous hum that was disturbing to patients in the adjacent Psychiatric Unit.

Not all the equipment on the existing site will be moved to the new sub-station. Remaining on the site will be relatively quiet switching equipment, which controls voltage.

In addition, UBC has agreed to purchase the sub-station equipment from B.C. Hydro, which will mean a cheaper rate for the power supplied to the campus.

Deputy President William White said it is estimated that the new rate will enable UBC to recover its share of the cost of constructing the new sub-station within seven years.

## REPORT

Continued from Page One

tries to put research into perspective against other university activities. The report comes down on the side of teaching as the primary university function.

Research, the report says, can be and is done in other institutions. But the university is our only institution that passes on our cultural heritage from one generation to another.

"The open society which makes room for initiatives to come from many quarters, the beliefs and the social, economic and political structures which buttress the open society, the determination to master nature and use it for human purposes, the high value put on the persistent search for truth, the doubt that today's truth is the whole truth, freedom of inquiry to express the doubt, are all part of the culture," the report says.

## FREE RESEARCH

"If the educated public does not understand the linking of these elements of the culture and value them, we are likely to lose them. Those that think that free research is vital to our welfare should make it their first concern to see that university teaching transmits the elements of the culture which has stimulated and protected that pursuit.

"It will not do to take teaching for granted and assume it will be looked after somehow."

With this distinction and interrelation between teaching and research spelled out, the report turns to differences between various types of research. The

traditional divisions — basic, fundamental, pure, applied, mission-oriented, curiosity-oriented, problem-oriented — are confusing and have a science prejudice. The report promotes two general classifications: frontier research and reflective inquiry.

Frontier research is empirical research and any intellectual attempt to analyse the empirical evidence.

Reflective inquiry is intellectual synthesis. "When we turn from the digging up, the verifying and the assembling of what we know, to consider the larger meaning of what we know and what is worth looking for and what is worth looking at, we have moved into an almost entirely intellectual activity," the report says.

"We are no longer putting Nature on the rack to be interrogated . . . We are not digging in specialized depth on the frontier: we are in the study or at the chalkboard, reflecting on the known knowledge, including the latest reports from the frontier.

"We are reflecting on what is conceivably knowable, on hypotheses about man and his world, often moving back and forth across the boundaries of specialized study and observation."

Reflective inquiry is not synonymous with scholarship since scholarship is usually empty of synthesis, the authors say. Good reflective inquiry produces theories and hypotheses and benefits frontier research. Scholarship doesn't, except by accident.

Without good reflective inquiry frontier research can run into a blind alley. Reflective inquiry out of touch with the frontier often becomes vacuous speculation.

Albert Einstein and J. Maynard Keynes spent most

of their work in reflective inquiry.

Researchers involved in reflective inquiry are crucial to good teaching. But those researching on the frontier aren't and shouldn't be obliged to invest a large part of their time in teaching.

The report recommends that universities recognize this distinction between frontier research and reflective inquiry and accept the consequences.

## BASIC RESEARCH

The type of environment has an important effect on the kind of research activity that goes on. The university environment is most conducive to "basic" research, much of which falls within the definition of frontier research. "We believe," the report says, "that a very substantial commitment to basic research is vital to the progress and welfare of the country and to the quality of the work universities do."

Universities should give the same weight to undergraduate teaching and reflective inquiry as is given to frontier research and teaching graduate students when judging faculty members for promotion and salary increases, the report suggests.

Humanists have suffered more than any other group from the concentration by universities and funding agencies on frontier research. Since the research of humanists, mostly reflective inquiry, is a service to education through teaching, its main cost should be covered by universities out of their annual operating grants.

The Canada Council should continue to support research in the humanities and social sciences on a program which would give greater emphasis to projects in reflective inquiry.

Priority should be given to basic research in the social sciences and humanities. The demand in Canada and elsewhere for more and better social science by government and other agencies is likely to be greater than supply. More funding of frontier research in the social sciences is needed.

Canada Council support for the social sciences has been widely dispersed. ". . . if we are anywhere near right about what lies ahead, much more funding will be needed. But if it is to have the desired results in any near future, much of it will have to be focused on 'good post-graduate centres' which, in their graduate work and research, are going to be heavily oriented to basic research.

"Very few, if any of the existing graduate and research programs in Canadian universities have so far shown this marked emphasis. So we are nearly in the position of making a fresh start."

The report suggests an effort by Ottawa, in consultation with the Canada Council and the Social Science Research Council, to select experimentally seven to nine graduate schools across the country that have shown really good quality in graduate work in at least two of the main social science disciplines, for concentrated basic research funding.

## OVERHEAD COSTS

Federal granting agencies should make direct payments to the operating revenues of universities to cover overhead costs of research. Failing a federal-provincial agreement on the amount (since provincial governments pick up the overhead costs of federally-funded research through operating revenues) the amount should be 45 per cent of the value of each grant.

The last and possibly most important recommendation of the report is that rationalization of university research have the following elements:

1. "Particular universities seeking to articulate policies and objectives for themselves which keep in mind local, provincial and national problems that research can help to solve;
2. Time limits set on the discussions for this purpose at and between the several universities;
3. Enough limits on the flow of research funds to make it imperative to plan the best use of scarce resources, and keep the universities in a locality or region straining to co-operate and co-ordinate on this basis;
4. Provincial governments identifying areas of research of special interest to them, offering some inducements to take them up;
5. Efforts at the national level by the federal government, federal granting agencies, and discipline associations in the several disciplines to identify areas needing research, to define and list projects, to stimulate the competent to undertake them on terms and inducements that favor development of centres of excellence and centres of specialization."



Picture by UBC Photo Department

ASSISTANT PROFESSOR of Creative Writing at UBC, Mr. George McWhirter, has been named co-winner for 1972 of the Commonwealth Poetry Prize for his volume entitled *Catalan Poems*, which revolves around characters in Catalonia, Spain, where the author lived for a year before coming to B.C. in 1966. The Prize, which Mr. McWhirter shares with a

Nigerian novelist and poet, is awarded annually by the Commonwealth Institute for the best first book of poetry published in the Commonwealth outside Great Britain. The author, who was awarded an M.A. degree in Creative Writing by UBC in 1970, is currently working on a book of short stories and another book of poems set in his native Belfast.



Picture by UBC Photo Department

DR. RICHARD SPRATLEY

## Grants Total More than \$13 Million

University of B.C. faculty members received grants totalling \$13,098,863 for research in the 1971-72 fiscal year, which ended March 31. This was an increase of only \$309,951 over the total for the 1970-71 fiscal year.

Grants from agencies of the federal government declined by \$56,537, from a high of \$9,988,471 in 1970-71 to \$9,931,934 in 1971-72. The decline was offset by increases in research fund allocations from the provincial government, from private and industrial sources in Canada and from University funds.

Figures on research fund allocations at UBC for the three-year period 1969-72 are compiled by UBC's Office of Research Administration, which is under the direction of Dr. Richard D. Spratley, a former member of UBC's Chemistry Department.

Reproduced at right are tables which show the sources of UBC research funds as well as the source distribution and percentages for the last three fiscal years.

Despite a decline in federal government spending, Ottawa remains the largest single contributor to research at UBC. In 1971-72 federal funds made up more than 75 per cent of the total received by UBC.

The table on sources of research funds prepared by the Office of Research Administration shows that the provincial government more than doubled its contributions from \$199,917 in 1970-71 to \$553,436 in the last fiscal year.

Dr. Spratley pointed to the significant amounts of money which were received by the University during the 1971-72 fiscal year for research in the fields of ecology and the environment.

The federal and provincial governments are supporting extensive projects in the fields of water resources and pollution control. Annual grants over the past three years of approximately \$200,000 from the Ford Foundation are aiding a training program and research projects in the Institute of Animal Resource Ecology.

He also emphasized that the University has a policy which prevents the carrying out of "secret" or "classified" research by faculty members.

One of the functions of the Research Administration office, he said, is to examine applications for research support to make certain there are no restrictions on the publication of results.

In a few isolated cases, he said, the University accepts funds for projects which involve a delay, for a specified period, in publication of results. He cited one project on the future development of parks adjacent to highways in northern B.C. for the provincial government.

Premature publication of the results of the study could result in land speculation in areas where parks are planned, Dr. Spratley said.

# UBC Research Fund Allocations For Three-Year Period 1969-1972

FEDERAL GOVERNMENT	1969-70	1970-71	1971-72
Agriculture	\$ 81,000	\$ 82,935	\$ 33,700
Atomic Energy Control Board	294,900	291,600	245,150
Canada Council			
Conference	-	-	3,275
Operating	308,954	403,376	282,971
Travel	16,850	21,860	6,897
Central Mortgage & Housing	19,500	19,350	52,105
Communications	-	-	10,000
Energy, Mines and Resources	43,875	62,435	34,510
Energy, Mines and Resources - Water Resources†	49,100	147,650	102,660†
Environment	50,000*	80,000*	183,385
Defence Research Board	240,500	251,716	244,857
Fisheries Research Board	90,361	75,051	71,600
Indian Affairs and Northern Development	36,736	82,867	210,771
Industrial Relations	-	19,415	22,680
Labor	-	4,000	23,300
Local Initiatives	-	-	39,447
Medical Research Council			
Equipment	194,560	133,376	150,996
Operating	1,727,373	1,749,531	1,891,186
Personnel	200,101	62,660	47,510
National Defence	-	-	30,000
National Health & Welfare			
Health Grants	698,782	643,810	744,605
Welfare Grants	66,895	85,146	22,820
National Research Council			
Equipment	344,418	465,500	661,004
President's Emergency Research Expenditure Fund	187,370	254,469	175,789
Operating	3,950,379	4,461,978	3,827,250
Special Grants	75,000	-	101,700
Travel	28,849	-	42,245
National Cancer Institute	433,411	392,254	405,392
Penitentiary Service	11,000	21,000	1,000
Science Council	18,150	28,871	14,000
Transport	81,000	121,921	92,520
Other Federal	22,500	25,700	101,609
<b>Total Federal Grants</b>	<b>\$9,271,555</b>	<b>\$9,988,471</b>	<b>\$9,931,934</b>

† Department of Environment

\* Department of Fisheries and Forestry

PROVINCIAL GOVERNMENT	1969-70	1970-71	1971-72
Agriculture	\$ 73,695	\$ 52,500	\$ 68,000
Fish and Wildlife	-	-	12,000
Pollution Control	-	45,000	45,000
Health Services	30,000	30,000	49,000
Lands, Forests & Water Resources	74,605	42,000	312,500
Other Provincial	18,000	30,417	66,936
<b>Total Provincial Grants</b>	<b>\$196,300</b>	<b>\$199,917</b>	<b>\$553,436</b>

PRIVATE / INDUSTRIAL (Canadian)	1969-70	1970-71	1971-72
Grants From Canadian Sources	\$1,486,271	\$1,513,910	\$1,519,481

UNITED STATES SOURCES	1969-70	1970-71	1971-72
Ford Foundation	\$244,533	\$215,870	\$184,382
Military			
U.S. Air Force	25,149	15,490	11,760
U.S. Army	23,630	21,600	21,600
U.S. Navy (Office of Naval Research)	17,385	48,908	49,900
Other U.S.	259,977	199,011	225,247
<b>Total U.S. Grants</b>	<b>\$570,674</b>	<b>\$500,879</b>	<b>\$492,889</b>

UNIVERSITY SOURCES	1969-70	1970-71	1971-72
UBC Funds	\$496,416	\$585,735	\$601,123

GRAND TOTALS OF UBC RESEARCH FUNDS FROM ALL SOURCES	1969-70	1970-71	1971-72
	<b>\$12,021,216**</b>	<b>\$12,788,912**</b>	<b>\$13,098,863**</b>

\*\* Totals of research funds shown in this table for each of the three years are not comparable with totals published in previous issues of UBC Reports. This is due to the elimination from the totals for each of the three years of financial awards and fellowships made to students. An article on financial awards to students will appear in a future edition of UBC Reports when figures on awards made in the 1971-72 fiscal year are available.

SOURCE DISTRIBUTION	1969-70	1970-71	1971-72
Federal Government	\$ 9,271,555	\$ 9,988,471	\$ 9,931,934
Provincial Government	196,300	199,917	553,436
Private-Industrial	1,486,271	1,513,910	1,519,481
U.S. Sources	570,674	500,879	492,889
University Funds	496,416	585,735	601,123
<b>TOTALS</b>	<b>\$12,021,216</b>	<b>\$12,788,912</b>	<b>\$13,098,863</b>

PER CENT DISTRIBUTION	1969-70	1970-71	1971-72
Federal Government	77.2	78.1	75.8
Provincial Government	1.6	1.5	4.2
Private-Industrial	12.3	11.9	11.6
U.S. Sources	4.7	3.9	3.8
University Funds	4.2	4.6	4.6
	100.0	100.0	100.0

# A LETTER ON YOGA AND A REPLY

Dear Sir:

A great deal of correspondence has recently been published in the *Vancouver Sun*, some of it reflecting incredible ignorance and prejudice, on the subject of yoga. Yoga is presently being introduced in the secondary and even primary school system, a policy which reflects a welcome, though very belated realization by school authorities that not all of the wisdom of mankind was produced in Europe. Indeed, there is nothing in Western civilization which compares to yoga, the science of integration of the physical with the spiritual being. The purpose of Hatha Yoga is, by means of a great variety of physical exercises — most of which are simple, common-sense and feasible for anyone, without consideration of physical shape and condition — to achieve mastery over one's senses and one's mind. Yoga does not divorce the spiritual from the physical; this is why it is even practiced today by some Christian monastic orders: to practice yoga has nothing to do with conversion to Hinduism. Like many others, I can testify to the general feeling of well-being the practice of yoga can generate in a person's physical and mental health.

It is therefore inadmissible that in our day and age Physical Education students, who will be responsible for the health of future generations, should remain ignorant of even what yoga is. It is furthermore surprising that at a time when yoga is being introduced in the curriculum of our schools,

it should be kept out of UBC, because of the prejudiced opposition of one man. Yet, this is what is happening. Dr. Bina Nelson, director of the Vancouver Yoga Fitness Institute, has offered to teach yoga in the School of Physical Education at UBC. This spring she submitted a lengthy and very detailed description of her projected course. I understand that this course was approved by the Curriculum Committee, but vetoed by Professor Osborne, head of the School of Physical Education. I believe that Physical Education students and the University community in general should be informed of those facts: let them decide whether this is fair and is in conformity with the spirit of academic experimentation and freedom, to which the university is dedicated.

Yours sincerely,  
Rene Goldman  
Asian Studies

N.B. — This is a personal letter and in no way involves the department.

UBC Reports asked Prof. R.F. Osborne, director of the School of Physical Education and Recreation, to comment on Mr. Goldman's letter. His reply follows.

Mr. Goldman's observations regarding yoga are interesting and would have been taken into consideration by the Curriculum Committee of the School of Physical Education and Recreation if they had been presented in a reasonable way through the proper channels.

Personally, I welcome the suggestions of faculty members from other departments of the University and appreciate their interest in our program. However, we must function within certain constraints and cannot implement all suggestions which we receive for expansion of our official curriculum. For example, from non-university sources last year we were asked to consider new programs in judo, karate, wrestling, European handball, educational gymnastics, and other forms of movement. None of these was considered by the Curriculum Committee of the School, because formal presentations were not forthcoming from faculty members, from official agencies such as the British Columbia Teachers' Federation, or the Canadian Association of Physical Education, or from sports governing bodies.

As far as yoga is concerned the subject has not been presented by the Curriculum Committee to the faculty of the School, and so it has not been on the agenda of the Council of the School which submits its recommendations to Senate. This information would have been available to Mr. Goldman if he had taken the trouble to enquire.

His suggestion that the director could, or would, veto a recommendation of the Curriculum Committee is an insult to the members of the Committee, and indeed, to other members of faculty. It should be noted also that the director has not received any offers concerning the teaching of yoga.

In contrast to alleged "prejudiced opposition" I am on record in recent months regarding yoga as follows:

1. "I am not opposed to Hatha Yoga as a means of exploring one's personal awareness and as an instrument which may contribute to one's health." (Letter to Dr. S.R. Brown, with carbon copy to Dr. Peter Mullins, chairman of the Curriculum Committee, September 25, 1972).

2. "In the meantime I would think that the best way to introduce yoga into the school system on any kind of substantial basis would be through a specialized in-service training program." (Letter to Mr. J. Armour, co-ordinator, Physical Education and Athletics, Vancouver School Board, May 23, 1972).

All well-considered presentations are referred to our Curriculum Committee and their report is assured of fair and full consideration by the faculty of the School of Physical Education and Recreation.

Yours truly,  
Robert F. Osborne  
Director



Picture by UBC Photo Department

MR. RENE GOLDMAN



Picture by UBC Photo Department

PROF. ROBERT OSBORNE

## RECREATION UBC IS UNDERWAY

A new organization designed to provide an expanded program of athletic activity for UBC students, faculty members and staff began operating on the UBC campus on Nov. 1.

Recreation UBC, the name of the new organization, reflects a recent expansion of campus athletic facilities and an increased demand on the part of students and other members of the University community for spare-time recreational opportunities, said Prof. Robert Osborne, head of UBC's School of Physical Education and Recreation.

For the payment of an annual fee, members of Recreation UBC will be able to book space for informal athletic activities for periods varying from a single occasion up to an entire Winter Session.

The organization will also provide equipment and supervisory and instructional services for those individuals or groups which request them. Towel service will also be provided for some sports.

Sports included in Recreation UBC are volleyball, basketball, badminton, squash, handball, tennis, skating, weight lifting, circuit training and gymnastics.

Almost every sports facility on the UBC campus will be used in the new program, including the

recently-completed gymnasium complex adjacent to the Thunderbird Winter Sports Centre on the Tenth Avenue Extension.

More than 80 students have already signed up for Recreation UBC. Because the program could not begin at the start of the current Winter Session, the 1972-73 fee will be \$3. Next year the fee will be \$5 for the entire Winter Session.

A Recreation UBC official said the heaviest demand so far had been for space for tennis, volleyball, basketball and badminton on the part of individuals or Faculty and residence groups.

Purchase of a membership card in Recreation UBC does not restrict a student to participation in one sport only. For instance, a student participating as a member of a residence basketball team could also book space for tennis or ice skating.

Two of the main features of the new program are flexibility and informality, Prof. Osborne said. "A fundamental difference between the new program and the intramural program is that Recreation UBC provides for unstructured activities on an informal basis for individuals and groups who don't want to be tied down to competing at stipulated times on a fixed schedule," Prof. Osborne said.

The membership fee will enable the program to

provide equipment and supervisory and instructional services, he said.

"Recreation UBC has been unfairly criticized in some quarters as a scheme designed to obtain more money from students to support athletic activity at UBC," Prof. Osborne said.

"The real aim of the program is to provide a service function which will enable more students to take advantage of recreational opportunities in all campus athletic facilities.

"With the completion of the new gymnasium complex on the Tenth Avenue Extension we now have the facilities to offer an expanded program. And the individuals and groups who want to use the facilities have indicated they are prepared to pay a small annual fee for supervisory and instructional services," he said.

Student clubs and other groups that wish to hold single-occasion parties for, say, curling, will be able to book a facility through Recreation UBC even if not all those attending are members of the organization. Some guest ticket privileges will be available for this type of booking.

Recreation UBC is housed in Room 203 of the War Memorial Gymnasium. Their telephone local is 3996.

# CAREER DIPLOMAT BUILDS BRIDGE

By John Arnett

Geoffrey A.H. Pearson, career diplomat and son of Canada's former Prime Minister, the Hon. Lester B. Pearson, has come back to university for a year to help build a bridge.

"I suppose you could call it a bridge of understanding between the Department of External Affairs and the university community," says the greying, pipe-smoking father of five.

"There has long been a feeling within the Department of External Affairs that more should be done to intensify contacts between those responsible for implementing foreign policy and people in universities who have the opportunity to reflect on the broad, long-term consequences of international events," Mr. Pearson told *UBC Reports*.

"One of the reasons that I am at UBC is to help build a bridge between those on campus who deal in theories about international affairs and those in the department who are working on day-to-day problems."

Mr. Pearson, who bears a close resemblance to his father, has B.A. degrees from the University of Toronto and Oxford University. He is one of three Foreign Service Visitors to Canadian universities this year from the Department of External Affairs. The other two Visitors are at York University and the University of Montreal.

An appointment as a Foreign Service Visitor is actually a sabbatical on full pay for an academic year, Mr. Pearson explained. "I can take any course and do as much reading as I want in any field, as long as it has some relevance to the department and my work."

## ANSWER QUESTIONS

Mr. Pearson is also available to answer students' questions about foreign service careers and to conduct seminars, give lectures and generally act as a resource person in international affairs.

In a 20-year career in the diplomatic service, Mr. Pearson has had postings in Paris as Second Secretary in the Canadian Embassy and in Mexico City as First Secretary. He served with the NATO Secretariat in Paris, on secondment from the External Affairs Department, from 1958 to 1961. For the past three years he has been Counsellor at the Canadian High Commissioner's office in New Delhi, India.

At UBC, Mr. Pearson is attached to the Department of Political Science and is also closely involved with the Institute of International Relations.

"I am treated as a member of the faculty, but actually I function as part faculty member and part student," he said. "I receive no remuneration from the University. No special office has been made available to me; the one that I occupy is normally held by a professor who is away on a year's sabbatical."

The transition from a hectic schedule in the busy Canadian Commission in New Delhi to a quiet office on the fourth floor of the Buchanan Building, and no particular schedule, takes some getting used to, Mr. Pearson admitted.

First priority has been wading through dozens and dozens of book titles to prepare a reading list, a task he describes as "a challenge in itself, considering the numbers of books that are available."

The books he has selected cover areas such as the theory of international politics, studies of decision-making and diplomatic practice.

Reading such material is an unaccustomed luxury for a busy Foreign Service Officer, whether he is stationed at home or abroad. But Mr. Pearson believes it is necessary "because there is a real need for research into decision-making and policy options in the department."

Up to 1,000 telegrams can pour into the department in Ottawa each day. "Decisions often have to be made quickly with little time to give much thought to the consequences or the reasoning behind them," he said.

University professors, on the other hand, have time to sit back and take long, balanced looks at problems of international concern and come up with proposals and alternatives that can be of great



Picture by UBC Photo Department

Career diplomat Geoffrey Pearson, third from left, above, who bears a striking resemblance to his father, former Canadian Prime Minister Lester B. Pearson, listens intently to speaker

at a seminar presided over by Dr. Mark Zacher, head of the table, director of UBC's Institute of International Relations. Picture by the UBC Photo Department.

value to diplomats in solving everyday problems.

"Actually, academics and Foreign Service Officers have a lot in common," said Mr. Pearson, who originally considered a teaching career before opting for the foreign service.

"Just as a professor spends a lot of time writing and preparing for lectures, the Foreign Service Officer must write extensive reports for his government based on a careful evaluation of particular situations.

"One man is sitting on campus preparing his material from a scholarly point of view, the other is in the field, writing from first-hand knowledge. While the Foreign Service Officer has the benefit of immediate facts, the professor can take a more reflective approach."

As an example, he cited the FLQ crisis in Quebec in October, 1970, which involved External Affairs because of the kidnapping of British diplomat James Cross. Later, the kidnappers asked to be sent abroad. Lessons learned during the crisis should be examined by academics as well as officials of the External Affairs Department, Mr. Pearson said.

Mr. Pearson, his wife Landon and three of their five children have rented a house in Point Grey for the academic year. Daughters Katherine, 16, Anne, 15, are at Lord Byng secondary and Patricia is at Queen Mary elementary. Another daughter, Hilary, 18, is a freshman at the University of Toronto and son Michael, 13, is attending a boys' private school in Ottawa.

## KEEN INTEREST

Mrs. Pearson, who has a keen interest in education (she is a former member of the Ottawa School Board) is taking some teacher-training courses at UBC.

World-wide travels notwithstanding, the Pearsons immediately fell in love with Vancouver. "It's the most beautiful city that I have ever seen," Mr. Pearson said.

The return to university life, after a 20-year absence, hasn't brought many surprises. "Things don't seem to have changed that much since my days at the University of Toronto," Mr. Pearson said.

"The students seem more politicized today, but the same old causes — representation in university government and the quality of teaching — are still being fought.

"Students are more outspoken and concerned about the biases of their professors before accepting what they have to say in lectures. There

is far more dialogue between student and professor than there was 20 years ago."

As for the often-touted differences between Canadians in the East and the West, Mr. Pearson says he has yet to detect any real differences mainly because he is just getting used to living in Canada again after a long sojourn in India.

Though Mr. Pearson is not required to come up with any final papers or formal conclusions on his work at UBC, when he returns to Ottawa at the end of the academic year, he's been in the diplomatic service too long not to produce the inevitable written report based on his experiences and observations.

"I will have to write something, otherwise my ideas will have no real form," he said.

## OPEN-MINDED

Dr. Mark W. Zacher, director of UBC's Institute of International Relations, said the university is particularly pleased to have Mr. Pearson on campus "because as an individual, he is much more open to academic-type critical analysis of Canadian foreign policy than a lot of others in the foreign service whom I have met."

"He is interested in reading modern literature on international affairs written by academics and is willing to consider the relevance that these materials have in the formulation of foreign policy."

The Foreign Service Visitors' program is only one of many activities that have been devised by the Department of External Affairs' Academic Relations Service in its attempt to promote better relations between the department and the universities.

Professors are periodically invited to Ottawa to give talks and take part in seminars and some professors are employed, for limited periods, either at headquarters in Ottawa or in missions abroad.

The first academic to work for a full year in the Department of External Affairs under this program was Prof. Charles Bourne, of UBC's Faculty of Law, who was employed in the Legal Operations Division from September, 1971, to August, 1972.

Academics are also retained to prepare research papers, do surveys or conduct conferences on subjects of particular interest to the department.

UBC's Institute of International Relations is currently carrying out a survey for the department on Canadian expertise on a number of current programs susceptible to international regulation and co-operation.

# WHAT A UNIVERSITY IS NOT

The following article by Prof. James A. Stegenga, an international relations expert at Purdue University, argues that a university is not, or should not be, a hotel, restaurant, playground, employment agency or growth industry for un-scholarly bureaucrats. The article first appeared in The Educational Forum published by Kappa Delta Pi, an honorary education society.

By James A. Stegenga

A major reason many of our universities are troubled is that they have diversified their activities into fields that they ought never to have gotten into, and have subsequently lost the respect of their students and faculties as well as the general public.

Universities ought to be exclusively educational institutions. As such, they ought to accommodate three types of activity, and no more.

First, *scholarship*: The faculty has a duty to search for the truth, add to the accumulation of knowledge, produce new cultural materials. The university should hire and pay these intellectuals as well as provide them with labs, libraries, offices and studios.

## FULL POTENTIAL

Second, *teaching*: The faculty has an obligation to pass on the knowledge and skills of the culture to the next generation. It is critical that the abstract knowledge of the traditional humanities and sciences be disseminated, not only because these fields include all the indispensable tools for other kinds of learning but also because studying these matters helps the individual to realize his full potential and personality.

Universities should engage in vocational training as well since mastery of such trades as medicine and law requires a foundation in the traditional humanities and sciences. To support these teaching and training activities, university officials should provide classrooms, labs and theatres as well as invite visiting artists and lecturers to complement the teaching done by the resident faculty.

Third, *service* to the community: Universities owe the community some service. For the most part, however, the university community ought to restrict its "service" activities to developing more complete and sensitive people; training useful clerks, technicians and professionals; and producing knowledge and cultural materials that are "useful" for solving community problems.

There are many activities that are so clearly unrelated to the university's central roles that they ought to be excluded:

1. There is no legitimate, that is academic, reason why universities should be in the hotel business. University-run dormitories, cafeterias, restaurants, barber shops, bowling alleys, laundries and candy counters should be sold to the hotel chains.



2. Intercollegiate athletics have no persuasive academic basis and should not be an official university activity.

3. There is no academic reason why placement centres should be located on campus and run by university bureaucrats . . .

4. An amazing variety of manufacturing and service business that universities have gone into should be sold to private entrepreneurs. Electronics factories, airlines, banks, real estate conglomerates, parking garages, convention centres, golf courses and whatnot should not be run by the bureaucrats of any university that hopes to be taken seriously as an educational institution.

But what harm do all these non-academic activities do? Or what would be gained by spinning them off or rejecting them?

First, if universities devoted all their energies to their primary missions, their image would be dramatically changed, and I think for the better. At present, all concerned — faculty, students, administrators, trustees, alumnae, the media and general public — think of universities as primarily entertainment organizations or trade schools. The serious and vital work of scholarship and learning takes a back seat in this picture; and scholars who persist in writing books or artists who insist on creating works of art have to defend themselves against frequent on- and off-campus anti-intellectual charges of doing unimportant, or "irrelevant," work. As universities become viewed as something other than academic institutions, academic pursuits are belittled.

Second, the multiversity with all its inappropriate subsidiary activities has become a giant bureau-

cracy. As such, it is almost inevitably clumsy, rigid and stultifying. Worse, in bureaucracies, bureaucrats reign.

Nominally educational institutions find themselves downgrading those who ought to be seen as the key people on campus (i.e., scholar-teachers and students) and exalting the bureaucrats who are deemed important primarily because of their management of superfluous and damaging activities. Thus, an anti-intellectual distortion of values and priorities that we can ill afford is encouraged by illegitimate university diversification.

## RIGHTFUL PLACE

Finally, if all irrelevant activities could be abandoned, scores of self-important bureaucrats could be fired or sent back to the classrooms and labs. Professors and students could take their rightful place at the centre of a much less bureaucratized scheme. Presidents could spend most of their time on campus supporting academic activity rather than taking business trips to oversee the university conglomerate. Learning could come first once entertainment and business enterprises were sold off.

Who knows? Maybe more students would take the learning experience seriously if they were no longer almost compelled to hold the university's entertainment speculators uppermost; they might even become serious young adults earlier if the university stopped promoting the indefinite extension of adolescence.