



WEBSTER HEADS FOR COLLEGE COUNCIL MEET

One of the major aims of the College Faculties Federation will be realised later this month when CFF past president Brian Webster addresses a meeting of Council members from all the B. C. Colleges. He has been invited to speak on "The Faculty View of the Role of College Council". The occasion is the annual general meeting of the B. C. Association of Colleges, to be held at the Villa, Burnaby on May 28th.

During the past year the CFF executive has made several contacts with the College Councils and their association. The CFF has made it clear that the faculty and councils share many common objectives, and seek to avoid the kind of adversary situation that has often marked relations between the BCFF and the B. C. School Trustees Association.

Dr. Webster intends in his speech to examine and evaluate the variety of faculty-council relationships that have developed in the several colleges.

1971

BASIC TASKS OF THE COLLEGE

: FROM THE PHILOSOPHY
OF ANDY SOLES

Since Andy Soles exchanged the principallship of Selkirk College and the "groves of Academe" last December, for what he called the "sceptic's trials" and "breadth of bush" of the Department of Education, college faculty have been speculating his impact on the future of the B. C. Colleges. His address to the CFF conference this March shed intense light on Mr. Soles' personal philosophy of education and what he sees as the tasks of the community college from his position as Assistant Superintendent for Post-Secondary Services.

The taped transcript of Mr. Soles' address has been circulated to all CFF member associations. The following excerpts can only suggest a fraction of the conviction and sincerity that permeated the original speech.

THE UNIVERSITY AND THE COLLEGE: The task of the college is not to produce knowledge, not to assist in research, the province of universities. Not to produce work. Its mission is simply to encourage individual learning. Its core-based concern is with the mind of the person, and not with the form of knowledge.

(Soles quoted Joseph Tussman¹ liberally throughout his address.)

'The most significant conflict on the college campus,' writes Tussman, 'is the subtle conflict between the university and the college - peculiarly internal conflict between two tendencies within the same compnay of men; two purposes, two functions.'

OF STUDENTS AND SCHOLARS: All students are not budding scholars. Teaching students is a much more difficult undertakin than training scholars. There is no necessary link between scholarship and education, nor between research and culture... Education at the college level must not be made a slave to scholarship, because to do so is to disown what teaching has always meant - a concern and a care for the future of man.

CULTIVER NOTRE JARDIN: A college teacher should be a cultivator of other minds - to become a moulder of men, rather than a producer of knowledge. His task is to develop the rational powers of his students, to heighten their sensitivity to and their awareness of the fundamental human problems. Tussman: 'Teaching resembles gardening - except for the propensity to lecture to the roses.'

OF RELIGION AND TECHNOCRACY: The religion that young people are rejecting in our society is not the true Christian religion, which in my view does offer meaning and purpose in life. What they are rejecting is the new 'religion' that has been substituted for it. I mean Technocracy as Theodore Roszak uses that term - the scientific-technological-economic-industrial trade union complex.

Over the years in some curious fashion this has taken on the guise of a moral and ethical system. This is what they (youth) are rejecting, because they know and we know that this system offers no real guidance for living as a religion is supposed to, and holds no promise for the full development of those great and enduring qualities which are uniquely human.

THE COLLEGE COMMUNITY AND THE COMMUNITY COLLEGE: I cannot believe that a community college serves the community that surrounds it, unless it is first of all and most of all a community in itself. A task of the college is to build in our students a sense of community - an awareness of the importance of the community as a way of tackling the problems that threaten us.....To preserve undiminished their humanity by keeping before them a vision of life as it ought to be and as it can be even in a world which must rely on technology. Finally, to restore in them a faith in their kind and a hope for the future.....and we do this by showing them Man as he really is: suffering laughing, struggling sinning - Man at the best performance of himself and at the worst.

OF FACULTY QUALIFICATIONS AND THE GRADUATE SCHOOL: The faculties presently serving in the B. C. colleges are for the most part as well qualified academically as those serving in the senior institutions. This has contributed largely to acceptance by universities of the college programs. But at the same time you have come from an institution - the graduate school - that by its very nature is hostile to teaching... You come as highly specialised people and we need your specialization and we need your skills. But many of you also come with a certain bias, a set of values which too often places scholarship above the scholar, and what is to be learned above the learner.

OF PROFESSIONAL DEVELOPMENT: We are going to have to abandon or at least give less emphasis to some of the educational practices we have all grown up with and to some extent continue to follow; specifically Course Teaching and Individualistic Teaching. Energy spent in improving courses can produce only marginal gains. The only alternative is the Program...which restores to the teacher a share of the total responsibility for a student's education. While a professor can teach a course, he cannot teach a whole program. This means that we have to move away from individualistic teaching to collegial teaching.

1. Joseph Tussman, Experiment at Berkeley, Oxford Univ. Press, 1969.

MANY PEOPLE TEACH.....
SOME LEARN

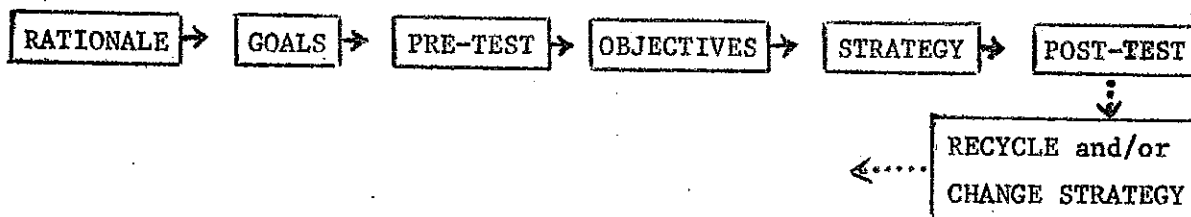
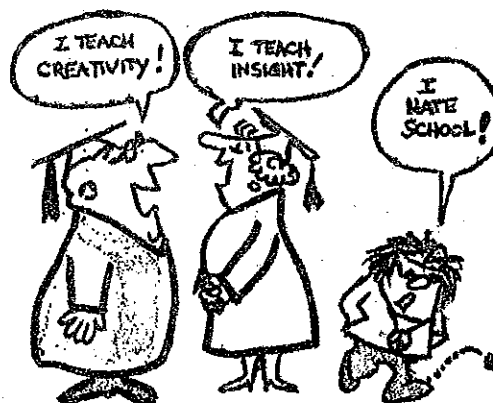
That was the theme of the address by Dr. Donald Pratton, Dean of Instruction at Columbia Basin College. His exposition of "The Systems Approach to Education" was generally agreed to be one of the brightest spots in the two-day CFF conference at Selkirk in March.

Dr. Pratton's slick yet humane presentation was a review for many faculty of the performance objectives route to learning. The instructor and student begin each instructional unit with a clear and very specific statement of objectives. This is written in terms of what the learner will be able to do at the end of that unit. Instruction and learner takes place within the systematic framework shown below. The objectives themselves can be classified with the help of a taxonomy such as Bloom's.

Dr. Pratton acknowledged that many faculty might not 'buy' the assumptions on which he based his approach to learning, so he set them out quite explicitly: They are reproduced here in the cause of further discussion: Faculty may also wish to listen to the full text of Dr. Pratton's address, which is available on tape from you CFF Director.

Assumptions

1. Learning is a change in behaviour.
2. Behavioural changes are observable in some form and may be measured given appropriate measuring devices and time.
3. There is a relationship between the strategies employed in teaching and the behavioural outcomes of those strategies.
4. The majority of students can master a subject matter at some acceptable level, given time and appropriate learning strategies.



THE ANNUAL GENERAL MEETING IN A

NUT SHELL

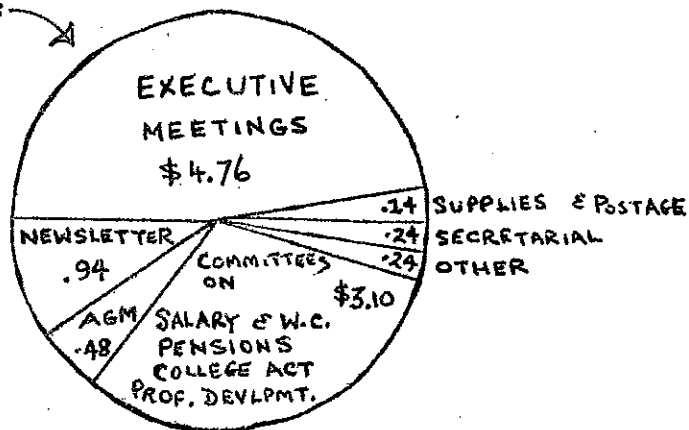
Representatives from the seven member colleges of the College Faculties Federation attended its second Annual General Meeting at Selkirk on March 26th. These colleges are Capilano, Cariboo, Malaspina, Selkirk, New Caledonia, Okanagan, and Vancouver City. Observers were also present from Douglas, Camosun and Columbia. About 400 faculty members were officially represented in the voting strength.

The Official minutes of the meeting are available through these representatives, but for those who want a briefer summary here are the highlights:

1. Outgoing President Brian Webster (Selkirk) gave a comprehensive review of the history of the CFF, the work accomplished this year, and some concern for the future. This report is summarised on page of this Newsletter.
2. Constitution Changed: Article 11 now refers to the Objects of the CFF, rather than the Aims. Article 111 specifies that the "Operations of the CFF are to be carried on throughout the Province of British Columbia, chiefly in the city of Vancouver." Article V of the By-Laws, Section E now makes it possible for the CFF to borrow funds by passing of an extraordinary resolution.

The changes were required by the Registrar of Societies. The CFF is now fully registered under the Societies Act of B.C.

3. Annual Dues of \$10 were approved, to meet the \$4200 budget for 1971-72 accepted from outgoing Treasurer Bill Bowering (Okanagan). Bill pointed out that the burden of our expenses is the travel budget required to support CFF information-sharing and action committees, especially the Executive. The \$10 fee will probably be spent in these general areas:



4. A Colleges Act is needed for B.C. The CFF has affirmed the need for a Colleges Act, to replace the collection of amendments to the Public Schools Act under which the institutions now operate. A CFF committee under Bruce Fraser (Selkirk) has worked for some time examining all aspects of legislation. Its report to the

Annual General Meeting produced lively debate, and even "measurable" outcomes in the form of these new guidelines from the CFF membership to the College Act Committee:

* The Academic Board and the Technical-Vocational Advisory Committee should be opened to membership for College senior faculty, in proportion to the number of public Universities. The CFF would be responsible for recommending the College representatives. In other words, if there are three universities represented on the Board or the Committee, the colleges have a right to three members also. Apart from this, the role and present modus operandi of the Academic Board was approved.

* College Councils should not be hamstrung by their School Boards. Under existing law, School Boards are represented on College Council by their appointees, but the Department of Education may consult directly with the boards rather than the Council on college operation.

* College Councils should be empowered, subject to prior approval by the Department, to contract debt for capital expenditures.

* Faculty and students should participate in policy making, and the structure of the College Council should embody significant representation from these groups.

* Faculty and student should participate in the administrative process of the colleges.

* Although there might be a need for 'in camera' sessions in certain circumstances, immediate steps should be taken, where appropriate, by local faculty associations to have their respective College Councils agree to and permit the general public to attend all meetings of the Council. Agenda and minutes should also be published.

The CFF will be taking action on some of these recommendations almost immediately. The Colleges Act committee is hoping to produce its final report in about a year. SUBMISSIONS FROM INDIVIDUALS OR GROUPS SHOULD BE FORWARDED THROUGH YOUR CFF DIRECTOR.

5. New Committee on Academic Freedom and Professional Responsibility was set up, in the interest of 'fully professional instructors working freely in their fields of competence'.
6. Next CFF conference to be in May 1972, including 'opportunities for professional development'. It is possible that the constitution may be amended to allow the Annual General Meeting to take place at the same time.

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CFF DIRECTORS and FACULTY ASSOCIATION EXECUTIVES - PLEASE NOTE

Gael Tower (Malaspina), who has taken over the chair of Salaries and working Conditions from Howie Day (VCC) is eager to continue the very active sharing of information between college faculties which Howie instituted and encouraged last year.

WHENEVER YOU HAVE INFORMATION ON SALARIES, WORKING CONDITIONS AND PROGRESS OF NEGOTIATION WHICH YOU CAN SHARE WITH OTHERS, PLEASE FORWARD YOUR NOTES TO GAEL TOWER, MALASPINA COLLEGE, 375 Kennedy Street, Nanaimo.

THE LANGARA PUB
An Open & Shut Case

VANCOUVER CITY COLLAGE

A mosaic of news from VCC pieced together with the help of Margaret Douglas, Langara campus and the excellent news bulletin VCC Intercom, edited by G. A. Spencer.

What's new at Vancouver City College, Langara?
Well, Having survived the trek from King Edward Centre and the settling in, we're having a student explosion. With an enrolment of 4700, about 200 more than SFU, we are making what is known as "optimum use of space". And where are the overflow students going? It's back to King Ed for College Prep.



SUCCESS PATTERN

"Mature" vs. College-age

In the fourth, and final, series of reports dealing with the success pattern of VCC transfer students at UBC, GORDON JONES and JOHN DENNISON have an interesting comparison between achievement of the over-25's ("Mature Students") and those of college-age. Here's the summary:

While at VCC, the mature student earned a higher percentage of the top college grades, i.e. a Grade Point Average of 3.0 or over, than did the college-age student. 40% of the mature students achieve a minimum of 3.0, compared with 14% by the college-age group.

Upon transfer to university, the mature student's rate of achievement at the end of the first year of transfer was still above the achievement rate of the college-age student, but not so pronounced. 41% of the mature students and 38% of the college-age students earned a second-class or higher standing at the completion of one university year. On the other hand, the RATE OF FAILURE at university by the college-age group was OVER FIVE TIMES THAT OF THE MATURE STUDENT.



	Total number of secondary grads	UBC SFU	VCC
Boys :	2,234	456	35
Girls:	2,113	430	37
	5,347	886	72
			969

Recreation classes are taking something known as "Movement" which to the layman is very much like modern dance rhythms, done to modern music. These same classes are busily planning and building a creative outdoor playground for the Day Care Centre. Our first class of student nurses and their instructors are adding glamour to the science labs.

Music Program
Science
Law Enforcement
a



Langara's library is unique. Its five floors, mezzanine, and two basements harbour books, tapes, language lab, art displays, the Vancouver Teachers' Professional Library, the Vancouver school.

the library services department for

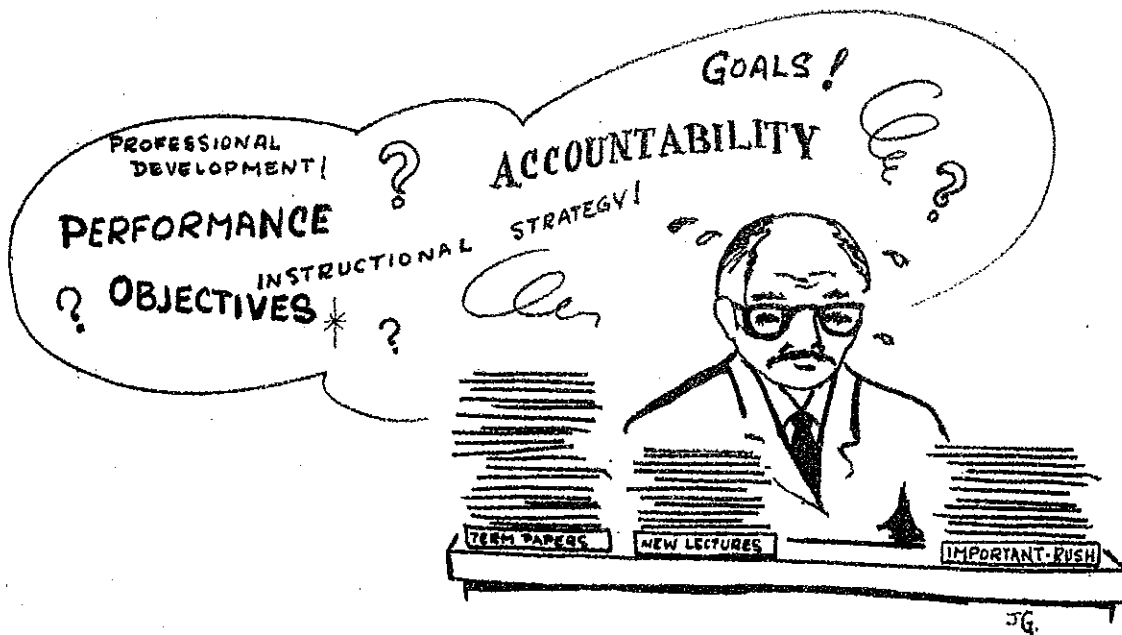
Vancouver school.

3rd floor!

2nd

1st

Somebody's taking a long time to get out of the library. I'm not sure if they're lost or if they're just taking a long time to get out of the library. I'm not sure if they're lost or if they're just taking a long time to get out of the library.



THE RAPE OF AN ALLERGY: Or a Guide to Recent Educationese

Performance Objectives: If you don't know where you're going, any road will take you there.

Instructional Strategy: If you know where you're going, but can't plot the co-ordinates of your origin or destination let alone give a magnetic bearing of your heading, how can you really know whether you've arrived?

Accountability: If you can't tell people exactly where you've been, how do you expect them to send you on another trip?

Professional Development: Join our club. We have road maps. We just wish we knew how to read them.

LEADERSHIP LINE-UP

The NEW CFF EXECUTIVE, which meets for the first time at Capilano College on Friday, May 28th, will line up as follows:

PRESIDENT:	Sonja Sanguinetti, Capilano (also Chmn., Academic Freedom and Professional Responsibility)
VICE-PRESIDENT:	Gordon Ingalls, New Caledonia (also Chmn., Professional Development)
SECRETARY:	Gael Tower, Malaspina (also Chmn., Salaries and Working Conditions)
TREASURER:	Peter Elliot, Okanagan
MEMBER-AT-LARGE:	Brian Webster, Selkirk
OTHER DIRECTORS:	Rod Michell, Cariboo
	Ernie Livesey, Vancouver City
	(also Chairman of Pensions)
	An additional Director will be appointed from the President's College, Capilano

Bruce Fraser, Selkirk, re-appointed Chairman of College Act Committee
 Dave Harrison, Malaspina, re-appointed Newsletter Editor.

A SUMMARY OF THE PRESIDENT'S REPORT TO THE

FIRST ANNUAL GENERAL MEETING, SELKIRK COLLEGE, MARCH 26TH, 1971.

Historical

The origins of the CFF date back to 1967 when representatives of the only two colleges at the time, V.C.C. and Selkirk, met to explore the possibility of some form of cooperation between the two Faculty Associations. Discussions continued sporadically until mid 1969, when with the emergence of several more colleges, a steering committee was formed to draft a constitution for a proposed "B.C. Federation of College Faculty Associations". This constitution was amended later in 1969 and eventually adopted at a meeting in Vancouver, one year ago, when six colleges - V.C.C., Selkirk, Capilano, Malaspina, Okanagan and New Caledonia - joined forces to establish the College Faculties Federation of British Columbia.

Recognition

Much of the activity during this first-year of the CFF's existence has been concerned with making its aims and objectives known to councils and administrators in each individual college. In addition, an approach has been made to the B.C. Association of Colleges with the suggestion that the two Executives meet to discuss matters of common interest.

Contact has also been made with the Department of Education, both by letter and through a meeting with the Minister on his recent visit to Selkirk. In addition, the new Assistant Superintendent of Post-Secondary Services in Victoria, Mr. A. E. Soles, recently Principal of Selkirk College, is keenly interested in hearing from the CFF on all matters of concern to college faculty. Mr. Soles has arranged a Conference to be held at the end of May at which I have been invited to speak on the "Faculty view of the role of the College Council."

The Executive

The first Executive has consisted of one representative from each of the six founding colleges, in addition to the President. The members of the Executive serve as the Officers and Chairmen of Committees of the Federation. The Executive has met twice during the year - at Kelowna in August and at Kamloops in December - in order to deal with the on-going business of the Federation. Following the latter meeting, an application for membership has been received from Cariboo College. Reports of both meetings have been published in the CFF Newsletters.

During the year, the Executive has dealt with such matters as the registration of the CFF under the Societies Act, the reaction to the provincial government's "order-in-council" passed at the time of the FLQ crisis, and the response of the Federation to the recent formation of a national Association of Canadian Community Colleges.

con't

Committees

Standing committees have been established in the following areas:

- | | |
|-----------------|-------------------------------------|
| (a) College Act | (c) Professional Development |
| (b) Pensions | (d) Salaries and Working Conditions |

Each has been chaired by a member of the Executive who will report on his committee's activities at the general meeting.

Acknowledgements

I wish to thank most sincerely the members of the first Executive and the many faculty members who served on the committees or helped to organize and arrange facilities for all our meetings around the province.

Thoughts for the Future

The CFF has spent much of its first-year becoming established and recognized. New members have joined the original six. However, the Federation must constantly be aware of the need to demonstrate the value of its existence to the general membership. This will be best accomplished by the exercising of responsible authority in speaking out or taking action on behalf of faculty on issues of common concern to all colleges.

I believe that much benefit could result from a meeting with the Executive of the B.C. Association of Colleges. With their cooperation, it should be possible to resolve problems such as reducing the high cost of bringing together representatives of all the colleges for meetings such as this one. One approach might be to involve the Department of Education by recommending that an annual meeting of the present articulation committees be held in conjunction with the CFF Annual General Meeting and Conference.

It seems to me essential that the professional aspects of the Federation be emphasized, and any involvement with union-like activity, for example province-wide bargaining in salary negotiations, be strenuously resisted. The latter would be counter to the principle of autonomy for individual colleges within the Federation and would seriously weaken the credibility of the objects of the CFF as declared in the Constitution.

I wish the incoming President every success during his term in office. With the able assistance of the Executive, augmented by the addition of representatives of the new Members, he will have the support of an even greater number of faculty in meeting the challenges of the year ahead.

Brian Webster, President

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CAMOSUN GETTING ORGANIZED FOR 1240 STUDENTS

The newest of the B. C. Colleges, Camosun, which grew out of the former Institute of Adult Studies, will open this September in Victoria with about 1240 (FTE) students. College principal Dr. Grant Fisher has estimated that about 550 students will sign up for first-year, and 150 for second-year university transfer courses. The College will open with about 65 (FTE) instructors.

Last month, the organizational structure revealed a fresh approach to the tasks of the College. Council appointed six Directors to lead the way:

Instructional Development: Dr. Lloyd H. Morin (formerly BCTF Associate Director of Professional Development)

Liberal and Applied Arts: Ross P. Fraser (formerly Selkirk Dean of Students and College Affairs)

Science and Technology: Jans (John) Diemer (formerly Co-ordinator of Bio-chemistry at Northern Alberta Institute of Technology)

Business Programs: Lorne J. Thompson (head of Business Department at NAIT)

Student Services: Allan McCallum (acting Principal of Institute of Adult Studies)

Community Services: Alan Batey (a former principal of the Institute and Acting Director of Adult Education in Victoria)

Principal Grant Fisher is Associate Professor of Education at the University of Alberta and an expert on commuter traffic between Edmonton and Victoria.

SELKIRK PRINCIPAL - THE CHOICE OF A JOINT SEARCH COMMITTEE

A Search Committee consisting of representatives from faculty, students, administration and council recently ended its quest for a new Principal of Selkirk College. Dr. William Murison takes over the position July 1st. Dr. Murison, who was selected from 91 applicants, is presently Dean of Public Services at Humboldt State College in California. He was born in Glasgow and immigrated to Canada in 1949. His Ph.D. in Biology and Botany was awarded by UBC, and he has extensive experience in the forest industry.

NEWS GOES

****BUDGET BITE MITE:** The percentage of the provincial budget which is given to education in B. C. is the lowest of the five western provinces of Canada. In B. C. 31.52 per cent of the budget went to education, compared to Ontario, which gave the most at 40.95 per cent. Figures are quoted from a letter to Courtenay school board from the B. C. School Trustees Association.

****BCTF RE-MEMBERS:** Outgoing President Jim Killeen, commenting on the removal of automatic membership to the AGM of the B. C. Teachers' Federation, suggested some consolations. "The organization could become selective in admitting members," he said, "or it could incorporate people who are not now members, such as teachers in community colleges or professionals." BCTF membership fee now stands at \$ 84 per year.

****THE PURSUIT OF EXCELLENCE** might take you to Banff June 1 - 18 where a 3-week Institute is being held for community college instructors and administrators. The course entitled 'Excellence in the Instructional Process' is sponsored by the Association of Community Colleges of Canada, 9 Alberta junior colleges and the University of Lethbridge. Faculty for the institute include Gordon Campbell, John Dennison, Roger Garrison, Roby Kidd and Dale Tillery. Fee is \$ 130 and more information is available from the University of Lethbridge.

****HIGHER-LEVEL THINKING** is not restricted to the pure mountain air of Banff however. Douglas College is inviting members of each college faculty to a 3-day workshop in New Westminster on the theme 'Development of Higher Level Thinking Abilities'. Two professors from Western Washington State will lead the workshop which focusses on the work of Dr. H. Taba of San Francisco State. College principals have the information.

****MALASPINA PLANS FOR NEW CAMPUS:** Malaspina has appointed a firm of architects to develop a master plan for the permanent campus. The campus has no site yet, nor a building date, nor a referendum date. However the advance planning is going ahead to reduce the pressure of planning and decision-making when the time for building go-ahead arrives. Faculty are meeting in small groups with the architects during May.

****SELKIRK AND VANCOUVER CITY COLLEGE** both held professional development workshops this month, inviting members from other colleges to attend.

****PUBLICATION:** Alan Dawe (Vancouver City), *Four Approaches to Prose*, MacMillan of Canada, 1971.

THE AIMS (OR AIMLESSNESS) OF EDUCATION

*Two quotes from opinion leaders in our province
and a few 'statistics'*

QUOTE #1: Education Minister Donald Brothers was visiting Cowichan Secondary School in Duncan, to present the governor-general's bronze medal for academic achievement to a student now attending UBC. The Daily Colonist of May 13 reports Brothers' remarks in part as follows:

He advised students to seriously consider enrolling in either a technical school or junior college. "This year there are 1000 university graduates looking for work, and they are not qualified for a specific job."

He compared this to the Burnaby based British Columbia Institute of Technology where "last year 96 per cent of the graduates were placed in jobs immediately, and the rest were awaiting the conclusion of strike negotiations before receiving positions."

He added however: "I am not saying that I want to fit you into an industrial slot. I am advocating instead such outside recreation as playing in the school orchestra. One of my best memories of school is playing in the orchestra".

QUOTE #2: Mr. L. S. McGill is Director General for the Pacific Region of the federal Department of Manpower and Immigration. He made the following remarks to a student career conference sponsored by Greater Victoria Chamber of Commerce. He has addressed similarly several groups of high school counsellors around the province:

Do you recognize that better than 60% of our university students are estimated to be wandering aimlessly through university with no occupational goal? Consider what happens to this unguided, ill-counselled student with his or her new Bachelor's degree. He or she comes to the Canada Manpower Centre and says - "Well, here I am, got my university education as my teacher told me; everybody says educated people get the best jobs, the work force needs educated people - I'd like my job now please." So the Manpower counsellor says, "That's fine, what can you do?" and the graduate says, "I don't know, what have you got?"

And so goes the merry-go-round. It is a most discouraging situation that so many are failing to see the urgency of determining an occupational goal. After university graduation is too late. The key period for this decision has just got to be Grade 10 to 12.

.....This year at BCIT.....

THE AIMS OF EDUCATION and all that (con't)

QUOTE #3: Doris Hopper is Assistant Information Officer for UBC. In the February 11 issue of UBC Reports she provides a different picture of the "problem of unemployment for UBC graduates":

The UBC Office of Student Services has conducted surveys of 1970 UBC graduates holding bachelor degrees in an effort to determine the extent of the employment problems.....The following list shows the number of 1970 UBC graduates currently registered for employment with the Office of Student Services as compared with the total number of 1970 graduates in each discipline:

Engineering Physics	2	(14)
Chemical Engineering	2	(39)
Civil Engineering	1	(44)
Electrical Engineering	4	(57)
Geological Engineering	0	(17)
Mechanical Engineering	2	(43)
Metallurgical Engineering	0	(7)
Mineral Engineering	0	(8)
Commerce	5	(199)
Agriculture	2	(50)
Home Economics	0	(78)
Law	1	(140)
Physical Education	2	(59)
Forestry	1	(51)
Nursing	0	(49)
Arts	45	(1011)
Science	27	(513)

The survey indicates that somewhat less than 4% are still without work, which compares with the current general unemployment rate of about 8.6%.

A separate survey by Mrs. D. Claire Hurley and the Faculty of Education checked on 1175 graduating Education students. Of these, 1005 are employed as teachers or otherwise employed. Only 40 can be considered as unemployed teachers and of these, 25 have restricted themselves to a particular geographical area.

WHO GOES TO COLLEGE?

"But even when everything has been done to equalise opportunity in secondary education many studies make it clear that a child's home background and environment play as large or even a larger part in educational growth than innate ability."

-Basil Fletcher, *Universities in the Modern World*, 1968

Thus prefacing their report, John Dennison (UBC) and Gordon Jones (VCC) have produced another study on the mushrooming B. C. college population. The report entitled "A Socio-economic Study of College Students" is based on data gathered from the eight B. C. colleges in September, 1970. For comparison purposes, the UBC office of Academic Planning carried out a similar study of their entering freshmen. Purposes of the Dennison-Jones study were:

- * To investigate the socio-economic-cultural background of community college students
- * To determine whether such backgrounds differed from those of students enrolling at the University of B. C.

Here are some of the general conclusions from the study:

1. The colleges are in fact attracting students from a broader socio-economic base by comparison with the university. Whether this base is broad enough is largely a matter of conjecture.
2. The colleges are attracting an older group of students than the university. However, the percentage of students from the 35 and above group is relatively small in each college.
3. Capilano College data is consistently at variance with other colleges and in most cases differs from the university data. The tendency for the Capilano data to be located at the 'upper' end of the continuum is remarkably consistent.
4. If it is true that the existence of a college is in itself enough to cause many prospective students to make the decision to attend, the colleges are meeting one of their most important objectives.
5. It seems that the colleges are in fact 'democratizing' higher education by attracting students from lower socio-economic groups than those currently attending the university. A large percentage of college students are 'first generation' college attenders and first in their families to take this step. In this regard the colleges are meeting the challenges which they have long accepted.

The study was published in March 1971 by the Academic Board for Higher Education in British Columbia.

UNDER THE DOUBLE INTEGRAL



....she came to the edge of a singularly large matrix.

Once upon a time (l/t) pretty little Polly Nomial was strolling across a field of vectors when she came to the edge of a singularly large matrix.

Now Polly was convergent and her mother had made it an absolute condition that she must never enter such an array without her brackets on. Polly, however, who had changed her variable that morning and was feeling particularly badly behaved, ignored this condition on the grounds that it was insufficient and made her way in amongst the complex elements.

Rows and columns enveloped her on all sides. Tangents approached her surface. She became tensor and tensor. Quite suddenly, three branches of a hyperbola touched her at a single point. She oscillated violently, lost all sense of directrix and went completely divergent. As she reached a turning point she tripped over a square root which was protruding from the erf and plunged headlong down a steep gradient. When she was differentiated once more she found herself, apparently alone, in a non-Euclidean space.

She was being watched however. That smooth operator, Curly Pi, was lurking inner product. As his eyes devoured her curvilinear co-ordinates a singular expression crossed his face. Was she still convergent, he wondered. He decided to integrate improperly at once.

Hearing a vulgar fraction behind her Polly turned round and saw Curly Pi approaching with his power series extrapolated. She could see at once, by his degenerate conic and his dissipative terms that he was bent on no good.

"Eureka!" she gasped.

"Ho, ho!" he said. "What a symmetric little polynomial you are. I can see you're absolutely bubbling over with secs."

"O Sire," she protested, "keep away from me. I haven't got my brackets on."

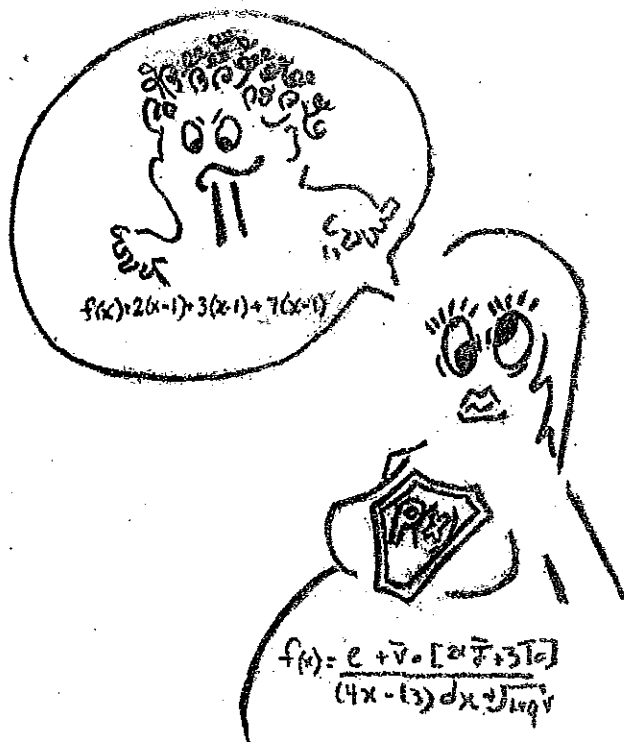
"Calm yourself, my dear," said our suave operator, "your fears are purely imaginary."

"i, i," she thought. "Perhaps he's homogeneous then?"

"What order are you?" the brute demanded.

"Seventeen," replied Polly.

Curly leered. "I suppose you've never been operated on yet?"



.....Polly increased
monotonically....

"Of course not," Polly cried indignantly. "I'm absolutely convergent."

"Come, come," said Curly. "Let's off to a decimal place I know and I'll take you to the limit."

"Never!" gasped Polly.

"EXCHLF!" he swore, using the filiest oath he knew. His patience was gone. Coshing her over the coefficient with a log until she was powerless, Curly removed her discontinuities. He stared at her significant places and began smoothing her points of inflexion. Poor Polly. All was up. She felt his hand tending to her asymptotic limit. Her convergence would soon be gone for ever..

There was no mercy for Curly was a Heavyside operator. He integrated by parts. He integrated by partial fractions. The complex beast even went all the way round and did a contour integration. What an indignity! To be multiply connected on her first integration. Curly went on operating until he was absolutely and completely orthogonal.

When Polly got home that evening her mother noticed that she had been truncated in several places. But it was too late to differentiate now. As the months went by, Polly increased monotonically. Finally she generated a small but pathological function which left surds all over the place until she was driven to distraction.

The moral of our sad story is this: if you want to keep your expressions convergent, never allow them a single degree of freedom.

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