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social space for students
found lacking

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a documentary that looks at
logging in a new way

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a look at their at their
recent show

the ubyssey

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VOLUME 78 ISSUE 25 TUESDAY, JANUARY 14, 1997

Housing and ancillary fees top election agenda

by Sarah Galashan

It's that time of year again and the smell of aspiring student politicians is in the air.

Candidates officially kicked off the race for all five AMS executive positions, Board of Governors and Senate on Friday, complete with posters, handbills and campaign promises.

While this year's election fea-

tures three slates that have been fixtures in recent elections, the surprise has been that almost half the candidates are running as independents.

"One of the problems with slates is that you are bound to be ideologically on the same level," said Scott Johnston, one of four independents running for the vice-presidency. "I feel slates at the student level are just election machines."

Any student paying attention to the issues will likely see ancillary fees, particularly the proposed \$100 student technology fee, and affordable legal housing figure prominently in the campaign.

Ryan Davis, Students for Students' presidential candidate, said his slate is taking the cautious approach to ancillary fees. "We want to hear the university's point of view and consider why

the [technology] fee is important and what it offers UBC students."

Action Now presidential candidate Allison Dunnet ranked affordability as one of her priorities; students, she said, can not access the more expensive resources on campus.

The third candidate vying for top spot, Jake Grey of the Radical Beer Faction, had a very different approach to AMS politics. "We feel this race is about the lack of free

beer on campus," Grey told the *Ubyyssey*. He said that in order to provide the beverage without cost, his slate planned to divert funds from other things like campaigning for global peace.

Each candidate will be given the opportunity to voice their concerns and proposals at the All Candidates Forum this Friday in the SUB conversation pit. Voting will take place from January 20 - 27. ♦

University axes Child Study Centre

by Douglas Quan

After 36 years, UBC is losing its Child Study Centre, because, administrators say, it doesn't make the grade.

In December, Faculty of Education Dean Nancy Sheehan announced the Child Study Centre would close at the end of June 1997. The decision followed a report which found the centre was not fulfilling its mandate.

The decision angered parents who said the centre's unique programs are essential to their children's development. Almost 200 parents packed a meeting last Wednesday demanding the university consult with the facility's users before shutting it down. The meeting, however, changed nothing.

"When it's fairly clear that there isn't an alternative that will keep the centre open," Sheehan told *The Ubyyssey*, "then the notion of having a process where the parents and teachers are involved, raises the anxiety level, [and] delays an inevitable decision."

"It [also] means extra dollars are being spent that we really don't have."

Tracie Watson, president of the Parent Advisory Society said the closure signals the death for early childhood education in this province. "Rather than moving into the next millennium, this university is moving backwards," she said.

In October, an external review found the centre was not fulfilling the three elements of its mandate: research, program demonstration/training and leadership in the early childhood education field.

The report cited several problems including a lack of a representative population of children, including those with special needs; lack of an undergraduate degree program in the field; and lack of financial resources.

Many parents, however, had trouble accepting those reasons, and felt they should have been given the chance to propose solutions prior to the quick decision.

Education students are also upset. Phyllis Olney, who is studying early childhood education in the native education centre, spent a lot of time observing at the CSC. "I've been motivated to prepare a first nations curriculum province-wide, that's



ANGRY PARENTS confront Dean Sheehan last Wednesday night. RICHARD LAM PHOTO

just how good I feel about what I've learned here," she said.

Sheehan maintained she considered all options, right from the time she received the reviewers initial findings in early October, to the release of the report in mid-December.

But when added to the bleak budget situation and the inadequate number of faculty interested in the field, "it was very clear that we were not going to be able to run that centre [as one that is] appropriate to a research

institution," she said.

That's little comfort to parent Patricia St. Laurent, who noted that parents have been left "scrambling" to find alternative preschools for their children come September.

The centre currently enrolls 150 children, aged two to five.

Future use of the facility has not been determined. Watson says parents will push to keep the facility as close to its present function as possible. ♦

Tech fee committee barbers rough consensus

by Chris Nuttall-Smith

Students won't pay more than \$100 per year for a new technology fee if the decision reached by the committee studying student technology is followed.

After much debate Thursday the Student Information Technology Committee (SITAC) also reached a consensus on two other major issues: a review of the fee after four years and an equal fee for all students.

But they could only agree to disagree about whether there should be a student referendum on the fee.

SITAC Chair Robert Goldstein told committee members he worried that students

would automatically vote "no" without considering the benefits of a fee if asked to decide on an extra student fee in a referendum.

But Andrew Ferris, a student representative on SITAC, said the university needed to consult students through a referendum.

"If the university thinks a student technology fee is a great idea it should be able to convince students of that in a referendum campaign," he said.

Goldstein said different opinions on the issue of a referendum would be noted in the recommendation he is drafting for approval by SITAC.

Some student members of SITAC told *The Ubyyssey* they were worried some of

SITAC's recommendations would be changed once they left the committee's hands.

"By the time this recommendation reaches the Board of Governors I highly doubt it will have any mention of a referendum in it," Ferris said.

SITAC's recommendation will be considered by the Advisory Committee on Information Technology (ACIT), by university administrators, and finally by the Board of Governors.

It could also be changed after a Your UBC forum Wednesday.

UBC Vice-President of Student and Academic Services Maria Klawe said last

week that ACIT wouldn't rubber stamp the recommendation. But she added that ACIT wouldn't change SITAC's recommendation 180 degrees, either.

"We are taking every level of consultation, including SITAC, ACIT and the Your UBC forum very seriously," she said.

SITAC's tentative technology fee recommendation, drafted by Goldstein, was being circulated among members by Friday for changes and further recommendations.

Students will be able to voice their opinion on a technology fee to SITAC members and university administrators at the Your UBC forum this Wednesday at 12:15pm in the SUB conversation pit. ♦

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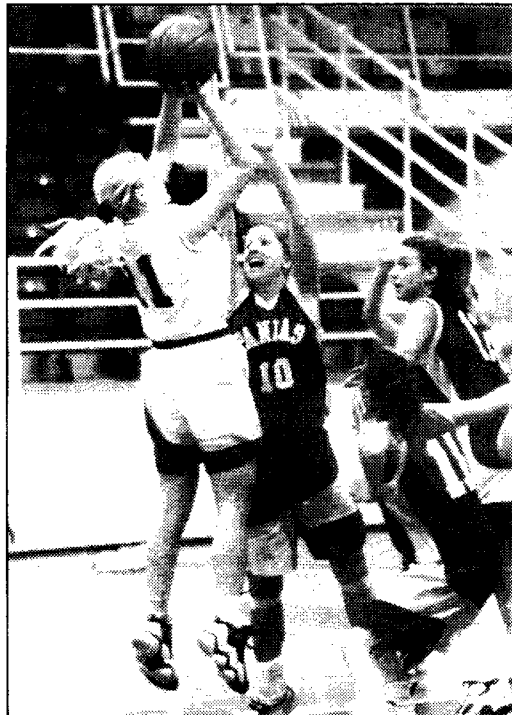
In the article "Security forcibly removes activist" (Jan 10) we reported that Jaggi Singh attempted to present the East Timorese flag to an Indonesian delegate to the APPE. While having planned to do so, Singh in fact attempted no such presentation. Mr Singh had accreditation from Asian Connections newspaper.

sports

Women B-Birds mauled by Pandas

by Wolf Depner

There's no reason why the women's basketball team shouldn't make the playoffs this year;



JJ RAWLINSON goes high against Alberta's Kim Wylee Friday night. RICHARD LAM PHOTO

there is enough talent on the roster and former national team captain Deb Huband has proven herself as a coach in two seasons at the helm.

But right now, the Birds are still one or two seasons away from being a serious championship contender. That became clear over the weekend as the Birds were swept by the second-placed Alberta Pandas to drop to 3-5 in Canada West action.

Counting non-conference games, UBC has now lost seven straight games dating back to early December. However, the Birds faced tough competition during that stretch, playing the Japanese Junior National team once and Simon Fraser University twice.

But that streak raises the inevitable question: is the team getting used to losing?

"Definitely not," said forward and leading scorer Laura Esmail. "We are really in a tough spot right now. We're improving as a team."

"If we would have played this [Alberta] team a month ago, we would not have done as well as we did this weekend."

"It certainly would be nice to win a game," said Huband. "I think what we're trying to do is to put the pieces together so that by playoff time we're in top form. And the pieces are coming together."

But not all at the same time.

With three Birds scoring in double figures, Friday's 77-64 loss was an even contest for 35

minutes. But UBC's offence faltered badly down the stretch, scoring just one basket in the final five minutes.

"We just have to keep our intensity up until the very end," said post Erin Fennell, who played a strong game in the first half with nine points and two steals. It didn't help matters that Esmail was in foul trouble and struggled all game long, scoring only eight points—less than half her season average.

Huband raised some eyebrows by keeping Esmail on the bench down the stretch. Esmail was diplomatic about the situation.

"If it goes down the wire like that you are going to go with who is shooting well and playing well," Esmail said. "I never found my shooting touch."

However she set the record straight the next night by scoring a game-high 23 points and pulling down seven rebounds. Veteran Trixie Cruz was the only other T-Bird to record double digits. "I don't think that scoring comes that easy for us," Huband said. "It's not a real natural thing and that's something we'll get better at as we develop the program more."

The Birds will also have to improve their rebounding—Alberta ruled the glass, outboard-ing UBC 32-21.

UBC hits the road this weekend to play two crucial games against Lethbridge, who trail the Birds by one game for the final playoff spot. ♦

Birdmen lose chance to jump into second

by Wolf Depner

The men's basketball team had a chance to jump into second place in the Canada West this weekend.

Instead, they will remain in third place, one game behind the Alberta Golden Bears, whom they hosted this weekend, and two games behind front running Victoria after they split the series.

And as has been the case all season, the Birds were impressive one night only to look very ordinary the next.

Mind you, few teams would have lost to the Alberta team that showed up Friday night in UBC's 91-68 victory, the Birds' fourth straight league win.

While UBC head coach Bruce Enns was more than pleased with his team's overall performance, he conceded that that was not the real Alberta team out there. No kidding.

Playing with little intensity and smarts, the Alberta Golden Bears looked like, well, the Grizzlies. The visitors from Edmonton were forced into 29 turnovers, 18 in the first half alone, and at times looked very disorganised on offence.

"I think our guys just put way too much pressure on themselves for the importance of this series," said the Bears' head coach Don Horwood. "We're just so uptight we couldn't even play. We had no patience, no focus and no defensive intensity."

The Birds broke a 39-22 halftime lead wide open midway through the second half by hitting on four out of five attempts from trey land.

Guard Nino Sose, playing his best game so far this season, put an exclamation mark on the blowout win when he rammed home a two handed dunk late in the game.

Four UBC players scored in double figures and Brady Ibbetson topped all UBC scorers with 20 points off the bench. Point guard Gerald Cole added 16 points and was without any doubt UBC's best player.

Cole, who replaced Brady Ibbetson in the starting lineup on November 23, directed the Birds' offence to near perfection and had five steals in the first half.

"Every time I go out on the court I try to play defence as tough as I can. I'm trying to have the same intensity every single game on defence. Offence can come to you, but on defence it is all hard work."

"Gerald is a good all around player and he has really helped us out these days," said Ibbetson who has regained his form since being relegated back to the bench.

And Ibbetson was the only Bird who played somewhat up to par with twenty points as the Bears lost a 76-74 to the real Alberta Golden Bears Saturday night.

Playing with far more fire and intensity, the Bears took it to UBC from the opening tip-off. Getting way too many second shot chances, the Bears led 43-34 at halftime and led by as many as fifteen points.

The Birds were also undone by questionable shot selection, bad passing and early foul troubles for key forwards Eric Butler, John Dykstra and Jeremy Adrian.

UBC went on a late 10-2 run to close within one point with ninety seconds left. But the Bears, who dominated for the most of the evening, didn't lose their poise down the stretch and Darren Semenuik's trey with 1:18 minutes left doused the Birds' comeback efforts.

Alberta finalised the win by draining five out of six free throws in the final twenty seconds. ♦

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Students get squeeze, study says

by Todd Silver

Students at UBC more closely resemble a can of sardines than anything else, according to a new study on student space conducted by the AMS.

The study, which compared UBC's social space to standards set by the Council of Ontario Universities, found the campus has less than two-thirds of the food service space and less than 60 percent of the "common use and student activity space" than those recommended.

AMS President David Borins said he found the situation ironic. A university, he said, is supposed to be an environment where people can meet to exchange ideas.

"If you do not provide that space you are only doing your university a disservice," he said.

Kathleen Beaumont, manager of Space Administration and Planning for UBC, said the space shortfall is the result of the university having gone through a period of change.

"We have had to accommodate many of our graduate students in areas that were not necessarily designed for graduate students," she said.



STUDENTS STRUGGLE for social space in the student Union Building and beyond. CECILIA PARSONS PHOTO

Beaumont also said that some study and activity space has been taken away from students completely. "In some cases study spaces were located in buildings scheduled for demolition and we have not been able to replace them at the same rate as we have been demolishing them."

The SUB cafeteria, which will close in August 1997, is one of the AMS's prime targets in its ongoing battle to increase student space.

If possible, Borins said, the society would

The Space Race

- UBC has sixty percent of the social space set as the standard by the Council of Ontario Universities.
- Almost half of the common use/student activity space on campus is provided by the AMS.
- UBC's 1992 main campus plan states that "lounges and study spaces are basic amenities and will be distributed evenly, conveniently, and pleasantly throughout the main campus."
- It also states that food services will be "distributed at close intervals throughout the main campus so that at least one outlet will be located within a short walking distance of the home base of each member of the community."

like to take over the space when the cafeteria shuts down. Last August the AMS put forward a proposal to the university, which was rejected. A second proposal is currently in the works.

In the meantime, the university has not made any plans for the future of the cafeteria space. "It is still early in the ballgame," Beaumont said. ♦

Law students term saved

by Paul Champ

Five UBC law students have had their term saved by the BC Supreme Court.

In a December injunction the province's highest court ordered the Legal Services Society (LSS) to restore funding to the Vancouver Aboriginal Justice Centre (VAJC). The students were scheduled to begin work at the VAJC on January 13 for university credit in a clinical work program. Their term was jeopardized when the LSS abruptly cut off funding to the Centre November 8.

The injunction, delivered on December 12, forced the LSS to continue funding the VAJC, which provides legal aid services to Vancouver's aboriginal community. What began as a contract dispute between the two degenerated into accusations of racism and unprofessionalism last fall. The two sides have been ordered into arbitration, something the VAJC wanted all along, according to their Vice Chief Counselor Bernice Hammersmith.

"Thomas Berger, who's one of the best arbitrators in the province, volunteered his services, but they [the LSS] turned us down," said Hammersmith. David Butcher, lawyer for the VAJC, said he was surprised the LSS turned down the offer since Berger was a former chief justice of the BC Supreme Court.

In an interview with *The Ubyssy* in November, LSS Executive Director David Duncan said the VAJC's contract had been terminated and that the LSS would not consider arbitration.

Hammersmith said the VAJC was stunned when the LSS lawyers stated in court, on December 3 that it was the LSS who had offered arbitration and the VAJC who had refused. Hammersmith said this easily refutable position was one of the reasons the LSS lost their case.

The injunction keeping the VAJC open runs out in April, and the two sides still have not been able to agree on an arbitrator. Until an agreement is reached, UBC law students have no assurances that they will be able to take part in the program next year. ♦

BC students watch *Guess, Minister*

by Irfan Dhalla

The drop-out rate at the top of BC's Ministry of Education has student leaders and faculty concerned.

In the last year and a half, there have been four different ministers responsible for university education in BC. The latest shuffle occurred on January 6, when Glen Clark appointed Paul Ramsey to the position of Minister of Education, Skills and Training.

Ramsey replaced Joy MacPhail, who served as interim minister following Moe Sihota's resignation. Sihota himself had replaced Paul Ramsey in the spring of 1996. Ramsey's first term in the office lasted just four months when he took the helm at the newly-enlarged Ministry of Education, Skills, Training, and Labour. Previously, Dan Miller had been responsible for post-secondary education while Art Charbonneau had been responsible for K-12 education.

"[Frequent changes are] problematic for students trying to talk with and work with government officials," said Allison Dunnet, the AMS Coordinator of External Affairs. "You set up a



EDUCATION MINISTERS Paul Ramsey, Dan Millar and Moe Sihota demonstrate the shrinking size of the education budget in British Columbia. UBYSSY FILE PHOTOS

meeting with someone, that takes a month. Last time Paul Ramsey was here, it took us a month to get him here. He got here, he spoke, three weeks later he wasn't minister anymore. These promises I'm getting from him, can I put any weight in them?"

Paul Tennant, professor of political science at UBC also worried the short stints were distracting. "The senior people [in the ministry] have to spend quite a bit of time prepping and educating any new minister. It's probably even more significant if deputies change quickly, and they have been lately. The whole principle of cabinet is the minister should know what's going on. He or she is giving guidance. It prob-

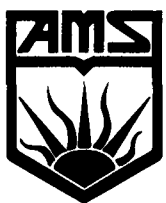
ably takes a couple of years, literally, to get in tune to one of these things, and then they're always off to someplace else."

Tennant also said he thought the latest shuffle indicates Glen Clark won't be inviting Moe Sihota back into cabinet anytime soon.

Sihota voluntarily resigned from cabinet following conflict of interest allegations involving his long-time friend and federal Liberal MP Herb Dhaliwal. Dhaliwal and Sihota became friends at UBC 20 years ago, when both were active in student politics.

The latest education minister is out of the country until later this month and was unavailable for comment. ♦

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Your UBC Forum

Held
November 15th, 1996
in the SUB Conversation Pit

Does UBC Care About Teaching and Learning? (Forum 4)

Moderator: Maria Klawe

Panelists: Alice Cassidy - Faculty Associate, Centre for Faculty Development, Lee Gass - Associate Professor, Zoology, Murray Goldberg - Instructor, Computer Science, Michael Hughes - Director of Administration, Graduate Student Society, Pascal Odoch - Director, AMS Tutoring Service, Roger Seamon - Director, Arts O Janet Werker - Associate Dean, Faculty of Arts

Q. I think a classroom should be a more interactive environment, rather than just students receiving information from a teacher. It is more useful if you can analyze and absorb, rather than going home and sorting through notes. In my Computer Science class we asked questions and there wasn't as much lecturing in the classroom. This really helped my understanding.

A. Interaction also makes it more fun to teach. Some students don't like that style, they feel that it is letting people talk too much and ask too many questions, but there needs to be a balance. We need to create opportunities for interaction in and out of the classroom. Technology can also assist us there.

A. There is increasing acknowledgment of the need for interaction. There is also an increased awareness by faculty that they don't necessarily know the best ways to teach to large classes. Also, it is harder to create interaction in large groups, both between faculty and students, and between students.

Q. It seems like interactive learning can be at odds with the current approach of trying to put so much material into one course. The problem is that there are too many things to learn and therefore you can't learn well. There are many teachers who try to teach well, but they have to compromise to cover all the material.

A. Covering too much in one course can be as much of a problem as having too many courses. Instructors have an obligation to cover all the material, and it can be hard to find a balance. Perhaps we should look at taking fewer courses at a time, cover less material in each course, but have shorter terms so over a year you can take more courses.

A. I don't agree that we should reduce the syllabus, but I think we should try to teach critical thinking and foster strategies to cultivate that rather than reducing content.

A. Students need to learn particles of knowledge, they need to know "stuff", but they also need to learn to synthesize and to be creative. They need time to reflect on what they have learned. The problem is that students are so fully occupied with a full course load that they don't have time to think and learn constructively.

Q. Class size is a problem. Community colleges can make smaller classes work from an economic perspective, why can't UBC? We need a class size where human interaction is possible.

A. One answer is the priorities of the university. Large first and second year classes subsidize the smaller third and fourth year classes. Arts One and Science One programs are the exception to this. The university needs more funding to fund more professors for smaller classes.

A. Programs like Science One require a lot of teaching time on the part of faculty. It is hard to find faculty willing to do that since there is enormous pressure to do more than teach. These kinds of programs are very expensive, and there are access issues to consider too.

A. The AMS tries to address these issues. At the Tutoring Service, we encourage students to seek out one-on-one interactions, and support students with tutors. At the same time, we lobby for smaller classes.

A. These competing pressures are really heartbreaking, especially when you look at how much smaller classes cost. It wouldn't work well to ask profs to only teach and not do research as the research informs teaching and provides a different kind of insight on the course material.

A. We need to look at other solutions too, such as large classes with small tutorials or discussion groups.

A. The relationship between notes taken in large classes and grades received is unclear. In large classes students are never quickly and directly rewarded for learning lecture material well. Listening over a sustained period of time is a skill. If there is a gap in taking notes on lectures and the need to use the material, then there is more difficulty.

Q. It often isn't clear what parts of a lecture are really important. In smaller classes you can ask questions and figure out what is extraneous. This really helps students with setting priorities.

A. It is important to remember that colleges receive more funding per student than universities do. Also, universities are given a dual mandate of teaching and research, and we always struggle to find the right balance between these.

A. There are ways to involve students in larger classes, and to ensure we are teaching well in those classes. We need to work on ensuring that when we teach, as researchers there is something of value that we can bring to a large lecture. In a large class, it is more important to ask for feedback from students in order to make sure students are understanding the material, or if the prof needs to modify teaching somehow and the benefit can be immediate.

A. I think that it is really helpful to do anonymous teaching evaluations in the middle of term so that you can act on the feedback or know that you are on the right track. You can still do them again at the end of term if necessary.

A. It is also important to give feedback about good teaching too. If someone is doing something well, students need to emphasize that. Everyone teaching at UBC would like to teach well, and you are the best source of help.

Q. Why don't Arts and Applied Science release their teaching evaluations so that students can access them?

A. In Arts, part of the problem has been small courses, small numbers are not reliable enough and they are difficult to interpret. We will be discussing how to release evaluations for all courses with 25 students or more.

Q. Are there other ways that students can feel their concerns are addressed when teaching is not satisfactory?

A. Faculties are not neutral about teaching. When evaluations are poor, professors are asked to give an explanation about what happened, and what action is being taken to address concerns. Every course, undergraduate and graduate, must have a teaching evaluation. Evaluations are taken into account for tenure and promotion. Other forms of evaluation, such as peer evaluation and observation are also used. For example, other faculty observe instructors, or look at the materials used.

A. As a department head, I can tell you that teaching is taken extremely seriously, especially for new appointments. Also, we try to make good use of the Faculty Development program since that is a mechanism for providing direct help and support to teaching.

A. There are faculty on campus who really take evaluations seriously, and the Faculty Development staff work closely with faculty when they get poor evaluations. More faculty members are seeking us out.

A. The Head of Computer Science looks at all evaluations. Faculty who receive positive evaluations are rewarded. The University should do more to let students know that evaluations are used. Maybe we should put the information in the Calendar.

Q. I feel there are inherent problems with larger classes. Individual attention is impossible, professors can't accommodate individual learning styles. In smaller classes, professors can alter their teaching to learning styles, and can see if a problem affects more than one person's performance. Professors need to know about other teaching styles, and this isn't really asked about in an evaluation. I find sometimes when students ask for extra help the response we get is "that's not fair to other students".

A. At Queen's, the head of each group of students in a class would meet with the Head of the department to discuss the curriculum, and teaching methods. There would be follow-up from year to year, and if something hadn't been changed students would know why.

A. There should be fuller course and content descriptions for students. These should give students a feel for the instructors and allow students to hold professors accountable for the course content. We haven't really gone beyond making course descrip-

tions more than just lists, and we need to work on this. Maybe we should look at videotaping instructors so students could really get a sense of the style.

Q. I find that, sometimes, the level of English proficiency among professors and TA's is low. Is there any sort of screening for this when they are hired?

A. When we are considering hiring a professor, they must come and give a lecture and their ability to teach in English is part of what we evaluate. They go through interviews in the department with other faculty, and with students. That's the primary way that we assess communication skills.

A. TA's are also graduate students, and as such they have to pass a test of proficiency in English. Sometimes, written skills are not the same as the ability to teach in English, or the ability to put on a course for students from many other countries.

A. The English Language Institute has a course for TA's. TA's can be directed to that by departments if there is a problem.

Q. It can be really frustrating to come to university and have this problem with instructors when you yourself are coming here to learn the basics of a subject.

A. Communication skills can be a real issue. There are 2 programs for TA's, and one is designed for TA's who are international students. Cultural differences can mean that the TA isn't sure what the problem really is. Every graduate student should earn some certificate in effective communication skills, whether they are a TA or not.

A. It seems like many aren't aware that there are ways to address this, and maybe it should be advertised more that there are programs and help. Maybe we should put this in the Calendar, or it should be given to students on a handout.

A. It used to be the case that students in every department had to be proficient writers, but when professors do grade for that, they hear complaints back from students that "this is not an English course". There is often resistance to the idea of good writing, but it is critical to effective communication no matter what area you are in, and outside of the university.

Q. I read a newspaper article about whether or not universities should focus more on outcomes for students, rather than just the number of students in a program. Some of the outcomes mentioned were drop out rates, how well students learn the material, what students actually get out of the university experience. Does the panel have any comments about that?

A. This isn't a direct answer, but I had a fourth year student who wrote an essay that looked back on his undergraduate career. The most important thing was what he

gained through experience. He also talked about what his profs shared of their own experiences. I think this needs to happen more.

A. What is really meant by outcome? I think we need to focus on whether students are learning, rather than what they are learning. How do we assess that? We need to ask students "Are you getting something out of this?"

A. Students may have different expectations about what university education should be, and those may be very different than what we actually offer. Is this a problem? Do students understand enough when they arrive at university to really know why they are coming here, and what they should expect? Who should change when the expectations don't match? I'm not sure.

Q. I came to university because I wanted to learn how to think, and to maintain some creativity. That hasn't happened in the way that I wanted. I think that is a problem.

A. The test should be how people feel after 3 to 5 years out of the university. We need to also compare the feedback from those who are here and those who are now gone, either graduated or dropped out. A survey done in 1992 indicated that students were on average very positive about their university experience 5 years after they graduated.

A. Students here feel they are learning to think, and are exploring creative ideas.

A. I would prefer that the quality of student experience for students was good while they were here, as well as in hindsight.

Q. It seems like a small percentage of professors are naturally good teachers and can use that ability in the classroom. However, why can't all professors go through a course to learn how to teach? Just because someone has a Ph.D. doesn't mean they can communicate their knowledge to a class.

A. Good point! I think there is still an emphasis on research over teaching in hiring faculty. Faculty Development offers a 3 day workshop for faculty and TA's on how to improve teaching. I wouldn't want to force people to take it, but I would like to see more enrollment. We get really positive feedback from those who take it.

A. This is a very good course, and it is something TA's can get on their transcripts. Teaching and Learning Enhancement funds this, and so there are some limitations on the money. It should be moved into core funding and departmental budgets.

A. We should have instructors that teach instructional skills, and have them evaluate teachers in the classroom too.

A. Another thing we shouldn't forget is the quality of some of the facilities, the air quality, the poor acoustics, and overcrowding so that students can't see the boards. There is

**Your UBC Forum 5:
Tuition and Other Fees**

**Wednesday, January 15
SUB Conversation Pit
12:30-2:00 PM**

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Tuition and Other Fees will be
held on January 15th, 1996.

Please plan to join us,
and bring a friend.
Speak Your Mind... We're Listening

Picking Bones

by Peter T. Chattaway

BONES OF THE FOREST
Jan 17-20
at the Pacific Cinematheque

Films that set out to criticise the "industrial and commercial world" must always be taken with a grain of salt. Film is very much an industrial art-form, its gears forged in a time when machines were asserting their place in society. And no matter how much a film tries to capture, imitate or commodify nature, it is ultimately *unnatural*, even when the film in question is as offbeat, specialised and, dare I say it, uncommercial as *Bones of the Forest*.

Fortunately, the latest documentary from Heather Frise and Velcrow Ripper makes no pretense of realism. Footage of forests and their post-clearcut remains is presented in a variety of formats: clear, grainy, sped up, slowed down, or edited in strobe-like flashes of split-second vegetation with a resounding bass drum dominating the soundtrack.

Bones of the Forest wears its politics on its sleeve from the opening, cheeky title on. The forest, one speaker argues, "is a communion of subjects, not a collection of objects," and *Bones* forces its several subjects—the arrival of Columbus, the corporate conquest of old growth forests, the flight of Mennonites from Tsarist Russia a century ago—into a dialogue of sorts through talking heads and frenetic cross-cutting.

When the directors ask Grant Ainscough, MacMillan Bloedel's Chief

Forester, how it feels to be responsible for the "sculpting" of British Columbia, his answer—"Oh, I thought you said *scalping!*"—is both funny and scary. Most provocatively, one elderly native woman complains that even environmentalists don't care much for the Native people. Some, she implies, are practising colonialism under a different name, refusing to see the Natives as human beings and, instead, using them for their symbolic value as little more than part of the landscape.

What audiences will make of this is hard to say: *Bones* offers no easy answers on that score, nor should it. For my part, I could not help cringing whenever disgruntled ex-logger Jim Gillespie and others claimed that Natives oncelived in Edenic harmony with nature: "They didn't destroy a thing!" Historically, this just ain't true; the earliest European explorers to the Pacific Northwest were impressed by the forest fires and excessive foraging that ravaged the land even then.

Of course, that doesn't justify the European invasion nor the damage wrought so carelessly—and on such a grand scale—today. But it does, at least, offer a point of contact, of common humanity, between Natives and those who trace their lineage to other continents. Hopefully, instead of using, abusing, or trivialising each other, we can learn to build on that link.

Heather Frise and Velcrow Ripper will be at the Pacific Cinematheque in person when *Bones of the Forest* screens this Friday. ♦



TREES SCROUNGE: Skeletons and branches meet in *Bones of the Forest*.

Striking out with Jackie

by Byron Stedmann

FIRST STRIKE
at the Granville 7 theatre

Jackie Chan's recent explosion into mainstream North America has always seemed like a bid to break out of the Asian market, particularly Hong Kong's before the arrival of 1997.

Now that '97 has arrived, Jackie Chan has made himself felt in whitebread North American homes with *Rumble in the Bronx*.

No action hero in show business goes to such lengths to entertain his audience. Jackie has been lit on fire and towed through the air by helicopter, and through the water by a hover craft. He has raced a car through a shantytown; jumped off bridges, buildings, balloons, and mountainsides; broken every bone in his body in order to deliver his brand of quality entertainment.

The beginning of *First Strike* (AKA *Police Story V*) jump-kicks the viewer into the usual threadbare plot-line. What strikes the fan is that Jackie Chan's character, Kevin Chan, is now just called Jackie. Whatever. Jackie, a Hong Kong cop, must help the CIA track a woman to the Ukraine. He soon finds himself embroiled in a 007-type caper involving a

defected CIA agent, the new Russian Mafia, a nuclear device, and a tank full of animatronic sharks.

Jackie Bond is an appealing concept, but it just doesn't work here. Chan doesn't really let loose with the slapstick or the stunts.

He often seems to be stealing ideas from shows like *Magnum P.I.*, leaping onto a helicopter and then into the (albeit freezing) water below, or driving a sports car off a ramp and onto a moving yacht. Even the fight scenes are few and far between, though the one involving a ladder and bo sticks is worth catching on a cheap night.

While Jackie co-ordinates his own stunts, the main problem is director Stanley Tong. Chan just doesn't come across the same when he works with any other director. Fighting animatronic sharks is just a bit too hokey even for Jackie. Chan doesn't even have a worthwhile female counterpart. There's Annie Wu, but all she does is show her teeth, smile, cry, look hurt and vulnerable, and swim in a shark tank. Even the women in *Rumble* had more chutzpah.

You deserve better. Go to your video store and look up his other films. *Drunken Master II*, for example, would be far worthier of the big screen and your student loan dollars. ♦

Your UBC

Does UBC Care About Teaching and Learning? (cont)

a plan to improve facilities over the next few years, but it is slow.

Q. There is one class I'm taking, and I really don't see the point of it. We just get lots of information, but it isn't linked to application, or practical use. Practical use enhances appreciation of course material. If you don't understand why you are learning something, then you won't follow-up on it.

A. We should also teach problem solving, understanding and integration.

A. Everyone wants to understand. People learn before they come to university and they learn while they are here. However, sometimes, people learn that university doesn't necessarily have anything to do with what matters in life. I think we need to consider the issue of relevance.

A. Communication in both directions makes it possible for all to understand. As a faculty member, I sometimes find it hard to get students to talk to me about these kinds of issues. Most students care, but can't find a mechanism to feel that they can change things.

A. Students do care, but lots of faculty think that students don't care. There is alienation on both sides.

A. I think we must work on creating a culture where students know that the university cares. We should look at different opportunities for people to express their views, websites, bulletin boards, these kinds of forums, ongoing ways to provide feedback.

A. AMS Tutoring Service realizes that students do care. We find that students do demand excellence at some level.

A. Students need to talk to us, but we also have to give them assurance that someone is listening.

Q. I am in the Faculty of Science, and I spent the first 2 years feeling really

disconnected from the material. In the upper level courses, I got to do more work in the lab, manipulating materials, interacting more with instructors, directed studies. I think that lab work should start in earlier years in order to have this kind of experience. Also, high school has a real impact on how well you will do at university. Professors here can be really condescending if they think you don't know something if you should have learned in high school, or if you have a different level of knowledge.

A. I think we all agree that everyone is deserving of respect in the classroom and there is no excuse for treating people without respect.

A. Perhaps some sort of a placement or entrance exam would help, students would be directed to the right course.

A. A point of clarification, students in Science do have labs at the lower levels. We are talking about the importance of making a personal connection, and I think we are finding that there is increasing agreement about that. Nothing can replace the opportunity to have interaction with a professor who has first-hand knowledge about a problem and the materials.

Q. For first year students, there is a great deal of tension and anxiety. There needs to be more help with the adjustment to university, for example, more personal counselling and one-on-one advising. How are you going to help students who really need it if some doesn't see them and get to know them?

A. A First Year Experience Program would be very helpful. There are some models in place at other universities. Students get advising, time management and other information. Sometimes the programs are voluntary, and if you sign up you are assigned to a faculty member as a personal advisor.

A. Arts has a Mentoring Program like this, 4 or 5 students are assigned to a faculty mentor.

A. There is a big transition from high school, and we need to bridge that gap. University can be faster paced, and students can find that suddenly they have no support. Tutoring is provided to support students in first year courses, and the AMS Orientation program gives a lot of other information prior to classes starting in September.

A. There should be more interaction between UBC and the high schools, so students know what to expect, and what they can access when they get here.

Q. Programs need to be advertised more. Students in residence get a lot of information, but lots of students don't live in residence. What is the university giving us? It sometimes seems that the only thing is marks.

A. The university should give more than marks, but if there is going to be something like a First Year Experience course, it should be for credit.

A. The Arts Undergraduate Society did a phone survey of every student in first year going into second year to ask how they were doing. Perhaps the Alumni Association could be involved in something like that. This kind of interaction would be really helpful.

A. We need to get more information about existing programs to incoming students. When you leave it to high school students to sign up for things, only some do.

A. It is possible to do electronic mentoring, by e-mail, so that high school students can ask questions of current students.

A. Queen's sends out volunteer student ambassadors to high schools. They also interact with other groups, like debating clubs. When funding is an issue, we need to make better use of volunteers.

The following written comments were also received:

Regarding the 3 day course for instructors, I suggest that each department or Faculty train a number of trainers within their units who will be responsible to organize and present an in-house course on an ongoing basis. This ensures that the departments take ownership for the improvement of teaching. We don't have 20 years to address this problem by training only 80 faculty per year.

The time management idea is good, but I think that to offer it as a required course for first year students would be a mistake. As a fourth year student I did not care about certain aspects of my university education enough in my first year to take a course about it. Now, if one was available, I would take it. Therefore, if such programs are available, they should be open to all years. Making a relaxed environment would be key. As soon as a course is required, enthusiasm drops. I also wish I knew more professors than I do, but I wouldn't have felt comfortable to approach them alone in my first years. Maybe a "buddy system" is needed, perhaps with graduate students instead of profs, because the grad students would be more into helping undergraduates. They are students and they can relate better, and they can help expose undergraduates to professors.

Every course has evaluations filled out at the end of the term. But every year the poorly rated professors are still teaching ineffectively, causing the students much frustration. There needs to be a greater response to the evaluations when certain profs are obviously not paying attention to evaluations.

I'd like to see more thinking and problem solving in classes. As someone said, often there is no time to think about what we are learning. One way to inspire thought about the information we're receiving is to do problems that require the use of the information and gives an understanding of how it all works. This would require cutting out some material.

I am a first year student. I went to the orientation in the summer and I enjoyed it. I think however, that it was a very general orientation that focused too much on the location of places rather than resources.

As a student for 4 years, I filled out evaluations with the belief that it didn't matter what the evaluations said. I know that students would fill out evaluations with more care and seriousness if we knew that they make a difference.

I appreciate that teaching is used as a factor in determining tenure, etc., but what about profs who have tenure and are ineffective? Once students have had a term or a year of bad teaching, it can really set them back. I took one course last year, and have since learned that the material taught was very inappropriate, and that the prof has been terminated. That's great, but it doesn't help me now that I lack the basic knowledge I need for subsequent courses.

Make sure TA's learn appropriate levels of English. If the goal is to teach your undergraduates, consider helping them learn, not hindering them by giving them non-English speaking TA's.

Professors play a major role in student learning experiences. In my major, I have come across many quality teachers who were excellent in their ability to communicate. However, there are 2 or 3 profs who I dread, and I can't avoid since they are the only profs who teach their courses year to year. Even though the poor teacher can have a hard time communicating their ideas or arguments, I feel that nothing is being done about this problem. I wish that there was a requirement that profs who have difficulty expressing themselves get some extra help. When I get a bad prof I suffer greatly. I'm discouraged from going to class, since I feel I'm wasting my time. My marks suffer and I've even failed courses because of this problem. I also find that in a class with a bad prof, you will find that there's a larger percentage of students who do poorly or fail.

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Working on a deadline, Wolf Depner, Sarah O'Donnell and Robin Yeatman are frustrated at the lack of volunteers for the reindeer story. In walk John Zaozirny and Joe Clark, fresh off the igloo story. But Peter T. Chattaway takes the assignment before they can speak. Soon after, Richelle Rae and Federico Barahona steal an umbrella for a new story. Unfortunately, it's Ian Gunn's. Chris Nutall-Smith, Emily Mak and Scott Hayward flare their nostrils in hopes of recovering Ian's precious possession. But Richard Lam will have none of it. "Peace and Love!", he shouts. Sarah Galashan and Neal Razzell harrumph in approval. James Brainbridge mysteriously declares himself vehemently opposed to anything, winning over Andrea Gin, Todd Silver and Irfan Dhalla. Naming themselves the "Alternative to Alternative" party, they storm the campus radio, where Afshin Wehin and Douglas Quan listen in horror to their demands: "Release Bruce Arther!" Outside, Stanley Tromp lights a fuse, turns, and quickly walks away.



Habitat loss threatens community

When the appointment of Dr. Martha Piper as UBC's next president was announced late last term, members of UBC's presidential search committee went to some lengths to stress what a sense of community the president-in-waiting was going to bring to UBC.

This is an encouraging sign because a sense of community is something this campus needs very desperately indeed.

How Dr. Piper intends to solve the problem next year should be interesting to watch. What the problem stems from is easy enough to see now.

According to a study recently completed by the Alma Mater Society, UBC falls far short of the mark when it comes to social and food service space for students.

BC universities have adopted guidelines set by the Council of Ontario Universities (COU) for social space; yet UBC has less than two-thirds of the food service space and just over sixty percent of the common use and student activity space recommended.

And it shows.

The university-run SUB cafeteria is so overwhelmed at lunchtime that Pacific Spirit Place becomes a battleground over tables. The situation has degenerated to the point that people spend all their free time in their respective groups, cut off from other students for the sake of a place to sit. Things are especially tough for first and second year students—seemingly never much of a concern to the university—who resort to sitting on the SUB floor simply to have somewhere to eat lunch.

As a result, students lack a place to meet and interact in a comfortable environment, making any community feeling impossible.

A major part of university life is social interaction. Sadly, the average student is currently far more likely to pack up her or his books and head home than stay and contribute to our elusive sense of community.

By their own admission, UBC's planners are knocking down social space faster than they are putting it back up, so the situation is only getting worse.

The multi-million dollar Koerner library

offers little respite at the moment. Things will, planners say, improve once all the library's multi-stage construction is complete. So the good news is that there may be some relief for our children when they make it to university.

UBC clearly needs to make a concerted effort to provide space where all students can meet, eat and mingle in an environment that less resembles a shopping mall at Christmas.

And it should preferably be provided in a variety of locations around campus. The student study shows that almost half of all UBC's common space is currently provided by the AMS, all of which is concentrated in one small area of a sprawling campus.

Interestingly little of this is really news to the university administration. Planning documents—both 1992's Main Campus Plan and the new and much-debated Official Community Plan—repeatedly stress the need for social space.

If the university is truly concerned with UBC's sense of community it needs to give students a place to socialise. And soon. ♦

letters

A plea for poster etiquette

January is upon us. And if January is upon us, it must mean elections. And elections must mean huge posters plastered over every square cm of bulletin board space. To all candidates, I would say this: Please have some sympathy for those of us who eke out a small, part-time living putting up posters. Please use poster etiquette: Post 'around'. Not 'on top of'. You'll have our enduring gratitude.

David M. Johnson

GSS council manipulated

In consequence of the snowballing affect of initiatives taken by the Graduate Student Society Executive, the GSS is in danger of losing its core service: the Food and Beverage operations at the Graduate Centre. In November, the new manager quit, the assistant manager was fired, senior staff at Koerner's pub in the Graduate Centre were cut off or resigned, food service and staff hours cut. This coincided with the

reported theft of \$2700 from the pub file cabinet and substantial damage to the facility during a private party. This turmoil follows the suspension of the previous Food and Beverage Manager and the expenditure of \$8000 on a forensic audit by the Executive, last June. Findings by the auditor were used retroactively to justify the Executive's actions and convince GSS Council to fire the manager even though his contract was only in affect until December 31. These precipitous decisions triggered a wrongful dismissal claim by the former manager and a counter-suit by the Society (costing \$8000 as of November and climbing). The Executive's clumsy handling of this matter aggravated relations with pub staff, precipitating union complaints, dismissals, resignations and a dramatic deterioration in the work environment. The audit and court action, plus the costs attending to turmoil in the food and beverage operations, worsened the ongoing central problem of the Society's deficit/debt. Since the university carries this debt, we are vulnerable to closure, as happened already to the Faculty Club.

Why has the elected Graduate

Council acquiesced to the dubious leadership of the GSS Executive in this activity? By declaring Council meetings *in camera*, the Executive has been able to manipulate and intimidate councillors. During these closed and secret sessions, the Executive provides Councillors with limited information heavily laced with innuendo that attendees are then obliged to keep confidential under threat of unseating or libel suit. In the process, the Council has been persuaded that the financial and other problems facing the Society are due to wholesale malfeasance by past and present pub staff, and a subsequent conspiracy among pub staff against the Society. Suggestions that the problems may be due to lackadaisical management of the Society's affairs and management by crisis have received short shrift. The next stage of the Executive's strategy appears to be targeting of Koerner's ad society staff, either through release of non-union employees or gutting the unionised staff's collective agreement.

The graduate student body has been relatively quiescent during this crisis: no doubt due to the quarantining of Council debate.

Executive influence over the Society journal, *The Graduate*, and the recent suspension of its publication contributes further to the general ignorance. Upcoming Council elections will provide an opportunity for an open debate of the issues around the crisis. Hopefully, the Food and Beverage operations, and the Society itself will survive until the membership are able to reassert control over the Society.

David G. Murphy
GSS councillor

Psychology profs responds

We would like to correct the misleading impression contained in the letter from Erin Haddock (*Ubyssy*, January 7). The research on responsibility is carried out with care and consideration and, contrary to the letter, no coercion of any kind is used at any stage.

All subjects who take part in this research are volunteers and are fully informed at all stages. None of the actual participants has ever complained.

Professors S. Rachman
and Dr. R. Shafran
Psychology Dept.

CD REVIEWS

Goin' through changes as the devil rises again at Glastonbury

ZUMPARNO—Goin' Through Changes [SubPop/Warner]

If this CD was put in a time capsule, some future generation might get the idea that pop-rock from the late '90s was a twisting labyrinth of layered melody, both confusingly familiar and inaccessible foreign at the same time. And they'll think it was really cool.

The follow-up to the unique and classy pop of their debut, *Look What The Rookie Did*, *Goin' Through Changes* is a more sophisticated effort, and unlike that first one, the new disc requires some concentration. It seems as though their quest to compose the "perfect pop song" hasn't changed, but their definition of such a thing might have.

Zumpano's sound is hard to describe—names like Burt Bacharach, Dionne Warwick, and the Beach Boys have been used in the past—but their songs are centered around thoughtful songwriting in a keyboard-heavy instrumental mix. Add some pleasing multi-layered vocal harmonies and a catchy beat with a '90s edge, and you've kind of got the idea.

Of all the 1996 releases I've heard, *Goin' Through Changes* sticks out as a bit of a musical anomaly. These guys have made an album that is either way behind the times or way ahead of it.

—Andrea Gin

flautist and even an oldenday musical instrument. When Banco lays off the monk samples, he finds a perfect balance between interesting ambient music and catchy trance. This would be an ideal introduction for anyone intrigued by "ethno-ambient."

Banco remains true to his favorite clubs, Whirl-Y-Gig and Megadog, and their travelling, crusty communities in noting, "We have tried to capture the spirit of the occasion rather than achieve technical perfection. No blame." This may be true, but they don't include the delay from 1 to 3 AM, peppered with explanations the power needed for Banco's computers, equivalent to that for Albert Hall, just wasn't coming from defunct solar power and two stoners 'round the back on bikes.

—James Bainbridge

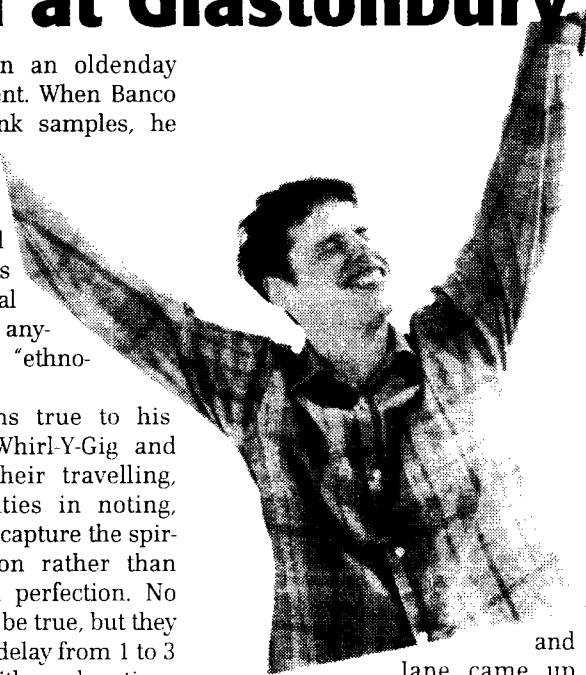
LES CLAYPOOL AND THE HOLY MACKEREL—High Ball with the Devil [Interscope]

Les Claypool and the Holy Mackerel have spent a lot of time listening to the Beatles if *High Ball with the Devil* is any indication. If, like me, you utterly detest the Beatles, you'll treat this CD like that used syringe I found in my petunia patch last summer. On the other hand, if you're the sort of person who believes the Beatles were the best thing since Jesus Christ, and their demise was akin to Adam 'n' Eve getting the old heave ho, you might want to give this CD a ...

Hang on. Song #2 doesn't sound anything like the goddamn Beatles! Come to think of it, song #3 doesn't sound like the Beatles either. In fact, none of the other songs sound like the Beatles. Hmmm...

The more I listen to this CD, the harder it becomes to pin it down to any specific thing I've heard before. How can I possibly write a review when this stuff is just too damn wacky and weird to stick to a decent label?

Look, dumbfuck, whyn't ya just say "Les Claypool and the Holy Mackerel don't sound like somebody else, unlike the vast majority of bands whose CDs come your way?" Are you kidding! A CD reviewer's bread 'n' butter involves finding ever new, ever original ways of saying Joe Blow and the Red Hot Turkeys sound a heck of a lot like Dinky Dufus and the Fleabags from Mars, if you know what I mean. If every Tom Dick



and Jane came up with their own unique, never before heard sound, what the hell could reviewers like me say about them? We do have our traditions to uphold, you know. Just do it goddamnit! Yeah, yeah, okay. Don't get yer knickers in a twist!

—Andy Barham

THE MAHONES—Rise Again [MCA]

Something about *Rise Again* just doesn't compute. For one thing, the band hails from Kingston, Ontario, yet lead singer Finny McConnel sounds distinctly London (as in England) Irish. For another, he sounds suspiciously like the original singer for a band originally called Pogue Mahones, now known as The Pogues. The fact that The Mahones repertoire consists largely of boozing-it-up songs with strong references to Ireland only fuels my suspicions. Now, if only I still had a copy of the *New Musical Express* circa late summer or early fall 1982 when Pogue Mahones was the featured band for the week ...

I suppose I should just phone the record company and ask, but hell, I'm a lazy sod at the best of times. It ain't that important. What is important is the band's music. It's Celtic punk of the best kind. Imagine The Pogues if Shane McGowan sobered up long enough to produce an album or two, and you'll get a pretty damn good indication of what The Mahones sound like. Yeah. If only Shane McGowan could sober up long enough to put together a decent CD or two.

—Andy Barham



BANCO DE GAIA—Live at Glastonbury [Planet Dog]

Banco de Gaia, AKA Toby Marks from inappropriately uninspiring Leamington Spa (somewhere near Birmingham in Britain), attracts one of those labels that are casualties of modernity. Like Transglobal Underground and barking Planet Dog labelmates Eat Static and Children of the Bong, Banco is "ethno-ambient."

His latest studio album, *Last Train to Lhasa*, is a rich tapestry of monks chanting, water running and all that hippy stuff. While that can become, like hippies, rather tired and dull, this set on the Avalon Stage, Glastonbury, June 24 1995, cuts to the beat.

This features material from all his albums, with a 'Heliopolis' as dancey as anything on the similarly included *Heliopolis Remixes* album. This track features a



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Research cripples "Journey"

William Trevor — *Felicia's Journey*
[Vintage]

Publisher's Weekly rather pompously and unimaginatively describes *Felicia's Journey* as "a thriller lifted to the level of high art." Were it not for the subsequent character development towards the end of the novel, I would be inclined to dismiss *Felicia's Journey* as a third rate version of *The Collector*, that John Fowles novel about a tightly repressed butterfly collector who collects young women.

In *Felicia's Journey* Mr Hilditch also collects young women, the sort of homeless girls who are part of the fallout of our declining civilisation. In Fowles' novel, written sometime in the early 60s, the people and events are all decidedly middle class—English Middle Class—at a time when England had finally begun recovering from the Second World War, a time during which London evolved into "Swinging London": the imaginative as well as the geographic centre of the modern cultural universe, and Fowles' novel formed a brilliant metaphor for the clash between the emerging swinging culture and the older, declining Victorian one. Thus, there are significant differences in the world these two writers move through as they map out the events shaping the lives of their protagonists.

Merry Olde England ain't quite so merry since the Thatcher revolution, and its streets are filled with aimless homeless children and youths. It is very definitely a land in decline; the pervading sentiment is a resigned, almost fatalistic pessimism as the whole country grows ever dingier, ever more gritty and dysfunctional. William Trevor sets his story in this increasingly solipsistic world describing the coincidence of Felicia, a young, pregnant Irish girl with an overweight

catering manager for a small factory in the Midlands.

Mr Hilditch specialises in collecting desperate homeless waifs like Felicia, but there is something different about this particular waif, something he can't quite pin down which moves him to take unusual risks. It's an interesting variant on a now classic theme and, were it not for a few flaws, the novel would actually work. They are the sorts of faults the average reader likely wouldn't pick up on, since they are not likely to experience homelessness, dereliction or drug addiction first hand. It's clear from a reading of *Felicia's Journey* that William Trevor has never experienced these things either.

Trevor's inexperience with the reality he is trying to describe is most evident in a scene in which Felicia is taken by two street people to a squat they share with a couple of heroin addicts. The addicts are described as a young man and a girl "lying on their backs, staring at the ceiling." They do this all night, pausing in the morning only long enough to inject themselves. It's pure fantasy, bearing no similarity whatsoever to the reality of either addiction or the effects of heroin, and it's manifestly clear that William Trevor knows nothing of what he speaks. It's this kind of glaring fault which spoils *Felicia's Journey*.

Clearly, Trevor was too damn lazy to research his novel thoroughly, believing, no doubt correctly, that most of his readers wouldn't know the difference anyway.

—Andy Barham

Smashing effort amid melancholy and sadness

by John Zaozirny

Smashing Pumpkins
Jan 8 at GM Place

It's somehow fitting that the Smashing Pumpkins, a band with such a public, operatic history, should turn their live show into one a prime example of modern rock opera. With a four-story revolving light tower, experimental video projections and excerpts from *Planet of the Apes*, the Smashing Pumpkins aim to entertain. Yet despite all the gimmicks and trick lighting, the greatest entertainment came from singer/songwriter Billy Corgan as he played the part of Rock God Hero. Whether it was striking a pose or acting as the personification of the audiences' feelings, Corgan ensured his place as the centre of attention.

Opening with 'Tonight, Tonight', the Pumpkins concentrated on material from *Mellon Collie and the Infinite Sadness*, even ignoring the song that first brought them to stardom, the guitar anthem 'Today.' Those expecting a plethora of rarities and b-sides, since this was the last show on the tour, had to settle for the show-ending, half-hour jam session, 'The Aeroplane Flies High.'

What the Pumpkins did play, however, was more than satisfying. With a freshness and enthusiasm that carried them through their two-and-a-half hour set, the band dove into all their current singles, from the nostalgic '1979' to that ever-present crowd-pleasing nihilistic ballad, 'Bullet with Butterfly Wings.'

As the evening drew to a close, an air of satisfaction settled on GM Place. The audience had seen a full-fledged performance by a band that, a few months ago, seemed ready to explode at any moment. And the Pumpkins had capped off, eight days late, what Billy Corgan called 'the most happy and joyous, mournful and sad year' he had ever known. If there was anything wrong, it had to be the disconnectedness between Billy Corgan, who sang his songs of loneliness and alienation, and the thousand or so lighters that singed the air while a thousand voices sang along.

Oh, well. The spectacle that is the Smashing Pumpkins is bound to be a bit overwhelming, and if that feeling is disconcerting, just chalk it up as part of the experience. ♦



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1) I support a \$1.50 fee increase to be allocated to student initiated projects and activities in the following manner:

- a) \$0.50 towards the Walter Gage Memorial Fund
- b) \$1.00 towards the AMS Clubs Benefit Fund

The Walter Gage Memorial Fund and the AMS Clubs Benefit Fund are disbursed at regular times throughout the year for the purpose of supporting students and student groups.

Yes _____ No _____

2) Whereas Regent College and the Vancouver School of Theology are Affiliate Institutions of the University of British Columbia, and

Whereas, the students of these Affiliated Institutions are active members and pay the \$39.50 annual fee,

I agree to add Regent College and the VST as voting members of the AMS Student Council.

Therefore, Bylaw 5.2(a)(v) shall read:

v) the duly elected representatives of the following Affiliated Institutions provided that such representatives are elected in accordance with the constitutions of the Affiliated Institution and are recognized as an Affiliated Institution by the University:

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For Your Information...

Science students are advised that your Science Undergraduate Society has been increased by \$2.00 and will be collected along with your January tuition... Your UBC Forum, which will focus on Tuition and Other Fees, will be this Wednesday, January 15th at 12:30pm in the SUB Conversation Pit...AND don't forget to vote in the 1997 AMS Elections next week -- you can find candidate profiles and other important information by visiting the Elections site at <http://www.ams.ubc.ca>.