

On the Occasion of an Informal Visit

of the

Honorable Donald Brothers,  
Minister of Education,

with

the Capilano College Council,

November 2, 1970

Capilano College

THE MINISTER OF EDUCATION, THE HONOURABLE DONALD L. BROTHERS

MR. MINISTER :

Capilano College Council welcomes the opportunity to speak with you about a number of topics. We would be most anxious to discuss matters of mutual concern and supply such information as required by your Department in order to further the progress of Capilano College in the Region of our three School Boards: North Vancouver, West Vancouver, and Howe Sound.

Several concerns are listed below and possibly offer opportunity for discussion:

OF PRIME CONCERN:

1. The Site

May we except a change in the Rule 23:05 to acquire sites by other than 100% cost to local taxpayers.

2. Inadequate Facilities

Although the West Vancouver School Board has permitted encroachment on their grounds, the College is very hard-pressed to operate effectively in such temporary quarters. The School Board has turned the College down for more space on the grounds. May we have a decision to release funds for the purchase of the Barclay property immediately west of the high school for lease to the College until the Secondary School plans for that property are ready.

### 3. Extraordinary Operating Costs

Would extraordinary operating costs be recognized in lieu of major capital requirements?

The philosophy of Capilano College is to take post-secondary education "to the people" through a variety of new learning experiences: mobile labs, satellite centres, electronics, workstudy programs and independent learning opportunities. Many of the techniques mentioned involve less time in class, less use of standard facilities, a different teacher to student ratio and possibly unusual spending requirements.

### FOR DISCUSSION:

#### 1. The Formula for Financing the Operating Budget

May we have some guidelines for the formula on which the Department intends to base their approval of a College operating budget?

#### 2. Vocational Development

Has the Department any proposal re the method of handling vocational courses on the North Shore? Should a full comprehensive post-secondary program be planned for the Capilano region?

#### 3. Adult Education

What is the direction to be taken in Adult Education plans for the Colleges? Is the move of Mr. Cartier's position into D.U.C.A. significant? What should be the College Council's position?

4. Leasing

The problem of leasing may not be resolved. Should leasing requests be forwarded in bulk and in advance for equipment items?

5. Rental of West Vancouver Secondary School

Since several colleges in the Province are using high school facilities, would the Minister concur that it is reasonable to limit for such space charges to "out-of-pocket" additional operating expenses rather than also charging for amortization of buildings and equipment?

6. Can information be provided on the benefits available under the old Technical and Vocational Assistance Act. What capital costs may be defrayed with these funds in developing of our new campus?

CAPILANO COLLEGE CAPSULE COMMENTS

THE MINISTER OF EDUCATION, THE HONOURABLE DONALD L. BROTHERS  
AND MEMBERS OF HIS DEPARTMENT, MR. E. ESLEY, AND MR. A. SOLES

Capilano College is a comprehensive community educational facility offering a varied curriculum and service to young people and adults on the North Shore.

The College offers career programs for those seeking training for direct employment and academic courses for students intending to go on to university.

The College is a cultural as well as an educational and vocational centre in the community.

It serves ALL of our people in a variety of ways and its offerings will continue to expand to meet the needs as they arise.

\* Capilano College has recorded a steady increase in enrolment since it opened in September, 1968 with 784 students. The following table shows the 1969 and 1970 enrolment:

	Sept 1969	Jan 1970	Sept 1970
North Vancouver	484	385	626
West Vancouver	408	343	507
Howe Sound	35	24	45
Non-resident	51	37	85
TOTAL	978	789	1263

Detail Enrolment at the College - September, 1970:

1. Academic Program	955
Career Program	308
TOTAL	1263
2. Full Time	563
Part Time	700
TOTAL	1263

3. Percentage Increase in Enrolment September 1969 to September 1970 is 29.1%.

- \* Approximately 30 per cent of the College's enrolment is over 25 years of age. About 15 per cent of the total enrolment is in the career programs. Last year, about 12 per cent of the registered full-time students transferred to universities.
  
- \* Forty-five students have studied for one year at Capilano and transferred for their diploma year at the B.C. Institute of Technology.
  
- \* The College maintains an "open door" enrolment policy in which it accepts any person, high school graduate or not, who may benefit from the type of education offered by the College.
  
- \* The College accepts: Grade 12 graduates; students who have not graduated but have one or two courses to complete; and "mature" students - generally adults who have not completed high school but have a desire to go on to higher education or study for a new career.
  
- \* Every student is counselled upon entry to the College.

- \* Student Services is an integral part of the students' education and provides advisory services for all aspects of their student life.
  
- \* Attendance at the College offers the full-time student many advantages.
  - . He pays lower fees - about 40 per cent of the university fees.
  
  - . He can work at a part-time job and go to college at the same time.
  
  - . He saves a considerable amount of travel time each day.
  
  - . He has the benefits of close personal contacts with the faculty and fellow students - something that is not possible in universities with huge enrolments.
  
  - . He profits from small classes with their opportunities for discussion, questioning and a close student-faculty relationship.
  
- \* The College's career programs are integrated with the six commercial and technical programs offered by the eleven secondary schools in the district. This means that students selecting programs as they enter Grade 11 can plan three or four years in advance.



- \* The College offers nine career programs that permit students to go directly into employment after two years of study:
  - . Art Program
  - . Audio Visual Resources Program
  - . Business Program - General
  - . Business Management Program
  - . Early Childhood Education Program
  - . Electrical and Electronics Program
  - . Hotel, Motel and Restaurant Management Program
  - . Retail Fashions Program
  - . Secretarial Science Program
  
- \* A substantial increase in enrolment in the career courses was noted: 1969 - 134; 1970 - 308.
  
- \* Students who complete first or second-year university programs at Capilano College get full credits to enter second or third-year arts programs in virtually every university in Canada.
  
- \* Last year, eighty students were admitted on the "mature entry" basis, and in 1970, 215 were enrolled. These were adults who did not have high school graduation but were admitted to courses which were transferable to university credit.
  
- \* One and two-year programs and courses beyond the high school level are open to all adults in the three school districts for \$40 per course compared with \$90 at universities.

- \* The College's media centre, which contains the library and other learning resources, houses more than 20,000 books and about 500 periodicals, tapes, microfilm, film loops, etc., for the use of both students and the public.
  
- \* Three foreign languages are taught at the College: German, Spanish and French.
  
- \* Scholarship students are choosing Capilano College and are being given scholarships as a result of their work at the College.
  
- \* Federal-provincial funding represents 60 per cent of all operating and capital costs except site acquisition. The local school boards collect approximately 24 per cent of the total operating costs of the College. Student fees cover about 17 per cent of the costs.
  
- \* The citizens of the College district (which includes the North Vancouver, West Vancouver and Howe Sound school districts) approved of the establishment of the College by plebiscite and support it through local taxes.
  
- \* The College offers both day and night classes running from 9:00 a.m. to 10:00 p.m. This gives all residents of the College district the maximum opportunity to attend. Thirty per cent of our full time equivalent enrolment attend classes from 9:00 a.m. to 5:00 p.m.

# capilano college communicates



PRINCIPAL'S NEWSLETTER

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## COLLEGE CABINET MEETS



Capilano College Cabinet in session. The Cabinet, only one of its kind in a Canadian college, is made up of representatives of students, faculty, administration and the community. The Cabinet discusses a variety of issues of concern to the college and makes decisions as a joint advisory committee for many internal matters of business. Recommendations may be forwarded to the principal and to the council.

### *Profile:* Dr. George Wilson

Editor's note: (This is the second in a series of profiles on college council members)

Dr. Wilson, a well-known North Vancouver medical doctor, has maintained a long interest in education. One of the most experienced school trustees on the North Shore, he has been a member of the North Vancouver School Board for the past 11

years and has served three terms as chairman. Dr. Wilson says he's impressed with the flexibility of both the administration and the faculty at Capilano College.

Decentralization must be the college's number one priority, says council vice-president Dr. George Wilson.

(Continued on back page)





# CAPILANO VIEW

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## FACULTY - Mrs. Sanguinetti

Why would a person with a PhD want to teach at a community college when he, or she, could get a teaching job at any of a number of universities across the land?

The reason, says Mrs. Sonja Sanguinetti, president of the Capilano College Faculty Association, is this:

College jobs offer challenging teaching careers while university professors are expected to do extensive research work as well as teach.

"There are very few people who do both things well," says Mrs. Sanguinetti. "We would like to think that faculty members at Capilano College are more interested in teaching than research."

As a result, she says, first and second-year university students at Capilano College get far more individual help with their studies than they could ever hope for at university.

"We give students in their first year the kind of attention that they would only get in post-graduate work if they were at university," she says.

"I am teaching Political Science 200, for example, on an individual basis to first and second year students. At university these same students would be in a huge class with very little chance of even getting to speak to the instructor."

Mrs. Sanguinetti, a political science graduate of UBC, says the role of the association is not only to represent the faculty in matters of salaries and working conditions, but also to assist with the professional development of all members so that they can become better teachers.

"We are developing an extensive professional development program," she says. This includes seminars on teaching techniques, discussions on course content and so on.

"We have a very young faculty here at Capilano," she says. "The average age is around 33. Many have come here direct from graduate school. The basic qualification for staff members is an MA degree or, in the case of the career programs, equivalent work experience. Of the full-time staff, one third have PhD degrees."

Mrs. Sanguinetti said one of the aims of the association is to introduce the faculty to the community through a speakers' bureau. "It is our hope, once this bureau is set up, to let community organizations know that we are available for speaking engagements. This is one way to keep the community informed about the work of the college," she said.



# COLLEGE POINT

PRESIDENT - Rob Donald

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Rob Donald likes to think of himself and his fellow student councillors as members of the "silent majority".

"We are not," says the 21-year old president of the Capilano Student Council, "about to demonstrate, or parade or wave placards."

"We believe in meaningful dialogue, and Capilano College, more than other institution of higher education in the province, gives us the opportunity to have that dialogue."

Donald said the college Cabinet, made up of representatives of students, faculty and administration, is the ideal place for students to make their views known.

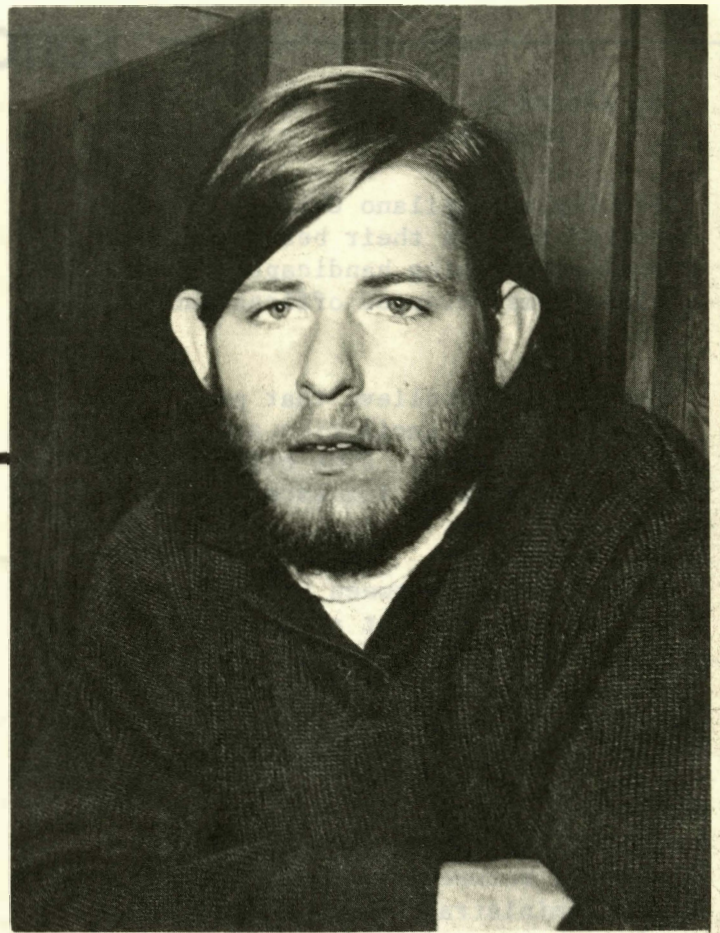
"Students sit on the Cabinet as equals with the faculty and the administration. If they disagree with the principal they speak out and he listens to what they have to say."

Donald said the Cabinet (only one of its kind in Canada) opens up lines of communication that are not available to students in other colleges.

"It means that members of the student council at last are very well informed about what is going on in the college. They can in turn pass this information on to the students either verbally or through our publications."

Other Donald comments on campus affairs:

**THE FACULTY:** All of the students feel



that they relate well to the faculty because they (the faculty) are young and really dedicated to their work. They do not teach us; they help us to learn and understand. For most of us it is the first time that we have really been able to relate to our teachers.

**COLLEGE CAMPUS:** The number one priority as far as the students is concerned is finding a permanent campus for the college. When you leave high school you want to get right away from the high school environment. Here at Capilano we are right back in it.

**STUDENT RADICALISM:** We do have some radicals on campus, but the communication between students, faculty and administration is so good that they don't have too much to be radical about.

**ROLE OF STUDENTS:** I believe that students should be reasonable and mature in their dealings with the administration. Sure we would like to see things changed but we can do it by discussion during internal government meetings rather than by parading and demonstrating.

# EDITORIAL

By Alfred H. Glenesk  
Principal

Faculty at Capilano College are required to give their best under most serious teaching handicaps - inadequate classrooms, cramped offices and crowded labs.

But I firmly believe that people and programs, not facilities are our most important asset. Fine buildings are not a substitute for excellent teaching.

Relationships between administration and faculty are not always easy. Bright innovative people who are full of ideas will naturally find that it takes time to achieve many of the goals that they set for themselves.

At Capilano the opportunities for rapport between students, faculty and administration are many - through our unique forms of internal government.

Channels of communication must remain open at all times - only then will this understanding be maintained.

In these formative years of Capilano College I have often expressed the belief that the success of our college depends on the quality and dedication of the faculty who join us.

I am pleased to say, as we move into our third year, that our goals of hiring the best possible people that we can find are being achieved, and the response of the faculty members to the challenges that the college offers has been tremendous.

As student council president Rob Donald says elsewhere in this Newsletter, our faculty, being quite young, relate well to their students and this is tremendously important.

The faculty also relates well to the function of the College in quickly grasping an understanding of the role of the community college as a teaching institution.

Here again, Faculty Association President Sonja Sanguinetti makes this point clearly in another interview in this Newsletter.

## *Profile:* Dr. George Wilson

"My one regret is that the college is centrally located in an area of the North Shore that traditionally sends a large number of young people on to higher education," he says.

"I am heartened to see 'satellite' campuses being developed in other areas of the college district where higher education has not been such a tradition."

Dr. Wilson says he believes that accessibility of a college provides a great motivation for attendance not only for young people, but for adults who want to take advantage of the college programs.

Now in his second year as a member of the college council, he notes a tremendous difference between the school board and the council.

**DELIVER TO:**