

# UBC REPORTS

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UBC REPORTS CAMPUS EDITION

## Arts Dean Appointed President

Dr. Allan M. McGavin, chairman of the Board of Governors of the University of British Columbia, announced on June 19 that Dr. Douglas T. Kenny had been appointed President of the University.

Dr. Kenny is currently Dean of the Faculty of Arts, the largest faculty at UBC. He will succeed President Walter H. Gage, who will relinquish the Presidency on June 30, 1975.

Dean Kenny's appointment concludes a search which lasted more than a year by a special 24-member committee representing all components of the University community, which was established to advise the staff committee of the Board of Governors on a successor to President Gage. The committee considered 150 candidates for the position.

### UBC GRADUATE

Dr. McGavin said the Board was pleased that the successful candidate was a native British Columbian and an alumnus of UBC. He said Dean Kenny, who joined the UBC faculty 24 years ago, has a broad knowledge of the University's problems and a record of achievement in the administration of the Faculty of Arts with its numerous and diversified interests.

He said Dean Kenny has accepted the Presidency on a five-year contract which could be extended if mutually agreeable.

The salary for the position will be \$60,000 a year.

President Gage, who has been connected with UBC as student, teacher and administrator for more than 50 years, became President of the University on April 3, 1969. He is widely regarded as one of the University's best teachers and throughout his years as President has continued to teach three mathematics classes involving a total of 11 classroom hours per week. He was the first winner of the University's Master Teacher Award.

Dr. McGavin said the Board of Governors was deeply grateful to the 24-member advisory committee, chaired by Mrs. Beverley Lecky, a member of the Board, for undertaking the arduous task of considering candidates for the presidency.

Dean Kenny, a 50-year-old psychologist, has been head of UBC's Faculty of Arts since 1970. He has been deeply involved in University affairs since he joined the faculty in 1950. He has also been active in the UBC Faculty Association, which he served as president in 1962, and in the B.C. Psychological Association, of which he was president in 1961.

Dean Kenny has participated in the work of a number of key University and Senate committees, and was chairman of a 1968 committee that resulted in the opening of Senate's monthly meetings to the press and public.

### VICTORIA BORN

A native of Victoria, Dean Kenny attended Victoria College, which was then affiliated with UBC and later became the University of Victoria, from 1941 to 1943. He then moved to UBC and completed his B.A. degree in 1945. Two years later he received his Master of Arts degree from UBC.

From 1947 to 1950 he was a teaching associate at the University of Washington, Seattle, where he studied

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Dean of Arts Dr. Douglas Kenny will become UBC's President on July 1, 1975

## New President Seeks Evolutionary Progress

*Dean Douglas Kenny, head of UBC's Faculty of Arts, held a news conference on June 19, the day on which his appointment as President of the University was announced. This is an edited version of his opening remarks to the news conference and the question-and-answer period that followed.*

**DEAN KENNY:** I'm deeply honored by the trust and faith that the selection committee has placed in me, and I'm deeply honored that the Board of Governors decided to offer the position to me. It's a very sobering thought that I will be the President. You appreciate that I will not be taking up the office until next year on July 1, so that at this juncture it would be inappropriate for me to come out with high-sounding plans for the future of the University when we do have a President of this University for over a year who is doing a very effective job. All that I would hope is that I can follow in his footsteps with the central aim in mind that this University improve itself day by day, year by year. That is certainly one of the goals that I have for this University. I believe in slow evolutionary improvement, and why I believe in that is that we owe it not only to the youth of the province but to all who live in this province.

You're well aware that higher education is no longer involved just with the youth of the province. It's extending its horizon and hopefully it will continue to move in the direction of meeting the needs of a wider age spectrum.

However, I would like to provide you with some of my general orientative attitudes, and then I'm more than willing to answer any questions.

### TASK STATED

One task that faces the President of the University of British Columbia, but also the Presidents at Simon Fraser and Victoria, is to improve generally the climate towards higher education within this province. People in this province, and within North America in general, are questioning the value of higher education. There's been a general backlash effect within North America since the heyday of the universities in the 1960s when we were beloved by everyone. I would like to see the

three Presidents with all their colleagues and with the students — in other words, the President can't do it all — go out into the province and try to explain to the populace the value of higher education and generally alter the climate so it becomes more favorable toward the universities.

### SIMPLE ANSWER

And I say that not just because one is searching for financial resources. They are important, but equally important is the notion that education is worthwhile in its own right — a deep commitment that I've had all my life. Someone asked me this morning, Why would I take such a position? While I could possibly go and consult my psychoanalyst, if I had one, and search out my past, I guess my answer was quite a simple one, namely that I've had a deep commitment to education because I think it's one of the central vehicles within society by which our democratic institutions will survive. The ultimate fate of our democratic society and institutions depends upon a well-educated citizenry. I would hope that we could persuade the populace of this view and in the process of doing it, try to explain to them those things that we're doing well, also those things that we're doing poorly — and we possibly are doing some things poorly — and ask in what way they think we can improve. I'd also like to encourage them to indicate what they feel is good and needs further strengthening.

I think we all welcome the new Universities Council that our provincial government is setting up because it too can play a central role in altering the climate facing higher education within this province.

Another orientative attitude I have is the belief that we should strive for academic consensus within the University as to the true role of the University in the '70s. I believe we should foster academic freedom, with the faculty remaining independent and objective critics of society; we should strengthen our academic standards; and we should willingly meet our legitimate obligations to society. Certainly one of the central aims of the University is to teach knowledge. Another is to

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# President-Designate Wants Acade

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foster research and scholarship. And it's the latter one that is extremely hard to get across to the community at large and to government leaders.

I have a very straightforward view of the nature of scholarship, namely, that if it is not encouraged at a university then, in a larger context, society will start to falter because society is revitalized by new knowledge. New knowledge comes about through scholarship, through research. And so I'd like to see a continued emphasis within this University upon good teaching and productive scholarship so that our society, not only within our province but within the Western world, can improve itself.

A third central orientative attitude I have is that I would like to see a continuation of academic reform within the University. This doesn't depend purely on the President, however. Academic reform can be stimulated by a President. The actual nature of those reforms will critically depend upon the faculty and the student body.

Now, beyond expressing such orientative attitudes, I don't wish to go, because I think you all appreciate that it would take deep study, consultation with a wide range of people both within the institution and without as to the directions in which the University should be moving, and also keeping in mind that it would be very inappropriate for a President-designate to start articulating reforms when we do have a very respected President who has to carry on. I fully intend to ensure that his role as President is preserved. In other words, I do not plan to make at this juncture any formal statement. But feel quite free to ask me questions.

**Q:** How do you see your role with the provincial government?

**A:** Well, that will be changing, of course, in terms of the new *Universities Act*. In the past, of course, Presidents and their colleagues tried to persuade the Minister of Education of the need for new programs and the need for new monies. Now we will have to convince, presumably, the Universities Council which, as I mentioned previously, we all looked forward to the government setting up. It does have wide-ranging powers that may frighten some academicians. It doesn't frighten me because if we are worth our salt we will be able to convince that independent body of the worthwhileness of what we're doing.

We will be one step removed from the government. I think most academicians welcome the Universities Council for this reason. In fact, if there was a consensus across the university community both here and at Victoria and Simon Fraser, it was the need for such a body. Such a Council is a vital vehicle for preserving the freedom and independence of the universities from direct governmental interference. That doesn't mean to say the government shouldn't try to influence the direction of the university, as anybody can. That's not frightening to me. Some of my colleagues do worry about governments intruding into the university. Governments have always tried to influence the direction of the universities.

**Q:** Could you enlarge a bit on the policy regarding students? You have in the past had a reputation of being slightly autocratic. . .

**A:** Well, needless to say, I don't agree with that. But let me put it in the context of the Faculty of Arts.

The Faculty of Arts is perhaps the most controversial Faculty within any university, whether it be at UBC, Simon Fraser, Victoria, Toronto, York. You name it, the Faculty of Arts will always be controversial. And that's the way it should be, by the very nature of the disciplines that are in it. If the Faculty of Arts is alive and thinking, there's bound to be controversy, and whoever is at the head of it is likely to be viewed from different perspectives as a very controversial person.

I've gladly accepted that role. In other words, I wouldn't say that I'm controversial, even about the student bit. I would simply say by the very nature of the Faculty that I'm Dean of, we're bound to get controversy. If we don't get controversy, then one would begin to wonder, is there something dead about the Faculty?

Now, becoming a little more specific on the student matter, one has to keep in mind that a Dean of any modern university, particularly a Dean of a Faculty of Arts, doesn't line up 500 faculty members and say,

now, all vote following me and do what I say. Some individuals may think, naively, that it works in this fashion. It simply doesn't.

On student representation: there was a Faculty committee that brought in certain recommendations to the Faculty. I was not on that committee. The Faculty had said I should set up the committee, which I did. They brought in a report, with recommendations, which the Faculty, in its wisdom, overwhelmingly endorsed — something like over 96 per cent of those in attendance. They reflected the strong view of the Faculty, and a Dean is charged in any university with carrying vigorously forward such recommendations of his Faculty. And this I did.

Now, in another role, I was a member of the Senate committee dealing with student representation on Faculties. It's interesting to note that the recommendations that were endorsed by Senate were not totally in keeping with the recommendations of the Faculty of Arts. And so here you have a Dean in a somewhat anomalous position, where his own Faculty is saying one thing and he is saying a *slightly* different thing.

To be a bit specific on this latter point, since I did support the Faculty's recommendations, the Faculty had recommended that all of the student representation on the Faculty come out of departments and Schools of the Faculty. By the very nature of the structure of the Faculty, such a recommendation would not make it possible for first- and second-year students to be represented in the Faculty, which the Senate committee had said would be desirable. So when I was at Senate, I did indicate in a gentle way that I didn't entirely agree with my own Faculty on this one point. You do that at your own peril as a Dean. And Senate, in its wisdom, did go along with the notion that there should be representation on the Faculty of students from the first and second years.

**Q:** As President do you expect Faculties to follow the direction of Senate or would you expect they'd have a lot of autonomy?

**A:** Certainly it's been the tradition at this University that departments are largely autonomous. You have to put this tradition into the historical perspective of the University. This University is better than it really should be in terms of the resources that it has been provided. Then you ask, Well, why is it better than it should be? It's better because of the way this University grew and it grew by the development of strong departments. And over time these departments have produced what I believe to be a very good University. By this social process, departments have acquired a fair amount of independence.

What I would like to see is, before Senate superimposes views that are not in keeping with the views of a Faculty as a whole or of the departments, that there be a two-way exchange, with Senate carefully examining the views of Faculties and of departments. After examining the views of Faculties and of departments, then Senate should make its mind up, for it is the supreme academic body within the University.

**Q:** What is the role of the President in the University administration? Is it a leadership role?

**A:** It's a leadership role, where one attempts to obtain consensus within the academic community. While under the Act a President has all sorts of legal powers, it would be a very foolish President to implement such powers without being sure he has a consensus.

He can provide a leadership role within the community by striving for academic consensus on a variety of issues. For example, take the issue of academic reform; he may stimulate discussion of reform, for example, by setting aside a specific sum of money that could be utilized by Faculties that bring forward major academic reforms, or innovative curriculum proposals. I would like to see something like that set up at this University. Faculties that bring forward interesting experimental schemes for the reform of the curriculum could have access to a certain amount of money. Let's see what various departments and Faculties can come up with, and those that Senate judges as worthwhile on a priority basis would have access to this money. By such means, you could obtain continuous academic revitalization within the University.

That's the leadership role. With respect to the exact nature of such academic reforms, I think a President has to be very gingerly about their nature. However, I would say that I always look at a university in the context of its place at any given time in society. I think society at the moment is interested in the quality of life. A President can say, for example, that he's particu-

larly interested in those aspects of the curriculum that will enhance the quality of life of the citizens. Can this University, for example, improve its curriculum in order to enhance the quality of life of people?

**Q:** Several student leaders have suggested that you've got some fence-mending to do with student politicians in your year before you take office. Do you think that's the case, that you've got to go out and talk to some student leaders and say . . .

**A:** My door has always been open to both students and to faculty and that's the way it will continue. I've always admired President Gage, whose door is always open, and my door has always been open. This was historically true when I was head of the Psychology department, which always annoyed my secretary because her office was right off mine and she couldn't get very much work done. The same applies to the Faculty of Arts office. That door is rarely closed.

**Q:** So you're inviting your critics to come and see you. You're not going to go and see your critics?

**A:** Well, obviously I plan to move around. On the matter of critics, and that would apply to faculty and students alike, I would hope that they know me well enough that if I make a mistake, they would be the first to tell me, and that they don't pussyfoot around about it. I think one of the tragedies of some university presidents is that people feel a little cautious about saying, well look, you made a mistake. I would hope that all would be more than willing to tell me, well, look, Doug, that's simply wrong, and provide reasons why. I would hope that I'm sensitive enough to the issues to take that in good free spirit — as the Dean of Arts I've had good training grounds for that from all — and improve. The ultimate interest I have is in the improvement of this institution and if things are going wrong I would hope people have enough sense to tell me. This should be true of everyone, whether it be a student, an academician or someone over in Physical Plant on the non-academic staff.

**Q:** You said there should be a degree of departmental autonomy and that at the same time the role of the President should be to form consensus. Do you think at the same time the University Senate should set minimum standards for student representation and student participation and various experimental things, as they do with passing and failing and all this sort of thing?

**A:** Well, I think Senate ultimately is charged with such responsibilities, but should only act after consultation with Faculties.

**Q:** What happens when Senate sets a minimum standard and a Faculty decides it doesn't want to follow that minimum standard?

**A:** Well, it's an interesting problem. You keep working at it until it gets resolved. There's no easy magical solution to such a problem.

**MR. GORDON BLANKSTEIN** (President of the Alma Mater Society): Sir, at the present time students are very interested in becoming involved in tenure decisions, course evaluation decisions. What is your view on major student involvement in the University . . .?

**A:** At this University, students have had historically a major input and involvement in the affairs of the University, and they should continue to have. The student perspective on curriculum matters is most important. In other words, when you look at the nature of a university, it's made up of two major components: one, people — that's faculty, students and the non-academic staff; and then it's made up of the curriculum. The curriculum is a central core of the University, and the student perspective on it is most important for all departments to obtain. That's equally true for the Faculties and for Senate. I know when I became Dean of Arts, long before student involvement became an interesting issue at UBC, I put students on all of the Faculty of Arts academic committees other than the promotion and tenure one, and they did come to Faculty meetings. That's quite often forgotten in the press today, just as it's widely forgotten that I also did the same in the Department of Psychology when I was head of the department.

When you come to the issue of promotion and tenure, I fundamentally agree with the Senate report that

# Academic Reform to Continue at UBC



**DEAN KENNY:** "Students have had historically a major input and involvement in the affairs of the University, and they should continue to have."

their role is to provide input to faculty committees. I think that if you consulted all department heads on my role on promotion and tenure in the Faculty of Arts, you would find that in the last five years I have pressed every department in the Faculty to get student perspectives on the teaching effectiveness of every faculty member coming up for promotion or tenure. In other words, I would not consider a recommendation for promotion or tenure without a detailed analysis of the person's teaching. And that should be continued.

I'd like to pay tribute to President Gage on this matter. I think President Gage has made a most important contribution, and a lasting one to this University, with respect to his stress on the importance of good teaching. And I would hope this will continue. Did that answer your question?

**Q:** The present government is concerned that the universities take a more active role in the community. Could you express your views about how this can come about?

**A:** Well, let me make a general comment on this topic.

I think this University is already heavily involved in the community. Ignore my own Faculty and count the other Faculties: in Medicine, the training of students is intimately involved with community people, meaning patients. And the same is true of Dentistry; the same is true of Law; the same is true of the various departments and Schools in Applied Science; the same is true in the Faculty of Agricultural Sciences; the same is true in the Faculty of Pharmaceutical Sciences and also of the Faculty of Commerce and Business Administration, and that of Forestry. So we are actively involved in the community.

Within my own Faculty, we have the School of Social Work, the School of Librarianship, the School of Home Economics; and all three are intimately involved in the community.

So I feel we do interact quite extensively with the community. I would like to see a continuation of this involvement, particularly for some departments that at the moment are not involved with the community but could be. In fact, over two years ago, within my own Faculty, I went to every department and asked them could they not involve themselves in the community in the sense of coming up with some courses where the student could go off-campus and interact in the community, for which he could obtain academic credit. For example, when Walter Young was head of our Department of Political Science, I suggested to him that it might be interesting if he could set up an internship

program for his political science students with the provincial government, so some of our students could go over there and work on both sides of the House under supervision of faculty and Members in the House, for which they would get academic credit. Unfortunately, Walter Young left this University, went to the University of Victoria, but I was more than pleased to see that the University of Victoria has approved Walter's kind of a program.

And that's what I would look forward to in my own discipline of psychology. While we are involved in the community at the graduate level, it's quite possible that for the Psychology department — I'm not dictating to it, I'd like to remind you — I'd like to see them involved with internship work within the community for which the undergraduate student can get academic credit. Does that pretty well answer your question?

**Q:** Yes. What about the older student in the community?

**A:** I think the day of just young individuals on campus is gone and I think we all welcome the new trend of the older student going to university.

One thing that I think all universities have to be very careful of is being arrogant and saying in their wisdom that they know what the older person really requires. We could fall flat on our face. It's gratuitous to assume that what we're offering now is necessarily good for all ages. I would frankly like to see detailed studies conducted by all three universities on exactly what universities can do for the entire age spectrum that we have to deal with today.

The needs of the 21-year-old in terms of education may not necessarily be entirely appropriate for the person in his 50s. I think universities should adjust to this fact and not assume automatically that they know what is appropriate. In other words, manpower studies are required to determine what people of various groups that we're not reaching now, and should reach, really require at the University.

It may well be the case that universities are degree-obsessed. There is a degree emphasis in our society that has always bewildered me, particularly when we realize that the vast majority of jobs in society simply do not require degrees. Rather, what may be required are certain pockets of broad learning experiences that may not lead to a degree but are of service to the learner. I think universities should start to involve themselves in trying to find out what different ages and different groups we are not now reaching really require and then build learning experiences for them to meet their special needs.

If we can do this, and if it's compatible with the academic goals of the University, great. I would like to see this done not only by this University but all three universities in partnership. Maybe there are certain things that UBC can do better than Simon Fraser, and Simon Fraser or Victoria can do better than we can.

**Q:** Dean Kenny, along the lines of the earlier question, would you care to say anything about the plans of your Faculty and others for increasing the part-time credit program?

**A:** Yes, certainly the first step that was required was the removal of the regulations that literally inhibited

## DEAN KENNY *Continued from Page One*

for his Doctor of Philosophy degree on a graduate fellowship. In 1950 he became a lecturer at UBC and two years later he was awarded his doctorate by the University of Washington.

In 1954 Dr. Kenny was promoted to assistant professor at UBC. He became an associate professor in 1957 and a full professor in 1964.

In 1965 Dr. Kenny was named head of UBC's Department of Psychology. He resigned that post four years later to become Associate Dean of Arts. He became acting Dean of the Faculty in 1969 when Prof. John Young, then the Dean, left UBC on leave of absence to head the federal government's Prices and Incomes Commission in Ottawa. A year later Prof. Young resigned from UBC and Dr. Kenny was appointed Dean of the Faculty of Arts.

Dean Kenny was the recipient, while a full-time teacher and researcher, of grants from the National Research Council, the Canada Council, and the UBC President's Research Fund. He was also consulting editor of the Canadian Journal of Psychology in 1960.

His areas of special research interest are personality and learning, developmental psychology, and patterns

## President Comments

UBC's current President, Dr. Walter H. Gage, issued the following statement on June 19 following the announcement of the appointment of Dean Douglas Kenny as his successor:

"I have been informed by the Chairman of the Board of Governors that Dean Douglas Kenny has been appointed to succeed me as President in a year's time.

"Dean Kenny is a scholar and teacher who has managed the affairs of the Faculty of Arts with skill. As Dean of UBC's largest Faculty, and one of the most complex in the University, he has carried a heavy administrative burden.

"He is an excellent scholar with a genuine regard for both teaching and research.

"As a result of his experience as a teacher, scholar and administrator he is well qualified to serve as President of UBC. The University will go forward under his leadership.

"I am confident that the University community will give him the same assistance and support that I have received during my own term as President."

the part-time student from being here. This has been done in all Faculties, other than some of the more highly professional ones, such as Medicine, where of necessity the program has to be full-time. It certainly has taken place within the Faculty of Arts and now it's quite easy to enrol as a part-time student. But, having removed the regulations that inhibited free access on a part-time basis, the next step is to provide a large enough range of courses available on an extended-day basis so people can obtain degrees. Unfortunately, this is going to be an extremely expensive operation.

For example, if you were to duplicate the Faculty of Arts in evening courses, one should keep in mind that the Faculty of Arts budget is approximately 16 per cent of the University budget, or approximately \$13 million. So we may not be able to mount every program within the University in the evenings. However, I don't think anyone within the province is suggesting that the universities lose their academic and fiscal judgment.

It just doesn't make fiscal sense to offer every program in the evening. If you hired, say, a \$15,000 professor and he was only teaching to two students in each of three courses, that would be a rather expensive program to mount and justify. We have to have some fiscal responsibility to the taxpayer. So for a long time I think we'll have to mount selected programs leading to degrees on a part-time basis.

I guess the trend that's likely to take hold at this University and at the others is that we will become actively involved in the third and fourth years in the evening and hopefully the community colleges will look after the evening program for first- and second-year students. However, there are some selected programs that the community colleges are not involved in teaching in the first and second year. UBC of necessity may have to be involved with these.

But again, before we move too fast on this issue, we'd better be sure that we're mounting the right kinds of programs that people really do desire and require. At this juncture we're not absolutely sure what these desired programs are.

of child development. From 1963 to 1965 he was on leave of absence from UBC as a visiting professor at Harvard University and a visiting lecturer in Harvard's Graduate School of Education. He was also a member of the Laboratory on Human Development and the Centre for Research in Personality at Harvard.

Dean Kenny's list of scholarly publications includes papers published in the American Psychologist, the Canadian Journal of Psychology, and the Journal of Consulting Psychology. These papers cover such topics as "The Place of Psychology in the Training of Counselors" and "Limitations of Psychological Measurements".

Dean Kenny is a member of UBC's Senate and is immediate past-president of the Vancouver Institute, a Saturday-night lecture series which brings outstanding speakers to the UBC campus.

A widower, Dean Kenny is the father of two children, John and Kathleen.

Dean Kenny told *UBC Reports* that he did not intend to live in the campus President's residence, which is currently occupied by the Department of Adult Education of the Faculty of Education. "My children are attached to their home at 4180 Crown Crescent in Vancouver," Dean Kenny said.

# New Act to Have Profound Effect

A new *Universities Act* which is sure to have profound effects on the province's three public universities was passed by the B.C. Legislature in the dying days of its recent marathon session.

The new Act establishes a strong new Universities Council which will stand between the universities and the provincial government but which will have power to regulate many aspects of the universities' operations.

It also restructures the two main organs of internal university governance — the Board of Governors and the Senate.

Under the new Act the Board is increased from 11 to 15 members, of whom a majority will be appointed by the provincial cabinet. For the first time faculty, students and non-academic university employees will be represented on all three Boards.

The new Act also changes the composition of the Senates, reducing UBC's from 99 to 79 members. Students will have increased representation but alumni representation will be cut, in UBC's case, from 18 to 4 members. At UBC, faculty representation, as a percentage of total Senate membership, is virtually unchanged.

The new Act abolishes three existing structures — the Academic Board, which was set up to "advise the appropriate authorities on orderly academic development of universities . . . and colleges"; the Advisory Board, which advised the Minister of Education on the division of government grants among the universities; and the Faculty Council of each university, a little-used disciplinary body.

The new Act's most significant creation is the intermediary Universities Council, a body proposed in one form or another by many of the groups and individuals that made submissions to an advisory committee to B.C.'s Minister of Education.

The Council will have 11 members, all appointed by the provincial cabinet. University employees and students are specifically excluded from the Council's membership.

The Council's chairman, who may serve a maximum of 13 years, will "devote his full time and best effort to the performance of his duties." The Council will also have a full-time executive director and staff and may engage consultants and expert assistance as needed.

The Council's principal function will be to co-ordinate the development and activities of the universities, and to serve as an intermediary between universities and government in financial matters.

The universities will, in future, submit their requests for operating and capital grants to the Universities Council rather than directly to the Minister of Education. The Council will review and co-ordinate these budget requests, then transmit them to the minister along with its own recommendations on the amount of money to be provided. It will then divide the total sum provided by the government and distribute it to the universities.

Among its many powers the Council has authority to demand from the universities short- and long-term plans for their academic development. It has the power to approve the establishment of new Faculties and degree programs and to require the universities to consult with each other to minimize unnecessary duplication of Faculties and programs. And it has the power to establish evaluation procedures for all academic divisions of the universities.

But certain safeguards of university autonomy are built into the new Act. For instance, although the Council will allocate capital and operating grants to the universities, it cannot require them to use these monies for any particular aspect of their operations.

In addition, the Council is specifically constrained from interfering with the universities' rights to formulate their own academic standards and policies, to establish their own standards for admission and graduation, and to select their own staff.

The new Act specifies that the Council will try to hold its meeting in public in various parts of the province, and that it will encourage members of the public to express their views and concerns about university matters.

The Council has the power to establish joint committees with the universities. Four such committees are identified in the Act: committees on business affairs, program co-ordination, graduate studies and research, and capital planning and development.

UBC's Alumni Association made representations to the provincial government concerning the reduction of alumni strength on internal university governing bodies after the introduction of the original bill in the Legislature on June 10.

The representations resulted in an amendment which provides for the appointment of eight persons by the Cabinet but adds, ". . . two of whom shall be appointed from among persons nominated by the Alumni Association."

UBC Alumni Association officials said they expect Mrs. Dailly will invite nominations from alumni associations for candidates as members of the new Universities Council.

The new *Universities Act* has been given royal assent but has not yet been proclaimed, or brought into force. Until proclamation takes place the *Universities Act* of 1963 remains in effect.

## Details on Universities Council

*Part XII of the new Universities Act establishes a Universities Council, which will act as an intermediary body between the province's public universities and the provincial government. This is Part XII of the Act, reproduced in full.*

### THE UNIVERSITIES COUNCIL

64. In this Part, unless the context otherwise requires, "executive director" means the executive director of the Universities Council appointed under section 67.

65. (1) There is hereby established a corporation to be known as the Universities Council with common seal, having the rights, powers, duties, and liabilities set out in this Act, and consisting of eleven persons, one of whom shall be designated chairman, appointed, subject to subsection (6), by the Lieutenant-Governor in Council.

(2) The members, other than the chairman, shall annually elect one of their number as vice-chairman, to act during the illness or absence of the chairman, or during any period that the chairman is unable for any reason to discharge his duties.

(3) Subject to subsection (4), a member, other than the chairman, shall be appointed for a term of three years, and may be reappointed for a second term.

(4) Of the first members appointed, other than the chairman, four shall be appointed for a term of one year, four shall be appointed for a term of two years, and the remaining two members shall be appointed for a term of three years.

(5) The chairman shall be appointed for a term of three years and may be reappointed for a second term of five years and one subsequent term not exceeding five years, and he shall devote his full time and best effort to the performance of his duties as chairman.

(6) The following persons shall not be appointed members or continue to hold office as a member:

- (a) Members of Parliament;
- (b) Members of the Legislative Assembly;
- (c) Employees or students of the universities;
- (d) Members of the public service in the Departments of Education or Finance;
- (e) Persons who are not resident in the Province.

(7) Unless his appointment is sooner revoked, or he sooner dies or resigns, a member shall hold office during the term for which he is appointed and thereafter until his successor is appointed.

(8) Six members constitute a quorum, and, in the event of an equality of votes, the chairman may cast the deciding vote.

(9) Each member shall be reimbursed for reasonable travelling and out-of-pocket expenses necessarily incurred by him in discharging his duties, and, in addition, may be

paid such remuneration for his services as the Lieutenant-Governor in Council may decide.

(10) Where a vacancy exists on the Universities Council, the Lieutenant-Governor in Council may appoint a person to fill the vacancy and the person so appointed shall hold office only for the remainder of the term for which his predecessor was appointed.

(11) A vacancy on the Universities Council does not impair the authority of the remaining members of the Universities Council to act.

66. (1) The Universities Council is, for all purposes, an agent of the Crown in right of the Province.

(2) The Universities Council may, as agent, carry out its powers and duties under this Part in its own name and may, with the consent of the Lieutenant-Governor in Council, hold in its own name real or personal property, and likewise may dispose of, mortgage, pledge, and assign its property.

67. An executive director and such other employees as are required to carry out the proper business of the Universities Council may be appointed pursuant to the *Public Service Act*.

(2) The Universities Council may, subject to the *Public Service Act*, designate the title, office, and responsibilities of any employee of the Universities Council.

(3) The Lieutenant-Governor in Council may, by order, declare that some or all of the provisions of the *Public Service Superannuation Act* apply to the executive director and some or all of the other employees of the Executive Council, and that Act applies accordingly.

(4) The Universities Council may, notwithstanding the *Public Service Act*, with the approval of the minister, engage and retain such persons as it considers necessary as consultants, experts, or specialists, and may fix their remuneration.

68. Except as provided in this Part, the *Companies Act* does not apply to the Universities Council, but the Lieutenant-Governor in Council may, by order, direct that the *Companies Act* or any provision thereof applies to the Universities Council and, thereupon, that provision applies to the Universities Council.

69. (1) No member or employee of the Universities Council and no person acting under the authority of this Part or the Universities Council is personally liable for any loss or damage suffered by any person by reason of anything in good faith done or omitted to be done in the exercise of any power given by this Part.

(2) In an action against the Universities Council, if it appears that the Universities Council acted under the authority of this Act or any other Act, the court shall dismiss the action against the Universities Council.

70. The Universities Council has power

(a) to provide for the regulation and conduct of its meetings and proceedings;

(b) to carry out studies or research projects related to matters within its jurisdiction;

(c) to require the universities to prepare and forward to the Universities Council plans for the short-term and long-term academic development of the universities, approved by the senate and by the board before being forwarded to the Universities Council;

(d) to advise the Government of the Province respecting the establishment of new universities;

(e) to approve the establishment of new faculties and new degree programmes;

(f) to receive, review, and co-ordinate the budget requests presented to it annually by the universities or presented at any other time at the request of the Universities Council; to transmit its recommendations together with the original proposals from the universities to the minister; and to receive, allocate, and distribute capital and operating funds and any other money allocated by the Government of the Province or of Canada for the support of the universities; but a university is not required to use the capital or operating funds allocated to a university for any particular aspect of its operations;

(g) to require the universities to consult with each other on actions which might be taken to minimize unnecessary duplication of faculties and programmes of study;

(h) to make recommendations to the universities on any matter;

(i) in consultation with the universities, to establish standards for various categories of university buildings so as to provide a basis upon which the Universities Council may assess university requests for total capital expenditures, and, in consultation with the universities, to review these standards from time to time;

(j) to require the universities to provide the Universities Council with whatever reports and other information the Universities Council may require to carry out its powers under this Act;

(k) to require a university to establish such accounting and information systems as the Universities Council considers necessary for the proper conduct of the business affairs of the university;

(l) to consult with the universities in an effort to co-ordinate their solicitation of moneys for research;

(m) to receive proposals from the public respecting new programmes, institutes, and like matters;

(n) to consider matters respecting student aid and fees;

(o) to establish evaluation procedures for departments, faculties, programmes, and institutes;

(p) to establish such committees representative of the Universities Council and the universities as the Universities Council considers necessary or advisable, but in particular

(i) a business affairs committee, the purpose of which is to advise the Universities Council on financial matters affecting the budgets of the universities;

(ii) a programme co-ordinating committee, the pur-

# New, Old Acts Compared

## OLD ACT

## BOARD OF GOVERNORS

## NEW ACT

16. The Board shall consist of eleven members, comprised of the Chancellor, the President, three members elected by the Senate from its own members, and six members appointed by the Lieutenant-Governor in Council.

20. The Board shall be composed of 15 members as follows:

- (a) The chancellor;
- (b) The president;
- (c) Two faculty members elected by the faculty members;
- (d) Eight persons appointed by the Lieutenant-Governor in Council, two of whom shall be appointed from among persons nominated by the Alumni Association;
- (e) Two students elected by and from the Student Association;
- (f) One person elected by and from the full-time employees of the university who are not faculty members.

20. (1) The following persons are not eligible to be members of the Board:

- (a) Members of the Parliament of Canada;
- (b) Members of the Executive Council or of the Legislative Assembly;
- (c) Members of the Board of Governors of any other University;
- (d) Other than the President, any appointee of the Board who receives remuneration from the University;
- (e) Any employee in the service of the Department of Education or principal or teacher of any school;
- (f) A person who resides outside the Province;
- (g) A person who has not attained the age of twenty-one years.

24. The following persons are not eligible to be or to remain members of the Board:

- (a) Members of the Parliament of Canada;
- (b) Members of the Executive Council or of the Legislative Assembly;
- (d) A member of the public service in the Department of Education;
- (e) A person who ordinarily resides outside the Province;
- (c) A person who is not a Canadian citizen or a person lawfully admitted to Canada under the *Immigration Act (Canada)* for permanent residence.

### Modifications of powers and duties of board under new Universities Act:

1. All powers of the board are now "subject to the powers of the Universities Council".
2. Chairman of the board to be elected, rather than appointed; one-year term, with maximum one-year extension.
3. Board is given explicit power to establish joint board/senate committees and to authorize any of its committees to act for it.
4. Board is empowered to establish procedures for selection of candidates for president, dean and other senior academic administrators, "with the approval of the senate."
5. Board's former power to establish faculties and departments with the approval of senate reduced to power "to consider recommendations from the senate or the Universities Council for the establishment of faculties and departments . . . and to consult with the Universities Council respecting the provision of funds for that purpose."
6. Board's former power "to prepare" capital and operating budgets annually modified to "receive from the president and analyse and adopt (these budgets) with or without modifications."
7. Board's power to determine the number of students that can be accommodated by the university or any faculty is made subject to approval of the senate.
8. Board's power to select from among all qualified students those to be admitted is deleted.
9. Board is given explicit power "to control vehicle and pedestrian traffic on the university campus."
10. Board is given explicit power to deal with patents, inventions, copyrights, etc., and to share in profits arising from any invention, patent or other proprietary right resulting from work performed in the course of his duties by any employee of the university or from the use of facilities, equipment or financial aid provided by the board.
11. Board to seek approval of Universities Council which, in turn, must seek consent of the Lieutenant-Governor in Council before incurring deficits.
12. Ten-per-cent limit on board's contributions to employee pension funds removed.
13. Board to make annual financial reports to Universities Council rather than to cabinet.

## OLD ACT

## SENATE

## NEW ACT

### Categories of Members

- |   |     |    |
|---|-----|----|
| 23. (a) the Chancellor;   | 1   | 1  |
| (b) the President;  | 1   | 1  |
| (c) the Deans of Faculties and one member of each Faculty elected by the members of that Faculty;   | 12  | 12 |
| (d) such other Deans as may be determined by the Senate;  | 1   |    |
| (e) the Librarian;  | 1   | 1  |
| (f) one member to be elected by the governing body of each affiliated college of the University;  | 3   | 3  |
| (g) four members appointed by the Lieutenant-Governor in Council, only one of whom shall be an official of the Department of Education;   | 4   | 4  |
| (h) not less than six nor more than fifteen members, as determined by the Senate, to be elected by Convocation from the members thereof, who shall not be members of the Faculties; and, for UBC only, three members appointed by the Board of Management of the UBC Alumni Association under Section 84(4) | 18  | 4  |
| (i) one or more members, as determined by the Senate, to be elected by any society or group or organization in the Province which in the opinion of the Senate contributes in a significant way to the economic or cultural welfare of the Province; and  | 12* | 17 |
| (j) a number of members, equal to the number provided in clauses (g), (h), and (i), to be elected by the Faculties either in joint meeting or in such manner as the Faculties in joint meeting may by regulation determine;   | 34  | 34 |

\* UBC students are elected to Senate under this section of the old Act.

### Categories of Members

- |   |    |
|---|----|
| 35. (a) the chancellor;   | 1  |
| (b) the president, who shall be chairman;   | 1  |
| (c) the academic vice-president, or equivalent;   | 1  |
| (d) the deans of faculties;   | 12 |
| (e) the chief librarian;  | 1  |
| (k) one member to be elected by the governing body of each affiliated college of the university;  | 3  |
| (f) the director of continuing education;   | 3  |
| (j) four persons appointed by the Lieutenant-Governor in Council;   | 4  |
| (i) four persons who are not faculty members, elected by and from the convocation;  | 4  |
| (h) a number of students, equal to the number provided in clauses (a) to (f), elected by and from the Student Association in a manner that ensures that at least one student from each faculty is elected;  | 17 |
| (g) a number of faculty members equal to twice the number provided in clauses (a) to (f), to consist of two members of each faculty elected by the members of that faculty, and the remainder elected by all the faculty members in such manner as they, in joint meeting, determine; | 34 |
| (l) such additional members as the senate may from time to time determine without altering the ratio set out in clauses (g) and (h).  | 17 |

Total, Old Act - 99 79 - Total, New Act

### Modifications of powers and duties of Senate under new Universities Act:

1. Act states explicitly that "The academic governance of the university is vested in the senate".
2. Senate to elect a vice-chairman at least annually, to serve a maximum of two consecutive terms.
3. Senate empowered to establish committees, and, by two-thirds vote, to delegate powers to committees.
4. Senate empowered to appoint examiners and to determine conditions, conduct and results of examinations.
5. Senate given power to establish a standing committee to assist president in preparation of university budget.
6. Senate's power to "revise" courses modified to power to "recommend to the board the revision of courses . . ."
7. New clause gives senate power "subject to approval of the Universities Council, to provide for courses of study in any place in the Province and to encourage and develop extension and correspondence programs."
8. Senate's power "to approve" establishment or discontinuance of faculties, departments, courses, etc., modified to power "to recommend (such changes) to the board. . ."
9. Senate empowered to establish a standing committee to deal with matters referred to senate by the board.
10. Senate empowered to establish a standing committee of final appeal for students in matters of academic discipline. (Senate's former role of court of appeal from decisions of Faculty Council abolished, as is the Council.)
11. Senate empowered to establish a standing committee on relations with other B.C. post-secondary institutions.
12. Senate may require any faculty to establish an advisory committee of students and members of the community.

pose of which is to advise the Universities Council on all matters relating to undergraduate programmes;

(iii) a graduate studies and research committee, the purpose of which is to rationalize all matters respecting post-graduate programmes and research in the universities; and

(iv) a capital planning and development committee, the purpose of which is to review and advise the Universities Council on all matters having to do with capital expenditures of or for the universities;

(q) to gather and make available to the universities information relevant to university education in the Province to assist in planning and development;

(r) generally, to inquire into the financial requirements of universities and advise the minister of the sums of money required for the support and development of each university and universities generally; and

(s) generally, to act as an intermediary between the Government of the Province and the universities, and between the respective universities, for the purposes of this section.

71. Notwithstanding section 70, the Universities Council shall not interfere in the exercise of powers conferred on a university, its board, senate, and other constituent bodies by this Act respecting

(a) the formulation and adoption of academic policies and standards;

(b) the establishment of standards for admission and graduation; and

(c) the selection and appointment of staff.

72. (1) The Universities Council shall endeavour to hold its meetings in public at locations throughout the Province in which interested members of the public will be encouraged to express their views and concerns respecting the matters under consideration by the Universities Council.

(2) Nothing in subsection (1) shall be construed or interpreted in such a manner as to restrict the right of the Universities Council to conduct its proceedings in camera where, in its opinion, the public interest so requires.

73. For the purposes of this Part, the Universities Council may, subject to the approval of the minister, enter into such agreements as the Universities Council considers advisable with

(a) the Government of Canada; or

(b) a municipality; or

(c) a regional district; or

(d) an agent of the Crown in right of the Province or of Canada; or

(e) any department of a Provincial or the Federal Government; or

(f) any person or association.

74. (1) The Universities Council shall submit to the minister on or before the fifteenth day of October in each year

(a) a report respecting the operation of the Universities Council for the immediately preceding fiscal year; and

(b) with respect to the operations of the universities, a report including

(i) the draft budgets for the next fiscal year submitted by the universities to the Universities Council;

(ii) the draft budget for the next fiscal year prepared by the Universities Council on behalf of the universities and submitted by the Universities Council to the minister;

(iii) a resume setting out the financial resources provided to the Universities Council for the current fiscal year; and

(iv) a statement setting out the allocation by the Universities Council for the current fiscal year to each university of the financial resources provided by the Government of the Province.

(2) The minister shall lay the report of the Universities Council before the Legislature within fifteen days after the commencement of the first session in the following year.

75. The Universities Council, or any other person authorized in writing by it for the purpose, may make such inquiries as it considers advisable for the purposes of this Part and, for this purpose, it

(a) may examine any person under oath; and

(b) has all the power and authority of a Commissioner under sections 7, 10, and 11 of the *Public Inquiries Act*.

76. The Minister of Finance shall pay all moneys required to be expended for the purposes of this Part out of the Consolidated Revenue Fund, or out of the Revenue Surplus Appropriation Account of the Consolidated Revenue Fund, or partly out of the Consolidated Revenue Fund and partly out of the Revenue Surplus Appropriation Account of the Consolidated Revenue Fund, for the fiscal year ending on the thirty-first day of March, 1975, and thereafter out of moneys authorized by an Act of the Legislature to be so paid and applied.

# UBC Trains Indian Teachers

A teacher-training program for native Indians, which has been described by the head of the University of B.C.'s Faculty of Education as one of the best on the North American continent, will be instituted by the University this fall.

The program, funded by a \$150,000 grant from the provincial government, will start off with an initial enrolment of 60 persons. At present there are 26 certificated native Indian teachers working in B.C. schools, out of a total teaching force of 23,000. If their numbers were proportionate to the Indian population there would be 1,300.

Dean John Andrews, head of the UBC Faculty of Education, told the May meeting of the UBC Senate, where the program was approved, that it was his belief and the belief of a number of people who had examined the program, "that it is a better designed, more authentic program for native Indian teachers than exists anywhere on this continent."

## NEW DEPARTURE

The program departs from the usual in that students will take the first two years of their teacher training at off-campus centres, eventually moving to the University to complete their studies.

Students will be admitted to the program either on the basis of secondary-school graduation or as "mature" students, a category in the UBC Calendar for older students who have not completed secondary school but who it is felt would be capable of undertaking university studies.

Dr. Art More, an associate professor in UBC's Faculty of Education and one of the moving forces behind the program, says there is a growing desire by Indian people to attain greater control and influence over the education of their children. "They see an increase in the number of Indian teachers as one of the ways of doing this," he says.

Dr. More said that in his travels around the province he has met many native Indians, working as teacher aides, home-and-school co-ordinators and in other facets of the education system, who would make excellent teachers.

Four centres will be established in order to carry out the program. One will be based in the Lower Mainland at a location yet to be determined and the others will be in Kamloops, Williams Lake and Terrace.

The program will consist of four steps, each equivalent to one year of university study, upon completion of which the student will receive a Bachelor of Education degree in the elementary field.

The first two steps of the program will take place in the off-campus centres, with emphasis on attaining specified teaching competencies and educational background. Step 3 will consist of formalized course work at UBC or a community college. In Step 4 students will complete professional studies under the same regulations as students on the regular program in the Faculty.

Dr. More said that students will actually receive a Standard Teaching Certificate at the end of Step 3.

## TURNING POINT

Mr. Bert McKay, principal of the Indian school at New Aiyansh in the Nass Valley in northern B.C., one of a group of native Indians who were on the committee that devised the new UBC program, said it marks a turning point in Indian education in this province.

"I believe that today we are on the threshold of an entirely new era in the education of Indian children because only through the involvement of our people in



MR. BERT MCKAY

the complete educational process can we hope to provide a meaningful education for our children," he said.

Mr. McKay, who is also president of the B.C. Native Indian Teachers' Association, said the white teacher from a conventional white background cannot completely overcome the cultural conflicts that exist in trying to teach Indian children.

Both Dr. More and Mr. McKay emphasized that the program should not be construed as a "watering down" of the regular teacher-training program. "The Indian representatives on the committee that devised the program were most insistent that it must maintain the



DR. ART MORE

same standards as the regular program and this will be done," Dr. More said.

"In fact, it will produce teachers who are much better prepared for teaching Indian children than is the case today.

Added Mr. McKay: "The important thing about this program is that it will produce teachers who have not only the academic background necessary for teaching but a cultural understanding of their students. In the teaching of our children we want the highest standards to prevail."

# 300 Seniors Sign Up

Close to 300 senior citizens, whose ages range from 65 to 93 years, have signed up for free courses at UBC's Summer Session in what Summer Session director Dr. Norman Watt describes as an "overwhelming" response to the new Guest Student program.

"We have been deluged with letters and phone calls ever since the program was announced in early June," said Dr. Watt. Of the total signed up to date, about 250 will be taking special-interest, non-credit courses while the remainder are enrolled in regular undergraduate courses either for full credit or for general interest, he said.

The free courses are open to any senior citizen, 65 or over, regardless of education background. The program was made possible through a \$15,000 grant from the provincial government under a program designed to encourage universities to develop "bold, imaginative and thoughtful programs" to make their services and facilities more widely available to the public.

The program was publicized through newspaper advertisements and through a special mailing by the Alumni Association. "The phone in our office has hardly stopped ringing since the program was announced and we have been averaging 30 to 40 letters each day," said Dr. Watt.

Many of the enquiries are from people in their seventies and eighties proving, he added, that many older people still have an active interest in new ideas.

"We had one most interesting letter from a 93-year-old man in Coquitlam, who recalled that he took some agriculture courses in temporary buildings on the campus in 1920 and who hadn't been back since," Dr. Watt said. "He is most interested in taking courses on conservation and ecology."

Senior citizens from outside the Greater Vancouver area were offered free room and board on campus in addition to free tuition. All indications are that the

limit of 60 out-of-town students — 20 per week over a three-week period — would be met, said Dr. Watt. Those enrolled, who also get free bus transportation to Vancouver, are coming from all parts of the province.

Among the most popular of the special-interest courses, which get under way on July 9, are Writing for Pleasure, Gardening, Nutrition, Fitness, and History of B.C. A number of the courses have been split into sections in order to accommodate all of those enrolled. Each special-interest course runs for a week and lasts for an hour each day.

Brock Hall, the former student union building, will be used as a social centre for the senior citizens during the Summer Session. Most of the special-interest courses will also be given there.

Dr. Watt said he is still looking for volunteers to transport some of the senior citizens to and from the campus. "While the majority can use public transportation, or have their own, there are still a number of people from the North Shore, the West End, Burnaby, Richmond and New Westminster who are in need of transportation. I would be interested in hearing from anyone who would like to assist us with car pools."

## UBC's Hospital Accredited

The 60-bed psychiatric hospital at the University of B.C. has received special praise from the Canadian Council on Hospital Accreditation, the independent body which periodically rigorously assesses Canadian hospitals.

Commended by the council were the high quality of nursing services and medical staff, receptivity to new ideas, and staff enthusiasm.

The council was also impressed by the mix of patients in the hospital. Patients come from a wide cross-section of social backgrounds in B.C. with a variety of problems, "suggesting that this unit is much less selective than are many other facilities of this type," the council report said.

Of the 10 recommendations and comments of the council, seven were commendations and three recommendations for improvement.

The council said that the hospital should have a written disaster plan to deal with emergencies, which should be widely known, and that periodic drills should be carried out.

It also said that continuing efforts should be made to ensure that psychiatric records are kept up-to-date and that medical staff supervision of patient progress should be recorded in each case record.

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# Documents Signed for Telescope

Canada is a step closer to regaining its position in the major league of world astronomy.

Canada, France and the University of Hawaii signed a tripartite agreement and by-laws on June 20 providing for the formation of a corporation to build a 144-inch-diameter telescope atop Mount Mauna Kea, 14,000 feet above the Pacific on the island of Hawaii.

Taking part in the signing of the documents in France was University of B.C. Deputy President William Armstrong, chairman of the interim board of directors of the project.

"The signing of the agreement," Prof. Armstrong said, "was a major step both for Canadian astronomy and the project itself. Now, at least, everything we have been planning and all the work we have done in the past year or so is legal.

"Construction of the foundation for the telescope building will begin this summer and the mirror blank is now being ground. So far the project is right on schedule."

Completion of the telescope is scheduled for late 1977 or early 1978. When completed, the Hawaiian telescope will give Canadian astronomers access to one of the largest telescopes in the world, located on what project directors consider to be the best site available.

UBC is playing a prominent role in the construction

of the telescope. Dr. Gordon Walker, director of UBC's Institute of Astronomy and Space Science, is a member of the scientific advisory committee for the project.

The NRC awarded a \$538,600 negotiated development grant to UBC in 1970 to stimulate rapid development of research in astronomy and astrophysics.

Prof. Armstrong, who will become a fellow of the American Society for Metals this fall for distinguished contributions in the field of metals and materials, said

## Judaic Expert Named

A specialist in medieval Jewish philosophy and mysticism has been appointed to teach Judaic studies in UBC's Department of Religious Studies.

Mr. Lawrence B. Fine, who is currently completing studies for the degree of Doctor of Philosophy at Brandeis University, Walton, Mass., will take up the post in September with the rank of assistant professor.

The position will initially be funded out of contributions from the Jewish community in Vancouver.

In announcing the appointment, Prof. William Nicholls, head of the Department of Religious Studies, said Mr. Fine will be teaching courses in Talmudic, medieval, and modern Judaism at the fourth-year level, plus a third-year introductory course in post-biblical Judaism. These courses have been in the UBC calendar for the past two years but there has been nobody to teach them, he said.

A 1967 graduate of Alfred University, Alfred, N.Y., with a Bachelor of Arts degree in sociology, Mr. Fine received a Master of Hebrew Literature degree from the Jewish Theological Seminary of America in 1970 and a

that he will try to arrange a meeting of the board of directors early next year at the Dominion Astrophysical Observatory, where the 144-inch mirror blank for the new telescope is being ground.

The 72-inch telescope at the Dominion Astrophysical Observatory in Victoria was the largest in the world when it was built in 1918. But telescope technology has so advanced that the Victoria instrument is now 35th in size among world telescopes.

Master of Arts degree from Brandeis in 1972.

Funds to cover the cost of the position to be occupied by Mr. Fine were raised by a special committee headed by three UBC faculty members — Prof. Marvin Weintraub, Prof. S.H. Zbarsky and Dr. Robert Krell — and made up of faculty members and students interested in Jewish studies.

Prof. Nicholls expressed his gratitude, on behalf of the Department of Religious Studies, to the donors, both for the funding of the appointment and for special grants for interviews which, he said, "made possible an unusually prolonged and thorough selection process."

Prof. Nicholls said faculty members and students who had met Mr. Fine during a visit to the campus earlier this year had been impressed with his dedication, teaching and scholarship.

"All concerned were confident that the right man had been found and that he would make a valuable contribution to the intellectual life of the campus and the community," he said.

## Society Elects Two from UBC

Two members of the University of B.C. faculty have been elected fellows of the Royal Society of Canada, this country's most prestigious academic body.

The new fellows are Prof. Michael Batts, head of UBC's German department, and Prof. W.E. Fredeman, of the English department.

Prof. Batts has been a member of the UBC faculty since 1960 and was named head of the Department of German in 1968. He is a graduate of the University of London, where he was awarded the degrees of Bachelor of Arts and Doctor of Literature, and the University of Freiburg, in Germany, where he received his Doctor of Philosophy degree.

Prof. Batts is a specialist in the field of medieval German literature. In recent years his research interests have included the development of techniques for application in the field of information storage and retrieval in the humanities.

Prof. Fredeman joined the UBC faculty in 1956 after completing studies for his Doctor of Philosophy degree at the University of Oklahoma. He also holds a Master of Arts degree from Oklahoma and a Bachelor of Arts degree from Hendrix College in Arkansas.

Prof. Fredeman is a specialist in the field of Victorian literature, especially the Pre-Raphaelite Movement of the 19th century.

## Two Collections Added

Two major additions have been made to the collection of the Woodward Biomedical Library at the University of B.C.

The first is a six-volume collection of postage stamps commemorating outstanding personalities or movements in the health field.

The second is a famous collection of books and reprints on olfaction, the sense of smell, which has been used for centuries to determine the nature and origin of many natural compounds.

Dr. William C. Gibson, head of the Department of the History of Medicine and Science in UBC's Faculty of Medicine, said the stamp collection was put together over a lifetime by the late Dr. Jack Margulius of New Westminster.

Dr. Margulius's daughter, Mrs. Myrna Frances Schloss, has made the collection and its hand-lettered historical notes available to the Woodward Library on indefinite loan for display and supervised study.

The collection on olfaction is the work of Dr. William McCartney, a British chemist who throughout

his career in industry brought together the collection, and is a gift to the University by the Mr. and Mrs. P.A. Woodward's Foundation.

## Display Centre

The University of B.C.'s award-winning Wally Wagon, the compact urban car designed by a team of UBC undergraduate engineers, is on view on the campus this summer in a special visitors' display centre in International House, located at the corner of West Mall and Northwest Marine Drive.

The display centre, which also features a pictorial history of the University and other exhibits depicting various aspects of campus life, is open from 10:00 a.m. to 7:00 p.m. every day.

Maps, brochures and other information for visitors are also available from student tourist counsellors in International House and at other campus information centres, which can be reached by following signs on main campus thoroughfares.

# THE GREAT BOOK GIVEAWAY

The University of British Columbia is giving away 11,000 surplus books to the province's 11 regional colleges.

The 11,000 volumes are currently housed in UBC's Sedgewick Library, which provides study facilities and a 140,000-volume book collection for the use of undergraduate students. Books are chosen by the UBC Library in consultation with UBC's academic departments.

Regional colleges with the smallest library collections will have the first opportunity of choosing from the book collection, which is made up of about 1,700 different titles.

The new Fraser Valley Regional College in Abbotsford will have first choice from the book collection.

## SELECTION ORDER

The order in which the remaining ten institutions will select is as follows: Camosun College, Victoria; College of New Caledonia, Prince George; Cariboo College, Kamloops; Okanagan College, Kelowna; Malaspina College, Nanaimo; Selkirk College, Castlegar; Capilano College, North Vancouver; Douglas College, New Westminster; B.C. Institute of Technology, Burnaby; Vancouver City College.

A complete computer printout of the titles available and a letter inviting librarians at the regional

colleges to visit the UBC campus to view the collection has been sent to the heads of each institution.

UBC Library officials said the decision to give away the 11,000 volumes reflects changing curriculum trends within the University.

## SINGLE TEXT

Until a few years ago University professors usually assigned a single text which was used by all students taking a specific course. As a result, the UBC Library system had to stock multiple copies of each assigned book.

In recent years many UBC departments have ceased assigning a single text and, instead, compile large reading lists, some of which include up to 50 titles. As a result, the needs of students can be met with fewer copies of a single book.

Another contributing factor is the tendency for some departments to offer a wider variety of courses to students, particularly at the first-year level.

The collection that UBC is giving away includes reference works and encyclopedias as well as books in the fields of history, anthropology and sociology, economics, English literature, science, psychology and classics.

Some copies of the texts will be retained by the Sedgewick Library to meet the ongoing needs of UBC students.

# There Is No Substitute For Openness

*The new Universities Act follows, with some modifications, the recommendations of the Committee on University Government set up last August by Education Minister Eileen Dailly to advise her on new legislation. The committee was originally chaired by Mr. John Bremer, then Commissioner of Education for B.C.*

*He was succeeded in January by Dr. Walter Young, head of the Department of Political Science at the University of Victoria and formerly of UBC. Other members were UBC's Deputy President William Armstrong and student Bonnie Long, Ms. Eileen Herridge of Vancouver City College and Prof. Kenji Okuda of Simon Fraser University.*

*The Introduction and Conclusion of the Report of the Committee on University Government are reproduced below.*

## INTRODUCTION

7. While universities view the public examination of their activities with some suspicion and not a little concern, there is much to be said in favor of an open assessment of their role in contemporary British Columbia and their relationship to government, to each other and to other agencies of post-secondary education. The process is valuable in two important respects: one, in that it enables the universities themselves to examine and assess their aims and purposes; and the second in that it provides the public and those in public authority an opportunity to learn what the appropriate role of universities in the community should be. Seen in this positive light, the experience is an educational one.

8. For their part, the universities must revitalize the concept of the university as a community, a community composed primarily of scholar-teachers and students together with the necessary support staff. And this must be in the context of contemporary circumstances such that the rightful role of all the members of the community in its common pursuits is recognized. Today the place of students and faculty members in the structures of university government cannot be gainsaid.

9. There can be no substitute for openness in the proceedings of the agencies of governance in building a sense of community. At the present time meetings of the university Senates are open; other agencies — Boards of Governors, Faculties — do not hold open meetings. The result is unnecessary suspicion and mistrust. While it is clear that each body must determine its own procedures, and that there will be occasions when meetings *in camera* are necessary, as a general rule the meetings of these bodies should be public.

10. It is also important that the responsibility of the constituent members of this community toward each other be recognized and reasserted. The scholar who ignores his students or the teacher who ignores research are equally guilty of neglect that subverts the purposes of the university. And equally culpable are those who would use the university not as a neutral institution foistering the free pursuit of knowledge and the communication of that knowledge, but rather as a vehicle of reform or revolution that must espouse a particular doctrine or point of view. The politicization of the university leads to its ultimate deterioration. If the university is doing its job well then its products, educated men and women, should bring about the changes that are needed. A university committed to a particular cause or point of view cannot pursue free research and transmit effectively the results of that research; teaching and research are the university's prime functions.

11. It is wrong, however, to assume that these functions can be carried out in isolation from the society of which the university is a part. A university cannot persist in ignoring areas of contemporary concern, in failing to respond to the needs of the society for intellectual leadership on matters to which members of the university community may bring their expertise. In this regard it is important for the universities and the community to recognize the nature of the universities' authority in society. It is, as Northrop Frye has pointed out, "the authority of the arts and sciences, the author-

ity of logical reasoning, uncooked evidence, repeatable experiments, verifiable scholarship, precise and disciplined imagination." It is in this context that universities must serve their society, not by offering courses and programmes that are better described as "entertainment" nor by engaging in activities which debase the academic coinage through superficiality, faddism, or contract research in support of predetermined objectives. The university that fails to recognize the basis of its authority cheats the society that supports it. A university may not ignore the popular pressures of the day, but it must have the freedom to resist them if in the judgment of its members resistance is necessary.

12. At a time when the entire system of post-secondary education is being examined, it is worth noting that there is a distinction worth drawing between higher education and further education. It is a distinction that should reflect intellectual goals and capacities and not social status. Many of the demands being made on universities are more properly addressed to the colleges in the province whose contact and involvement with their immediate communities, and whose express purposes provide the basis for post-secondary education that can respond effectively and directly to community needs.

13. The overlapping of college and university functions in the province is, in some respects, unavoidable and valid; in others it is wasteful and academically wrong. Universities have been viewed by many as the apex of the educational pyramid; and this has led colleges to aspire to university status. A more appropriate division would be one based on function. The function of the community college is not of a lower order than that of universities, rather it is a different but parallel function which serves purposes and clientele as important socially and educationally as the universities'. A clear and specific definition of roles would go some distance toward solving some of the problems that presently vex university-college relations.

14. How can universities meet the needs of society? The answer is accessibility. They should ensure that as many men and women as can benefit from university education be afforded that opportunity. This can be done and is being done to some extent by the now standard practices of evening courses, and a few correspondence courses. It can also be done by reinstating the former practice of Saturday morning classes, by exploring new avenues such as newspaper, radio and television courses.

15. Universities have been reluctant to experiment in this area, and that is a matter of some regret. Divisions of Continuing Education have been chronically starved and, in many instances, have had to resort to popular and, at times, academically questionable programmes in order to provide adequate income. The notion of taking the university outside its walls is an old one, but one that has suffered from neglect.

16. In this respect, universities must endeavor to provide degree programmes for part-time and off-campus students that do not span eons before the degree is awarded. Again, the "external degree" is not a new idea, but it is one too long spurned by the universities in British Columbia.

17. Accessibility must encompass those who cannot attend on a regular daily basis because of employment or family commitments, those who are prevented from enrolling for financial reasons. It involves the provision of additional instructional periods, of more extensive child-care facilities, of the development of more, better and different kinds of correspondence courses, using press, radio and television, and the development of degree programmes within the reach of students who cannot attend the campus on a regular or any basis.

18. It has been said that universities educate only the middle class and it is true that the great majority of students fall into this category. But their presence on our campuses is not the result of a prohibitive tuition fee that screens out others. The explanation of the social make-up of university enrolment lies in the nature of society itself for it is a simple fact that the universities of this province accept any student with high school graduation on the academic programme, and charge an annual tuition fee that is less than half the average monthly wage.

19. Where universities have failed is in making their presence felt in the community in such ways that encourage and facilitate the participation in the business of the academic community by those who have not customarily seen a university education as a possible avenue of endeavor that is open to them.

20. Several points emerge from these proposals regarding accessibility that require decisions in other jurisdictions. One concerns a more appropriate and precise division of function between universities and col-

leges, especially in the area of continuing education. A second is the obvious need for careful co-ordination and co-operation between the three universities and the colleges to avoid competition, overlap and waste. A third is the need for a firm commitment from government to provide the funding necessary to ensure universal accessibility. The cost to the student is more than tuition fees and living expenses, it includes forgone income as well.

21. Since they provide a substantial portion of the universities' income, governments have an abiding interest in the universities and, therefore, it is not surprising that governments want universities to respond more positively, and to report more frequently on their stewardship. Governments have a duty to the public at large to ensure that public institutions are responsible and responsive. Universities have a duty to the public at large to ensure that their independence remains intact for it is through this independence that they best serve the public. To facilitate the development of a relationship between the government and the university that serves the interests of both and thus the interest of the public, institutions and procedures must be devised such that the university is insulated enough to preserve academic freedom, yet not to the degree that it remains insensitive to the proper concerns of government. Legislative provisions for an intermediary institution are relatively easy to devise; the development of a climate of mutual trust, and a mutual understanding of purpose takes time, tact and judgment on the part of both politician and academic. Each must understand the objectives of the other — and respect them.

22. The university, in responding to the immediate community and to the province, cannot, however, ignore the wider constituency of which it is also an important part. Universities are both national and international institutions as well as provincial institutions. The clichés regarding scholarship and national — or provincial — boundaries hardly need repeating here, except as a reminder that great universities serve a wider community than the city or province in which they are located. The enrolment patterns, especially at the graduate level, are a reflection of one aspect of this service; the national origins and the source of the degrees of university faculty are another. A university cannot, by definition, be parochial.

## CONCLUSION

86. While the Committee recognizes that legislative draughtsmen, for undoubtedly valid reasons, do not look kindly on preambles to Statutes, it would nevertheless argue that the Universities Act is not a statute like the others and should, therefore, be granted the privilege of a preamble. The Committee recommends the following as the kind of preamble that would serve as an adequate introduction to a statute establishing anew the universities of British Columbia:

Access to university education is not a privilege of any class or segment of society but should be available to all those who may benefit from such an education, whether as full- or part-time students. And to that end, nothing in this Act shall be construed or interpreted in any manner inconsistent with the principles of the Canadian Bill of Rights or the provisions of the Human Rights Act of British Columbia as regards discrimination based on race, religion, color, nationality, sex, political belief, marital status, or previous criminal conviction nor on the basis of age or physical handicap unrelated to competent performance of a job or in a programme of studies. Moreover the employment practices of the universities shall also conform to these principles and provisions.

This Act affirms the principles of Academic Freedom, as essential to the pursuit and dissemination of knowledge through research and teaching and further provides that nothing in this Act shall be construed or interpreted in any manner that shall limit, abridge or otherwise alter these general principles, to wit:

— the right of the university to decide what shall be taught, who shall teach, who shall be taught and what shall be studied and published.

— the right of faculty members to teach, investigate, and speculate and publish without deference to any prescribed doctrine, and to criticize the university.

It is recognized herewith that Academic Freedom carries with it the duty to exercise these rights in a responsible way and that their application requires the exercise of judgment and reason.

It shall be the aim and objective of the public universities to provide the appropriate conditions for learning, teaching and research, and to provide access to their instructional programmes and the fruits of academic research to all who may benefit from such access and to impose no restriction on access other than those consistent with the reasonable pursuit of these objectives.