

UBC REPORTS

VOLUME EIGHTEEN, NUMBER SIXTEEN

NOVEMBER 30, 1972, VANCOUVER 8, B.C.



Canada
Post
Postage paid

Postes
Canada
Port payé

Bulk
third
class
2027
VANCOUVER, B.C.

En nombre
troisième
classe

RETURN REQUESTED
UBC Reports,
Information Services,
University of British Columbia,
Vancouver 8, B.C.

KIDS ON CAMPUS

SEE PAGES
TWO AND THREE

Picture by Gordon Gore

MINISTER TO SET UP ADVISORY GROUP

Mrs. Eileen Dailly, B.C.'s new Minister of Education, announced on Nov. 21 that she would appoint an Advisory Commission to recommend new legislation covering the whole field of post-secondary education.

She told a news conference in Victoria that she would name the five-member Advisory Commission before Christmas and that she was considering the possibility of appointing a student to it.

She said she did not foresee that the Advisory Commission would be able to produce recommendations for legislation at the first 1973 session of the B.C. Legislature, which will meet in January. The Commission, she said, might bring in recommendations which would result in legislation to be considered at a second meeting of the Legislature in the fall of 1973.

Despite the fact that Mrs. Dailly emphasized several times during the news conference that she would not pre-judge the recommendations of the Advisory Commission, she spoke early in her meeting with newsmen of the need for creation of

an "overall, umbrella Board of Post-Secondary Education."

Later in the news conference she said the Advisory Commission might wish to recommend a separate Ministry of Higher Education, a separate act covering B.C.'s ten community colleges, or a single Board to oversee the entire post-secondary education system.

Mrs. Dailly said the Advisory Commission would also take into consideration the recommendations made in the report of the Advisory Committee on Inter-University Relations, which has been called the Perry Committee, after Dr. G. Neil Perry, former Deputy Minister of Education.

NOT MADE PUBLIC

The report, written by Dr. Perry, was the work of a five-member committee established in 1968 by the then Minister of Education in the Social Credit government, Mr. Leslie Peterson. The committee submitted its report in 1969 to Mr. Donald Brothers, who had succeeded Mr. Peterson

as Minister of Education. The report was not made public by the Social Credit government.

A summary of the principal findings and recommendations of the committee chaired by Dr. Perry are reproduced in this issue of *UBC Reports* on Pages Eight and Nine.

Mrs. Dailly, at her news conference, said release of the report by the Perry Committee did not constitute endorsement of the report by the New Democratic Party government.

"The Perry Report," she said, "will be used by the Advisory Commission in drawing up their recommendations to me for legislation. The only part of the Perry Report that (this government) completely endorses is the need for an overall picture of post-secondary education in this province."

The Advisory Commission, Mrs. Dailly said, would include representatives of the universities

Please turn to Page Eight
See MINISTER

Kids Have a Ball on the UBC

By JOHN ARNETT
Assistant Information Officer, UBC

The kids had a ball on campus.

From early in the morning when the big Gray Line bus disgorged them, chattering and bright-eyed, outside UBC's blue-panelled Faculty of Education Building until later in the day when, tired and somewhat more subdued, they edged their way homewards in the flow of campus traffic, they met people, saw sights and did things that very few elementary students ever get to do.

Like watching open heart surgery on a live rabbit, inspecting the totem poles and an Indian carver at work in Totem Pole Park, gazing with some trepidation at the dinosaur skeleton in the Geological Sciences Centre, inspecting the animals on the University farm or collecting and cataloguing sea life specimens on the beach at Spanish Banks.

In the classrooms and laboratories in the Faculty of Education they got an advance, albeit somewhat fleeting, glimpse of university life. They mingled with student teachers, sometimes in large groups, sometimes in small, to play word games, blow bubbles, conduct experiments in physics, compose poetry, write plays and work out arithmetical problems.

While their regular classroom teacher and groups of UBC students looked on, they were given demonstration lessons by Education Faculty professors and in more informal moments they just sat and chatted with UBC students about life at home and at school and what they wanted to be when they grew up.

For want of a better description, Education Faculty teachers who are administering the program of bringing elementary school students to the campus for weekly sessions, to give student teachers some idea of what learning is all about, have labelled the project "Campus Kiddies."

"The science people in our Faculty got the idea first," Dr. J. Reid Mitchell, director of student teaching in the Faculty of Education, told *UBC Reports*.

"They decided last year that if their methods classes were really going to make any impression on their students they should bring some children onto the campus to demonstrate the ideas that they are trying to convey.

FIRST CONTACT

"I must emphasize right from the start that these children are in no way looked on as guinea pigs for student teachers," said Dr. Mitchell. "On the contrary it is a two-way learning process. For the school children, a week on campus is an invaluable learning experience and for many of the UBC students it is their first contact with a real child for many years."

These contacts are soon intensified as students visit schools on teaching practicums but, said Dr. Mitchell, the initial meeting with children right on campus gives student teachers some idea of what to expect when they take their first faltering steps into a real elementary school classroom on the first day of their practicum.

The "Campus Kiddies" project, undertaken on a limited basis last year, has blossomed out this year into a full-scale operation involving close to 600 students from eight elementary schools in Vancouver.

Two classes of about 70 students from one school spend a full week on campus. Usually one Grade III and one Grade VII class are selected. The project is running for eight weeks — four in the fall term and four in the spring.

Mr. Peter Olley, assistant director of student teaching and administrator of the project, says the Faculty has received the enthusiastic co-operation of the Vancouver School Board.

"We decided that the children who would probably benefit most from the program would be students who attend schools located in the lower socio-economic areas of the city, children who might not ordinarily visit the University," added Mr. Olley.

The Vancouver School Board co-operated by coming up with a list of eight schools and making the necessary contacts with the school principals. "The principals and the teachers were equally enthusiastic because not only was it an unusual learning experience for the youngsters but a fascinating field trip as well," Mr. Olley said.

The children spend five hours on campus each day, with three hours in classroom situations ranging from demonstration lessons with the full class to one-to-one meetings with student teachers. An additional hour is spent on a field trip somewhere on the campus and another hour is set aside for lunch.

The children's activities on campus are co-ordinated by two teachers on leave from classrooms this year, who are hired on a part-time basis. Faculty members who want to have the children involved with their students put in their bids ahead of time to ensure that everybody will be in the right place at the right time.

TYPICAL DAY

On a typical day in early October, 36 children from a Grade III class at Laura Secord elementary school in Vancouver spent the first hour of their day on campus in a social studies demonstration class with a Faculty of Education professor giving the lesson and student teachers observing.

For the next hour the children were split into two groups, half going to a language arts class while the second group, broken down further into smaller groups, met with students in an educational psychology class where they worked on simple learning concepts.

The following hour was spent on a field trip to Totem Pole Park and the Nitobe Garden. After a lunch break the children spent most of the afternoon in the gymnasium with Physical Education students before climbing back into their buses for the trip home.

The next day they met different students, went on a different field trip, did different things, but the objective on the part of the Faculty of Education organizers was the same — to demonstrate to the student teachers that young people have varying degrees of ability in solving problems, grasping new concepts and in creative understanding.

"It is one thing for the professor to tell them about these things and it is another for the students to be confronted with them when they find themselves in a classroom for the first time with 30 students and a mild feeling of panic about what to do next," Mr. Olley said.

"But in the familiar surroundings of their own classrooms and with a limited number of youngsters to work with, they can gain some of the necessary insights into young people's learning processes."

Mr. Craig Gillespie, an associate professor in the Faculty who teaches science education methods, is an enthusiastic participant in the "Campus Kiddies" project.

"As far as I am concerned this is a chance to put my money where my mouth is," said Mr. Gillespie, a Canadian who taught extensively in Eastern Canada and the Western United States before joining the Faculty of Education seven years ago.

"I can describe to my students how children learn, but in order to establish credibility with my students it is extremely helpful to demonstrate what I have said with the help of children in the age groups that we are discussing.

"My students observe demonstration lessons for part of the time but they are encouraged to mix with the children, discuss whatever project they are involved in and generally try to get feedback from the young people.

BLOW BUBBLES

"One of the best ways to make use of the children is for me to mix up my students and the children in one class, so that student teachers are just part of the class, with no more insight or prior knowledge of what I will talk about than the visiting children."

One of Mr. Gillespie's favorite classroom projects, which is also a big hit with students, young and old, is the bubble experiment. "With the very young children we simply let them blow bubbles to their heart's content," he said. "Then we might talk about bubbles, how they receive their color, what they are made of, why bubbles are round instead of square. Blowing bubbles is fun but it can also be a valuable learning process.

"We ask older students to find out something about

bubbles that they don't already know — ways and means of measuring the thickness of the film of a bubble, the relationship between the pressure inside a small bubble and a large bubble, and so on."

Dr. Denis Rodgers, an assistant professor in the Faculty, teaches language arts. He uses the children to demonstrate to his students differences in the understanding of basic word concepts between children in different grades.

For example, the visiting children are asked to react to words like duck, uncle, or milk. Older children are given phrases such as "What takes up more space, a pickle or a pain?" or "Which is louder, a smile or a frown?"

The object of the exercise is to ascertain how many ideas can pop into a youngster's head and how clearly he, or she, can express them.

Dr. Rodgers is a supporter of the "Campus Kiddies" project because it also gives his students an opportunity to meet young children. "It is so long since many of the students have had much to do with children of elementary school age that they are inclined to forget how they look and act," he said.

"Needless to say some of them are amazed at the imagination and ability of the Grade VII students in particular. This is also of great assistance to our students in their preparation for a teaching career."

DULL CURIOSITY

Mr. Gillespie said one of the most valuable lessons that student teachers learn from the "Campus Kiddies" project is that in working with children "there is a happy balance between giving them just enough information to follow through with a project and too much information so that their curiosity is dulled.

"The students soon see that one of the teacher's most difficult jobs in the classroom is to present a task for students in such a way that they will see there is a challenge involved. They should have enough information to intelligently tackle the problem but they should be given enough leeway to find the solution themselves.

"Too much of the teaching that goes on in the schools today is purely instructional. Children are told what to do and are then expected to do it. This is just knowledge for the sake of knowledge. I believe that the educated person is one who can find a question where the uneducated person doesn't know that a question exists. Fortunately we are seeing fewer of the instructive teaching techniques in schools today, but they still exist to the detriment of the whole educational system."

Students who have been involved with the "Campus Kiddies" feel that the experience was extremely helpful to them in preparation for their first practicums this fall.

UBC Reports discussed the program with students who had transferred into Education after two years in other Faculties.

"It wasn't quite the same as being in the classroom," said Miss Becky Winmer. "I worked with students on a one-to-one relationship mostly while they were on campus, but when I got to the school I was confronted with a class of 27. This doesn't mean it was a bad experience because any involvement with children is worthwhile."

Miss Robin Henshall found it extremely interesting to sit in her classroom, on campus, with a group of Grade III children. "Our 'teacher' posed certain problems for us and we worked them out in conjunction with the children. It helped me learn a little more about how a child's mind works," she said.

Miss Annette Zanni said she started out with the idea that young children don't understand much "and the job of the teacher was to teach them things. But I found to my surprise that young children can reason very well for themselves."

Miss Carolyn Kronier was impressed with the ingenuity of the "Campus Kiddies." One experiment in which she participated involved giving the children a ball of plasticine and asking them to make it float. It didn't take long for the more ingenious youngsters to fashion plasticine boats. "I didn't think that they could figure out such a thing so quickly," she commented.

Miss Robyn Paxton said she's in favor of practical experience over theoretical example any day. "I learned

Campus

far more dealing directly with the children than I ever did sitting in the classroom and listening to a professor," she said.

She added: "The more experience that we can have with children here on campus, the more realistic our learning process becomes."

Mrs. Jean Ronald, an elementary teacher with four years' experience and who is now on maternity leave from Surrey School District, works part-time shepherding the "Campus Kiddies" around the campus. She said one of the best things about the whole project is that children are selected from schools in lower socio-economic districts.

In one class of 30, she said only two or three had ever been on campus or had even visited the beaches at Spanish Banks. "The Faculty of Education people went out of their way to come up with interesting experiments and experiences for the children," she said. "There was no way that the teacher in the classroom could duplicate some of the experiments because she wouldn't have the equipment to do it."

Laura Secord teacher Mrs. Lois Collins said the week on the campus has to be the highlight of the school year for the 36 Grade III youngsters in her class.

"Even the daily bus ride to and from the campus was a thrill for them and those who met us when we returned to school each day were surprised at how animated and happy the children were. They said their faces just glowed."

One of the highlights of the week for the youngsters was a trip to UBC's animal barns to see some calves. They were also fascinated at the number of books during a walk through the stacks at the library. "They couldn't believe that there were so many books in the world."

Mrs. Collins had also informed her frisky young charges that, unlike elementary school students, university students walked, not ran, along corridors. "They took a great deal of interest in how the 'big people' walked instead of ran," she said.

The children were also interested in the fact that the University was made up of a lot of different buildings. "Most of them had the impression that the University was one huge building that was so much larger than their own school."

The children have continued to refer to their campus visit during regular classroom work, added Mrs. Collins. "For example, we were discussing the effects of industrial growth on air pollution the other day and students referred to the fact that because there was no heavy industry in the Point Grey area the air was much cleaner."

Mrs. Collins said she would like to see a trip to the University included in the elementary school curriculum, particularly for students who live in the lower socio-economic areas of Vancouver. "It is an experience that everybody should have," she said.

Will the "Campus Kiddies" project produce better teachers?

MORE EXPOSURE

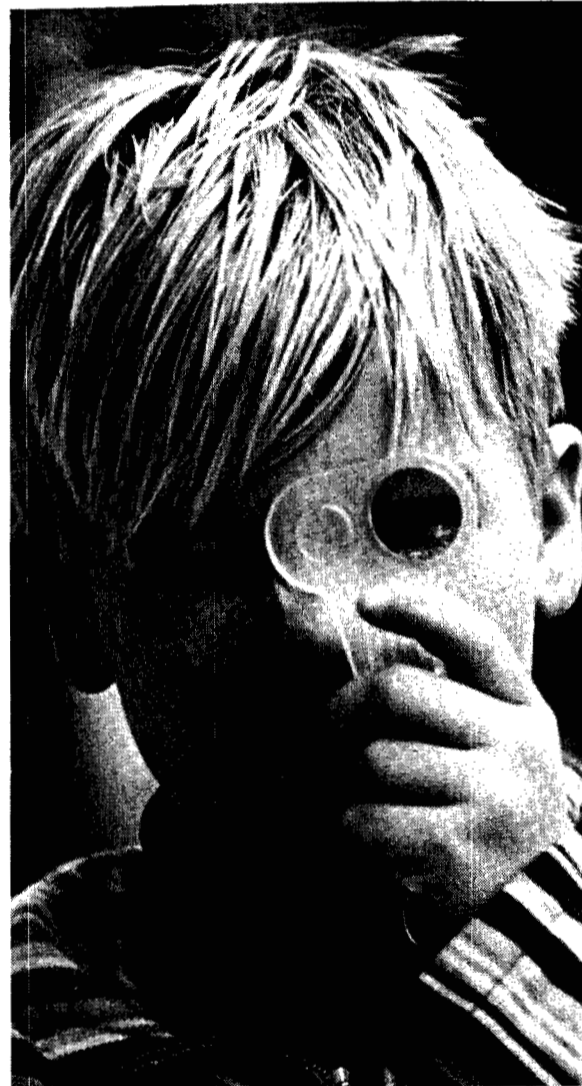
Dr. Mitchell says it's too early to make any predictions, "but I am sure that it makes methods classes more meaningful to the students. There has also been some unexpected feedback for professors because it gives them a chance to work with children directly from the schools. "Sometimes, unfortunately, faculty are criticized for not being relevant or aware of what is going on in the classroom today. This type of contact at least keeps them in touch," he said.

And, judging by the success of this year's "Campus Kiddies" project, student teachers will, in future, have more exposure to "real children."

Mr. Olley said he would like to see permanent classroom facilities set up in the Faculty of Education Building to enable classes to come out to the campus and continue in a fairly natural setting.

But he's opposed to any model-school concept with students actually attending school on campus because such schools develop "conditioned" students, who make allowances for the mistakes made by student teachers, and, consequently, do not react in the same way as students who are used to trained teachers.

Photos by Gordon Gore



UBC'S QUIET ENVIRONMENTALISTS

BY JIM BANHAM
Editor, UBC Reports

Social historians of the future, looking back on the watershed years on either side of 1970, will have little trouble identifying the issue which has provoked the greatest amount of passion and cornered the greatest amount of space in the news media.

Indeed, it will be interesting to see which single term future chroniclers settle on to describe the central ferment of our time. Will it be environment, ecology, pollution or conservation?

Whatever term they choose, the historians will not lack for original material to document the rise of both public and private organizations which have a common concern for the physical condition of what British economist Barbara Ward has dubbed "Spaceship Earth."

The federal Department of the Environment claims it knows of more than 340 private Canadian groups working for environmental and pollution control and conservation. No reliable estimate of the total number of government and private organizations concerned with this problem in Canada exists, but 1,000 would probably not be far off the mark.

When the environment movement first coalesced in the late 1960s its partisans often exhibited a shrillness that literally turned people off. Just last year an American university professor was moved to the following splenetic outburst after three years of trying to teach a university undergraduate course on environmental science:

"The average environmentalist knows as much about environmental science as the average Jesus freak knows about theology. And both prefer to keep their ignorance."

POPULAR CRUSADE

The good professor went on to explain that the environment has become to some "a personal as well as a popular crusade, but, unfortunately, too much emphasis is placed on the crusade and too little on the environment."

He ends by pointing out that the environmental sciences have not yet developed adequate sophistication to lay the foundations for comprehensive environmental engineering and adds: "Work, not student hurrah, is

needed to acquire full comprehension of how the world system operates and how we might best fit into it."

Well, with very little hurrah and a great deal of work, a student organization at the University of B.C. has been working more or less quietly since 1969 on a program of public education designed to enable students at all levels and the general public to understand environmental problems and ecology.

IN VANGUARD

ECO, as the organization calls itself, was conceived and born in 1969 during a series of coffee breaks by a group of UBC graduate students associated with the Institute of Animal Resource Ecology.

The students, whether they knew it or not, were the vanguard of a new breed of interdisciplinary scientist, who were being trained to develop and use new analytical techniques capable of managing the environment in the broadest sense.

Mike Hoebel, the current Director of ECO and a Ph.D. student in Ecology, said that what disturbed the founders of the organization was that the complexities of environmental problems prevented many people from making sound judgments based on reliable and quickly available information.

"One of the first decisions made," he said, "was that ECO should be an information-gathering and disseminating organization that would read scientific papers and explain them to the public. It was decided that ECO would be as objective as possible and the idea of community action involving demonstrations and pressure-group tactics was specifically rejected."

With the help of Prof. Crawford "Buzz" Holling, director of the Institute of Animal Resource Ecology, who provided the group with an office as well as some office equipment and supplies, ECO began accumulating scientific papers on environmental problems, sponsoring a series of campus lectures on local, provincial and national issues and providing speakers to interested groups in the community and the elementary and secondary school systems.

The collection of printed material accumulated by ECO consists chiefly of scientific reprints and Canadian

and United States government publications, many of which would be "buried" in UBC's vast library system, said Mike Hoebel. By concentrating the publications in the ECO office and developing a punch- and index-card system that provided quick access to the material, UBC students are able to use it as a source for term papers and essays and speakers are able to use it as the basis for talks.

"The word gets around among professors that this kind of material is available in our office," said Mr. Hoebel, "and they refer students to us. In developing the environmental fact file, it was decided early that ECO wouldn't purchase expensive books. Most of these are available, in any case, in UBC's library system or the branch library in the Institute."

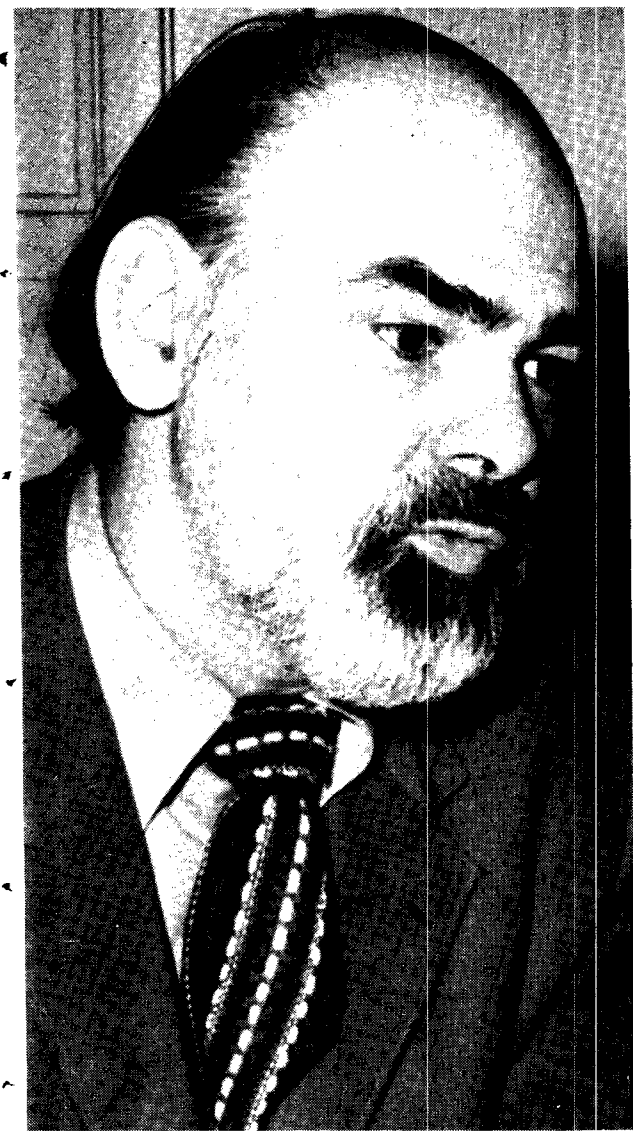
Dozens of graduate students associated with ECO have gone out to speak to community groups and students in the elementary and secondary school systems, despite the fact that ECO has not made it widely known that speakers are available. "Again," said Mr. Hoebel, "the word gets around and the requests start coming in."

The talks given by graduate students are "not so much formal lectures as discussions," he said. The subjects of the talks are wide ranging and include everything from the state of the Fraser River, sewage treatment plants, pesticides, wildlife and problems associated with overcrowding to specific problems, such as the Skagit Valley controversy, when they are in the news.

TAKES CALLS

The day-to-day operations of the ECO office are overseen by Ms. Holly Blackburn, a graduate of the Davis branch of the University of California, who handles requests for information and speakers. Not all the calls that come into the ECO office are concerned with large-scale environmental issues, she said.

"Many people call and want to know what to do about insect infestations, such as ants," she said. "I advise them, or if the problem is difficult I take their name and phone number and contact an expert on the University faculty who can provide advice. Other callers are worried about pesticides. Either they want advice about what to use or they're concerned about a neighbor



who is spraying a substance that may drift into their yard and cause problems."

ECO hasn't been flooded with calls concerning major issues, she says. "Such calls probably go to the Society for Pollution and Environmental Control (SPEC) or the Sierra Club, which has a Vancouver branch and is primarily concerned with wilderness conservation."

ECO's environmental fact file filled a very real need initially, Mr. Hoebel said. More recently, however, environmental information has become more widely available through other agencies, such as governments, and ECO plans to taper off its efforts in this area. "We're planning to concentrate more on local environmental issues that people are concerned about." As an example of this, Mr. Hoebel points to an 11-page mimeographed fact sheet on the University Endowment Lands, the 2,500-acre tract of land, much of it undeveloped, that lies between the UBC campus and the City of Vancouver.

FACT SHEET

The fact sheet which describes the history, present state, future plans and problems associated with the development of the Lands, is based on the proceedings of an ECO-sponsored meeting held in January at which the manager of the Lands, Mr. R.P. Murdoch, spoke and answered questions.

Another major project which is being worked on by ECO members is an environmental atlas covering eight topics, including population, air, marine and water pollution as well as solid wastes, trace elements, radiation and pesticides. The purpose of the atlas is to present a broad overview of information on each topic. As new information becomes available each chapter is updated and facts on local problems added. Eventually, ECO hopes to publish the atlas.

At UBC proper, ECO activities have included support for recycling of waste paper, provision of secretary and publicity services for the UBC Cycle Club and their campaign to create bicycle lanes through the Endowment Lands to the campus and better conditions on-campus for cyclists, and generally acting as a watchdog on campus environmental problems.

Funds to support ECO's activities have not come easily . . . and ECO is currently searching for funding.

The 1971 graduating class provided them with a grant of \$5,000 which was used to hire a part-time director and individuals to update the fact file, publicize a campus lecture series and purchase supplies. Five hundred dollars of the graduating class gift was also given to a similar group at Simon Fraser University to enable it to get underway.

A 1971 Opportunities for Youth grant enabled ECO to hire nine people to update the environmental fact file and prepare a number of slide shows, two of which were duplicated at the request of B.C. school districts for circulation to schools in their areas.

One UBC organization which has made use of ECO's facilities is the science education division of the Faculty of Education. ECO members have shown their slide presentations to Education students and Dr. Clifford Anastasiou, associate professor of Science Education, has encouraged his students to use ECO's resources in writing essays and term papers. He has also worked closely with ECO in preparing a couple of their proposals.

Dr. Anastasiou is also the man behind VEEP — the Vancouver Environment Education Project — which has been utilizing a \$20,000 Local Initiatives project grant over the past year to develop curriculum materials on the environment of the Lower Mainland for use in Vancouver elementary schools.

So far, Dr. Anastasiou and his curriculum team have developed about 20 booklets which are designed to get students out of the classroom and involved with the environment. One of these, "The Stump Book," is designed to make use of a singular feature of B.C. forests to study the logging industry, insect life, mosses and other plant life and, to quote from the book, "Show you how to love a stump."

VISIT SCHOOLS

The series of booklets was developed by eight or nine unemployed teachers interested in environmental education who were paid from the LIP grant. In addition to developing the booklets, the teachers visited Vancouver schools as substitute teachers and utilized the curriculum materials they developed under Dr. Anastasiou's program.

Each of the booklets will be revised in the light of

experience, Dr. Anastasiou said, and distributed to schools as lesson aids by the B.C. Teachers' Federation.

What has been proposed is a partial merger of ECO and VEEP. "What the VEEP project needs," said Dr. Anastasiou, "is a reliable source of information on environmental problems. ECO could be invaluable in helping to develop curriculum materials for use by teachers who are looking for ideas and a guide to using the environment in education."

PROPOSED CHANGE

This proposed change in direction for ECO fits in well with the student organization's plans for the future. "In one sense, we've had too many projects underway considering our resources in terms of people and money," Mike Hoebel said. "In addition, sources of information on environmental problems are now much more readily and easily available and other campus groups can take on responsibility for sponsoring discussions on environmental problems — the Alma Mater Society, for instance."

In the final analysis, said Mr. Hoebel, "we're planning to narrow our focus a bit and concentrate on working in and with the schools, where we think we can have the most impact."

Both Dr. Anastasiou and Mr. Hoebel emphasize that there will be benefits for both ECO and VEEP in the merger. The teachers interested in developing the curriculum materials will be introduced to the resources of ECO and the Institute of Animal Resource Ecology. And ECO volunteers will be building a bridge between a graduate Institute and a Faculty that will utilize their expertise.

"We don't anticipate a merger that will submerge the personalities of either organization," said Mr. Hoebel. "We want to maintain our close contact with the Institute, where a lot of volunteer aid is available, while at the same time forging a link with another University Faculty."

The merger of the two organizations will be announced shortly in a newsletter to be sent to all science teachers in the province. "We're concerned not just to let teachers know that we are co-operating," said Mr. Hoebel, "but also to solicit feedback from teachers who can tell us whether this kind of program is desirable and provide ideas for projects."

THOSE who have followed the career of Prof. Malcolm Francis McGregor, head of the Department of Classics and Director of Ceremonies at UBC, would not be surprised to learn that he really does enjoy public University occasions, that he still wears an academic gown when lecturing to students, that he takes a dim view of student demands to sit on some decision-making committees at UBC and that he dislikes the student newspaper, *The Ubysey*, because it occasionally spells his last name incorrectly and prints four-letter Anglo-Saxonisms.

Many of those who know him well, even close associates at UBC, would probably be surprised to learn that he is afraid of cows, that he was kicked out of the first public school that he attended in B.C. and was counselled not to go to University by his high school Greek teacher, that he once thought seriously of becoming a mathematician and that with two other classicists he is the author of a series of books which have been extravagantly praised and are regarded as pivotal documents for the study of ancient Greek history.

The part about people being surprised about the series of books, known as *The Athenian Tribute Lists*, may seem odd to non-academics, who are used to the idea of professorial reputations being built on scholarly publication. The truth is that a conversation with Malcolm McGregor, even one that involves his peers, is more likely to revolve around the fate of the University cricket team, the Vancouver Canucks hockey club or the Cincinnati Redlegs baseball team, all of whose fortunes he follows with the same intensity that characterizes his activities as a teacher, scholar and University administrator.

It is only reluctantly that Malcolm McGregor will discuss the basis of his academic reputation and few people would guess that he is regarded as one of the top half dozen scholars in the world in his special field of interest — the study and decipherment of ancient Greek inscriptions, a discipline which provides much of the raw material for study and speculation by classical scholars.

There is little in Malcolm McGregor's beginnings that would lead one to believe that he would one day be a leading figure in the world of classical studies. Born in Beckenham, Kent, a suburb of London, he was introduced to Latin and cricket at the local county school for boys, where a lapse in his ability to decline Latin verbs meant "det" — short for detention — which usually took the form of removing dandelions from the cricket pitch.

Actually, his love for cricket in particular and games in general was instilled in him by his father, a member of the volunteer British army, nicknamed the Old Contemptibles, which stood off the brunt of the first German thrust into western France early in the First World War and a post-war civilian employee of the British Admiralty.

Malcolm McGregor says his earliest memory — he was four years old at the time — is Aug. 4, 1914, the day the First World War was declared. He had been accustomed to going to the local train station to do what every English boy seems to love — watch the locomotives — and on Aug. 4 there were sentries guarding the station.

He still watches trains, "except that today trains have gone to the dogs. There are no steam locomotives."

IN 1924 the McGregors decided to come to Canada to assist in the operation of a fruit farm in Creston in the Kootenay district of B.C. run by Malcolm McGregor's maternal aunt and her husband. For Malcolm McGregor, life on the farm was a disaster.

"I was a city boy," he said recently, "and all around me were vicious animals like cows. One of my jobs was to fetch the milk each morning and to get to it I had to pass over two properties, one of which had a large herd of cows. It was a terrifying experience."

To make matters worse the educational authorities parked him in a one-room, elementary school, where he says his chief occupation was "making life miserable for the teacher." Things came to a head when, as he puts it, he "smote" one of his classmates and was expelled from school.

The high school in nearby Creston agreed to take him in and there he resumed his study of Latin and was introduced to baseball, which he vividly remembers because he was the victim of one of the oldest tricks

perpetrated on beginners, the hidden-ball trick, in which the first baseman gloves the ball and tags the unwitting base runner when he takes a lead off. "At the time, I didn't think it was very sporting," says McGregor, who to this day is critical of players who bend the rules of any game.

Sending him to school in Creston was, to use his own words, "a way of getting me off the farm and out of people's way." In his final-exams there he ranked third in the class.

When the school year opened in the fall of 1924 the McGregors were in Vancouver living in the West End and Malcolm McGregor found himself a student at King George high school, then at the corner of Burrard and Nelson Streets. Here he discovered he had a talent for mathematics and languages, "partly because my English schooling was in advance of second-year high school. I found I did a little better than my classmates, and when that happens it becomes a bit of a challenge and I began to like the sense of achievement."

In his third year in high school — and his last because the program in those days lasted only three years — he was introduced to Greek by a teacher who warned McGregor not to go to UBC. "He was the kind of man who mixed personal conduct with academic progress," McGregor says with a wry smile. "I was still an English school boy in some ways and in the classroom I was used to what was called 'a rag' . . . chalk used as a weapon . . . talk a bit too much . . . that sort of thing."

Despite the counsel of his high school Greek teacher, which he admits was "half right," Malcolm McGregor wrote ten final exams in his last year in high school, graduated with an average of 82 per cent and enrolled in the fall of 1926 in first-year Arts at UBC.

IN 1926, one year after the campus was moved from its Fairview site to Point Grey, UBC was a collection of half a dozen or so permanent and semi-permanent buildings, peopled that year by 1,582 students and some 120 faculty members and offering academic work leading to degrees in Arts, Science, Applied Science and Agriculture.

For Malcolm McGregor, life at UBC in the latter part of the 1920s revolved around his studies ("I was a conscientious student but no bookworm"), athletics (goal keeper for UBC's soccer team and, for two years, sports editor of *The Ubysey*) and, as graduation neared, concern for the future in the gathering gloom of the economic depression that began in 1929.

It was at UBC that Malcolm McGregor came into contact with the first of two men who he says had the greatest influence on him in his choice of career. Prof. Harry T. Logan, who, because of his service in the First World War, was usually referred to as "Colonel Logan" during his 52-year association with UBC, taught McGregor Latin and ancient history and fanned his interest in athletics. "I didn't become enthusiastic about classics until I came to UBC and came under the influence of Harry Logan," McGregor says.

"At the end of my second year," he says, "I had to make a choice between mathematics or classics — at home the pressure was to take mathematics — but I chose classics largely because of Logan's influence."

Malcolm McGregor regards the Classics department of that era as "a magnificent teaching department" and he emphasizes that he has tried to maintain that tradition since he became head of the department in 1954. "Members of our department are selected primarily on the basis of their teaching ability, which comes first during the Winter Session, but we also look for an interest in scholarly work as well," he says.

"One of the qualities I look for is congeniality in the broadest sense, and by that I mean a man or woman who will get along with his colleagues in the department and with students. I don't want recluses and I don't want faculty members who are going to disappear from their offices when they've finished teaching.

"The modern faculty member," he says, "has a tendency to think rather more in terms of his research and perhaps he's a little more difficult to find. It would be very easy to say that I had a closer relationship with my professors in the 1920s and 1930s than is the case today. But I don't think it's true, and here I'm talking about the relationship I have with students in classics. The relationship we have with students, particularly those in third and fourth year and at the graduate level, is as close as, if not closer than, the one I enjoyed with professors while I was a student."

When Malcolm McGregor wasn't involved in his

Malcolm I A Profile



studies at UBC in the 1920s, he was making money to pay for his tuition and expenses. In his first two years as an undergraduate he delivered newspapers for \$25 a month in the downtown area of Vancouver, where his customers included the then mayor of Vancouver, Louis Taylor ("We called him 'the man in the red tie' and he lived in the Robson Mansions"), and several "ladies of the night," who occupied hotels and rooming houses off Granville Street ("Some times they couldn't pay for the paper, but they eventually came up with the money and they never cheated the paper boy").

Later he worked as a deck hand on the *Whitehorse*, which plied the 461 miles of river between Dawson and Whitehorse in the Yukon and as one of the original crew

McGregor-

One of the recurring requests made to the editors of UBC Reports by its readers is for profiles on prominent members of the UBC faculty. The first of what we hope will be a regular series of such articles appears on these pages. **By Jim Banham**

Editor, UBC Reports



members — bedroom steward and waiter — on the Canadian Pacific steamer Princess Joan between Vancouver and Victoria ("I could make up 22 beds an hour").

In 1930, "when graduating teachers were ecstatic about the prospect of a teaching position in the Peace River at \$400 a year," Malcolm McGregor graduated with a Bachelor of Arts degree, having maintained an average between 75 and 83 per cent during his undergraduate career and a final overall average between 78 and 79 per cent.

And his hero in those days was a legendary English cricketer named Frank Woolley, who Malcolm McGregor, without consulting his library of cricket

records, will tell you make a career total of 913 catches in the slips, a murderous fielding position behind and to the side of the wicketkeeper.

A capacity for total recall in his academic field and other areas that interest him is one of the characteristics of Malcolm McGregor that impresses his friends and colleagues. He remembers the marks he made on graduation from high school and University, the records of outstanding athletes, the chronology of history, not because he wants to impress people or out of sense of one-upmanship, but simply because he is endowed with an exceptional memory. As one of his colleagues in Classics puts it: "I have to look up several times the things that Malcolm can recall immediately with ease."

M

ALCOLM McGregor spent one more year at UBC, got a Master of Arts degree in 1931, and then set off for the University of Michigan in Ann Arbor with a \$400 fellowship obtained for him by Harry Logan and out of which he had to pay his train fare. The fellowship wasn't enough to pay for three meals a day and he washed dishes for his supper.

Malcolm McGregor hated Michigan. "It's flat, there's no sea and I never could feel warm toward the staff. The faculty member I disliked most, however, taught me the most Greek and at Michigan I learned for the first time to work . . . really work. I had no money so there was nothing to do but read and study. There was a reading list of 1,000 pages to be done privately and sometimes I worked and read until two or three in the morning."

In what little spare time he had, usually Saturday afternoons, McGregor would join the other inmates of his Ann Arbor rooming house on a nearby sandlot to play American football without the benefit of padding (for some reason, Malcolm McGregor still refers to the American version of football as "arm ball"). He fared badly in these outings. At 130 pounds and, by his own admission, half-starved, he was more often than not simply run over by his opponents.

In 1933 the American banks collapsed and with them went Malcolm McGregor's \$400 fellowship. Within a few months, by a stroke of luck, he was at the University of Cincinnati, the recipient of a \$1,000 teaching fellowship, which made him feel "rich as Croesus" in the midst of the American depression. In addition to teaching Greek to freshmen, he became the graduate student of Allen B. West, a famed classicist of that day, who, with Benjamin Meritt, whom McGregor had already met at Michigan, was working on "the Corpus," a term which McGregor heard bandied about at Cincinnati but which mystified him at the time.

The Corpus, McGregor discovered as he dug deeper into his graduate work, was a collection of documents vital to an understanding of Greek history in the fifth century B.C., the period regarded as the zenith of ancient Greek culture. Publication of the documents would mean that scholars would at last be able to reconstruct the financial, economic and administrative history of the Athenian Empire.

In the mid-1920s, West and Meritt had systematically begun to put in order for publication the Corpus of the tribute lists of the Athenian Empire — the records of the monies paid by subject states to Athens, quota and assessment lists, auditor's accounts, relevant Athenian decrees and literary references. It was a Herculean task — the first of the four volumes alone ran to more than 600 pages — and one which would involve scholarly energies for almost 30 years.

What made the work of West and Meritt difficult was the fact that the tribute lists and many other relevant records were cut in stone in ancient Greece and, in the ensuing centuries, had become damaged or broken. Most of the marble fragments had to be pieced together again like a jigsaw puzzle and obviously the two scholars could not work with large and unwieldy stone fragments.

The study of the records, called epigraphy in classical circles, is accomplished by reading "squeezes," an impression of the marble tablets made with a type of absorbent paper not unlike that found in public washrooms for drying hands. To make an impression, both the stone and the paper are dampened. The damp paper is then laid over the stone and beaten into it with a stiff brush. When the paper has dried, it is simply peeled away from the stone and the Greek characters are read from right to left.

Malcolm McGregor took to epigraphy under the guidance of Allen West — "He was the second great influence on me after Harry Logan" — and began reading squeezes and serving as West's eyes, for the Cincinnati

scholar's sight had begun to fail. In 1934, McGregor was given \$100 by West and sent off to the American School of Classical Studies in Athens to work and read the tribute list documents first-hand. McGregor had to borrow money to make ends meet on the trip.

By 1936, Meritt and West were almost ready to begin the final work which would lead to publication of volume one of the lists. In September, while he was driving back to Cincinnati for the opening of the fall term, Allen West was killed in an automobile accident, leaving Malcolm McGregor with most the records, documents, notes and catalogues for the enterprise.

Two things happened subsequently. Two days after West's death Malcolm McGregor was called in by the head of the Cincinnati Classics department and asked to take over West's classes, which began the next day, and, shortly afterwards, Benjamin Meritt wrote and asked McGregor if he would succeed West in the work leading to publication of the tribute lists. McGregor accepted both offers.

In 1937, Malcolm McGregor was granted a year's leave of absence from Cincinnati to spend a year at the Institute for Advanced Study at Princeton University, where he joined Meritt and Prof. H.T. Wade-Gery, of Wadham College, Oxford, in the final work leading to preparation of the manuscript for volume one.

Both Meritt and Wade-Gery were older than McGregor and both had established reputations in the field of classics. "Meritt functioned as the organizer of the enterprise," McGregor says, "but we worked as a team on the basis of complete equality." McGregor did his share of the writing of the manuscript, which was finished in 1938. At this point, Meritt and Wade-Gery asked Malcolm McGregor to serve as general editor of volume one and see it through the press.

The stretch run to meet publication deadlines had been long and grueling. The only relaxation that Malcolm McGregor allowed himself was the company of a secretary at the Institute. In 1938, and only after his labors were completed, he married Marguerite Guinn. Subsequently, they had two children.

The publication in 1939 of volume one of *The Athenian Tribute Lists* drew, on the whole, what would be described as "rave reviews" in the theatrical world.

Samples: ". . . the authors have chosen as their subject perhaps the most important single group of documents in the field of Greek history and . . . they have handled the very difficult and abundant material with great success."

". . . a work of fundamental importance, planned on a most generous scale and executed with rare success."

T

HE intervention of the Second World War prevented the scholars from immediately producing a planned second volume, a commentary and history of the Athenian Empire. It was not until 1949 that volume two, a re-edition of volume one incorporating fresh discoveries and suggestions from reviews, made its appearance, and in 1950 the history of the Athenian Empire appeared as volume three. The latter was described as ". . . a pioneer work unheard of since the days of Thucydides (the famed fifth-century Greek writer, regarded as the first critical historian) and Ephorus" (a fourth-century Greek historian of less importance) and ". . . an entirely new treatment of an old and important subject."

The appearance of volume four, made up of indices and a massive bibliography, which enhanced the use of the previous three volumes, drew lavish praise; the entire project was described as a "noble labor" and ". . . the most fertilizing contribution to the study of fifth-century Greek history since the First World War."

One other review serves perhaps to put the whole project into perspective: "With this great epigraphical work complete, ancient historians may now use it as a base from which new explorations may be launched."

All these years Malcolm McGregor had continued to teach at the University of Cincinnati, but in 1954, the year after the final volume of the *Tribute Lists* appeared, he accepted an invitation to return to UBC to succeed as head of the Classics department the man who had been the first great influence on him, Prof. Harry Logan.

There is no hesitation on McGregor's part in replying to the question why he, a full professor in one of the world's leading Classics departments, an internationally known scholar and co-author of a series of pivotal

Please turn to Page Ten
See PROFILE

MINISTER

Continued from Page One

and colleges of B.C. as well as "lay persons."

On the one hand, Mrs. Dailly said she was leaving the question of a governing structure for post-secondary education "wide open" for the Advisory Commission. On the other, she said the commission had a single task — to "develop legislation for a Board of Post-Secondary Education in the Province of British Columbia."

She said that creation of such a board was in line with one of the recommendations of the report of the Perry Committee that it is "imperative that this province should have an overall view of post-secondary education."

"It's my opinion," she said, "that this is the only way to go. There must be an overall, umbrella board to handle post-secondary education in this province. This means that post-secondary education will be divorced from public school education in this province."

Passage of new legislation based on the recommendations of the Advisory Commission will mean that



MRS. EILEEN DAILLY

Picture by Don Ryan

two existing groups concerned with post-secondary education — the Academic Board and the Advisory Board — will cease to exist, Mrs. Dailly said.

The Academic Board and the Advisory Board were established in the 1960s by the Social Credit government.

The Academic Board, established to advise the government on post-secondary education, has largely been concerned with the development of community colleges and university-college relations. The Advisory Board is responsible for the division of funds allocated annually by the Legislature for university operating purposes.

Capital funds for the universities are allocated by

UBC
REPORTS

Vol. 18, No. 16 — Nov. 30, 1972. Published by the University of British Columbia and distributed free. UBC Reports appears on Thursdays during the University's winter session. J.A. Banham, Editor. Louise Hoskin and Wendy Coffey, Production Supervisors. Letters to the Editor should be sent to Information Services, Main Mall North Administration Building, UBC, Vancouver 8, B.C.

the government and are not subject to review by the Advisory Board.

Mrs. Dailly, at her news conference, pointed out that the report of the Perry Committee deals primarily with universities and includes suggestions on formula financing.

"I am not going to comment at this time," Mrs. Dailly said, "on where the government is going on the financing of post-secondary education, particularly universities . . . because it will be up to the Board of Higher Education to develop this."

"The Advisory Commission, which will draw up the structure of this Board, may also make recommendations about the financing of higher education. . . . But their primary role is to advise me on the legislation that will be necessary to set up this Board."

Later in the news conference, Mrs. Dailly said it is possible that the Board of Higher Education "would have some control over the matter of feeding into the government what the needs of the universities are."

"It's conceivable that this Board (of Higher Education) may have a relationship with the government with reference to financing of the universities. . . . I'm going to leave it up to them to recommend it to me."

Mrs. Dailly said B.C. lagged far behind other provinces in developing an intermediary body between the government and the post-secondary education system. Other provinces, she said, "have appreciated the fact that you must develop post-secondary institutions in a comprehensive grouping distinct from public schools."

Referring to the present method by which universities obtain funds for operating and capital purposes, Mrs. Dailly said that "The problem is that there has been no overall plan for the universities. They've had to budget on a yearly basis and there is no specific formula. They don't know where they're going financially or what to expect. There haven't been any proper channels for them."

Mrs. Dailly also announced at the news conference that the NDP government would introduce legislation at the January, 1973, sitting of the Legislature which would provide for the provincial government assuming 100 per cent of capital construction at community colleges.

At present 60 per cent of community college capital costs are paid by the government and the remainder must be approved by referendum in the school districts served by the college.

She said it was the NDP government's intention over an unspecified period of time to "phase out" the current method of providing operating funds to regional colleges. At present 40 per cent of operating costs of community colleges are raised through taxes on property in the school districts where the college is located. The remaining 60 per cent is contributed by the provincial government.

Awards Deadline

Friday (Dec. 1) is the closing date for nominations for the 1972-73 Master Teacher Awards.

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

Report

The Advisory Committee on Inter-University Relations was established in 1968 by the then Minister of Education in the Social Credit government, Mr. Leslie Peterson. The chairman of the committee was Dr. G. Neil Perry, then Deputy Minister of Education for B.C. and, prior to that, Deputy President and Dean of the Faculty of Commerce and Business Administration at UBC. Other members of the committee were: Mr. Richard Bibbs, then and now a member of UBC's Board of Governors; Dr. S.N.F. Chant, former chairman of the Academic and Advisory Boards; Mr. Allen M. Eyre, a former member of the Board of Governors at Simon Fraser University; and Mr. W.C. Mearns, a former member of the Board of Governors of the University of Victoria. In establishing the committee, Mr. Peterson said it would review relations between B.C. universities and ensure that there is a minimum of overlapping of programs and no undue competition between them. Four UBC organizations — the Alumni Association, the Faculty Association, the Committee of Deans and the Alma Mater Society — made submissions to the Committee. With only minor changes, UBC's Senate endorsed the brief submitted by the Committee of Deans. The report of the committee, written by Dr. Perry, who is now Deputy Minister of Manpower and Immigration in the federal government, was submitted to the provincial government in 1969. The report was made public on Nov. 21 this year by Mrs. Eileen Dailly, the current Minister of Education in the New Democratic Party government. What follows is the Summary of Principal Findings and Recommendations of the report.

Traditionally, institutions of higher learning have set academic and budget goals for themselves that relate mainly to their own conception of the roles they ought to play in satisfying these needs. Each institution is naturally concerned that its aspirations and plans be understood and supported — financially and otherwise — by the community and the government. When the level of public support falters, or when dissensions over disparate treatment arise, both the inter-university and university-government relationships become strained.

Insofar as the *Universities Act* provides assistance in such circumstances, there are two bodies — the Academic Board and the Advisory Board — which might be expected to take a close interest. But both Boards, and especially the Advisory Board, have had to function under certain handicaps. Neither Board, in spite of valiant efforts, has been quite able to exercise the influence that perhaps might have been expected of it.

The Committee's recommendation is: that it would be advisable for the Provincial Government to consider the replacement of the existing Academic and Advisory Boards by a new intermediary body.

SMALL GROUP

Although reflecting various degrees of anxiety about the preservation of maximum freedom of action for the universities, all of the briefs submitted to the Committee by interested and knowledgeable groups took the position that some kind of intermediary organization should be created in British Columbia.

The structure of an intermediary might take a variety of forms. From the standpoint of the number of institutions likely to be affected, we think that a relatively small group of appointees would be preferable.

Suggests New Intermediary Body

The use of both *ad hoc* and *standing committees* to deal with specific issues would enable the intermediary to go outside its own membership and enlist the services of highly-qualified academicians as the occasion demanded.

Since, in our view, the members should be expected to identify themselves, both singly and collectively, as concerned with the tasks of the intermediary — and not as the representatives of institutions or disciplines — we would favor a method of selection that left the actual appointments to the Lieutenant-Governor in Council but which provided an orderly mechanism for nominations. Every route should be left open to ensure that the names of first-class nominees were brought to the attention of the Lieutenant-Governor in Council.

Assuming as we do that the individual institutions are to be left, as far as practicable, with the freedom to

times, make it expedient for the intermediary to impose its will upon an institution, as, for example, when failure to do so could have serious, adverse effects upon other institutions or upon the system of higher education as a whole. Emergency, or reserve, powers which would become operative under exceptional circumstances might, therefore, be conferred upon the intermediary.

If it were intended to make the new intermediary responsible, sooner or later, for co-ordinating the efforts of other institutions working in post-secondary education, probably the name of the intermediary should include Higher Education rather than refer to the Universities alone. Whether the intermediary is called a Board or a Commission would appear to be a matter of taste.

WANTS STATED

At the risk of oversimplifying the issues, it may be useful to state what the universities and the provincial government, separately, appear to want. It is the universities who are pressing for a modification of present financial procedures and they can be said to want:

- (a) An assured source of operating and capital funds reasonably matched with enrolment and cost increases;
- (b) Equitable treatment as between the universities — really an allocation formula, and
- (c) An opportunity to engage in long-range budgeting.

On the other side, confronted with drastically-rising demands, the provincial government might be said to want:

- (a) Better assurances that operating and capital funds provided from the provincial revenues will be wisely used for the benefit of the province, and
- (b) Continued freedom to decide for itself in the light of actual budget circumstances, rather than by statutory authority, what operating or capital funds should be supplied from provincial revenues to the universities.

While we think that a new intermediary could function effectively in budget discussions between the universities and the provincial government, looking at these wants it is obvious that on one critical point — that in which the provincial government unilaterally decides the total level of financial support — the universities and the provincial government are, and may well remain, in conflict. In our opinion, this area of disagreement might be narrowed if certain principles for budgeting, allocating, and dispensing funds were accepted.

In a period of heavy demand for university education, prudent management of the universities ought to mean that the facilities are kept continuously in active use — at least most weeks in the year. When such continuous operations were feasible (and they are not always so), financial support from governmental sources might, reasonably, be predicated on such a maximum rate of utilization; but the decision as to the actual extent of use should be left to the universities. It would follow that if facilities were used at less than full capacity during the year, the level of public financial support would be scaled accordingly.

RAISE FUNDS

In applying this concept of maximum utilization it would be proper, in our view, to make some allowance for the small, new institution in the early stages of its development. In such institutions the unit cost of instruction could well be higher — because of overhead expenditures which every university must be prepared to meet — than in the better-established, older universities. Prudent management should also mean in the case of autonomous entities, such as the universities, that they continue to accept responsibility for raising a proportion of any additional funds that they desire to spend. This might necessitate adjustments from time to time in

tuition fees, if the rate of spending grows faster than either normal revenue growth or cost-saving procedures can offset.

Prudent management is, however, difficult if the universities do not have some financial basis for planning their operations. It is important, then, that the extent to which the universities may rely on government grants should be largely understood. To illustrate how these ideas of prudent management might be applied, we have developed an illustrative allocation procedure using a *Basic Grant* and a *Variable Grant*. A portion of the public financial support could be labeled the *Basic Grant* and paid on a per student basis (weighted, full-time equivalents) for each term, semester, or quarter that the university is in full operation; that is, the period during which classes, seminars or laboratory sessions are regularly held. In addition to the Basic Grant, each university would receive a Variable Grant equal to a specified multiple of the revenue from tuition fees. The dimensions of the Basic Grant and of the Variable Grant should be reviewed from time to time and at least once in every five years.

The Committee has recognized that the provincial government must keep many considerations in mind when deciding on the level of financial support for the universities; not the least of these is the need to review continuously and to weight appropriately the requirements of the various parts of the entire educational system. Notwithstanding these important budgetary difficulties, we would recommend that the provincial government consider whether a minimal level of support for university operating purposes might be assured. Assuming that the new intermediary had presented an acceptable consolidated university budget, a rough guide as to the minimal level of governmental support could be between four and five times the aggregate revenue collected from tuition fees.

CAPITAL NEEDS

While there is a natural concern on the part of the universities that their legitimate capital needs should be met, we think that there is an urgent case for planning the capital expansion of the British Columbia university system as a whole. Prudent management should mean planning capital expenditures not only with cost/benefit considerations but also with both the province-wide demand for university education as well as the universities' own expectations in mind. *The task of developing a capital budget for the university system could, we think, be given to the proposed new intermediary.* This intermediary might (as in the case in the Alberta Universities Commission) be authorized to mobilize loanable funds to finance part or all of the planned capital requirements. An annual *Debt Service Grant* equal, say, to a certain percentage of the total Variable Grants, would enable the intermediary to develop a market for its occasional offerings. The actual loan-financing operations of the intermediary might be done by, or with the assistance of, an expert body such as the highly-successful British Columbia School District Financing Authority.

Private universities, judged by the intermediary to be offering courses of study at a level comparable to the public universities, might be considered eligible to receive provincial operating grants equal to a certain proportion of the amount a similarly-placed public university might be allocated under the principles advocated in this Report. In effect, this would mean that those private institutions offering an educational service similar to the public institutions would continue to rely heavily upon private sources of funds while, at the same time, being assisted significantly to offer programs of an acceptable standard.



DR. G. NEIL PERRY

decide their academic and financial policies, a new intermediary would have to rely mainly upon its powers of persuasion insofar as the behavior or performance of the institutions are concerned. But we think that the intermediary must be put in a position to exercise a strong persuasive force, particularly in matters affecting other institutions or the system as a whole. The intermediary ought, for example, to possess the authority to collect data necessary for a full assessment of an institution's policies.

Since it appears to be generally agreed that a new intermediary should have the responsibility for representing the system in its budget discussions with governmental authorities, and for distributing such grants (both operating and capital) to the institutions in the system, evidently the intermediary should have the authority to obtain budget information in such standardized form, and with such supporting data, as may be necessary to construct a comprehensive, aggregate budget.

In the event of a dispute arising between an individual institution and the new intermediary, normally, in our view, the intermediary should not have the right to veto a decision taken by the constituted government of a university: particularly when academic matters are at issue. Were the controversy of significant import, the intermediary might consider withholding its financial support. But we recognize that circumstances might, at

PROFILE

Continued from Page Seven

volumes for the study of ancient Greek history, wanted to return to UBC.

His reasons have virtually nothing to do with scholarship.

"My first answer," he says, "is this: 'Walk down to the flagpole at the north end of the Main Mall and look around.' This is a beautiful place to be. Second, I'm a sentimental character. UBC was my alma mater, it had given me my start, and despite the fact that Americans had been most generous to me, I was still fundamentally British. UBC was the only institution that could have persuaded me to leave Cincinnati."

B

ECAUSE of the generous treatment he received in the United States, McGregor refuses to join the chorus of Canadian nationalists who are currently demanding the "Canadianization" of this country's universities. His reason is simple: "If American institutions had not been generous to young Canadian men and women in the 1920s and 1930s, Canada wouldn't have had any university-level teachers and scholars in the 1940s and 1950s."

At UBC, in addition to his teaching and research, Malcolm McGregor has been a familiar sight on University governing councils and committees and on its playing fields. He was for many years Assistant Dean of Arts to Dean Sperrin Chant, Director of Residences for two academic years, and currently serves as Director of UBC's Ceremonies Office, an exhausting task which involves the planning and execution of all private and public University occasions.

He has also been active in campus and Canadian athletics in the fields of cricket (he founded the University cricket team in the 1930s with two other enthusiasts during a summer visit to the campus) and was president of the Canadian Field Hockey Association in the late 1960s.

The only job that Malcolm McGregor has regretted accepting at UBC was the position of Director of University Residences. "I took the job on at the request of the president of that day, Dr. John Macdonald, who wanted to bring the residences into academic life and felt that an academic should run them. But I found there was very little that was academic about running the residences. I spent a good deal of time looking at plans for new residences and that really wasn't for me."

Malcolm McGregor's pronouncements on University government and the part that students should play in it have earned him various epithets in the student newspaper, *The Ubyssy*. He has been described as "an authoritarian" and "a self-proclaimed reactionary with an elitist view of education and life."

On various occasions — it is to his credit at least that he never refuses to appear at public forums and state his views — he has told students that he does not believe in democracy at a university, that students "don't know enough to run the place," and that he opposes student authority on the grounds of function and knowledge.

Being a student, he has averred on a number of occasions, often involves a work-load of up to 70 hours a week and, as a result, students simply haven't the time to participate in a meaningful way in University committee work.

Few professors maintain more of an open-door policy to students than Malcolm McGregor and he insists that members of his teaching staff be available as often as possible to confer with students. He insists that students are free to raise any question they wish with him — including matters of University policy — and that he takes careful note of their views.

And fundamentally, he says, "students are no different today from what they were in my day. On the whole I find them easy to talk to, they are here to study and they are courteous and well-mannered. There is, of course, an element on the campus that didn't exist in my time. I've always called it the destructive element; destructive in a wanton sense because it makes no effort to suggest alternatives to what it seeks to destroy."

He insists on making a distinction between the "destructive element" and the "radical student." "I'm in favor of the radical student, the critical student. We've always had them and I hope we always will. By radical I mean the student who questions University government and policy and is prepared to discuss it reasonably and sanely."

Asked what he prizes most in his academic career,



Malcolm McGregor graduated from UBC with his first degree in 1930. The picture above appeared that year in the student annual, *The Totem*.

McGregor again answers without hesitation: "First, the certificate of merit I was given earlier this year in the Master Teacher Award competition. That means recognition by students, whose opinions I prize. The other thing I treasure is the Award of Merit I received from the American Philological Association for the work on the *Athenian Tribute Lists*."

An outstanding teacher who takes pains to associate with students. A scholar who has made a major contribution to his field. An administrator who has shouldered major responsibilities in addition to his basic University duties.

It would be easy to characterize Malcolm McGregor as some sort of ideal University type or even a Mr. Chips.

Being primarily a man of action he rarely pauses long enough to theorize about the academic life or its relationship to the non-university world. He refers only in passing to one of its basic and deeply-felt tenets.

He puts it this way, and it would be easy to skip over it were it not for the fact that he emphasizes certain words and phrases: "It has been said that there have been two fundamentally important works in Classics in my generation. Certain people have been kind enough to say that *The Athenian Tribute Lists* was one of them. The other is *A Commentary of Thucydides*, written by the late Prof. A.W. Gomme, who taught at the University of Glasgow.

"When the first volume of Gomme's work appeared I was asked to review it because Thucydides is my specialty. Gomme's commentary is one of those books about which you say: 'I wish I'd written that.' I wrote a long and very critical review and I wondered what would happen when it appeared.

"I had a long letter from Gomme which is still one of my prized possessions. He set out the case against my criticisms and supported his own position.

"This is the way academic criticism should be carried out; the way I fought with A.W. Gomme. We fought in the public prints because we disagreed about a number of things.

"I met Gomme in 1951 when he visited Cincinnati. We spent a wonderful evening together talking about the tribute lists, the Athenian Empire, cricket. *We talked the same language. We remained friends until his death. I still visit his widow when I'm in England.*"

We fought in the public prints. We remained friends until his death.

I

N an oblique way those two sentences may say all there is to say about the academic life.

In an age when confrontation politics often result in physical violence, when arguments over principle are often corrupted and converted into personal attacks, the academic world remains one of the last refuges for reasonable men of goodwill; men who, while they think otherwise, remain friends until they die.

This ideal remains at the heart of the academic life and is a guiding principle for men like Malcolm McGregor.

UBC NEWS ROUNDUP

Dean to Call Faculty Meeting

Dean Douglas Kenny, head of the Faculty of Arts, will call a meeting of his Faculty on Dec. 13, in response to a notice of motion from a Faculty member, to discuss the question of student participation in Faculty affairs.

Dean Kenny announced this to a delegation of Arts students who visited him Tuesday (Nov. 28).

The delegation was told by Dean Kenny that, provided the Faculty of Arts approves, six members of the Arts Undergraduate Society will be allowed to attend the Dec. 13 meeting when the only item on the agenda will be a request for Faculty acceptance of the principle of student representation with voting rights at all levels of the Faculty.

The AUS plans to elect its six representatives at a meeting at 12:30 p.m. today (Thursday) in Room 106 of the Buchanan Building.

On Dec. 6, the Faculty will meet to discuss business held over from a meeting on Nov. 23, which was adjourned because of the intrusion of about 200 students.

At the Dec. 6 meeting, Prof. W.E. Willmott of the Department of Anthropology and Sociology will give notice of a motion which he will put to the Dec. 13 meeting. That motion originated in an informal faculty-student discussion which immediately followed the disrupted Nov. 23 Faculty meeting.

The students entered the Faculty meeting to press their demand for greater participation in decision-making within the Faculty.

Dean Kenny, who chaired the Nov. 23 Faculty meeting, first invited the students to leave. When they made no move to leave the room, Prof. Malcolm McGregor, head of the Department of Classics, moved that the Faculty of Arts meeting adjourn. The motion was narrowly approved by a 49-43 vote.

Leaders of the student group that entered the Faculty meeting immediately announced that they would convene a second meeting in the same room and invited interested members of the Arts Faculty to remain and take part. Approximately half of the faculty members stayed.

Faculty members largely dominated the two-hour meeting which ensued. When the meeting broke up at 5:45 p.m. the following motion had been approved for transmission to Dean Kenny:

"That the following motion be placed on the agenda of an emergency meeting of the Faculty of Arts to be held as soon as possible:

"That the Faculty of Arts accept the principle of student representation with vote at all levels and that a committee be elected consisting of equal numbers of student and faculty members to work out the details of representation."

The motion, proposed by Prof. Willmott, was approved with only one dissenting vote from Prof. Robert M. Clark, UBC's Academic Planner and a member of the Department of Economics.

He told the meeting that he had voted against the motion for the reason expressed earlier in the discussion by Prof. Walter Young, head of UBC's Department of Political Science. Prof. Young said that inclusion of the phrase "at all levels" in the motion would be unacceptable to the departments making up the Arts Faculty. "The phrase would mean that the Faculty would be able to impose on departments rules governing student representation on departmental committees.

His amendment to delete the phrase from the motion was defeated.

The decision by students to enter the Nov. 23 meeting of the Faculty of Arts was approved the previous day at a noon-hour rally held inside the main entrance of the Buchanan Building. About 200 students attended.

On Monday (Nov. 27) the executive of UBC Students' Council issued a statement saying it supported the desire of the AUS "for student representation on Faculty decision-making bodies and urges the Faculty to proceed at the earliest possible time to consideration of the matter."

The question of student representation will be discussed at a Students' Council meeting to be held tonight (Thursday) at 7 p.m. in the Totem Park Residences.



MICHAEL P. ROBINSON

Rhodes Scholar Selected

Mr. Michael P. Robinson, a 21-year-old honors anthropology student at UBC, has been named the winner of the 1973 Rhodes Scholarship for British Columbia.

At Oxford University in England, where he will enrol in September, 1973, Mr. Robinson plans to study law and his ambition is to open a store-front legal practice to advise native Indians on questions of social litigation.

Mr. Robinson's interest in anthropology and the Indians of B.C. was fostered by his father, Dr. G.C.F. Robinson, director of the diagnostic centre at the Children's Hospital in Vancouver, and his grandfather, with whom the Rhodes Scholar spent many days exploring B.C.

With his mother, Mrs. Frances M.P. Robinson, an instructor in UBC's Fine Arts Department, Mr. Robinson is currently preparing a new Grade IV social studies text book on the Indians of B.C.

Mr. Robinson is a graduate of St. George's School of Vancouver, where he was Head Boy in his final year. At UBC he has been active in student government, serving as a Faculty of Arts representative on Students' Council in his second year.

Last year Mr. Robinson was internal affairs officer for the Alma Mater Society following the defeat of the Human Government executive in a student referendum.

He was a founding member of the Student Coalition Party which succeeded the Human Government slate and was active in forming the AMS Day Care Planning Committee.

Between UBC Winter Sessions Mr. Robinson worked as a chokerman for a logging firm in the Queen Charlotte Islands, as a meat packer for a Vancouver firm and as an archaeological technician and surveyor for the provincial Archaeological Sites Advisory Board in Victoria.

Mr. Robinson is currently writing an honors thesis for the Department of Anthropology and Sociology on emergent leaders in Indian society and was the only undergraduate student who presented a research paper at a meeting of the Archaeological Association of Calgary in Calgary in February.

Mr. Robinson is the second member of his family to win a Rhodes Scholarship. His uncle, Mr. Basil Robinson, deputy minister of Indian Affairs in Ottawa, was a Rhodes Scholar from UBC in 1939.

STUDY REQUESTED

UBC's Senate has asked President Walter H. Gage to seek the co-operation of other B.C. universities to study the factors which influence decisions of high school and mature students to apply for admission to universities and colleges in B.C.

A motion requesting such a study was approved at the Nov. 15 meeting of Senate. It was one of three proposals stemming from a sociological study of applicants for admission to UBC which was first submitted to the UBC Senate for discussion on Oct. 11.

The three motions placed before Senate on Nov. 15 were the result of the reactions of Senators to the October discussion of the report and subsequent written submissions sent to Prof. Robert M. Clark, UBC's academic planner and chairman of the ad hoc committee which conducted the sociological study.

The study was initiated two years ago as the result of a suggestion made at Senate by student Senator Stan Persky, who suggested that UBC might be inadvertently practicing discrimination in its admission policies.

One of the most important findings of the study, Prof. Clark told Senate at the October meeting, was that a decision to apply or not to apply for admission to UBC was made well before the end of high school by the typical student.

A table showing median responses by first-time students at UBC in 1970 revealed that the highest education level attained by the applicant's father, mother and eldest sibling was a high school diploma, that the student came from a large city and that the income of the parents was in the \$10,000 - \$11,999 range. For those applicants who were accepted but did not attend, the median parental income was in the \$8,000 - \$9,999 range.

About 95 per cent of the students whose fathers were in managerial positions were accepted for admission. High rates of acceptance were also recorded by applicants whose fathers were in transportation and communications or were semi-skilled workers in the mining, fishing or logging industries.

Applicants whose fathers were farmers or deceased recorded the lowest rate of acceptance for admission.

The first motion approved at the Nov. 15 Senate meeting requests President Gage to see the co-operation of the presidents of B.C.'s three other universities in carrying out the study of factors influencing the decisions of high school and mature students to apply for admission to universities and colleges.

Prof. Clark told Senate his committee expected the study would involve the provincial Department of Education, the Academic Board and the community colleges.

Senate also approved a motion requesting President Gage to authorize continuing studies of not less than ten per cent of UBC students from the time of their first application for admission until they leave the University, or their failure to register.

A third motion arising out of the study was referred to the Senate Agenda Committee for study. The motion requested the Senate Admissions Committee to consider the implications of five matters for the admissions policies of the University.

These were concern for the financial needs of students, fees for evening credit programs and fees charged to part-time students, the academic implications of an open-door admissions policy and concern for admission of foreign students and those from other parts of Canada.

LETTER TO THE EDITOR

Dear Sir:

Your article on 'Bike Paths,' published in the Sept. 28 issue of *UBC Reports* contains a serious factual error. The cost of the Chancellor Boulevard bike path is *not* being borne entirely by Endowment Lands ratepayers as the article suggested. I have been touch with Mr. Murdoch, manager of the Endowment Lands, who verified the details of the cost sharing which is as follows. The Department of Highways is bearing all clearing and preparation costs; the ratepayers will pay for the surfacing work, which is likely to be less than 50 per cent of the total costs.

The article omitted any mention of the continuing protests by UBC students and faculty for improved cycling paths along University Boulevard and S.W. Marine Drive. For almost two years cyclists have requested separate paths for safe and convenient access to campus and better storage facilities on campus. An

OPEN HOUSE UBC MARCH 2 & 3 1973

Fourth-year Architecture student John Kula has been named winner of a contest to design a symbol for UBC's two-day Open House in 1973. Symbol will be used on letterhead and posters advertising the event. Mr. Kula received a \$25 prize for his design, which depicts an open door.

MEETING SET

A joint UBC Alumni Association and Vancouver Parks Board delegation will meet with provincial Resources Minister Bob Williams in Victoria on December 5 to discuss plans for stabilization of the Point Grey cliffs.

The aim of the meeting is to persuade the provincial government to finance construction of a sand-and-gravel protective fill along the base of the cliffs to both prevent further erosion, the effect of which now seriously threatens University and government buildings, and to preserve the beach for recreation. The estimated cost is \$250,000.

The proposed solution, favored by the Association and the Parks Board, calls for protective fill along 3,700 feet of Tower Beach and does not include any provision for a road along the beach.

BOOK DRIVE

The UBC committee of the World University Service is currently sponsoring a campus book drive to meet requests from educational institutions around the world.

Faculty members and students who wish to make donations to the drive should deposit books in cartons, marked "WUS Book Drive," located in departmental offices. Last year more than 350 tons of books were sent from Canada.

Those wishing to make a cash donation to the appeal are asked to send cheques to the World University Service, UBC Committee, c/o the UBC History Department, 228-2561.

increase in cycling commuters means a decrease in car trips and a corresponding saving to UBC in a number of areas - parking, road congestion, maintenance and others. Yet for some inexplicable reason the Administration refuses to foster the quiet, non-polluting cyclists.

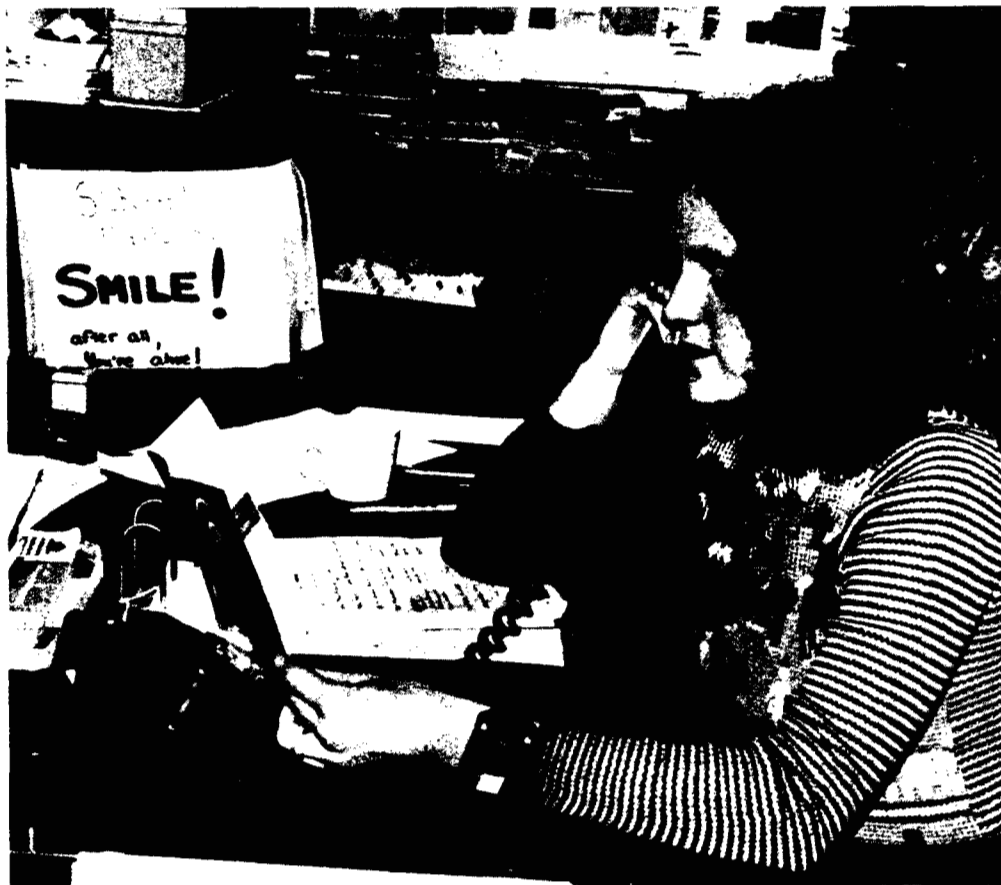
I request publication of this letter to clear up the facts on this issue.

Sincerely,
Wren O. Green
UBC Cyclist

We regret that space problems have prevented us from publishing Mr. Green's letter before this. When we contacted Mr. Murdoch about the cost of constructing the bicycle path on Chancellor Boulevard, he told us exactly what we reported: that the costs would be borne by the Endowment Lands ratepayers. The cost-sharing basis described in your letter must have been worked out after our conversation with Mr. Murdoch. - Ed.

UBC ALUMNI Contact

PREPARED FOR UBC REPORTS BY THE UBC ALUMNI ASSOCIATION



Speakeasy, the student-help group based in SUB, finds that giving out information is one of its major activities. Speakeasy volunteer Shirley Watts (left) answers a student's telephone inquiry, while (right) a student picks up one of the many pamphlets available at the counter. Kini McDonald photos.

Speakeasy: Students Helping Students

Alienation. Loneliness. Depression. These are not just words to the members of UBC's student-help group, called Speakeasy. They describe the psychological states of an unfortunate number of students who pass through Speakeasy's open front office/booth in the foyer of the Student Union Building.

Speakeasy offers students precisely what its name suggests: a chance to speak easy about their problems and to receive some help in going about solving them. And students daily wander in to Speakeasy or phone in and discuss their problems in a relaxed informal way with one of the 40 student volunteers involved in the program.

The logbook of Speakeasy, consequently, presents a chronicle of the problems many students face at UBC. It details student questions and problems in such areas as sex, the law, drugs, marital relations, liquor, tenant rights and various psychological problems. It presents a mix of relatively commonplace problems and the deeply troubled cry for help — with the former being in the majority.

Bob Freer, Speakeasy's 23-year-old co-ordinator, who abandoned his Economics classes for full-time work with Speakeasy, says the program has expanded and changed since it was first established in 1970 by a social work student, Joyce Marvin. "At that time it was just a small office staffed by volunteers from the School of Social Work," he said. "It was kind of a talk and information centre — almost a 'Dear Abby' sort of thing. Since then we've been getting into all sorts of areas. At the moment the emphasis is on providing information — centralizing information for students."

GUIDE STUDENTS

Speakeasy has always functioned as an intermediary, guiding students with serious problems to specialized professional agencies, either on campus or downtown. And the volunteers, who have had short intensive training as crisis intervention workers, still do this, but lately the number of crisis calls (or "situations," as the volunteers call them) has been decreasing. Although between 200 and 300 inquiries by phone and in person keep the volunteers busy each day, Freer says an average of only one crisis situation comes through each day. There has been a

particularly noticeable decline in calls and visits from out-of-control drug swallows.

Mr. Freer is puzzled by the apparent decline in the crisis situations. "I don't know if it's the image we project, or that we are not very well known to people relatively new to the campus, or if it's because people are better able to handle emotional crises that come," he said. "I'd rule out the last one because I'm pretty sure the problems people have this year are the same ones people had last year or five years ago. I suspect more than anything else we need to gain people's confidence."

MORE FACILITIES

It is also true, he points out, that students at UBC have more care facilities available to them than anyone else in the Lower Mainland — and they may be more aware of this fact. In addition to downtown facilities, the campus has four doctors, four psychiatrists, many counsellors, an 18-bed hospital, a psychiatric care unit and a legal aid clinic.

A publicity campaign is being developed to increase student awareness of Speakeasy and what it offers to students who have problems. And in the meantime, Speakeasy continues to provide a wide-ranging information service over the phone and by personal contact. Students can pick up, for example, pamphlets on such subjects as birth control (5,000 distributed last year), drug abuse (2,000 went out last year), welfare rights, tenant's rights, women's rights, and lists of available housing.

This year marked the beginning of a co-operative effort between the Alumni Association and Speakeasy in the running of the UBC Tutorial Centre. The centre, which brings together tutors and students, operated in SUB for two years under the sponsorship of the Alumni Association. A student co-ordinator is on duty in the Speakeasy office from 12:30 — 2:30 p.m. on weekdays to accept registrations from students and tutors — both of whom are charged a \$1 registration fee. This fee is returnable if the centre is unable to find either students for the prospective tutor or a tutor for knowledge-hungry students. The tutoring fee is arranged privately between student and tutor.

While students and tutors must register in person, the move to Speakeasy has made information on the tutoring centre available at any time, ensuring that

those who need help with courses (even high school students) always have a place to turn for help.

For Tutorial Centre information call 228-6792 Between 12:30 and 2:30 p.m. weekdays; or 228-4557 at other times.

Operating funds for Speakeasy are provided by a Local Initiatives grant (paying two months' salary of the co-ordinator), a \$1,300 grant from the UBC Alma Mater Society and a \$1,000 grant from the UBC Alumni Fund.

Speakeasy can be reached by phoning 228-3700 or 228-3777.

Campaign Succeeds

A campaign to raise money to provide an annual scholarship honoring one of UBC's best known and beloved professors, the late Harry T. Logan, has achieved its basic target.

A few months ago the Harry Logan Memorial Fund was established to try to raise \$10,000 so as to produce an annual scholarship of \$500 to be given to a student entering the third year of study in Classics. The fund has now received donations slightly in excess of this target.

"It has been a very successful campaign," said UBC Classics department head Dr. Malcolm McGregor, who is chairman of the Logan fund committee. "But then Prof. Logan was a very successful teacher and was known by thousands of students over the years. We've had contributions from people who knew Prof. Logan, but who had never actually sat in his classes. He had an enormous influence on the graduates of this University."

Prof. Harry Logan taught Classics at UBC — with two interruptions — from 1915 to 1967. He died in 1971.

Prof. McGregor expressed appreciation for the contributions received to date and pointed out that donations are still being welcomed as this may help the fund in offering a larger scholarship or more than one scholarship. Contributions may be sent c/o the UBC Alumni Fund, 6251 N.W. Marine Drive, Vancouver 8, B.C.