

# UBC REPORTS

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UBC REPORTS CAMPUS EDITION

## Assault Planned on Registration Red Tape

Registration red tape will be cut back or at least trimmed for some students next year.

Rudy Jahelka, a systems analyst who joined the UBC staff Aug. 1, hopes to use the University's scientific computer to replace much of the present card registration system.

The computer will match student course requests with the academic schedule. Up until now, course requests have been matched manually in what must be the largest game of solitaire in B.C. About one

quarter million tabulating cards were shuffled and matched—and some mismatched—during registration this fall.

Mr. Jahelka said use of the IBM 360 computer in the civil engineering building will make registration more personal and more efficient.

"At least 80 per cent of the frustrations and problems of the present registration system can be traced to the tab cards," he said. "The cards are a physical record and can be lost, torn, mishandled or left at the wrong station in the registration process.

"By using the new system course cards will disappear. Information now on the course cards will be fed into the computer."

How the system will be applied and which facilities will use it first have not been decided as yet.

When registering, the student must select a program of courses approved by a faculty advisor. He uses the lecture schedule and the calendar to choose from a variety of courses which meet calendar regulations.

This, however, will not change under the new system. The problem arises when the student attempts to schedule his approved selection of courses. He is often faced with dozens of possible combinations and permutations because the courses may be split into a number of sections offered at different times.

### CHOOSE NEW SECTION

He may find that one or more courses or sections or both have already been filled. He must go back to the faculty advisor and start the whole process over again.

Occasionally the staff manning the course card stations, under the crushing burden of students' requests for courses and sections, will give a student a course card knowing the section is already over-subscribed. This student won't know until the beginning of classes that he may have to choose a new section or revise his course schedule.

Under the new system the computer will print out a timetable for the student after making many attempts to find a suitable combination of sections for him, according to the courses selected.

"Only if there is no possible combination will the student have to select a new course in the same way as he does now," Mr. Jahelka said.

Deputy president William M. Armstrong said that students could make their requests known at the end of a term so that course selections can be fed into the computer in late spring or early summer. This would allow faculty to add or subtract sections in response to student demands.

"Students will be able to register less painfully and faculty will be able to respond more accurately and efficiently to student preferences than is possible under the system we have now," Professor Armstrong said.

"Eventually we want to computerize our physical facilities into the registration process so that we will be able to choose the best classroom in terms of location and size."

### LONG-TERM OBJECTIVE

He said faculty advisors will also be able to use the computer during registration. "Perhaps the advisor will be able to use a computer terminal to find out what courses are prerequisite for a certain honours program instead of thumbing through the calendar."

"If the advisor makes a mistake in interpreting the calendar as is possible under the system we have now, the student may have to pay for it by making up the course during the summer or during an extra year. A computer system would avoid making such errors."

Mr. Jahelka calls the new system a "computer-based student scheduling system" and points out that it isn't a new concept. Some better-known universities have computerized student scheduling. A leader in the field is the University of Waterloo.

It will take about two years to computerize scheduling and adjust registration procedures at UBC, he said. Registration and student records are Mr. Jahelka's major priority. His long-term objective is to develop an integrated information system for the whole University.

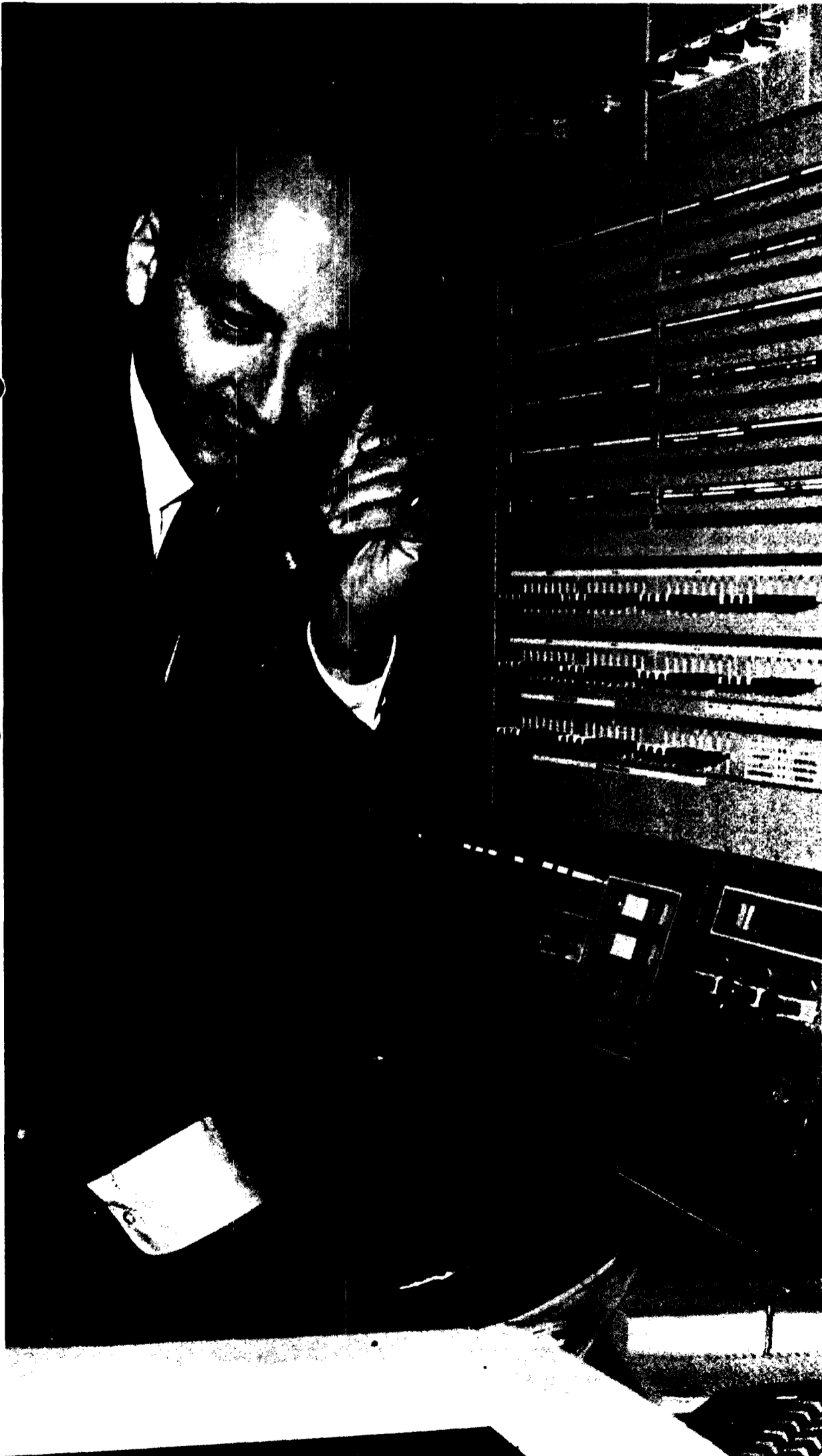


Photo by Extension Graphic Arts

**RUDY JAHELKA**, UBC's new systems analyst, plans to use the giant IBM 360 computer in the civil engineering building for an assault on registration red tape. The new

system calls for elimination of course cards and making the registration process more personalized and efficient. It will take two years to put the new system into operation.

UBC's SENATE began discussion on Nov. 1 of the report of its Committee on Long-Range Objectives, which has recommended limitation of enrolment and changes in UBC's administrative structure, among other things. Prof. William Finn, standing at the far end of table, addressed Senate on the chapter of the report dealing with admission policies. Other committee members, who dealt with other chapters of the report, are seated in the foreground. They are, right to left, Dr. Cyril Belshaw, who chaired the committee; Prof. Robert Clark, UBC's academic planner; Prof. John Norris, department of history; and Dr. Ranton McIntosh, professor of education. Also at the head table are President Walter Gage, chairman of Senate, Registrar J.E.A. Parnall, and recording secretary Mrs. Frances Medley.

Open-Door?

21,000?

Selective?

27,500?

Elitist?

# WHAT'S RIGHT FOR UBC?

70,000?

Egalitarian?

15,000?

How big should the University of British Columbia be?

Should it be limited to something close to its present enrolment of about 21,000 students? Should it be allowed to expand for another five years, until it reaches an enrolment of 27,500? Should it be allowed to expand indefinitely, perhaps reaching an ultimate size of 60,000 to 70,000 students, either concentrated on the present Point Grey campus or perhaps spread over satellite campuses? Or is it already too large and should it be pruned back to about 15,000 students, which some faculty members feel is the maximum number that can be properly accommodated with existing facilities?

## Basic Questions

And what are the educational, political and social implications of these questions? If UBC decides to set a firm limit to its size, how should it select the students it will admit? Purely on the basis of demonstrated academic achievement? Or should it try to redress social inequities by making entrance easier for students from lower socio-economic strata? Should it discriminate in favor of B.C. students and against those from outside the province or from other countries? And if enrolment is restricted, what will happen to those students who are denied admission? Will society provide other universities and colleges for them?

These questions and many others were raised Saturday (Nov. 1) at a special meeting of UBC's Senate, in the second round of debate on the report of Senate's Committee on Long-Range Objectives.

Senators discussed the 132-page report for three hours without coming to any conclusions or taking any decisions on its 39 specific recommendations.

The meeting was intended only as an introduction to the final version of the report. The debate will be continued at Senate's next regular meeting Nov. 12, and perhaps at subsequent meetings. (A preliminary version of the report was presented to Senate May 21 and was discussed briefly then).

The final report contains four chapters dealing with major problems for Senate's

consideration—academic goals, admissions policy, curriculum, and improvement of the University's academic organization—and a fifth catch-all chapter entitled "What Else?"

Each chapter was introduced at Saturday's meeting by a member of the committee, and then opened to discussion from the floor.

The issue that seems likely to generate most of the discussion in future debates, as it did Saturday, is the difficult question of enrolment policy.

The majority of the committee has recommended that enrolment be limited to a total of 27,500 students, in a ratio of four undergraduates to one graduate student. Undergraduate enrolment would be limited to 22,000 on the existing campus. The rate of increase in graduate enrolment would be limited to 15 per cent per year, reaching a total graduate enrolment of 5,500 by about 1975.

Prof. Cyril Belshaw, head of the department of anthropology and sociology and the committee's chairman, dissented from this majority position and proposed instead that enrolment be limited to the number of students that each faculty or college considers it has the capacity to educate.

Prof. W.D. Finn, acting dean of applied science and a member of the Belshaw committee, presented the enrolment-policy section of the report to the special meeting.

He called on Senate to take a forceful and unambiguous stand on the central question of whether UBC's size should be limited to something roughly consonant with its present structure, or whether the University should maintain its open-door policy indefinitely.

## All Concerned

Only then, he said, could the many other questions posed by the committee's report be approached rationally and unemotionally.

Students, faculty and the public are alike concerned by the stresses and strains that are racking universities today, Prof. Finn said. Some of these stresses may be due to deficiencies in curriculum matters but others are the result of the impersonal nature of the university, the lack of individual attention for students, and severe

limitation of resources for study, for reflection and for recreation.

## No Amenities

These stresses, he noted, increase with a university's size. Amenities are provided only after minimal needs for functioning are met. If UBC continues to grow, he said, it may be able to provide sufficient classrooms and find enough instructors, but the important amenities will not keep pace. With a student body of 60,000 or 70,000, given the University's geographic location on the end of a peninsula, there would be grave problems simply in providing physical access to the campus, sufficient parking space, and supporting services which are not directly related to the educational process.

Unless these difficulties were overcome, he said, any internal adjustments the University might make would be negated.

Prof. Finn noted that the Belshaw report points out that there are certain advantages to large size. These include a greater variety of educational opportunities, and the possibility of a quantum leap forward in science or the arts because of the University's larger pool of talent.

The committee was divided, he said, between those who felt the University should remain at something like its present size, and those who favored unlimited growth. It was virtually impossible to be sure which was the wiser choice, he said. The important thing was for Senate to take a clear-cut stand one way or the other.

Dr. Finn recognized the political implications of adopting a firm enrolment policy. But he said Senate's decision should be made on educational grounds, without anticipating the difficulties that other institutions or authorities might have in adapting to this situation.

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Photo by Extension Graphic Arts

By adopting the committee's majority recommendation for an enrolment limitation of 27,500, he said, the University would be giving those responsible five years in which to respond.

"I feel, above all," he said, "that we should have the courage to make the proper educational decision." Senate should take a stand based on its judgment of what is best for UBC, recognizing that it might later have to readjust this position in the face of political, financial or community pressures.

"The government is the ultimate arbiter," Dr. Finn said. "If they do nothing, then we'll have to change our minds again. But we are the best people to advise on the situation at this University. If we don't let the government know what we think is the right and proper educational step to take, how do we expect them to react?"

Stan Persky, making his first appearance as a student Senator, contended that the question of enrolment policy cannot be decided on purely educational grounds; in his view it is also a political and a moral question.

The report admits, he said, that how many students come to the University is a political question. It warns that the University should avoid taking partisan political positions and should steer clear of political questions generally. But, he said, any solution the University finds is bound to be a political solution, using the word in a broad sense.

## Inform Public

Enrolment policy, Mr. Persky said, must be made a real issue to the general public. And this will not be done if Senate adopts patchwork or temporary solutions to the problem. Public concern with the real problems of the University, rather than with its "image," is not going to be fostered by removing the problems from the public.

"One traditional area where we do have something to say about this question has to do with the issue of standards. Here we can speak as professionals who have good advice to give, but whether we ought to impose our standards seems to me to be another question," Mr. Persky said.

He saw the University as an institution of the "just society," although, he said, "we tend to shy away from serious talk about this subject and to talk very pragmatically, because it's easier to talk pragmatically."

Although the committee was handicapped by lack of a sociological analysis of UBC's student population, Mr. Persky said, studies made elsewhere have shown an inordinate relationship between who goes to university and economic class background.

## Equal Opportunities

This relationship, he contended, is maintained by the University's policies. By not acting positively to make society more just through providing genuinely equal educational opportunities to all, he said, the University supports the status quo and thus commits an "invisible" political act.

The University, he said, should make enrolment policy an issue of real public concern. It should offer advice on standards of excellence. It should say to the public that limited University resources must be allocated on the basis of the number of students society sends to the University. And it should say that this may soon mean that the University will not be able to offer all its students a full program of five or even four courses, and therefore students may not be able to get a degree in four years.

The Long-Range Objectives Committee report says that students have been raising, and should continue to raise, moral questions, Mr. Persky noted.

"Shrewdly but not cynically aware of how facetiously moral questions can be shoved aside," Mr. Persky said, "I'm bringing my objection to the enrolment restriction recommendation to you essentially as a moral question."

Dr. Aaro E. Aho, a Convocation Senator, said the University's goal should be excellence in research and in teaching. This could not be achieved, he said, under a policy of unlimited growth. Entrance into University should be made more difficult, he said, but it should be based on academic rather than on social or financial criteria. The University should

encourage the admission of "people of intelligence who can contribute to the progress of society." To open the question of enrolment policy to public discussion would be to invite further mediocrity, he said.

Prof. Sam Black, of fine arts and education, said he feared that if it imposed a rigid 65-per-cent admission requirement, Senate might be denying entrance to some of B.C.'s most gifted and creative students in music, drama and the fine arts.

Prof. W.E. Willmott, anthropology and sociology, said he agreed an enrolment limitation was necessary, but the limit set by the Long-Range Objectives Committee was too high. "We are already on the slippery road to mediocrity in this university and we are facing classes which are much larger than we can possibly teach usefully or educationally," he said. Senate should be considering a maximum enrolment of 15,000 to 17,000 rather than 27,500.

## Political Issue

Dr. John Chapman, geography, said the question Mr. Persky raised—how many people should attend institutions of higher education?—was a fundamental political issue for which no machinery exists to resolve.

The issues for Senate, he said, were to establish the right number of students to be admitted to UBC and the means of selecting them. Senate must have the courage to depart from the easy way of growth, simply by adding numbers of students. The hard way, he said, is to grow in stature and quality. Senate must first resolve to limit enrolment; the questions of numbers and selection are lesser issues.

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*A summary of the proceedings of Senate's special meeting may be had by writing to Information Services, Main Mall North Administration Building, Campus, or by phoning 228-3131.*

*A summary of the Long-Range Objectives Committee's report and a complete list of its 39 recommendations was contained in UBC Reports for Oct. 23. Copies of this edition are also available from Information Services.*



We asked our assistant information officer, **DORIS HOPPER**, . . .



To take the acting head of the department of psychology, **DR. EDRO SIGNORI**, . . .



To a recent campus showing of cartoons featuring the **ROADRUNNER** and **WILY E. COYOTE**. We wanted to know why students these days are cheering for the Coyote. Her report begins below.

# 'It's Part of the Rebellion Thing'

By **DORIS HOPPER**

The Roadrunner cartoons pit the Roadrunner (Speedipus Rex), a super-speedy bird that never flies, against the Coyote (Wily E. Coyote), a cocky villain who uses all manner of imaginative means to try to run the Roadrunner to ground.

Now as any Roadrunner regular can tell you, the Coyote's villainous schemes invariably backfire. The Roadrunner, you can bet your sweet beep-beep, escapes unscathed, while the Coyote inexorably suffers the dire results of his own horrendous schemes.

Dr. Signori believes that this accounts for the students' giving their support to the Coyote. They are cheering for the underdog.

"It is a tradition in North American culture," he said "and a not uncommon characteristic."

The Coyote certainly is an underdog. Nothing ever goes right for him. He's a loser if ever there was one.

## LOSER LOADED WORD

"Loser", however, is a loaded word in hip lingo and has come to have a pejorative meaning. Since most students are pretty hip, why do they cheer for the Coyote if they believe he's a "loser" in the scornful sense of the word?

"It's part of the rebellion thing," one fourth-year English student explained.

"Students are rebelling against traditional values. Traditionally nobody cheers for the villain, so the students do. It's the in thing to do."

The students also appreciate the Coyote's ingenuity.

## SHOUT WARNINGS

"He comes up with such ingenious devices that never work out," said one.

"The Coyote has all the brains," said another.

They also admire the Coyote's persistence and unwillingness to admit defeat.

"I wish he'd win," said one Coyote fan frankly.

The students become sufficiently involved in the Coyote's exploits to shout warnings to him when they foresee that, as one student put it: "He's going to get sucked in again!"

"Don't do it," they warn him.

Dr. Signori conjectured that there may be a serious side to the students' warnings. "They become highly suspicious of most events surrounding the Coyote," said Dr. Signori. "In effect they are saying: 'Never trust appearances. You can never tell what is going to happen next.'"

Another reason suggested by Dr. Signori for the students' strong identification with the Coyote is the enjoyment they may derive

from vicarious participation in the violence that erupts around him.

"The violent and often brutal mishaps that befall the Coyote when his schemes to catch the Roadrunner misfire are not an uncommon part of normal fantasy—having the edge of a cliff drop from under you or the sensation of falling from heights," Dr. Signori pointed out.

The Roadrunner cartoons certainly utilize all the known tools of violence: bombs, guns, rockets, boulders and countless other destructive devices supplied by Acme Products Ltd. that quash, squash and otherwise mutilate the Coyote.

While Dr. Signori admits that depicting violence in a humorous way might possibly encourage viewers to "learn to become joyful about violent acts," he doesn't think that enjoyment of violence in the Roadrunner cartoons is harmful.

## HARMLESS PASTIME

"I wouldn't judge that identification with violence presented in a humorous situation that doesn't involve people as such would necessarily add to the development of violent attitudes toward people," he said.

It would appear, then, that watching Roadrunner cartoons is a harmless enough pastime. Is cheering for the Coyote harmless too? The Roadrunner could probably tell us, but he's a hard bird to pin down.

## IN FACULTY OF MEDICINE

# Board Names Second Associate Dean

The University of B.C.'s Board of Governors has approved the appointment of a second associate dean in UBC's faculty of medicine.

Dr. Donald H. Williams, currently director of the division of continuing education in the health sciences, will relinquish his post to become the faculty's second associate dean.

As associate dean Dr. Williams will be responsible for organization of the faculty's grant system and for further development of a medical alumni group.

Dr. Donald Graham, the other associate dean of medicine, will continue to have responsibility for student affairs and admission policies.

Dr. John F. McCreary, UBC's dean of medicine, said Dr. Williams would supervise the collection of

information on funds and grants available for research, teaching and student support from governments and foundations.

"UBC has now graduated 843 doctors, many of whom are in practise in B.C. and other parts of North America," Dr. McCreary said. "Dr. Williams will be responsible for further development of relations with our graduates and creation of a close-knit alumni group."

Dr. McCreary said development of alumni relations was important in the light of the development of the Health Sciences Centre at UBC.

"Dr. Williams," he said, "has been responsible for the growth of continuing education courses for doctors at UBC and the new Health Sciences Centre

will become an even more important focal point for this activity in the future."

UBC's Health Sciences Centre, now half complete, will provide facilities for the education of health professionals, including doctors, dentists, nurses, pharmacists and physio and occupational therapists. A major aspect of the Centre's activities will be providing courses for health professionals to keep them up to date on the latest developments in their field.

Dr. Williams, a noted dermatologist, joined the UBC faculty in 1960 to organize the department of continuing medical education. Earlier this year he was appointed head of the new division of continuing education in the health sciences.