

UBC REPORTS

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UBC REPORTS CAMPUS EDITION

Disposables Dropped In SUB

UBC's Department of Food Services has decided to stop the use of disposable dishes and cutlery in the Student Union Building cafeteria.

When the second term of the 1971-72 winter session opens Jan. 3, SUB patrons will once again be eating off china plates, drinking out of china mugs and manhandling their food with metal knives, forks and spoons.

A recommendation to terminate the disposable experiment in SUB was approved Tuesday (Dec. 7) by the President's Committee on University Community Services — Food Services, chaired by Mr. Byron Hender, business consultant to the Bookstore and Food Services.

The recommendation to do away with paper plates, styrofoam cups and plastic eating utensils was made to the committee by Miss Ruth Blair, director of Food Services.

Mr. Hender said there were two reasons for terminating the experiment.

"First, a substantial number of students and faculty members protested against the use of disposables because they were not biodegradable or esthetically pleasing, and second, the economies which were expected with the use of disposables simply haven't materialized," Mr. Hender said.

INCREASED COSTS

The return of china plates and cups and metal eating utensils will mean increased costs for Food Services. Two additional dishwashers will have to be employed as a result of the policy change and some additional china will have to be purchased to add to what Food Services now has in storage.

Mr. Hender said Food Services was prevented from achieving expected economies because the original disposable items proved to be unsatisfactory and Food Services was forced to purchase a better quality.

In addition, he said, the cost of these items increased considerably after the policy of using disposables was instituted at the beginning of the current session.

"Food Services had also expected to save significant sums of money on utilities such as steam, hot water and electricity as a result of the use of disposables," Mr. Hender said.

Savings in this area have not materialized either, he said.

Some disposable items will be retained in the SUB cafeteria for the use of students who wish to take food out of the cafeteria area.

Mr. Hender said the disposables experiment

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MR. GRANT BURNYEAT



MR. DAVE DICK

New AMS Executive Aims To Re-establish Channels

A new seven-man executive of Students' Council has now taken office following the defeat of the Human Government executive in a referendum vote on Oct. 27. The new president of the Alma Mater Society is second-year Law student Grant Burnyeat, who has been the Faculty of Law representative on Students' Council in the current year. He defeated third-year Law student Til Nawatski in an election held on Nov. 24. The new AMS treasurer is fourth-year Arts student David Dick, who was elected by acclamation. UBC Reports talked to Mr. Burnyeat and Mr. Dick just after they took over the reins of student government.

UBCR: Grant, in your statement as a candidate for the presidency of the AMS, you said that the problems which face students can best be solved by a co-operative effort with the officials of the University, where negotiations replace demands and rhetoric. That was your campaign statement. Can you say what you think the problems are? The other implication of your statement is that you think communication between students and the University has broken down. Do you have any specific suggestions about how communication can be improved?

MR. BURNYEAT: I think that because UBC is a commuter campus the great majority of students don't have an opportunity to take part in many campus activities. The problems facing most

students result from the size of the University, which militates against students being able to take part in a valuable learning experience. I think a lot of these problems have their roots in the way some faculties are organized and the inability, whether real or imagined, of students to articulate their problems and their discontent with the University and translate them into positive action that will bring about the correction of the problem.

Our overview of the situation is that some channels have been established to enable students with problems to seek a solution. Some of these channels are not being used for various reasons — lack of publicity, and, in some cases, the inability of the channels to work as effectively as they might. What we want to do is reestablish the channels that haven't been working as well as they might in relation to, say, the Bookstore or the Registrar's office. And we want to be able to work with the administration and, say, set up a desk in the Bookstore that students can go to for solutions to problems. The idea is to give students direct access to a particular department or official whom they need to talk to.

I don't think student government has done an effective job of giving students a feeling of belonging to a university community by involving them in programs

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Nominations Called for Master Teacher Awards

Nominations for the 1971-72 Master Teacher Awards have been called for by Dr. Robert M. Clark, UBC's academic planner and chairman of the committee that screens candidates.

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

The question of student representation on

the Master Teacher Awards committee is still in doubt. Dr. Clark has written to student president Grant Burnyeat asking that the AMS nominate four students — two graduate students and two undergraduates — to sit on the committee.

It now seems unlikely that the Students' Council will consider the matter until early in

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INTERVIEW

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through dorms for instance. The tendency of students is to look downtown or to the TV for entertainment rather than to the University community.

MR. DICK: I think one of the problems is communication between the students and the faculty. Currently, there are difficulties within the anthropology and sociology department concerning tenure. I am not familiar enough with the department really to know what is going on, but it seems to me that one of the basic problems is a failure in communications. Whether this is the students' or the faculty's fault, I don't know. To some extent the campus is becoming so large that communication between departments and between faculties is breaking down. I think one of the biggest road blocks a student runs into is in arranging an interdisciplinary program. For instance, if a student in the School of Social Work wants to take a psychology course in the Arts faculty, there is a tremendous amount of red tape to go through to enable him to take the course, if indeed it is possible at all. Yet it may be a course that bears directly on what he wants to do professionally. I think you find symptoms of this all across the campus.

IDEAL SITUATION

And here I think the AMS is in a sort of ideal situation, because we have student members from the various faculties. I would hope that over the next few months we could develop some sort of machinery to work out some of these problems. Perhaps the AMS should go to the Senate, for instance, and present a brief to show how courses in various faculties could be linked to create interdisciplinary programs. I know a lot of Arts students who would like to take certain science courses but can't because they are strictly for Science students. I think this is a major role for the AMS over the next few years.

MR. BURNYEAT: Another aspect to this problem of size is that the communication problem isn't just between students and administration or between departments, it's also between students in the same faculties. The professional faculties have effectively and successfully organized programs, partly because the faculties are small. I think the campus is faced with the failure of two of the largest faculties, Science and Arts, to organize. I am not sure how we can get at that problem. There are approximately 10,000 people — half the campus — in those two faculties and they are largely unorganized as far as reflecting the kinds of events and programs that students in those faculties want. In my own faculty, Law, we have a very strong identity. We have a very strong program that involves off-campus people and other professional faculties; engineering, for instance, has an equally active program. Education is developing one. But Arts and Science are an impersonal nine-to-five thing. You come and take your courses and have no real feeling as an Arts or a Science student. Science is attempting a new approach by organizing on a departmental basis. Arts may have to adopt the same approach.

Our approach is that it is not possible for the AMS to be a sort of grand bureaucracy in SUB that can run and program everyone's lives. What we want to do are those things that can be done on a cross-campus basis, such as special events, intramurals and clubs, which would have the advantages of large-scale organization and financing. At the same time we would like to see more power and money diffused into the individual faculties and departments so that they can develop their own programs.



GRANT BURNYEAT: "Our approach is that it is not possible for the AMS to be a grand bureaucracy that can run and program everyone's lives."

I think one of the mistakes made by Human Government was to assume that a public statement of demands by Students' Council meant something to students. Our approach is that, as a matter of principle, it is valuable for students to be talking about and taking part in curriculum and tenure decisions. However, it's our view that statements on these issues should be made by individual faculties or students. I think it is presumptuous of Students' Council to say to students, "This is right for you." I felt that it was presumptuous on the part of Human Government, where political issues were involved, to claim to speak for the entire student body. We view our role as one of bringing important issues to the campus in terms of an educational experience. Amchitka could have been just as effectively dealt with if Council had sponsored a series of knowledgeable speakers who would have provided as much information as possible to enable students to talk about the issues. Then some sort of consensus could be arrived at and used as a basis for taking a stand. I am not sure that it is necessary to go out and stage a public protest. I think the role of university students is one of inquiry and education, not necessarily one of partisan effort to change the outside world.

TRY ISSUES

As far as our approach to the University is concerned, I think there was an unfortunate tendency to try the issues in public before attempts were made to solve problems through committee negotiations. For instance, the Bookstore and Food Services committees both have what I think is valid, solid student representation, which wasn't being utilized by Human Government. The former treasurer was on the Bookstore committee and I have been informed by people on that committee that his attendance wasn't as regular as it might have been. Our approach is that we've got these committees, let's work through them. It's clear from talks I've had with the administration that they are more than willing to sit down and give us all the figures and negotiate some sort of settlement when there is a dispute. I believe that the channels are there if we use them. Until it is proven to me that the existing channels are merely stumbling blocks or that we are refused access to new channels, we should work through them and see what happens. We are all fairly confident that we can make some major progress

given that both the administration and the AMS recognize the problems.

UBCR: One of the decisions you'll have to face in the next week or so is the question of AMS representation on the committee to screen nominations for the Master Teacher Awards. Last year Council refused to name a representative to the committee. How do you personally feel about that award and what would you recommend to council?

MR. DICK: I can't speak for council, but I'm fairly strongly in favor of participation. My own view is that the Master Teacher Awards are one of the better ways of drawing attention to the teaching aspect of the University. I also think we have some extremely good teachers at UBC who deserve some sort of recognition for that effort. I think this is one of the ways we are going to attract better teachers — by giving the teaching aspect some recognition.

MR. BURNYEAT: The point council made last year was that by emphasizing that there is such a thing as a Master Teacher, it assumes that we are rewarding a function that is extremely valuable in the University community and that other things, such as publishing, are less important. I am not fully convinced that equal weight should be given to publishing. I would agree with Dave that by rewarding teaching, the University focuses on something which it considers to be important. Choosing a Master Teacher could also provide an annual opportunity to assess the criteria for tenure and whether the publishing and the teaching aspects can't be better brought more into balance.

UBCR: How do you see the role of the students who have been elected to the Senate of the University? Do you plan to have contact with them in bringing the student viewpoint to Senate?

MR. BURNYEAT: We haven't caucused with them as yet. As soon as possible we will be talking with them to see how they view their role in the Senate and how they can translate ideas into action or study.

UBCR: You are going to be in office for a maximum of three months. Is it your intention to run again in the spring elections?

MR. BURNYEAT: I was reluctant to run this time. I have projects in law that I would rather work on. I have no intention of running again.

MR. DICK: I haven't really decided yet. Being in Arts I can program my courses to have more time available. The way things look now I expect that I will probably run again, because three months is an awfully short time. There is not very much we can accomplish in the next three months, except to lay the ground work for the next council.

MR. BURNYEAT: I think the consensus is that there was no need for Human Government to have called a referendum to ask for a mandate. Given that they did, or saw the need to, I think they were deserving of defeat on various issues. I think what should be learned from the exercise is that Students' Council does have a mandate for a year and should follow that mandate unless they are recalled.

MR. DICK: You have to give Human Government this much credit — they had made the referendum issue part of their platform. They, as much as anybody, were rather surprised when they were actually elected. Until the last week of the campaign last spring, I don't think anybody really expected them to get in. Suddenly they found themselves elected and here was this campaign promise. I think it is to their credit that they held good to their promise of a referendum.

MR. BURNYEAT: I would agree completely. But I think it set an unfortunate precedent. I've said humorously a couple of times that if students don't like what we do we will be glad to resign in February. It's been said that Human Government contemplated that they might be



DAVID DICK: "I'm in favor of their being student representation on the Master Teacher Awards Committee. The awards are one way of attracting better teachers."

defeated in the referendum and, as a result, pushed through what they wanted to do in a seven-month period instead of a 12-month period. As a result, I think some of their programs were a little rushed.

UBCR: In your campaign statement you said the Students' Coalition planned to initiate some faculty-student studies. What specifically have you done?

MR. BURNYEAT: What we have in mind is an attempt to deal with some campus problems. For instance, there is a problem with day-care help on campus. Our approach is to work with Education, Nursing and Home Ec students enrolled in courses which are offered in those areas, so that the students will receive credit for work in a day-care centre. We have asked Architecture students to have a look at the present space usage of SUB and Commerce students to have a look at business organization and general structure of the AMS and make suggestions for improvements.

TRAFFIC HASSLE

As far as the transportation is concerned, we want to get together with the School of Community and Regional Planning to see whether it might be possible to do long-term or short-term studies on campus transportation problems. It's a hassle coming to the campus in the morning, it's a hassle finding a parking space and walking to buildings. For instance, we hope to approach B.C. Hydro on the possibility of establishing a bus service on the 16th Ave. extension to provide an alternate public transportation route. If we can improve the bus system so that it provides better access to the campus we can remove the car, which is essentially a very inefficient way of transporting people.

UBC REPORTS: The Students' Coalition executive has now taken over the governance of the Alma Mater Society from the Human Government executive. On the same night that the Human Government was defeated in a referendum, Students' Council passed a budget that allocates the available money for various AMS programs. How do you feel about that budget? Is it a budget that you are going to have to live with for the balance of this year without too many changes?

MR. GRANT BURNYEAT: The budget was passed by a required two-thirds majority by Council. It was a compromise budget in that

cuts were made to *The Ubysey* budget, administrative costs in the office were cut, and there were other minor adjustments. Major concessions were won for the intramural and clubs programs. So I think that we are more or less locked into everything that is in that budget.

MR. DAVE DICK: We do have some leeway in the budget. When the initial budget is set, five per cent of the funds available to the AMS are set aside and not allocated until January. This is done so that funds are available to meet any emergencies that may come up in the spring term. The funds which are now approved are intended to cover expenses for the entire year. But there are, inevitably, problems in some areas. A club may run into trouble, for instance, and the intramural program is probably going to need more money. I think the Human Government budget is wrong in a lot of their estimates. They have been very optimistic in terms of what they think their expenses are going to be.

ADJUST PROGRAMS

MR. BURNYEAT: We've found, for instance, that the Special Events Committee has overspent on some of their programs. Labor Week cost \$2,000 more than was budgeted for. So we run into the difficulty of having to adjust their programs, either by charging more to obtain additional income or subsidizing them to the tune of \$2,000.

MR. DICK: We are in a difficult situation this year, one that the administration finds itself in as well. Enrolment, and consequently, revenues are down and of the \$29 AMS fee only about \$9 is available for AMS programs. The balance goes to repay the SUB debt or is allocated under the constitution to various funds. So in effect we have \$9,000 less income this year than last, and it has made things very tight. I am quite sure the Human Government had a great deal of trouble in drawing up the initial budget so that it made any sense at all.

MR. BURNYEAT: SUB is being paid off by a \$15-a-year contribution by students. When there are a thousand fewer students it means an awful lot of money isn't being applied against our principal and interest on the SUB debt. We are locked in to an 18-year repayment plan on SUB and I think we are going to have to have a careful look at the projected enrolments of the University to see whether it may be necessary to go back to the Board of Governors and ask for an extension of our repayment period.

MR. DICK: In addition, there is a fair amount of feeling on the campus that there should be some expansion of the building. Hopefully, we could tie in an extension of the repayment period with some additional capital so that we can expand. But this is something we really have to look at and tie together into some sort of realistic financing package.

MR. BURNYEAT: The Pit is the major concern here. The other difficulty is that capital replacement funds are not as generous as they might be and as a result we have a great deal of damaged furniture on our hands that we can't afford to repair.

The other difficulty we have to face with the building was a motion passed by the SUB management committee to allow the building to be open 24 hours a day. We are going to ask Council to rescind that motion.

MR. DICK: The SUB management committee really doesn't have the power to make a decision like that. There was a referendum passed by the student body in 1969 which rejected a proposal to have the building open 24 hours a day, seven days a week. If any group wanted it to be open on that basis they would have to present another referendum to the whole campus. I don't think a committee really can decide that sort of thing.

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

The Master Teacher Awards committee decided to carry on without student representation last year and in May named the fourth and fifth recipients of the award, who shared a \$5,000 cash prize that goes with the honor.

The 1970-71 winners were Prof. Peter Larkin, of the Department of Zoology, and Dr. Floyd B. St. Clair, assistant professor of French.

Previous winners were Prof. Sam Black, of the Faculty of Education; Dr. John Hulcoop, Department of English, and UBC's president, Dr. Walter Gage.

Despite the refusal of the two student groups to participate in the 1970-71 selection process, a record 31 UBC teachers were nominated for the award last year. With the exception of one, all of last year's candidates were nominated by students.

At least two members of the selection committee visit the classroom of each nominee and department heads and deans are asked for an assessment of each candidate in terms of a stringent list of criteria.

Regulations and the list of criteria for the award are available at the Office of Academic Planning in the Main Mall North Administration Building, at the Main, Woodward and Sedgewick Libraries, at room 270 of the H.R. MacMillan Building for Forestry and Agricultural Sciences and at the AMS business office in the Student Union Building.

The closing date for nominations is Jan. 21, 1972.

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

Candidates will be appraised in terms of their teaching in recent years.

Nominations may be made by students, faculty members and alumni and should be sent to Prof. Clark at the Office of Academic Planning in the Main Mall North Administration Building.

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

- Having a comprehensive knowledge of the subject
- Being habitually well prepared for class
- Having enthusiasm for the subject, and the capacity to arouse interest in it among the students
 - Establishing a good rapport with the students both in and out of classes
 - Encouraging student participation on class
 - Setting a high standard and successfully motivating students to try to attain such a standard
 - Communicating effectively at levels appropriate to the preparedness of students
 - Utilizing methods of evaluation of student performance which search for understanding of the subject rather than just ability to memorize
 - Being accessible to students outside of class hours.

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

UBC

REPORTS

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Coming to Grips With The City

UBC has played a major role in the creation of a book designed to help high school teachers and students come to grips with today's city.

The book, published by Methuen Publications under the title *The Teacher and the City*, is the result of three years of effort which began in 1968 with a two-day seminar sponsored by UBC's School of Community and Regional Planning and Center for Continuing Education.

TRAINING PROGRAM

One result of the seminar, which was attended by about 200 teachers, was a decision to organize a training program that would enable teachers to develop classroom materials for teaching about the city. The training program was supported by a \$9,000 grant from the Central Mortgage and Housing Corporation.

Eight Vancouver-area teachers who attended the

UBC seminar agreed to become program associates for the project. They were aided by a consultative committee made up of faculty members from the planning school and the Faculty of Education and chaired by Mr. Brahm Wiesman, associate professor and currently acting director of the School of Community and Regional Planning.

Other organizations represented on the consultative committee were the provincial Department of Education and the Planning Institute of B.C.

The eight program associates met with the consultative committee for several months. "We introduced them to a fairly select group of planners, architects, academics and politicians so they would have their horizons opened as to what the city is all about and how they might teach about it," Mr. Wiesman said.

"At the same time, the eight teachers were using their own social studies classes to carry out various experiments."

After months of bringing people to the teachers, the program associates sat down to work out the content of the book.

The resulting book consists, for the most part, of a series of lessons that encourage high school teachers in social studies and other disciplines to get students out of the classroom to experience and view the city, Mr. Wiesman said.

Most of the lessons, he points out, have already been tried out in classrooms by the teachers who were the program associates.

CITY STREETS

A textbook-oriented approach to the study of the city would start with something remote like the Acropolis in Athens, Mr. Wiesman said. "What we're saying is that you don't start with the Acropolis. You start with the street where the student lives, the school he's going to, who decided to put the school there, who runs it and where does the money come from. In short, some of the simplest goddamn questions that kids can't answer."

Another of the book's lessons is concerned with the name of the city and the streets in it, how the names were decided on and what process is used for the naming of city streets.

The question of city government is also dealt with in the book. Instead of simply describing civic or municipal government, the book encourages students to read and analyse the city charter, attend meetings of the city council and attempt to learn how the city is governed on a day-to-day basis.

Other lessons in the book deal with such topics as ethnic groups, privacy, leisure, transportation and pollution.

"These topics are intended to stimulate," Mr. Wiesman said. "No one suggests that there is a course that the teachers can give using these lessons. We're really urging the teachers to develop their own lessons using these as a basis on which to build."

Mr. Wiesman believes that the Methuen book will be favorably received by high school teachers. "In the two or three years in which the book has been in preparation," he said, "teachers have become increasingly aware that the problems of the city are something they ought to be concerned with. I think this book ought to help them promote this kind of study."

Mr. Wiesman credits Dr. Peter Oberlander, head of the school of Community and Regional Planning and a former chairman of the Vancouver School Board, with being one of the prime movers behind the introduction of education about the city into the B.C. school curriculum.

Prof. Oberlander is currently on leave from UBC to serve as first secretary to the Minister of Urban Affairs of the federal government in Ottawa.

Dr. Oberlander's concern about city education began when he was school board chairman, Mr. Wiesman said. "He was rather appalled that children were learning English in relation to milking cows and pumping water out of wells rather than in terms of traffic jams, smog, the theatre, job opportunities, universities and the many other things that go to make up city life."

POSITIVE ASPECTS

Mr. Wiesman is also quick to point out that the book emphasizes the positive aspects of city living. "The book doesn't ignore the problems," he said, "and one thought that lies behind it is that understanding the history of the city makes it more interesting. If education is concerned with helping people to understand and adjust to their environment, it is also intended to give people the opportunity to get the most out of life."

Much of the writing of the book was carried out on a group or committee basis. Some sections were assigned to individual program associates and almost the entire content was discussed in committee as the writing of the book progressed.

The overall editor of the book was Mrs. Hilda Symonds, consultant on urban affairs programs for UBC's Center for Continuing Education. Chairman of the program associates was Mr. Peter Harper, who is now the principal of a Powell River high school.



MRS. HILDA SYMONDS, of UBC's Center for Continuing Education and editor of a new book designed to help high school teachers and students come to grips with today's city, chats with five of the contributors to the book and Mr. Brahm Wiesman, of UBC's School of Community and Regional Planning,

extreme left, one of the co-ordinators of the project. Authors are, left to right, Mr. Peter Harper, Mr. R. Charles Bryfogle, Mr. Robert G. King, Mr. John E. McBride and Mr. Harvie L. Walker. All the authors are UBC graduates of the Faculty of Education except Mr. Bryfogle. Picture by the UBC Photo Department.

DISPOSABLES

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was an attempt to introduce greater efficiency into Food Services operations to ensure that the University met its financial obligations in repaying the loan which financed the construction of the SUB cafeteria.

"Most students," he said, "do not realize

Summer Session Director Resigns

Prof. Wilfred H. Auld has resigned as director of UBC's Summer Session, but will continue to hold his post as full professor in the Faculty of Education.

He will be succeeded as director of Summer Session by Dr. Norman Watt, associate professor in the School of Physical Education and Recreation of the Faculty of Education, and currently associate director of the Summer Session.

Prof. Auld, a UBC graduate, has been a member of the UBC faculty since 1956. He was a member of the staff of the provincial Normal School until it was incorporated into UBC in 1956.

Dr. Watt is also a UBC graduate who joined the UBC faculty in 1961 and became associate director of the Summer Session in 1965.

that during the planning stage of SUB, the Alma Mater Society approached the University and asked it to provide the funds to build and operate food facilities in the planned building.

"The University agreed to make a contribution to the cost of building and borrowed \$1,154,497.17 to construct the food facility. These funds must be paid back, however, out of profits from the sale of food and other services in keeping with a Board of Governors policy with regard to UBC's ancillary services.

"This policy is that ancillary services, such as Food Services, the Bookstore and traffic and parking, must operate on a self-supporting basis without subsidies from the University's operating grant."

Mr. Hender said that in the last fiscal year the sum which UBC was able to repay on the SUB loan was some \$50,000 short of the sum due.

UBC should have repaid \$154,150 on the debt, but the actual payment was \$104,762.