

capilano college



Theme for this painting by artist Jim Easton is the legend of the Two Sisters, recorded by Pauline Johnson. "When the two young daughters of the Tye of the Capilanos asked that their enemies in war be invited to the

great feast, it brought lasting brotherhood between the tribes. The Sagalie Tye made the maidens immortal. In the cup of His Hands, He lifted the two daughters and set them forever in a high place, for they had borne two

offsprings — peace and brotherhood. The chief's daughters can be seen on the mountain crest, wrapped in the suns and the snows, guarding the peace of the Pacific coast and the quiet of Capilano Canyon."



First Capilano College council, photographed at recent board meeting at West Vancouver Secondary School where the college opens next week in after-hours schedule. From left, Dr. John Ellis, Head, Professional Foundations Dept., Faculty of Education, SFU; W. E. Lucas, district superintendent, North Vancouver school district; A. H.

Glenesk, principal; C. Peter Jones, Prof. Eng., chairman; representative, North Vancouver school board; W. J. Wallace, barrister, rep. West Vancouver school board; T. J. MacDonald, chief accountant, Anaconda Co. (Canada), rep. Howe Sound school board; W. V. Manson, manager, Harnor Logging Co., Squamish.

Committee braved plebiscite despite climate

On February 3 the Capilano College interim committee met to celebrate the news that at long last, the provincial government had given permission for the four school districts, Howe Sound, Sechelt, North Vancouver and West Vancouver, to hold a plebiscite to see if they wanted to establish a regional college.

It had been a four-year wait.

The members sat in the North Vancouver school board office, their meeting place for the long dry years, and discussed strategy.

While the news out of Victoria had been heartening, the timing could not have been worse for a vote.

It was the season for school budget news, and it was not good. Budgets were up sharply in all the districts, and North Vancouver's finally had to go to arbitration with municipal councils.

College committee members debated whether to brave the

climate and shoot for a college opening in September, or wait and postpone opening for a further year.

Tempered by their long duel with the government, committee members elected to fight for their college. They set March 7 for the plebiscite, giving them a short month to appeal to the public.

Volunteers in the four districts joined with school board staff and committee members to push the campaign.

Here are some of the committee heads who worked in the campaign:

Sechelt - Ed Sherman, Mrs. Celia Fisher and Mrs. Marion West.

Howe Sound - Jim MacDonald, Mrs. Margaret Marchant, Al Hendrickson, Pat Goode, Ray Bryant and Bob Priest.

North Vancouver - Dr. George Wilson, Mrs. Phyllis Simpson, Stu Casper, Ron Moirier, Peter

Powell and Bill Lucas.

West Vancouver - Mrs. Shirley Hunter, Mrs. Agnes Radcliffe, Frank Steele, Ken Martin, Hugh Ferguson.

Supporting these people were hundreds of volunteers in each school district. Mothers and

fathers who left fact sheets at their neighbors; students who knocked on doors and phoned to explain the plebiscite; college committee members who spoke to groups.

The plebiscite had the support of all local newspapers except

one weekly in Sechelt.

When the votes were counted, Howe Sound, North and West Vancouver school districts passed the plebiscite by 68 percent.

Sechelt voted it down with only 33 percent in favor.

The artist . . .

Jim Easton is a Vancouver artist now at Los Angeles School of Art on a Canada Council scholarship.

He did the cover sketch for the Capilano supplement, and the Indian inspired 'bug' designs that are on the following pages.

Easton explained how he arrived at his theme.

"The Capilano watershed with all its grandeur and history could only be the ultimate answer. Thus the sketch depicting the Indians, their village, the river and the towering Lions. The concentric patterns give the feeling of majesty, of the metaphysical or the magnetic attractiveness of the region.

"An important concept is related in the story I found during my research and that is of "Peace and Brotherhood." (See legend on front cover).

"May this new college adopt this legend as their motto and the Lions as we know them as a standing reminder of the legend."

CAPILANO COLLEGE SOUVENIR EDITION

This is a souvenir edition on the Capilano College prior to its opening for classes on September 5.

The interesting story of this historical event - it is the first community college to open in existing facilities in an after-hours schedule - is compiled in these pages.

Included are feature stories that have appeared in other publications, along with our own news stories and photographs.

These record the full sequence of events and reaction of both the North Shore and city press to the college since permission was given to hold a plebiscite and establish a college.



BEST WISHES

TO THE STUDENTS

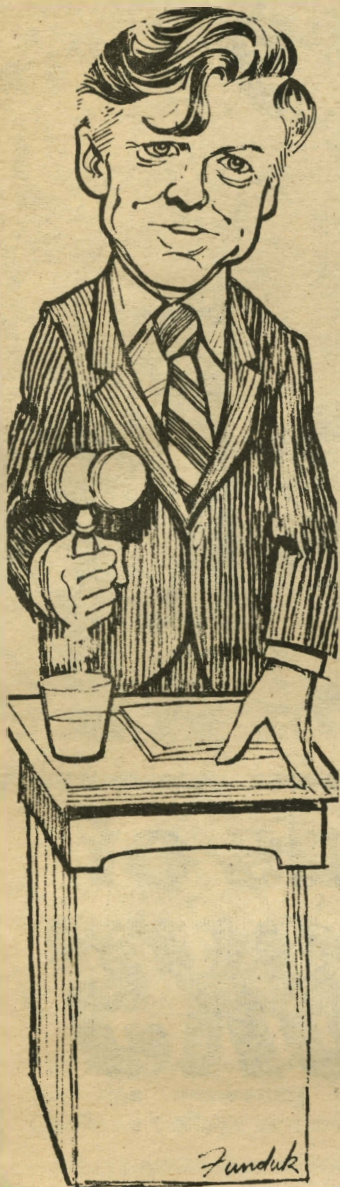
AND STAFF

OF

CAPILANO COLLEGE

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Salute to 'founding fathers'



Peter Jones
Chairman,
College Council

A great many people have done an enormous amount of work to bring Capilano College to the door-opening stage.

They served on school boards, college committees and co-ordinating committees, and some, finally, on the college council.

They travelled many miles each week to North Vancouver school board offices over the four long, lonely years before the government agreed a college was needed here.

Who were these people? They were school superintendents of the four districts interested in establishing a college, and school trustees from the same districts.

We feel these are the 'founding fathers' of the college and should be singled out in this historical supplement.

Let us look at these people whose concern is better education for our young people.

Superintendents - D.H. Campbell, Howe Sound; G.E. Johnson, Sechelt; W.E. Lucas, North Vancouver; H.C. Ferguson, West Vancouver.

Trustees - F.D. Ross, T.J. MacDonald, R.B.M. Foberg, Howe Sound; Celia Fisher and W.P. Malcolm, Sechelt; Agnes Radcliffe, Duncan McEwen, W.J. Wallace, West Vancouver; Dr. G.B. Wilson, A. MacQuarrie, C.P. Jones, North Vancouver.

Leslie Brooks, Director of Adult Education on the North Shore, was secretary of the various committees, and Peter Wilson, secretary-treasurer of Sechelt school district, was a member also.

But in any project, there are catalysts. People with vitality and vision who have the dream, then have the energy to make it a reality.

Peter Jones and Leslie Brooks were the catalysts of Capilano College.

It would be hard to envisage the college without either of these men - Jones the businessman and Brooks the educator, sharing a profound interest in education.

Peter Jones, senior partner in the consulting engineering firm of Read, Jones, Christoffersen Ltd., has been a trustee on the North Vancouver school board for 11 years. He saw youngsters passing out of secondary school with nowhere to go. Later, when the new curriculum was implemented with its many streams, they still had no place to go.

This was one of the reasons he felt a college on the North Shore was needed. He put the question to the school board. They agreed. West Vancouver school board was approached and a liaison committee formed. Jones chaired all the committees. The rest is history.

Peter Jones' interest and participation in education has been recognized. He was appointed by the Minister of Education to co-ordinate the curricula of Lower Mainland colleges and is chairman of the provincial committee. He is the first president of the Provincial Association of Community Colleges.

Leslie Brooks is that rare person who is completely at home in a school or college or university. Education is his first love, and there is no other world for him.

He was a 'swinger' in education before the word was coined, and is a swinger today after more than 30 years in the business.

Because how else could you explain the motto he pinned up on the wall of the austere North Vancouver school board meeting room which housed the college committee for those long years? In the swirling graphics of the day it read "Keep The Faith, Baby!"

Brooks has been so close to the college project it is almost a part of him.

He served as secretary to the interim committee for four years. He was a key speaker during the plebiscite campaign. He was named Dean of Instruction in the first staff appointment the college council made.

Next week Peter Jones and Leslie Brooks can see a four-year dream come true. Students will have somewhere to go. Capilano College.



Leslie Brooks
DEAN OF INSTRUCTION

ARTIST - NICK FUNDUK



New administrative and library additions to Capilano College

ONE GOOD IDEA DESERVES ANOTHER

Check. Capilano College is a good idea if we ever saw one. It answers a real need for the student population of the North Shore community. Next question on the agenda was to provide — quickly and efficiently — library and administration buildings that would not only make the best use of available space within a limited budget but satisfy the need for good design. The answer: Tecton Structures Ltd., a still young North Shore company that already has a great record for designing and building contemporary schools for British Columbia communities. We're proud to have played a role in providing space for the new college.

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First photograph of Capilano College students show CBC photographer Eric Cable taking a news sequence. Film was shown on CBC's television news program the same night. From left are Astrid Gatto, Clive Ashworth, Diana Mander, all of West Vancouver; Denise Mitchell, North Vancouver; and Stephen Hodgson, West Vancouver.

COLLEGE NEARS 800 MARK

When projected enrolment and costs were drawn up by Dean of Instruction Leslie Brooks shortly after the plebiscite had passed on March 7, a modest figure of 350 was estimated as the student body.

Pre-admission counselling, scheduled for August 1 to 14, upset these figures and set a mark beyond the wildest dreams of college council and faculty. When totals were added on the last day, there were 622 student admission forms in the files.

Indeed, counselling had to be extended for four extra days to handle the flood of students. Now figures are expected to reach or even top 800 by final registration day, Sept. 4.

"This is a most rewarding figure," principal Alfred H. Glensk said. "We realize we are pioneering here by starting a college in a secondary school, and we are surprised and extremely pleased by the response.

"The local press in the three communities, Howe Sound, North and West Vancouver, must take a great deal of credit for this response. They gave us tremendous coverage and our success depends on a well-informed public," he said.

"I came here in July, and looked over press clippings for the campaign. I can well understand why the plebiscite went through.

"While the college was making decisions, setting up the curriculum and recruiting staff, generous space was given each week to keep the public abreast of our plans.

COLLEGE OPENING A MILESTONE - BROTHERS

Message from the Hon. D.L. Brothers, Minister of Education, on the opening of Capilano College.

The opening of Capilano College is an occasion which marks another milestone in the development of higher education in the province.

Forming a network with Vancouver City College, Selkirk College in Castlegar and Okanagan College in Kelowna, all of which are in operation this year, and anticipating the opening of New Caledonia College in Prince George and Malaspina College in Nanaimo, British Columbia is moving into an era of higher education facilities that will offer excellent post-secondary opportunities to all students.

Capilano College, like its sister Colleges, will offer programmes oriented to students who wish either academic programmes or technological fields of study. It has been, and remains, our concern that services of a high order at the post-secondary level be provided to meet the needs of a broad range of student interests.


On behalf of the Government of the Province I wish to congratulate the taxpayers in the School Districts of West Vancouver, North Vancouver and Howe Sound for supporting the plebiscite which made Capilano College possible.

Also much credit is due to the Regional College Council for proceeding in a modest way, making use of existing facilities to get a programme underway.

I wish the College Council, principal and staff the greatest success. I, personally, and the Department are behind them all the way.

the best
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Counselling Big Factor

Counselling and guidance services will be emphasized at Capilano.

"Counselling and guidance are vital aspects of the program," principal A. H. Glenesk said. "Students need help in this

important time of their lives and I feel this is a very significant arm of the college.

"We plan to develop this aspect and students at all times will have available to them professional counsellors trained in this exacting science."



The pleasant voice at the other end of the line answering queries about Capilano College curriculum belongs to

the secretary, Mrs. Sheila Stewart, 255 East 18th St., North Vancouver.

CASPER'S PHARMACY

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AND THE

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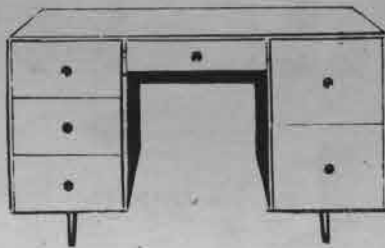
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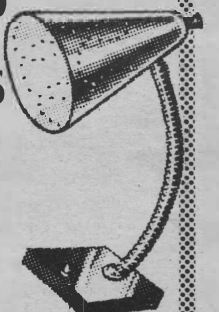


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Capilano College Job Found the Man

By WILF BENNETT

(Reprinted from Province July 8 edition)

B.C.'s newest college principal didn't apply for the job—the college applied for him.

Alfred H. Glenesk, 44, who will become the first principal of the new Capilano College, said he didn't even see the advertisements offering the principal's job.

But a committee from Capilano, the North Shore's regional two-year community college, felt he was the man for the post—despite applications from 50 others—and they went to his vice-principal's office at Vancouver City College to persuade him to head the new institution.

Glenesk is one of the few men in B.C. with experience here in the limited but rapidly expanding junior college field. He has been vice-principal of B.C.'s first junior college — Vancouver City College—since it opened three years ago.

As such, he has had to play one of the leading roles in launching an entirely new type of post-secondary institution here. The problems have been intensified by a chronic overcrowding which has plagued the institution, jammed into the old King Edward High School, since its inception.

An ironic aspect of his new appointment is that now, just when a new independent campus for VCC seems to be in sight in

the next couple of years, at Langara, Glenesk starts another long wait until the new Capilano College gets out of the temporary shared quarters and onto its own campus.

BASEMENT ROOM

He will start work in the refitted basement room in West Vancouver Secondary School. The community college, to serve North and West Vancouver and Howe Sound, will open in the West Vancouver School in September, operating from 4 to 10:30 p.m. after the high school students leave each day.

When will Capilano College have its own campus and buildings? Optimistic forecasts are from three to five years.

A two-storey portable unit will go up on the north face of the west wing of the school this fall to provide a common room for students and offices for counselling staff and faculty. Another portable will adjoin the present school library to create a college-level library.

Glenesk will be back in a familiar milieu—trying to run a junior college in temporary quarters.

But he is not in any way discouraged by this prospect. Already sold on the importance of and the need for community colleges, he sees the North Shore institution as a challenge.

It provides some hope and opportunity for the 80 percent of the young people who don't go to university, he says.

It gives them a chance for more education, sometimes for

job training and helps them orient themselves to adult society.

NOT EXTENSION

"A community college is NOT just an extension of high school," Glenesk said. "High school is too inflexible in program, students have to decide too soon for specific specialties. In the college experience they will get

another opportunity to change direction if they wish."

And the college can be just as important to the older people of the community, he continued. Retraining is a vital issue today, in both academic and technological fields.

Born and educated in Vancouver, Glenesk obtained three degrees from the

University of B.C.—B. Comm (1954), B.A. (1952) and M. Ed (1964) with majors in commerce, economics, adult education and administration. He has 22 years of experience in education.

He is married with two daughters, Carolyn, 17, and Janice 15. They live in Vancouver but Glenesk feels he should move to the North Shore to be closer to the college.



ALFRED H. GLENESK

Adults can audit classes

Adults will be able to share college life as 'auditors' at Capilano this fall.

This term in education means an adult can enrol in college classes for cultural enrichment or to upgrade their vocational-technical background.

There are no credits or examinations. Course fees are paid at registration time, \$20 for each course for residents.

Priority is given students taking programs for credit.

Principal A.H. Glenesk said this fairly new idea in college education is one he is anxious to encourage.

"Capilano is a community college, and it must serve all the community," he said, "not just students graduating from grade 12."

"Too, mature students are a good influence in college life," the principal observed.

congratulations to the brand new capilano college



The project that was born last March is now a reality. Today more than 800 students will enroll in academic and technical subjects at Capilano College. Eaton's is pleased to take part in the new college as official bookstore, supplying texts for the three programs: Arts and Science, Vocational Technical, B.C. Institute of Technology. (Reference books may also be ordered through Eaton's.) Books, Department 205, Eaton's Park Royal.

EATON'S

ENGLISH 1A-3**Literature and Composition**

A study of some twentieth-century examples of drama, short story, poetry and novel. This course is designed for students who plan further study in English literature. Essays and exercises are required to develop principles of composition.

ENGLISH 1B-3**Literature and Composition**

The course will continue an examination of twentieth century literature and develop the principles and practices of composition.

MATHEMATICS 1A-3**Fundamental Mathematics**

Students who have completed the Secondary School Courses Mathematics 11 or 12 who intend to take only one year of college mathematics. Topics include: sets and numbers, inequalities, absolute values, coordinate systems, functions and their graphical representation, the circular functions, quadratic functions, and matrices and determinants. Prerequisite: Mathematics 11 or equivalent.

MATHEMATICS 1B-3**Fundamental Mathematics**

Permutations, combinations, progressions and binomial theorem, exponential and logarithmic functions, applications. Prerequisite: Mathematics 1A.

MATHEMATICS 2A-3**Calculus**

A study of mathematics intended for those planning to take advanced courses in mathematics; derivatives of algebraic functions and applications; plane analytic geometry. Prerequisite: Mathematics 12 or Mathematics 1b.

MATHEMATICS 2B-3 Calculus

Differential and integral calculus with applications. Prerequisite: Mathematics 2A.

HISTORY 30-3**History of Twentieth Century Europe**

A study of Europe as background for contemporary world problems. The changing pattern of international events from the turn of the century; the causes, events, and repercussions of World War 1, the League of Nations, the political, social and economic events of the emerging modern states.

HISTORY 31-3**History of Twentieth Century Europe**

Investigation of the causes of the World War 1; the aftermath and a study of the balance of an East and West relationships; the impact of the Communist block.

PSYCHOLOGY 1A-3**Introductory Psychology**

An initial study of human behaviour with special emphasis on the basic processes of behaviour in animals and in humans. A survey which includes an historical investigation of leading psychological thought; study of learning, sensation, perception, intelligence, behavioural basis; experimental method.

PSYCHOLOGY 1B-3**Contemporary Psychology**

A continuation of the Psychology 1A. A survey of principles and methods of learning; sensation, perception, motivation, emotion and related concepts.

GEOGRAPHY 1A-3**Human Geography**

An introduction to basic geographical concepts and methods that contribute to an understanding of the spatial existence of man and of his involvement with the physical environment.

GEOGRAPHY 1B-3**Human Geography**

A continuation of Geography 1A. A study of human activity relating to economic and cultural change; urbanization; population; theory of regionalization.

FINE ART 1A-3**History of Art**

The study of the history of architecture, sculpture, and painting of the Western World from Ancient Egypt, Mesopotamia, the Mediterranean.

FINE ARTS 1B-3**History of Art**

A continuation of Fine Arts 1A. A study of the more contemporary historical aspects of architecture, sculpture and painting.

All science courses require two-hour labs

PHYSICS 1A-3**General Physics**

A survey of mechanics, heat, electricity, optics, radioactivity; structure of matter; dynamics; work; energy; power; elasticity; motion; kinetic theory; temperature; introduction to thermodynamics. Prerequisite: Mathematics 12 (High School), Physics 11 (High School). Mathematics 2A must precede or be taken concurrently.

PHYSICS 1B-3**General Physics**

A survey of wave motion, electricity, magnetism, sound and light, atomic spectra and an introduction to nuclear physics. Prerequisite: Physics 1A or 2A. Mathematics 2B must precede or be taken concurrently.

PHYSICS 2A-3**General Physics (Honours)**

This course is parallel Physics 1A, but will require depth of study beyond requirements for Physics 1A. Prerequisite: Mathematics 12 (High School) Mathematics 2A must precede or be taken concurrently.

PHYSICS 2B-3**General Physics (Honours)**

This course is parallel Physics 1B, and is intended only for those continuing in a further study in Physics. Prerequisite: Physics 2A. Mathematics 2B must precede or be taken concurrently.

CHEMISTRY 1A-3**General Chemistry**

A study of nomenclature, calculations, nuclear and atomic structures, the periodic table, chemical bonding, properties of gases, liquids, solids and solutions; kinetics; equilibrium. Prerequisite: Chemistry 11 (High School).

CHEMISTRY 2A-3**General Chemistry (Honours)**

The course will be similar to Chemistry 1A. Depth of study will be increased for successful completion of this course. Prerequisite: Chemistry 12 (High School), Mathematics 12 (High School).

CHEMISTRY 2B-3 General Chemistry (Honours)

A continuation of Chemistry 2A. Topics include those listed for Chemistry 1B. Additional assignment: will be required for students who choose this course over Chemistry 1B. Prerequisite: Chemistry 2A.

BIOLOGY 1A-3 General Biology

The course covers such topics as: fundamental properties and functions of micro-organisms, plants, and animals; their molecular, microscopic and visible structure; cell structures. Prerequisite: Biology 11 (High School).

BIOLOGY 1B-3 General Biology

This course is a continuation of Biology 1A. A comparative approach to the study of basic organisms. Modern principles applied to the mechanism of inheritance, evolution, and adaption to environment. Prerequisite: Biology 1A or 2A.

BIOLOGY 2A-3 General Biology (Honours)

A study of all life processes. A course similar in content to Biology 1A. Prerequisite: Biology 12 (High School).

BIOLOGY 2B-3 General Biology (Honours)

The course consists of a continuation of Biology 2A and is similar in content to Biology 1B. Prerequisite: Biology 2A.

FRENCH 1A-3 Introductory French

This course is designed to give a spoken fluency and reading facility as well as some writing of the language. Use of the language laboratory.

FRENCH 1B-3 Introductory French

A continuation of French 1A and the audiovisual approach to gain fluency in communication. Prerequisite: French 1A.

GERMAN 1A-3 Introductory German

A course which includes: phonetics, pronunciation, and transcription. Basic instruction in oral and written composition.

GERMAN 1B-3 Introductory German

A continuation of the German 1A course.

SPANISH 1A-3 Introductory Spanish

A basic course in the oral and written language. Emphasis on oral approach with grammar, composition and translation.

SPANISH 1B-3 Introductory Spanish

A continuation of the Spanish 1A course.

ECONOMICS 1A Principles of Economics

The institutions and processes involved in the production and distribution of wealth; basic determinants of prices and costs, the determinants of income and employment; international trade.

CAPILANO COLLEGE

1770 Mathers Ave., West Vancouver Phone 926-4367

Description Of Courses — Tentative Fall Term 1968

VOCATIONAL-TECHNICAL PROGRAMS**Industrial Technology**

A two-year program leading to a diploma, covering the basic technical knowledge required by any student who plans to step directly into industry. Permits concurrent development of technical specialty in either Machines Technology, Electronics, Construction Technology, Welding or Drafting.

	Hrs/Wk.	
*English 50A	Writing and Contemporary Thought	3
Mathematics 51A	Industrial Mathematics	3
Physics 51A	Industrial Physics	4 1/2
Chemistry 51A	Industrial Chemistry	3
Drafting 51A	Industrial Drafting	4
Workshop 80A	Technical Specialty	5

Early Childhood Education

A two-year course leading to a diploma, which prepares students to work in nursery and kindergarten schools. Graduates will be able to work with community-sponsored groups and with handicapped and retarded children as well as with the normal child.

*English 1A	Literature and Composition	
English 52A	Oral Communication	
Psychology 51A	Child Development	
Health 51A	Health Education	
*Elective	Workshop 80A	Field Work and Seminar

Art Program

An exploratory program in fine arts leading to a diploma, which will provide a broad non-specialized art experience against a background of general education. Course includes drawing, painting, and basic design, supplemented by a series of workshops in related media.

*English 52A	Creative Communications	3
Art 51A	Painting, Drawing, and Basic Design	12
Workshop 80A	Related Media	9

Business Administration

Two-year programs leading to a diploma, which provide the student with specialized business training and enables him to assume a responsible place in the business world.

Accounting

	Hrs/Wk.	
*English 50A	Writing and Contemporary Thought	3
*Economics 1A	Introduction to Economics	3
Mathematics 52A	Business Mathematics	4
Business 51A	Business Accounting	4
Business 50A	Business Procedures	3
Commerce 51A	Business Machines & Typing	5

Secretarial

	Hrs./Wk.	
*English 50A	Writing and Contemporary Thought	3
*Economics 1A	Introduction to Economics	3
Mathematics 52A	Business Mathematics	4
Commerce 52A	Shorthand	3
Commerce 53A	Secretarial Practice	6
Business 51A	Business Procedures	3

TECHNOLOGICAL PROGRAM (B.C. Institute of Technology)

Each technological and technical program consists of a pattern of courses leading to a college diploma at the end of two years. Some courses (marked*) carry general credit; the remainder carry credit only within the program of which they form a part.

Course offerings have been arranged in co-operation with the B.C. Institute of Technology and are designed to allow transfer to certain specialized second-year courses at B.C.I.T. Students completing the program at B.C.I.T. will be awarded a nationally recognized Diploma of Technology (Diol. T.)

ELECTRONICS

The Scientific Technical program offerings for 1968-69 are limited to those which are electrical and electronics oriented. This is a rapidly growing field leading to a large variety of interesting and challenging positions in many business, industry and government operations.

The program provides a thorough grounding in the electrical/electronic equipment used in such fields as communications, transportation, industrial, plants, defence establishments and home entertainment and comfort.

Program—Fall term

	Hrs./Week	
*English 50A	Writing and Contemporary Thought	3
Mathematics 54A	Technical Mathematics	9
*Physics 1A or 2A	General Physics	4 1/2
Electronics 51A	Electrical Circuits	9
Electronics 52A	Electrical Components	1 1/2
Drafting 52A	Introductory Drafting	3

BUSINESS MANAGEMENT PROGRAM

The Business Management program being offered consists of a group of core courses required for all types of business supervisory and management positions supplemented by a series of electives which are chosen to suit the particular business environment for which training is desired.

The program is designed to provide the student with a broad yet thorough understanding of modern business practices which will enable him to enter into positions of responsibility in a wide range of businesses, industries and government. Examples of areas of employment are: planning, research, finance, organization, operation, accounting, marketing, retailing and hotel-motel management.

PROGRAM—FALL TERM

	Hours/Week	
*English 50A	Writing and Contemporary Thought	3
Mathematics 53A	Business Mathematics and Statistics	6
*Economics 1A	Introduction to Economics	3
Business 58A	Management in Industry	3
Business 52A	Accounting	6
Business 53A	Introduction to Data Processing	3
Business 54A	Marketing	3
Business 55A	Office Systems and Equipment	3
Business 56A	Front Office Management	3
Business 57A	Food and Beverage Management	6

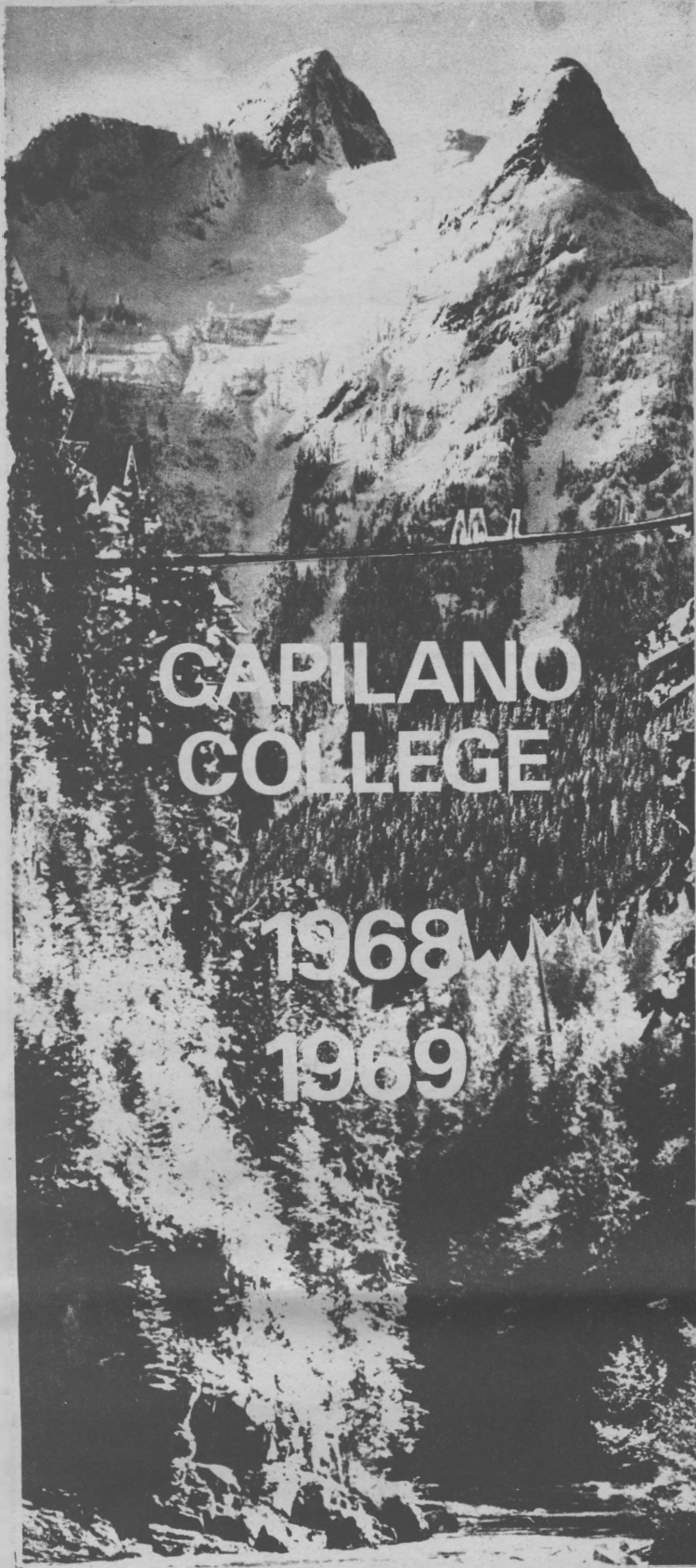
Note—Students following the Hotel-Motel Management program take Business 56A and 57A instead of Business 51A, 54A and 55A.

CAPILANO COLLEGE

CLASS SCHEDULE Fall, 1968

Sections marked with an asterisk (*) are not open to enrolment unless notice is given in the registration area.

Course name	Course No.	Section No.	Time	Days	Room	Course name	Course No.	Section No.	Time	Days	Room		
ENGLISH	1A	1	4:00	M.W.	122	BIOLOGY	2A	1	4:00	M.W.	230		
	1A	2	4:00	T.Th.	122		2A	2	5:30	M.W.	151		
	1A	3	5:30	M.W.	122		<i>Biology students must also enrol in a Lab.</i>						
	1A	4	5:30	T.Th.	122		2A Lab	1	6:00-8:00	M	231		
	1A	5	7:30	M.W.	122		2A Lab	2	8:00-10:00	M.	231		
	1A	6	7:30	T.Th.	122		2A Lab	3	4:00-6:00	T.	231		
	1A	7	9:00	M.W.	122		2A Lab	4	6:00-8:00	Th.	231		
	1A	8	9:00	T.Th.	122		2A Lab.	*5	8:00-10:00	W.	231		
	1A	9	7:30	M.W.	130		FRENCH	1A	1	4:00	T.Th.	256	
	1A	10	9:00	M.W.	130			1A	2	5:30	T.Th.	256	
	1A	11	4:00	T.Th.	130			1A	3	7:30	M.W.	256	
	1A	12	5:30	T.Th.	130			1A	4	9:00	T.Th.	256	
	1A	13	5:30	M.W.	130			1A	5	9:00	M.W.	256	
	ENGLISH	50A	1 Elec. & Ind.	4:00	W.		132	SPANISH	1A	1	5:30	M.W.	256
				9:00	F.		53		1A	2	9:00	M.W.	254
		50A	2 Bus. Mgr.	4:00	W.		54		1A	*3	7:30	M.W.	254
				9:00	F.		50		1A	*4	4:00	T.Th.	254
ENGLISH		50A	3 Act. & Sec.	7:30	M.W.	54	GERMAN	1A	1	5:30	T.Th.	254	
		51A	1 Art	4:00	M.W.	150	ART	English	52A	1	9:00-10:30	M.	54
ENGLISH		52A Oral	1	9:00-10:30	M.	54		Art	51A	1	4:00-10:30	T.Th.	57
MATHEMATICS		1A	1	5:30	M.W.	152		Workshop	82A	1	5:30-10:00	M.W.	57
MATHEMATICS	1A	2	7:30	T.Th.	154	EARLY CHILDHOOD	English	1A	6	7:30	T.Th.	122	
	1A	*3	4:00	M.W.	152		EDUCATION	52A	1	9:00	M.	54	
	1A	*4	9:00	T.Th.	154		English	51A	1	7:30-9:00	M.W.	121	
	MATHEMATICS	2A	1	4:00	M.W.	152	Psychology	51A	1	9:00	T.Th.	134	
2A		2	4:00	T.Th.	154	Health	80A	1	4:00	M.	132		
2A		3	5:30	T.Th.	154	INDUSTRIAL TECHNOLOGY	English	50A	1	4:00	W.	132	
2A		4	7:30	M.W.	154		Mathematics	51A	1	7:30-9:00	M.W.	156	
2A		*5	5:30	M.W.	154		Physics	51A	1	4:00-7:00	M.	301	
MATHEMATICS		52A	1 Com.	4:00	T.W.Th.	156	Chemistry	51A	1	5:30-7:00	W.	301	
	51A	1 Ind.	7:30-9:00	M.W.	156	Drafting	52A	1	9:00	M.W.	151		
MATHEMATICS	52A Bus.	1	4:00-5:30	T.W.Th.	250	Workshop	80A	1	4:30-6:30	T.Th.	302		
	HISTORY (World)	30	1	4:00	M.W.	232	BUSINESS ADMINISTRATION	- Accounting					
30		2	5:30	M.W.	232	English		50A	3	7:30	M.W.	54	
30		3	7:30	T.Th.	232	Economics		1A	4	9:00	M.W.	233	
30		4	9:00	T.Th.	232	Mathematics	52A	1	4:00-5:30	T.W.Th.	250		
30		5	4:00	T.Th.	232	Business	50A	1	8:30-10:30	T.Th.	150		
30		*6	5:30	T.Th.	232	Business	51A	1	5:30-7:00	T.Th.	150		
30		*7	9:00	M.W.	156	Commerce	51A	1	4:00-7:00	M.	120		
GEOGRAPHY	1A	1	5:30	T.Th.	255				7:30-8:30	T.Th.	120		
	1A	2	7:30	T.Th.	255	BUSINESS ADMINISTRATION	- Secretarial						
	1A	3	9:00	M.W.	255		English	50A	3	7:30	M.W.	54	
	1A	4	4:00	T.Th.	255		Economics	1A	4	9:00	M.W.	233	
	1A	*5	5:30	M.W.	255	Math	52A	1	4:00-5:30	T.W.Th.	250		
ECONOMICS	1A	1	4:00	M.W.	233	Commerce	52A	1	7:30	T.Th.	131		
	1A	2	5:30	M.W.	233	Commerce	53A	1	4:00-7:00	M.	131		
	1A	3	9:00	T.Th.	233	Business	59A	1	5:30-7:00	T.Th.	150		
	1A	4	9:00	M.W.	233	B.C.I.T. Electronics and Business Management.							
	1A	*5	5:30	T.Th.	233		Students registering in these programs will be given their timetables when they meet as a group on Monday, September 9 in Room 250 at 4:00 p.m.						
	1A	*6	7:30	T.Th.	233								
PSYCHOLOGY	1A	1	4:00	M.W.	257	NORTH AND WEST VANCOUVER SCHOOL BOARDS Adult Education Department ACADEMIC-TECHNICAL, AND COMMERCIAL PROGRAM COURSES OFFERED 1968-69 ROOM ALLOCATIONS	Academic-Technical						
	1A	2	5:30	M.W.	257		Course	Nights	Time	Room No.			
	1A	3	5:30	T.Th.	257		Math 11	Tues. & Thurs.	7:30-9:00	156 (M)			
	1A	4	7:30	M.W.	257		Math 12	Tues. & Thurs.	7:30-9:00	130 (M)			
	1A	5	7:30	T.Th.	257		English 12	Tues. & Thurs.	7:30-9:00	132 (M)			
	1A	6	9:30	M.W.	257		English Lit 12	Tues. & Thurs.	9:00-10:30	132 (M)			
	1A	7	4:00	T.Th.	257		Social Studies 11	Tues. & Thurs.	9:00-10:30	54 (M)			
	1A	8	9:00	T.Th.	257		*Physics 11	Tues. & Thurs.	7:30-9:30	253 (M)			
	1A	9	7:30	M.W.	250		*Physics 12	Tues. & Thurs.	9:00-10:30	253 (M)			
	1A	*10	9:00	M.W.	234		History 12	Mon. & Wed.	7:30-9:00	233 (M)			
	1A	*11	7:30	T.Th.	250		Geography 12	Mon. & Wed.	7:30-9:00	234 (M)			
	1A	*12	9:00	M.W.	250		French 11	Mon. & Wed.	7:30-9:00	55 (M)			
FINE ARTS	1A	1	4:00	T.Th.	234	French 12	Mon. & Wed.	9:00-10:30	55 (M)				
	1A	2	9:00	T.Th.	234	*Chem 11	Mon. & Wed.	7:30-9:00	221 (M)				
	1A	3	7:30	M.W.	234	*Biology 11	Mon. & Wed.	7:30-9:00	230 (M)				
	1A	*4	9:00	M.W.	134	*Chem 12	Mon. & Wed.	9:00-10:30	221 (M)				
PHYSICS	1A	1	4:00	M.W.	253	*Biology 12	Mon. & Wed.	9:00-10:30	231 (M)				
	1A	2	5:30	T.Th.	253	Commercial							
<i>Physics 1A students must also enrol for a Lab.</i>						Typing 11	Tues. & Thurs.	7:30-9:00	121 (M)				
1A Lab	1	7:30-10:30	M.	252	Shorthand 11A	Tues. & Thurs.	7:30-9:00	134 (M)					
1A Lab	2	4:00-7:00	T.	252	Shorthand 11B	Tues. & Thurs.	9:00-10:30	131 (M)					
1A Lab	3	7:30-10:30	T.	252	Bookkeeping 11	Mon. & Wed.	7:30-9:30	150 (M)					
1A Lab	*4	4:00-7:00	W.	252	Accounting 12	Mon. & Wed.	9:00-10:30	150 (M)					
1A Lab	*5	7:30-10:30	W.	252	Secretarial Practice	Mon. & Wed.	9:00-10:30	131 (M)					
PHYSICS	2A	1	7:30	M.W.	253								
	2A	*2	5:30	M.W.	253								
<i>Physics 2A students must also enrol for a Lab.</i>													
2A	1	4:00-7:00	Th.	252									
2A	2	7:30-10:30	Th.	252									
PHYSICS	51A	1 Ind.	4:00-7:00	M.	134								
			5:30-7:00	W.	134								
CHEMISTRY	1A	1	4:00	T.Th.	221								
	1A	2	5:30	M.W.	221								
	1A	3	9:00	T.Th.	221								
<i>Chemistry students must also enrol in a Lab.</i>													
1A Lab	1	7:30-10:30	M.	220									
1A Lab	2	4:00-7:00	T.	220									
1A Lab	3	7:30-10:30	T.	220									
1A Lab	*4	4:00-7:00	Th.	220									
1A Lab	*5	4:00-7:00	M.	220									
CHEMISTRY	2A	1	5:30	T.Th.	221								
	2A	2	4:00	M.W.	221								
<i>Chemistry students must also enrol in a Lab.</i>													
2A Lab.	1	7:30-10:30	W.	220									
2A Lab	2	4:00-7:00	W.	220									
2A Lab	*3	7:30-10:30	Th.	220									
CHEMISTRY	51	1 Ind.	7:30-9:00	M.W.	Ing.								
BIOLOGY	1A	1	4:00	M.W.	151								
	1A	2	7:30	T.Th.	230								
	1A	3	4:00	T.Th.	151								
	1A	4	7:30	M.W.	151								
	1A	5	5:30	M.W.	230								
<i>Biology students must also enrol in a Lab.</i>													
1A Lab	1	4:00-6:00	W.	231									
1A Lab	2	6:00-8:00	W.	231									
1A Lab	3	8:00-10:00	T.	231									
1A Lab	4	4:00-6:00	Th.	231									
1A Lab	5	6:00-8:00	Th.	231									
1A Lab	6	8:00-10:00	Th.	231									
1A Lab	*7	4:00-6:00	M.	231									



CAPILANO COLLEGE

1968
1969

Capilano College had its first catalogue ready for pre-admission counselling August 1. Composite photo for front cover was done by photographer Rolly Ford who incorporated his famous Lions photo with a shot of the Capilano Canyon.



Congratulations
To The Educators And
School Trustees Whose Untiring
Efforts Brought About
The Establishment
Of
Capilano College.
This Long Needed
Educational Facility
Will Serve The
Needs Of Our Fine Young
People On The North Shore

MAYOR CARRIE CATES
AND ALDERMEN
ON BEHALF OF
THE PEOPLE OF THE
CITY OF NORTH VANCOUVER



TIM HOLLICK-KENYON
... college co-ordinator

A former UBC Alumni Association director, Tim Hollick-Kenyon, was appointed co-ordinator of student services last month.

Hollick-Kenyon, 38, of 1287 Burnage Road, North Vancouver, was with the Vancouver Children's Aid Society before coming on the staff of Capilano.

He graduated from the University of B.C. with an arts degree in 1951 and was made UBC alumni director in 1961.

Hollick-Kenyon will be in charge of counselling, records and services related to all student activities at Capilano College.

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**A Good Start
Means
A Great Finish**

**Enrol Now
The Future is Yours!**

THE CITIZEN

CAPILANO RIVER: Its history colours the past

By JAMES W. MORTON

Dr. Morton, 2330 Queens Ave., West Vancouver, has completed a book on the Capilano River and its historical significance in British Columbia.

His interest in the area began when he fished the pools in Capilano Canyon, and after two years research and writing, the manuscript was completed.

He describes the people who lived on its banks; the explorers who passed its mouth; the timber that brought the first pioneers to the North Shore; fishing the deep pools; the fight for chlorination of its water; the second dam.

Because the new community college on the North Shore bears this famous name, we asked Dr. Morton if he would write an article on the history of the river and the origin of the name.

Here are some short excerpts from his book:

THE SOURCE

Capilano River rises south of Phyllis Lake, some six miles north of the Lions. Fed by melting snow, it trickles downward to ripple gently through its valley before tumbling into the canyon and out again to the terraced flats of Burrard Inlet.

It is a small river, some 22 miles in length, draining a bowl of 68 square miles rimmed by high mountains. A small river, but one which has affected many lives in the brief history of the inlet.

In June, 1792, Captain George Vancouver in his yawl and Mr. Puget in the ship's launch, sailed past the river into the Narrows. After a brief welcome by some 50 Indians, they continued up the south arm of the glacial fjord they named Burrard's Channel.

They were the first Europeans to sail past the Capilano, perhaps the first to see it, though some say the Spaniard, Narvaez, was the first to gaze upon the green slopes of the western shore as he tacked his Santa Saturnina around English Bay a year earlier.

THE INDIANS

Before the white man arrived, the Indians lived their peaceful lives in many small villages along the inlet and Howe Sound.

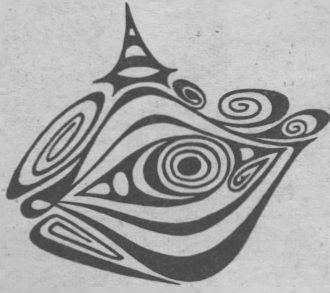
One of these was Homulchison on what is now called the Capilano, though in those days it was known as Homulchison Creek.

How was it named Capilano?

The first known reference to the name was that of Captain Richards of the "Plumper" who steamed into the inlet in 1859 to investigate an Indian dispute. In his report to James Douglas, he refers to "Ki-ap-a-la-no, chief of the Squamish tribe."

According to August Jack, Ki-ap-a-la-no was "a great big man, black hair down to his shoulders." He was a famous chieftain, honored, respected.

When the chief's son died without an heir, the Squamish had to choose a new chief. The husband of the rearest relative



obtained the title about 1895. His Indian name was Sahn-luk, but since he lived beside the river then known as the Capilano, he was referred to by the whites as Capilano Joe to distinguish him from all the other "Joes" up and down the Inlet.

Who then named the river? No one knows when or by whom the name was changed from Homulchison to Capilano, but the first reference is on a map dated 1880. On it is the name Capilano Creek.

CAPILANO JOE

Capilano Joe was to live a colorful and exciting life. He launched the crusade for Indian rights and even travelled to England in 1906 to plead before King Edward VII. He was the rage of London, but when he had his audience with the king, he got only vague promises that his race would be made citizens, not treaty Indians.

Chief Capilano Joe died in 1910 and was buried in the small

Indian cemetery on Keith Road. His life spanned an era of two civilizations.

When he was born as Sahn-luk in 1850, Fort Langley was a busy trading post; Fort Victoria had been established seven years earlier and the 49th parallel had just been made the western boundary between British North America and the United States.

He was eight years old before British Columbia became a colony, and nine years old before Colonel Moody hewed New Westminster from the forests on the banks of the Fraser.

When Morton, Brighthouse and Hailstone bought their "brickmaker's claim" in the

west end of Vancouver he was 12 and when Sewell Moody and Captain Stamp began production in their mills on both sides of the inlet, he was 15.

Capilano Joe knew the life of the pre-contact Indian and he adapted to the life of the white interloper. He saw his river tapped for Vancouver's water supply; he led the first "whitemans" through the valley; he saw the Indian's precious cedars crash to the ground and their dismembered bodies float to the sea as shinglebolts.

He is one of the many fascinating individuals whose life has been influenced by the little river on the North Shore.

EVERY N.S. POLL VOTED IN FAVOR OF COLLEGE

Not a single poll went down to defeat on the North Shore vote to approve the establishment of a community college.

Some polls were marginal, but the majority were well over the necessary 50 percent, with many soaring into the 80 percent class.

Best vote went to North Vancouver, where North Vancouver District delivered up a whopping 71.79 percent majority. North Vancouver City which 60.96 percent dragged down the average to 68.72 percent.

In West Vancouver, the west end of the community turned in some high majorities: Cauleild, Gleneagles and Eagle Harbour with averages from 75 to 80 percent.

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Customers range from large universities and public libraries to small school districts. Trained personnel available for advice and consultation.

THE FUTURE

The second Canadian branch will be established in British Columbia in October. North Vancouver has been chosen for the site, which provides space for future expansion and adequate parking facilities.

British Columbia sales consultant and representative, Gordon Ratcliff. Phone: 943-3426



First group of students fill out application forms July 26 in newly set up office of Capilano College. Welcoming students are principal Alfred

H. Glenesk, left, and dean of instruction, Leslie Brooks, center. At right is college secretary, Sheila Stewart.

Portable Units Increase College Facilities

Integrating a contemporary wooden building functionally and aesthetically with an older concrete structure is an agreeable sort of challenge for the design team at Tecton Structures Ltd., the North Vancouver firm that is supplying the administrative and library additions for Capilano College.

The results on the drawing board to date foresee two attractive buildings that will not only be pleasing in themselves, but sustain the architectural distinction of the older building

they will serve.

The larger structure is the two-storey administrative and student counselling centre, which provides 6480 square feet of space.

The first floor will comprise a large (36' x 60') common room, private counselling offices and service facilities. General offices, board room, and offices for Dean, Principal, and faculty will be located on the upper storey.

The library will be a one-storey structure of 1200 square

feet in which book racks and reading carrels will leave plenty of space for browsing.

Both buildings will be manufactured in modules at the Tecton plant in North Vancouver, transported by truck to the West Vancouver site of Capilano College, and erected in a matter of days.

Tecton general manager, Hein Driehuyzen, and architect, Nick Marach, make no secret of their intention to make these Capilano College buildings showpieces of

good design and the efficient use of space for all required functions.

"Good design and the creation of the appropriate environment for the function a building is to serve is the essential requirement in the successful use of factory-made buildings," says Driehuyzen.

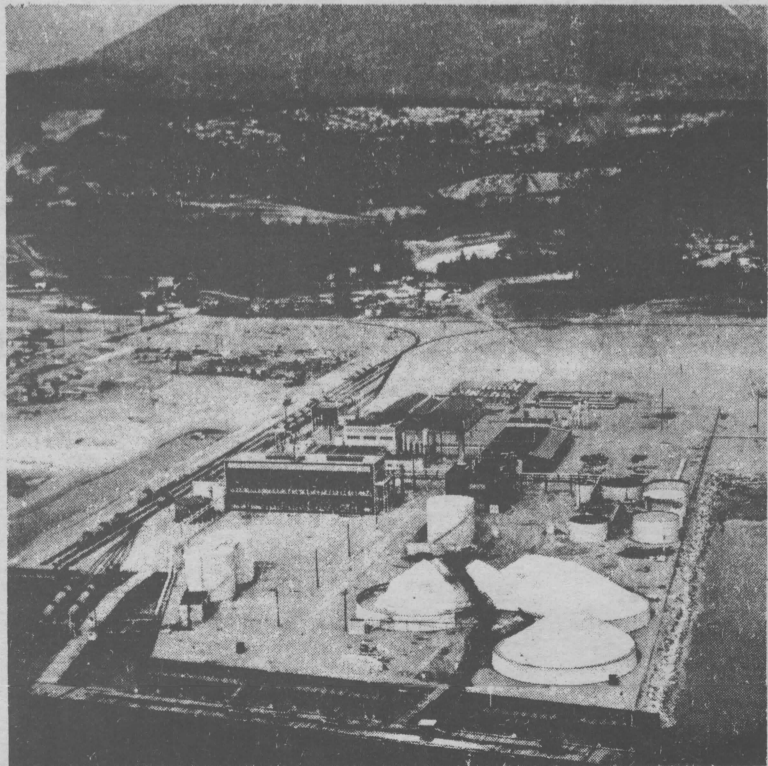
"It is the key to our entire operational philosophy at Tecton, which has been responsible for creating over 150 new classrooms in British

Columbia during the past 3½ years.

"The pre-fabricated building industry must realize the importance of this if it is going to win the confidence of the public. Economy is one thing, but, in the total economics of new school building, the creation of the proper environment is the major factor," he adds.

"For the same reason that people do not want to live in cracker-box houses, student and school staff do not work well in cracker-box schools."

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THAT THE FUTURE HOLDS
PROMISE OF CONTINUING
GROWTH AND PROGRESS.

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North Shore College Vote Key to Entire B.C. Plan

By Louise Spratley

(Reprinted from Vancouver Sun, Page 6, March 5, 1968)

Thursday's vote on a community college for the four North Shore municipalities, Sechelt, Howe Sound, North and West Vancouver, won't be a simple expression of opinion: do you want to establish a community college?

It will be read as a cue vote that could influence the fate of similar plebiscites in the Lower Mainland expected to follow.

The North Shore voter might well ask how he got from his friendly community setting to this larger stage, pinned under a province-wide spotlight.

He got there because the proposal of the North Shore Community College Committee to use an existing school as the college campus broke the deadlock in Victoria. It will be the first vote in what is a new government approach to establishing a college. And every educator's eye will be on it.

School districts have been pounding on Victoria's door for three years asking permission to hold college plebiscites.

The pressure was on the Minister of Education, Leslie Peterson. He faced the clamor from school boards and he was in a tight money market. He could not move.

When the North Shore proposal came, Peterson grabbed it. He gave permission for a plebiscite, complimented West Vancouver School Board for its generosity and opened to the door to other applications on the same terms.

The policy on community colleges is this: The province will make a contribution only where there is a demand demonstrated to support the college.

In this small print is the message. The provincial government is waiting for the people to recognize the need for community colleges, then they must get a majority vote in their district.

BURSTING WALLS

After this the government will pay 50 percent of approved operating costs. When a campus is needed, a referendum must go to the voters for capital costs, and if this passes, contribute 50 percent of the building costs.

Unlike the State of Washington which has 22 colleges, and California with 81, British Columbia, the dynamic province, has two.

Vancouver City College, bursting its walls in old King Edward High School, will soon have a new campus at Langara.

The Okanagan, after an internecine war between north and south which wrecked the college program, has come under a new order. The plan now is to start grade 13 college courses in three different schools in three different towns. In addition, technical courses will be set up in the government vocational school in Kelowna.

On Vancouver Island, six districts out of nine north of the Malahat voted to establish a community college. Six passed by majorities ranging up to 92 percent. Alberni, Courtenay and North Vancouver Island opted out. The college will be set up in Nanaimo instead of building a campus.

WHERE'S B.C.?

Ontario reviewed its educational program four years ago. It found the need for colleges so urgent it could not wait for the people or a building program. It is turning its trade schools and technical institutions into comprehensive regional colleges while the building program was being organized. There are 20 regions in the province, each with its own college.

Quebec has taken a great leap. It has literally lifted itself into the space age with a ladder system which funnels all secondary students through regional colleges on their way to university. This is an 8:3:2:3 pattern, eight years elementary, three secondary, two college and three university.

In B.C., the government is waiting for the people.

"This is not all bad," says Bert Wales, director of Vancouver City College. "It is good for the community to have some participation in its regional college. The curriculum is geared to community needs and there is a strong feeling of loyalty and identification in having some responsibility.

Now back to the North Shore. Is there a real need here for a college and are the residents ready to support it?

Some of these questions were answered at a college meeting last week when Dr. Ian McTaggart-Cowan, Dean of Graduate Studies was on the platform with Stewart McGill, regional director of Manpower, and Dr. Wales.

"More than 69 percent of parents in North and West Vancouver want their children to go to university," Dr. McTaggart-Cowan said.

CAN'T TURN OFF

"We won't be able to accommodate them. We anticipate 22,000 students next year. We don't know how to stop the growth."

There are 1,900 students in grade 12 in the four districts. Only a small number go on to university—between 30 and 35 percent. The rest try to get into the labor force, or put their names on the waiting list at the vocational school in Burnaby or B.C. Institute of Technology if they have entrance requirements.

The communities on the North Shore of the Inlet have always been front runners in education. Innovations have started here. The committee realized when it set March 7 for the plebiscite day it was only giving itself five weeks to run a campaign and explain the complex personality of a community college.

But if it waited longer, it would not be possible to start classes in West Vancouver Secondary School this September.

It took the gamble. Now the voter takes up the challenge.

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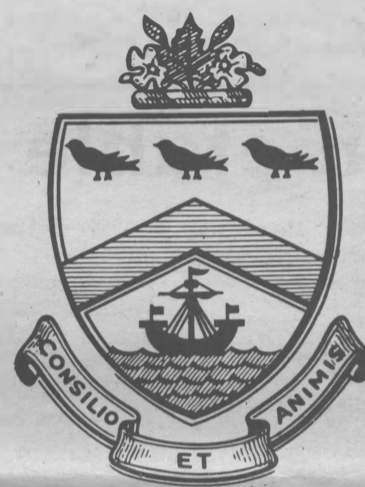
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Barbara Conquergood, 3910 Capilano Road, receives directions and calendar

from Sheila Holt on first day of pre-admission counselling, August 1.

Timetable of a College

1962 - Dr. John B. Macdonald published report advocating regional colleges.

1964 - Liaison committee formed by North and West Vancouver school boards to study regional college.

1965 - Feasibility survey commissioned. Dr. Walter Hardwick of University of B.C. and Professor Ronald Baker of Simon Fraser University made the study. They recommended a regional college be established on the North Shore by September 1968.

1965 - Howe Sound and Sechelt school districts come into the plan and new co-ordinating committee formed under chairmanship of C. Peter Jones, trustee and former chairman of North Vancouver school board.

1966 - Each board passed a bylaw requesting permission to hold a plebiscite in its school district, delivered to the Minister of Education at a joint meeting with Dr. Leslie Peterson, Dr. Neil Perry, the deputy minister and F.P. Levirs, superintendent of education.

1967 - January: Peter Jones put out release "School Boards of Sechelt, Howe Sound, North and West Vancouver have been waiting for 13 months for the Minister of Education to reply to request to be allowed to hold plebiscite."

1967 - November: The plan to set up the college in existing facilities was studied by committee and adopted November 22.

December: West Vancouver school board gave permission to use West Vancouver Secondary school as an after-hours regional college with classes from 4 to 10:30 p.m.

1968 - February 3: Government gives authority to hold plebiscite. /Date set for March 7.

Vote: North Vancouver, West Vancouver and Howe Sound school districts vote 68 percent in favor. Sechelt fails with 33 percent vote.

1968 - April: Government announces appointments to college council - Dr. John Ellis, William V. Manson, W.E. Lucas. School boards appoint T.J. McDonald, Howe Sound; W.J. Wallace, West Vancouver; C.P. Jones, North Vancouver.

At first meeting C.P. Jones made chairman and 'Capilano' chosen as name for college.

May: Leslie Brooks, secretary to the co-ordinating committee, made Dean of Instruction in first appointment by the new college council.

Academic and Vocational-Technical programs approved. Fees set at \$100 per term.

College-level library approved.

June: Alfred H. Glenesk, vice-principal of Vancouver City

College, named principal of Capilano.

Technological program approved. Set up in co-operation with B.C. Institute of Technology.

July: Applications received for college courses.

August: Tim Hollick-Kenyon named co-ordinator of student services.

Pre-admission counselling August 1-14. At end of period 622 students had signed up for full or partial programs. Four more days scheduled and total over 800.

September: Registration and payment of fees Sept. 3 and 4. Classes start Sept. 5. Formal opening of college Sept. 10 with Minister of Education, Donald Brothers, guest speaker.

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The honor of being the first student programmed in the North Shore's first community college fell to Mrs. Barbara Holloway, 1565 Gordon Ave., West Vancouver. She is pictured here at pre-admission counselling August 1 with counsellor Walter Firth. Mrs. Holloway trained in England as an occupational therapist and now plans to continue her university work at Capilano College.

DISTRICT ORCHESTRA PLAYS AT OPENING

The District Orchestra, made up from musicians in the West Vancouver school system, will give a half-hour of light music prior to the opening ceremonies September 10 when the college is formally opened.

Because the concert comes so close to school opening, it will be a composite orchestra to bring it up to about 20 pieces. The orchestra will reach its full strength when music classes begin this fall.

College-level Library Ready by September

Capilano will have a college-level library, with books catalogued and ready to put on the shelves when portable accommodation is ready September 9.

The company geared to give this 'instant' service is Bro-Dart of Canada, whose parent company, Bro-Dart Industries of Newark, New Jersey, has been serving universities, colleges and schools for many years.

This trend to package service is logical in the library field. It eliminates buying from a multitude of publishers and it keeps a computerized record of each company's program and its stocks.

Here is how it works.

In the company's nerve centre in Newark are two 360 IBMs. Publishers' titles are computerized. Customer records are kept. Orders are analyzed. The company can tell within ten days of an order how much it will cost and when the customer will get it.

The service extends to putting an 'instant' library on the

premises - a portable unit, completely furnished, catalogued books installed on the shelves.

The company handled the library at Simon Fraser University, cataloguing and processing 30,000 volumes to allow the library to open on schedule.

Gordon Ratcliff, sales consultant for the company and its representative here, said the Library of Congress system would be used at Capilano, the same as SFU.

There will be from 8,000 to 10,000 books when the library opens, and it will be completed when all staff is recruited.

"Professors have their particular requirements for library books in each course," Ratcliff said. "When we get this list, the books will be on the shelves in four weeks."

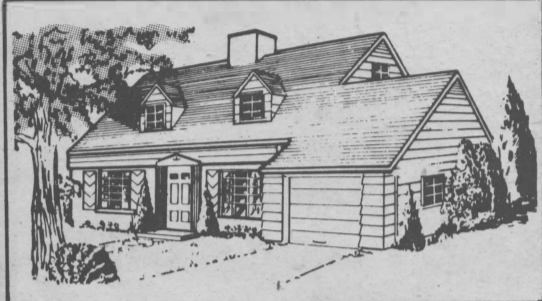
The company is opening up a branch in North Vancouver which will be the second in Canada. The other is at Brantford, Ontario. It will open October 1 with 35,000 square feet of room with expansion to 50,000.

Young Artist Poster Winner

Bonny Lee, West Vancouver Secondary grade 11 student, won first prize in the community college poster contest held in conjunction with the plebiscite campaign.

More than 75 posters were entered and judges were Mary Frazee and D. Alderson, noted artists on the North Shore.

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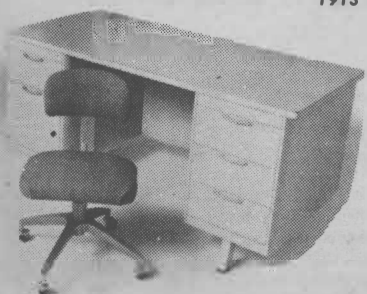
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