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DR. JOHN H.M. ANDREWS

Education Dean Named

By JOHN ARNETT
Staff Writer

Dr. John H.M. Andrews, a native of Kamloops, B.C., and a graduate of the University of British Columbia, has been named dean of UBC's Faculty of Education.

Dr. Andrews, who is currently assistant director of the Ontario Institute of Studies in Education, will succeed Dean Neville Scarfe as head of the UBC Faculty on July 1. His appointment was approved by the University's Board of Governors on Tuesday (Feb. 6).

Acknowledged as a leader in the study of educational administration in Canada, Dr. Andrews is a well-known scholar in the field of organization theory as applied to education.

He has held important academic posts in the Departments of Educational Administration at the University of Alberta and the Ontario Institute for Studies in Education. He earned his Ph.D. degree in educational administration from the University of Chicago.

Dr. Andrews, 46, who holds B.A. and M.A. degrees from UBC, says he believes that a faculty of education should be an educational resource for the entire school system rather than purely an institution for teacher training.

"I see a faculty of education as a critically important resource, occupying a strong leadership role in educational matters, working co-operatively, not only with teachers, but with trustees, school superintendents, and other officials of the Depart-

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BREAKING NEW GROUND

Students who enrol in the first courses in women's studies ever offered for credit by UBC will be pioneers in a discipline that has only recently been explored in the academic world.

In some areas they will have to work from primary texts because there will be no secondary material for reference.

"This is a discipline in the process of being defined," said Dr. Annette Kolodny, assistant professor in the Department of English and one of four faculty members who will be teaching the interdisciplinary courses.

"Almost any topic that a student chooses to explore, within the parameters of my seminar, for

Study To Begin

A ten-member committee established by President Walter Gage to consider a recent Report on the Status of Women at UBC will hold its first meeting on Tuesday (Feb. 13).

Formation of the committee, which is chaired by Prof. Robert M. Clark, director of UBC's Office of Academic Planning, was announced on Jan. 26, three days after the release of "A Report on the Status of Women at the University of British Columbia."

The 100-page report, prepared by the UBC Women's Action Group, contends that women staff and faculty members are discriminated against in terms of appointments, promotions and salaries, and that the educational opportunities for women students are not equal to those available to men.

(Two sections of the report, those setting out recommendations and guidelines for achieving equality between men and women at UBC, are reproduced almost in their entirety on Page Two and Three of this issue of *UBC Reports*).

In a statement issued on Jan. 23, the day the report was released, President Gage commended the Women's Action Group for the report, which he said "stems from the concern and the hard work of a number of dedicated women on this campus."

He said the report would be given serious study and that "If there are inequities in the University's treatment of its female students, staff and faculty members, our aim will be to eradicate them."

The task of the committee established by President Gage on Jan. 26 is to examine those sections of the report that deal with academic matters and academic staff.

It is asked, first, "to consider the validity of the assumptions made, the statistical methods employed and the conclusions reached."

Then it is asked to "examine the extent to which discrimination against women, if any, is the result of University policies rather than general policies in society."

Finally the committee is asked to make recommendations to the president, based on its study of the report.

At its first meeting on Tuesday the committee plans to discuss the terms of reference and the implications for research to be carried out.

The committee consists of ten members of the UBC faculty.

Besides Prof. Clark, the members are:

Ms. Alice Baumgart, associate professor of Nursing; Mrs. Lois M. Bewley, assistant professor of Librarianship; Dr. James M. Kennedy, director of the UBC Computing Centre; Dr. Julia Levy, associate professor of Microbiology; Prof. Peter A. Lusztig, Commerce and Business Administration; Ms. Jessie G. McCarthy, assistant professor of Health Care and Epidemiology; Prof. Peter Suedfeld, head of the Department of Psychology; Dr. Ruth L. White, associate professor of French; Dr. James V. Zidek, associate professor of Mathematics.

Sections of the Report on the Status of Women dealing with non-academic matters will be referred to appropriate authorities on campus for study and recommendation.

example, will produce original work which, in many cases I am sure, will be a major contribution to this developing discipline," Dr. Kolodny told *UBC Reports*.

UBC's Senate gave approval to the courses at its January meeting and the Board of Governors gave final approval when it met on Feb. 6. The courses will be offered in the Faculty of Arts and will start next fall.

BASIC LECTURE COURSE

A basic three-unit interdisciplinary lecture course (Women's Studies 222) will be given by faculty from the Departments of English, Psychology, and Anthropology and Sociology and will present multiple perspectives on the role, function, and expression of women in various societies. Students will attend three hours of interdisciplinary lectures per week.

Most students will also be expected to participate either in Anthropology-Sociology 222, a Seminar in Women's Studies, offered in the Department of Anthropology and Sociology, or Women's Studies 224, a Seminar on Women in Literature, in the Faculty of Arts.

Psychology 417, a special section entitled Psychology of Sex Roles will be offered in the Department of Psychology for fourth-year students and will deal with material related to Women's Studies 222.

(A limited number of students, under certain conditions, will be permitted to enrol in the basic course only.)

The total enrolment in the women's studies offerings will be limited to 85 students with priority being given to students who take a seminar section in addition to the interdisciplinary lectures.

The disciplines of anthropology, English, psychology and sociology are involved initially because these are areas in which UBC faculty members are doing research on the role of women. In future, however, studies will be extended to such areas as history, political science, biology and others to be determined. "We have barely begun to explore on this campus what other faculty members are doing in relation to women's studies in other disciplines," Dr. Kolodny said.

FACULTY MEMBERS LISTED

In addition to Dr. Kolodny, three other faculty members were responsible for the final format of the women's studies courses and for getting them through committees in their own departments and in both the Faculty of Arts and the Senate.

The other faculty members are: Dr. Helga Jacobson and Dr. Dorothy Smith, both of the Department of Anthropology and Sociology, and Dr. Meredith Kimball of the Department of Psychology.

Dr. Kolodny said the need for women's studies courses stemmed from two main issues — student demand and a belief in the minds of herself and her colleagues that the role of women was being virtually ignored within their disciplines.

"From the point of view of scholars and academicians, the four of us who developed the course felt very strongly that our own disciplines did not examine the role of women as effectively as they might," she added.

A brief to the Senate in support of the courses said a "systematic and academically rigorous" approach to the subject of women's studies is needed because it is felt by many people on campus that the traditional ways of representing the experience of women do not deal adequately with the subject.

EVENING COURSE CONTINUES

Dr. Jacobson told *UBC Reports* that the new courses will not affect the successful non-credit evening women's studies program that has been running for the past two years. This program, sponsored by the Alma Mater Society, will continue.

"The evening program is intended to serve a much wider range of people, both on and off the campus," she said. "It focuses more on immediate political issues, as well as on general topics of

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WOMEN'S STATUS REPORT-RECOMMENDATIONS

A 100-page Report on the Status of Women at UBC, prepared by the Women's Action Group, an informal grouping of UBC faculty members, employed staff and students, was made public on Jan. 23. At that time, the news media gave wide coverage to sections of the report dealing with alleged discrimination against women as members of the student body, faculty and staff. UBC Reports reprints below, almost in their entirety, two sections of the report that were reported less widely. The first of these, which begins immediately below, is entitled "Plan for Equal Education and Employment for Women at UBC." It contains recommendations dealing with the responsibilities of the UBC administration, means of accountability, educational activities, supportive services and suggestions for further research. Copies of the full report are available, at \$1 a copy, from the Information Desk and the Women's Studies Office, both in the Student Union Building.

Plan Set Out

It is the stated policy of the University of British Columbia not to discriminate against women. Our report shows that discrimination nonetheless exists. To remedy this, we are asking for a clarification of policy which includes:

A guarantee of equal educational and employment opportunity for women regardless of age, pregnancy or possible pregnancy, marital status, number of dependents, or financial position of parents; and

A commitment to remedy the present effects of past discrimination against women.

To inform the community, we recommend that the statement of policy be recognized by the President, Deans and Department heads and published in the student *Calendar* and faculty and staff handbooks, given out to all applicants and incoming students, and posted in each office.

In order to carry out these commitments we recommend that the University develop a program designed to correct all practices which discriminate against:

(1) Women students in recruitment and admissions, curriculum, extracurricular activities, and supportive services; and

(2) Women faculty and staff in appointment, position, promotion, and salary levels.

The plan should include goals and timetables wherever it is shown that women are not represented or (are) under-represented in the whole range of University activities. We recommend that specific responsibility for implementation be assigned to the heads of each organizational unit within the University (i.e., Deans, Department heads, and staff supervisors).

Keep Records

We recommend that the President require each academic and administrative Department to collect and make available statistics by sex:

(1) On applications and admission, financial aid, scholarships, fellowships, and graduate assistantships applied for and granted, and

(2) On faculty and staff hirings, education levels, promotions, changes in tenure status, and salary levels.

We recommend that each Department or administrative unit submit to the President for publication in each annual report an account of its progress toward equality in education and employment opportunities for women.

Women's Office

In order to carry out this plan, we recommend that the University provide additional funds and staff for the Dean of Women's office so that it can take on these new responsibilities:

To establish and oversee a grievance procedure whereby students, faculty or staff who feel they have been denied equal opportunity on the basis of their sex can appeal. The grievance procedure should follow established rules of due process: one procedure, not several; and should allow the aggrieved party to file

grievance with the unit who made the decision under review. If the grievance cannot be resolved at this level, the formal procedure — after hearing, right of confrontation, cross-examination, and knowledge of the evidence being used — should follow. Failing this, the procedure should lead to outside arbitration through the Canadian Association of University Teachers, the revised Human Rights Act, or the staff union.

To develop and oversee the equal education and employment plan with the aid of an advisory council of women faculty, staff, and students. The advisory council should be representative of women now on campus in their numbers and places. The council could co-opt other members (women or men) as needed.

To assist faculty and students in developing intra-departmental seminars to discuss and identify sexist content and attitudes in courses.

To sponsor research and make recommendations for expanding women's studies programs and courses.

To be a source of information and advice for women.

Because her responsibilities are academic as well as administrative, the Dean of Women should have a position equal to that of the academic deans and like them report directly to the President.

Educational Activities

We recommend that the University make public its admissions policy, including a complete description of all criteria and selection processes at all levels of the University, and that it ensure that none of these are discriminatory on the grounds of sex, age, or marital status.

A review of admissions should appear in the annual report of the Women's Office.

We recommend that the University conduct, department by department, an annual analysis of its student profile to determine where women are under-represented.

Upon completion of the analysis of the student profile we recommend that the President's Office, in consultation with the Women's Office, establish reasonable goals and timetables to increase representation of women.

Where women are under-represented in a profession the Department or Faculty should make an active effort to recruit more women to that profession, such as making presentations in high schools or among undergraduates and conducting counselling sessions for women students in that particular field.

We recommend that programs be designed to recruit and counsel older women wishing to return to school on a full- or part-time basis, and that the Senate establish criteria whereby it evaluates the application process and recognizes for academic credit the services of women in volunteer work and community service.

We recommend that the Senate encourage Departments to develop programs of courses and research into the status and socialization of women and establish a separate, degree-granting Department of Women's Studies. Under the Women's Office, the University should establish and fund a centre to act as a clearing-house for information on curriculum development, resources, funding, and research into all questions — social, economic, political, psychological, educational, literary, historical, medical — having to do with women's role in society. This research centre should be available to all students on campus wishing to use it in conjunction with course work in any department or program and to students who wish to undertake independent research projects for credit under a women's studies program.

The University should examine the policies and the budget of its Department of Physical Education and Recreation to determine if and where women are being denied the opportunity to participate in existing programs. Recommendations should be submitted and financial support provided for new programs designed for the benefit of women.

We recommend that the University review all criteria for making support services available to students, and eliminate those which discriminate on the basis of sex, age, pregnancy or possible pregnancy, marital status, number of dependents, or financial position of parents. It should publish and make available to all students the criteria and procedures for applying for and receiving such services, and maintain full records by sex.

Financial Aid: We recommend that all publicly-funded grants, loans, scholarships, and fellowships be posted and be awarded according to clearly established and published criteria.

Counselling: We recommend that the Women's Office be given funds to enlarge their present counselling services in order to develop programs which reach students not only in university but also in high school and elementary school to encourage women to be full participants in any vocation or profession.

Supportive Services

We recommend that the University recognize the need for comprehensive child care facilities on campus open to the children of all faculty, staff and students by

Providing land and by raising funds for capital costs to establish permanent, high-quality physical facilities for day care;

Creating the position of co-ordinator of day care and providing funds to hire suitable staff for this position;

Supporting through the co-ordinator of day care the existing parent co-operative day care centres and stimulating the development of a variety of forms of child care (i.e., home care, out-of-school care, etc.) to serve children from birth to 12 years of age; and

Permitting staff employees who are members of parent co-operative day care centres time off with pay in order to work in their centres.

We further recommend that all of these steps be taken in consultation with the University Day Care Council, the existing parent co-operative day care centres, the Women's Office, the Department of Health Care and Epidemiology and other faculty groups, interested in child care.

We recommend that the University provide more inexpensive housing for students, staff and junior faculty.

Part-time Status

Because women's life patterns are different from men's — that is, during the time many men are working for higher degrees, women are earning money to support them or caring for small children — women are more likely to move in and out of the University. The lack of respect, consideration and aid for part-time students militates against women.

To make academic training equally available to women:

The Faculties should revise the timing and residence requirements for their degree programs;

There should be no penalty for interruptions in the pursuit of a degree;

The University should grant loans and bursaries to part-time students on the same basis as it does to full-time students and should encourage foundations and other funding organizations to adopt the same policy;

All services, including housing, health, child care, should be available equally to part-time and to full-time students; and

Part-time status should be available to any student who is admitted to the University.

For many women the best employment pattern may, occasionally or over a period of time be part-time work. In order not to penalize part-time workers we recommend:

That all part-time employees, after successful completion of a probationary period of six months, should receive the appropriate increase and be paid the same hourly wage and have access to the same wage increases as full-time employees;

That there should be the same basic hourly rate for students, part-time temporary, part-time permanent, and full-time employees for the same basic work;

That job security and advancement should be as available to part-time as to full-time employees; and

That all benefits, such as health insurance, pension plans, housing, child care, leave, should be available to part-time employees.

We recommend that:

The status of part-time work be changed so that part-time faculty members enjoy the same rights to promotion, tenure, salary increases, leave, and other benefits, and the same rights to vote and sit on committees as full-time faculty;

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Part-time work be considered no longer a black mark on a person's record of employment and that those who have worked part time in the University be considered for full-time appointment when their own living circumstances allow for this change; . . . and

That the Faculty Association be allowed to represent part-time colleagues in all ranks.

Staff and Faculty

We advocate that these changes be made immediately:

Women staff be encouraged and invited to apply for administrative posts in the University, and that women staff be encouraged and invited to apply for, and be accepted into, job categories other than those traditionally labelled female; . . .

When positions of Head, Dean, President are open, women inside the University and from other universities be encouraged and invited to apply; . . .

That the Faculty Association be allowed to represent those under the rank of assistant professor so that they can participate in and enjoy the benefits of their employee association;

It be a priority of the University community in electing members to all decision-making bodies to ensure that women are equally represented;

It be a priority of the provincial Department of Education in appointing new members to the Board of Governors, and in reviewing policies on the composition of that Board, that women be equally represented;

It be a priority of the provincial Department of Education to assist the University in working towards equal employment for women; and

That there be a University-wide policy of granting maternity leave.

We advocate that the following reviews be undertaken immediately by the Women's Office in co-operation with Departments and other administrative offices:

A review of the status of all women faculty and staff with a view to remedying the effects of past discrimination;

A review of hiring, promotions and tenure-granting policies and practices to determine whether extant policies are those which best serve the University and the women faculty and staff members;

Programs designed to recruit new women to the faculty;

A review of all moneys for travel and research with a view to assuring equality in men's and women's extra moneys; and

A review of all employee benefits, terms of all insurance, pension plans, etc., to assure equality for women.

Initial Funding

This report does not represent the definitive statement on the status of women at UBC (although it is the only such report). It does, however, document the existence of discrimination. It does give evidence of the systematic (even if inadvertent) discrimination against women which occurs at every level of the University. It does indicate that this discrimination takes a concrete and tangible form (i.e. it's economic); and it does suggest that this discrimination is built into the structure of the University. If one finds the word DISCRIMINATE distasteful, one could say that the University has certain policies which are more or less guaranteed to perpetuate economic and social inequalities between men and women. The first step to solving a problem is to recognize it. This report, which makes certain problems recognizable, had to be produced by volunteer labor since there were no funds for a study of this kind nor an existing channel by which it could be made public and distributed. We realize that to change the circumstance for women in the University a great deal more work must be done. It falls into two categories: the policy reviews and reshaping recommended above and further collection and analysis of information to clarify and extend the investigation begun in this report.

We ask the University to make a commitment both in funds to support this work and in co-operation on data.

We ask the University community as a whole to rethink and revise attitudes toward its women members and the policies which express those attitudes.

Some office will have to be responsible not only for correlating these many policy reviews and reshaping and directing particular proposals to the proper administrative body but also for initiating further action as needed. We recommend that the Women's Office undertake this work, and be given funds to do so.

In the present data some groups are lumped that should not be. The lumping obscures the differences between male and female activities and representation. . . . Data on faculty members and students should be broken down by Department rather than by Faculty. This would provide much more specific and satisfying documentation of women's and men's representation in the University.

Salary increments for faculty and staff members have come into effect since the data on this report (were) collected. Our data should be updated.

Staff data (are) crude. We don't know the educational levels, years of job experience, or numbers of dependents of our staff members. These are important to a full assessment of women's employment circumstance at UBC. . . .

We have the least information about undergraduate women. They are much less well described in our data than graduate students, staff, and faculty members. Further inquiry is required to have a complete picture of their monetary, housing, counselling, and educational needs.

Student work is an area not yet investigated. Information to be gathered should include the kinds of work men and women students do in the University, the hours they work, the pay they receive, and the hours and conditions of work for graduate, teaching, and research assistants.

Guidance and counselling services require re-examination to discover the best ways of encouraging women to break limiting conventions and of supporting them in their effort to do so.

The *Universities Act* must be examined to locate the structures established there which work against the full participation of women in the University community.

A study of how other universities in North America have handled the problems that are raised by this report would be useful at this time.

There are many additional areas needing investigation. This list certainly does not exhaust the possibilities; it is simply a stating of guidelines.

A research operation should be set up and adequately staffed to:

Design the previously-mentioned studies;

Conduct the research necessary for each project;

Analyse the data and produce reports with recommendations that can be implemented; and

Generate further studies that will be designed to give a clearer and more accurate picture of women's situation at UBC. . . .

Reprinted below almost in its entirety is Appendix B of the Report on the Status of Women at UBC. The appendix sets out some guidelines for defining and establishing relative equality for women as members of the student body and the faculty and staff.

Equality Guidelines

A definition of equality cannot be static. Our long-term goal is ABSOLUTE equality, that is, absolutely equal representation and equivalent opportunities, benefits and rewards for individuals whose qualifications and work loads are equal. Obviously such equality cannot be achieved immediately. It is possible, however, to initiate at once action to create RELATIVE equality. Our immediate goal is some movement in the direction of greater equality; our short-term goal (approximately 15 years) is relative equality. The definition of relative equality must be established separately

for each situation. We set out below some guidelines for defining and establishing relative equality in certain areas.

In fields of study where there are substantial numbers of women students there should be women on faculty in numbers proportionate to the percentage of women students. These women should be distributed through the ranks. Where there are few or no women faculty or students both should be actively recruited, since these are obviously areas in which the effects of very serious discrimination must be overcome. Recruitment of women faculty to such fields should be proportionate to the number of women receiving higher degrees. The help and advice of professional associations, and particularly of women's groups within these associations, should be solicited in recruiting women faculty. In the case of appointments and promotion it will be necessary to be informed of and take into account growth factors in each field. The number of female graduate students should be proportionate to the number of women receiving undergraduate degrees in each field.

Women faculty should be distributed through the ranks in the same proportions as men faculty. Regular part-time appointments should be available at all ranks. The benefits of tenure and promotion should be extended to the lower ranks where women are disproportionately represented. Promotion and tenure hearings should give equal weight and consideration to women's and men's career patterns.

Women graduate students should be represented in Ph.D. programs in proportion to their numbers in Master's programs. All graduate programs should be flexible, allowing for part-time study.

Wherever possible women should be included on committees. AT LEAST one woman should be active on each key committee. The above can be easily accomplished in the case of appointed committees. In the case of elected committees it may be necessary to set guidelines and even quotas. For instance, it could be decided that at least x number of the members of a certain committee must be women. Women should be actively encouraged to serve on committees at all levels.

It must be recognized that there are areas in which women are OVER-REPRESENTED, these being in the lower levels of the administrative structure of the University. In areas where women tend to be hired at and to remain at the lower levels, the number of women at the higher levels should be in the same proportion to the total number of women employed as the number of men at the higher levels is to the total number of men employed.

Wages of faculty women should begin to move toward parity (i.e., equal wages for equal qualifications and equal work). At present, it is more important to begin to neutralize inequalities than to raise the salaries of faculty already receiving larger amounts. The equalization process should begin with the lower ranks.

The University should reconsider the salary levels of the lower echelons of staff, bringing them into line with the salaries offered by business firms and guaranteeing adequate wages to women who are supporting families, paying for day care, etc.

While making efforts to attract women students to male-dominated fields of study, the University should also solicit more scholarships, bursaries, grants, etc., for fields that are presently female-dominated and those which women enter in substantial numbers. The University should formally protest the deliberate exclusion of women from consideration for certain scholarships, e.g., the Rhodes Scholarship.

Information about marital status and sex should not be forwarded to those making decisions about scholarships, grants, etc., unless it has been necessary to establish quotas. Records should be kept of (these) data, however, to ensure that discrimination is not occurring informally.

Extra moneys should be distributed to female and male faculty and students on an equal basis. That is, it must not be assumed *a priori* that sex determines either need or worthiness. Particular care should be taken to guarantee equal consideration wherever distribution is at the discretion of one individual. Records of all distributions should be kept and made available for examination.

Hiring, admissions, and appointments, promotions and tenure should take into account women's career patterns and the discrimination they ordinarily face. . . .

UBC to Host Leading Lecturers

Eight prominent figures in the worlds of literature, anthropology and political science will visit the University of B.C. in February and March to deliver public and classroom lectures and take part in seminars with students.

Included in the list of speakers is a world-famous anthropologist, Prof. Claude Levi-Strauss, of the College de France in Paris, and Canadian novelist Prof. Hugh MacLennan, who teaches at McGill University.

Following is a chronological list of the public lectures, the times and locations of each and speakers' titles.

FRIDAY, FEB. 9 — Prof. Eugene Vinaver, one of

the world's leading authorities on medieval literature from Manchester University, England, speaks at 12:30 p.m. in Room 104 of the Buchanan Building on "Medieval Poetry and the Moderns."

THURSDAY, FEB. 15 — Prof. Morton Fried, chairman of the Department of Anthropology at Columbia University, New York, speaks in Room 110 of the Henry Angus Building at 4 p.m. His topic: "Noch Einmal! The Problem of Tribe."

FRIDAY, FEB. 16 — Prof. Rudolfo Stavenhagen, a sociologist from the National University of Mexico in Mexico City will speak on "Revolutionary Potential in Latin America," at 12:30 p.m. in Room 110 of the Henry Angus Building.

Both Prof. Fried and Prof. Stavenhagen, who are Cecil H. and Ida Green Visiting Professors, will also take part in a two-day conference on "Peasant Social and Political Participation: Asia and Latin America" on **FRIDAY and SATURDAY, FEB. 16 and 17** sponsored by the UBC Institute of Asian and Slavonic Research and the Research Group on Latin America.

The conference meets at 9:30 a.m. each day in Room 2NA and B in the Psychiatric Unit, Health Sciences Centre Hospital, 2250 Wesbrook Crescent. Interested faculty members and students are welcome.

SATURDAY, FEB. 17 — Prof. Claude Levi-Strauss, the noted anthropologist, will speak at a meeting of the Vancouver Institute at 8:15 p.m. in the Frederic Wood Theatre at UBC. His topic is "The Mythology of Forgetfulness." Please note that the Institute is not meeting in its usual location, Room 106 of the Buchanan Building, on this occasion only.

MONDAY, FEB. 19 — Prof. William Empson, former professor of English at Sheffield University, England, will speak on "Coleridge and the Spirits of Nature" in Room 106 of the Buchanan Building at 12:30 p.m. under the sponsorship of the English Department.

THURSDAY, MARCH 1 — Canadian novelist Prof. Hugh MacLennan, of McGill University, will give the first of two Sedgewick Lectures under the sponsorship of the English Department. His first lecture, entitled "Literature and Technology," will take place in Room 106 of the Buchanan Building at 8 p.m.

FRIDAY, MARCH 2 — Prof. MacLennan speaks again at 12:30 p.m. in Room 106 of the Buchanan Building on "Writing in Canada Over 30 Years."

THURSDAY, MARCH 8 — Dr. Andreas Papandreou, professor of economics and director of the graduate program in economics at York University, Toronto, gives the first of two E.S. Woodward Lectures in Room 106 of the Buchanan Building at 12:30 p.m. His first lecture is entitled "The Ideology of Development."

FRIDAY, MARCH 9 — Dr. Papandreou, who is a former cabinet minister in the Greek government, speaks again in Room 106 of the Buchanan Building at 8 p.m. His topic: "Underdevelopment and Dependence."

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interest that have to do with the role of women in society."

The credit program, on the other hand, is formally academic and is designed for second-year students, with the exception of the seminar section of Psychology 417 which is open to fourth-year students who meet academic prerequisites. Some auditors will be permitted, depending on enrolment. Both male and female students are expected to enrol, and male and female faculty members will be invited to give guest lectures.

Both Dr. Kolodny and Dr. Jacobson said the proposals for the courses encountered little opposition as they passed through various committees on their way to the Senate. "Aside from occasional snickers and rude remarks, which we graciously ignored, none of the 11 committees through which the course offerings were processed raised any substantive objection either to content or organization," Dr. Kolodny said. Dr. Jacobson added that a number of people complimented the course organizers on the job that they had done.

Dr. Jacobson said the major complaint that she and her colleagues had was an apparent lack of communications between the committees at the different levels. "We found that in committee after committee we were saying the same things over

and over again because there had been no previous communication from one committee to the other."

Approval of the courses represented the culmination of two years of effort on the part of a large number of people on the campus. Another reason for the slow progress was that the interdisciplinary nature of the offerings, which span three departments and four disciplines, required more than the usual number of committee debates and approvals.

"Shepherding these offerings took many unexpected hours of time and sorely tried our energy resources," Dr. Kolodny said.

Though UBC is the first university in British Columbia to offer credit courses in women's studies, many leading North American universities have been offering major programs in women's studies at the undergraduate level since 1966, and at least two are offering graduate degrees in the subject, added Dr. Kolodny.

Approval of the courses by the Senate is not considered by those who proposed it as an achievement for women's rights on the campus. "We do consider it an achievement for this university to have expanded once more to deal with new areas of academic interest," said Dr. Kolodny.

Added Dr. Jacobson: "We hope that this will lead to a greater interest, within the University, in interdisciplinary courses in general."

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ment of Education," he says.

He also sees a faculty of education being deeply involved in in-service and continuing education programs for teachers.

Described by his colleagues as an extremely capable administrator able to make tough, hard-nosed decisions when necessary, and a strong believer in participatory administration, Dr. Andrews has been on the staff of the OISE since 1965, when he was appointed professor and chairman of the Department of Educational Administration. He became coordinator of research in 1966 and two years later was appointed assistant director.

Before moving to Ontario he was associate professor, and later professor, in the Department of Educational Administration at the University of Alberta, Edmonton, for eight years.

Dr. Andrews lived in British Columbia until he went to the University of Chicago in 1955. He received his primary and secondary education in Kamloops and came to UBC in 1943. He graduated four years later with a B.A. in honors physics and worked for two years as an engineer with Britannia Mines in Britannia, returning to UBC in 1949 to take a year of teacher training.

For the next five years he was a teacher and principal in schools in Squamish, Salmon Arm and Woodfibre. Active in teacher affairs, he served as a salary negotiator for teachers in the Okanagan and as president of the Howe Sound Teachers' Association.

He also did graduate work at UBC during the summer and in 1954 was among the first group of students to receive M.A. degrees in education.

For the next two years he studied for a Ph.D. in educational administration at the University of Chicago on a scholarship which, he says, paid more than his last teaching job at Woodfibre. While at the University of Chicago he was involved in a number of research studies and in the production of the Administrators' Notebook.

In addition to his academic activities at the University of Alberta he was active with the Association of the Academic Staff and served as chairman of its salary negotiating committee. He also served as a trustee and chairman of the Edmonton School Board.

Dr. Andrews has had articles published in a variety of publications, including teachers' and trustees' magazines, educational research journals and administrators' publications.

Dr. Andrews explained that one of his major areas of research has been an investigation of the characteristics that produce good leadership within the school system.

Married to the former Doris Payne, a UBC graduate and former teacher, whom he met while attending UBC, Dr. Andrews has a family of four.

A keen skier who used to hike into Garibaldi Park to ski long before the area was developed, Dr. Andrews also holds a private pilot's licence and is an enthusiastic glider pilot.

MINISTER CANCELS TALK

The Hon. Mrs. Eileen Dailly, B.C.'s Minister of Education, has cancelled her 12:30 p.m. talk at UBC today (Thursday), a spokesman for the UBC New Democratic Party Club told *UBC Reports* at press time.

FURTHER STUDY

UBC's Board of Governors has decided to give further study to proposed increases in room and board rates and rental charges on all campus residence accommodation.

At its meeting on Tuesday (Feb. 6), the Board heard representations from students living in Acadia Park and Acadia Camp, where accommodation is provided for married students and those with families.

The Board decided to study the increases further before taking a decision. The matter will come before the Board when it resumes its adjourned Feb. 6 meeting on Monday (Feb. 12).

It has been necessary for the Board to operate campus residences on a self-sustaining basis without subsidies from operating funds, which are used to maintain the University's academic program.

Rents paid by students and faculty members pay for the operating and maintenance costs of residences and the repayment of principal and interest on bank loans and loans from Central Mortgage and Housing Corporation, which advances money to universities for residence construction.

RETURN CARDS

Students who expect to receive their academic degrees in the spring are reminded that completed "Application for Graduation" cards must be returned to the Registrar's Office not later than Feb. 15.

An official in the Registrar's Office said that it is the responsibility of the student to make application for his or her degree. The list of candidates for graduation that is presented to each Faculty and to Senate is compiled from the Application for Graduation Cards.

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