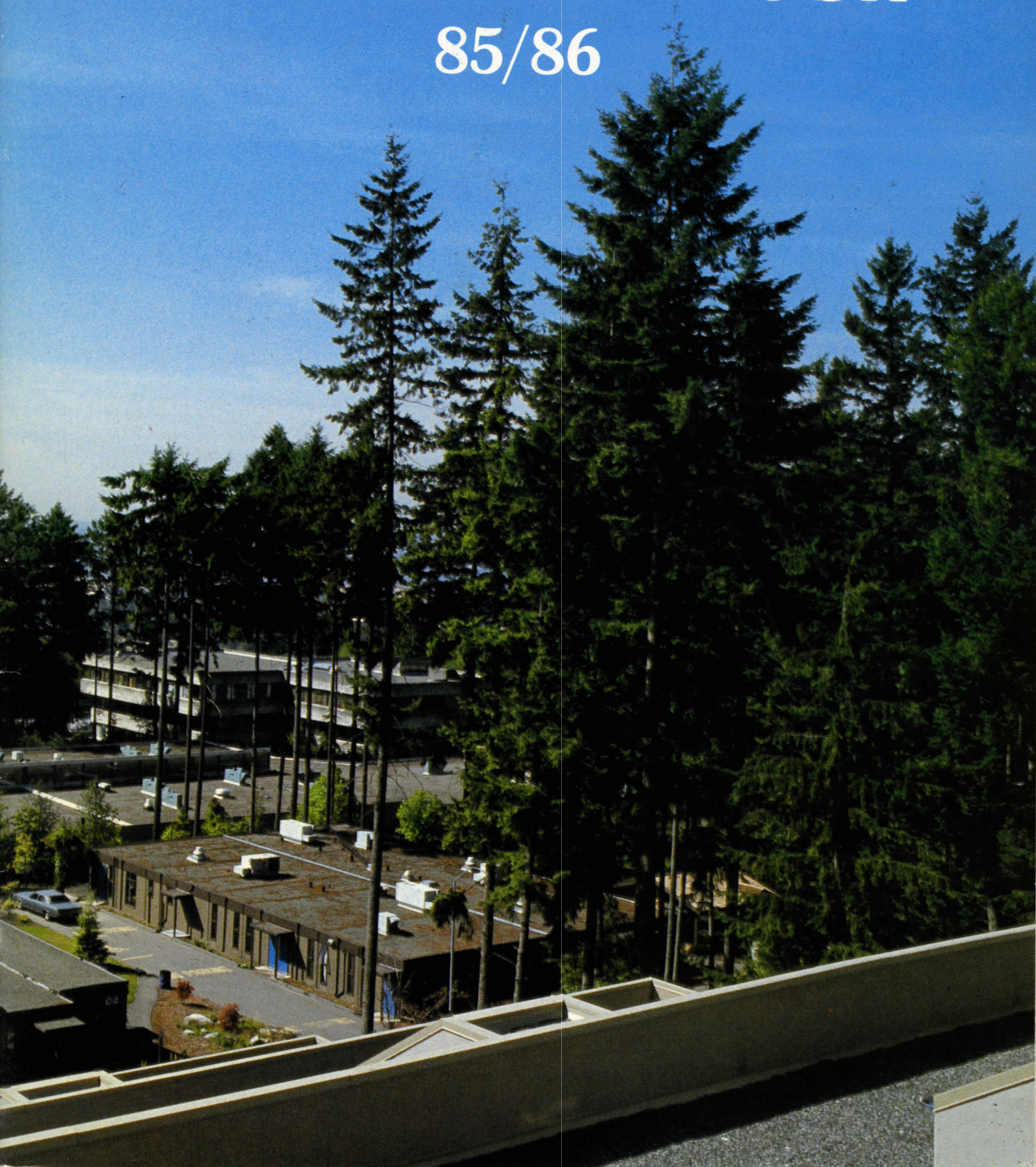


CAPILANO COLLEGE STUDENT HANDBOOK 85/86



Of tortoises, hares, and careers.

Let's be honest. You're not going to be run off your feet this spring trying to keep up with all those job offers.

Finding a job—any job—is going to be hard. Times are tough, and many organizations aren't even accepting applications. The days of jackrabbit career starts are finished, at least for the short run. Getting started is going to be a slower, harder haul than it used to be.

Now, we're not saying that you'll forever move at a tortoise's pace in your career. But we are suggesting that to win, place, or even show in today's job sweepstakes you're going to have to plan an aggressive and creative job search strategy. You're going to have to work hard just to get your foot in the door, and you may have to accept a position that's a few steps further back than you were aiming at. But at least when the economy turns around you'll be able to keep pace and move up and along with it.



So between now and then, be prepared to walk into a few blind alleys and down some wrong paths for the few jobs that are out there, and expect to hear a lot of "Don't call us, we'll call you's" for your efforts.

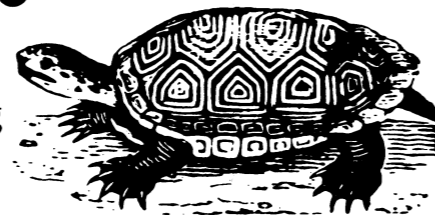
We'd all like to be career hares, but plan on being a tortoise for a little while; you'll win your race in the end.

You belong with us.



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PRESIDENT'S MESSAGE WELCOME TO CAPILANO COLLEGE!

As the Student Society President for the 1985/86 academic year, it is with great pride that I welcome you.

Capilano College is a unique institution to learn in. The combination of aesthetic beauty, personal informality and academic excellence make it second to none.

In recent years, education in general and Community Colleges in particular have come under considerable financial attack. I wish that I could say that the cutbacks are over, but there is every indication that they will continue at least into the foreseeable future. In addition, there is talk about the rationalization of the college system, which may result in Capilano College being merged with Vancouver Community College. It is not a pretty picture, but with strong student voice, and a commitment to the Community College concept, I am confident that Capilano College will continue to be one of the most desirable institutions in which to learn.

The Student Society is your organization. As this year's President, I am committed to working with the rest of your elected executive committee to make your stay at Capilano College a rich and fulfilling one. To do this your input is needed. I will be making myself available in the Society office through the year. Please feel free to drop in anytime.

On behalf of the entire executive committee, I wish you every success over the coming year.

Attention Advertisers

This publication is produced by and is the property of the Capilano College Student Society.

To place advertisements or to obtain further information regarding Students Society publications, please call the Communications Coordinator at 986-1911 local 347.

Do not purchase advertising space in any yearbook, handbook, or telephone directory from Capilano College without first verifying the publication with the Communications Coordinator at 986-1911 local 347.

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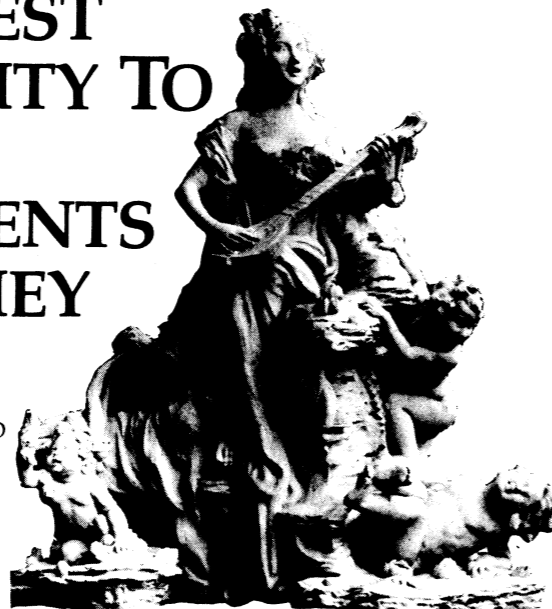
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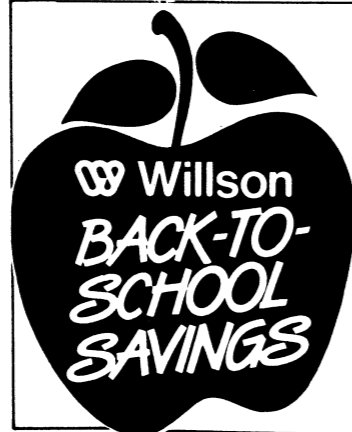
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Introduction to the Society

Membership in the society begins whenever you register for one or more credit courses at Capilano College and carries with it certain privileges and responsibilities.

Foremost is the privilege to be heard and have your voice count. Elections and general meetings allow you to choose whom you want to represent you and what direction you want them to take. Through the ombudsperson you have the privilege to appeal a grade or make a complaint against an instructor who uses unfair or discriminatory practices.

Through the student society, you can make your voice heard on a provincial and national level using forums, petitions, protests, and via the society's affiliation with the Canadian Federation of Students, the national student organization.

Accompanying these privileges, and others such as the services provided for students by the society, go responsibilities. The responsibilities primary involve actually getting out there and using your privileges. Make your voice heard; give the society a mandate; get involved! There are many ways, none the least is to run for a position on the society executive. If you are not willing to do that, then at least vote, when elections are held. Usually, less than 10% of the entire student body votes in an election or referendum. A vote in the student society elections counts more than a federal, provincial, or municipal vote!

The student society wants you to be its voice. It wants to hear from you whether at an election, executive meeting or by grabbing your representative in the hallway. In return the student society will be your voice when dealing with the overwhelming bureaucracy of post secondary education. If you have something to say, the society will act as your mediator and say it to the right person.

C.C.S.S. Fees

The Capilano College Student Society is funded directly by the students of

Capilano College. It is a registered non-profit society incorporated under the Society Act of British Columbia.

Any student taking 3 or more credit hours of instruction at the College is required to pay membership dues. Capilano College acts as the collecting agent. Membership dues are \$2 per credit hour to a maximum of \$24.00.

Objectives

The Student Society operates with several specific goals and commitments that outline its responsibility to its members and to students in general.

There are four main goals that are incorporated in everything the society does. These goals are simple and straightforward, and yet they clearly reflect the direction of the student society.

1. To protect the rights of all students and to insure access to quality education.
2. To participate in the college governance procedure by way of direct student representation on all boards and committees.
3. To provide activities of both social and political nature to all students of the college.
4. To inform students of and encourage their participation in events (both educational and political) on the local, provincial, national and international levels.

In addition to the society's high reaching goals, it also has a commitment to help the student, here and now. The society operates a number of services without which things would be noticeably more difficult on campus. The society also holds social events and pub

nights that work in two ways — fund raising for individual clubs and athletic teams, and on-campus entertainment for the students.

But most of all, the Student Society strives to act as the student voice and representation on campus, to the community and to the government. In recent years, it has become a larger and more important addition to the structure and operation of Capilano College. And it's made the load a little lighter for its members — the students.

General Meetings

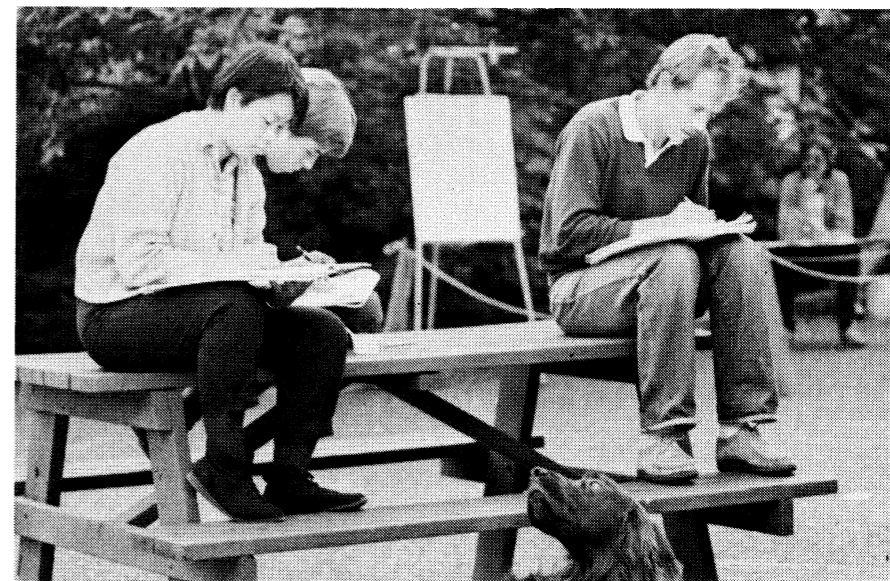
All 3500 members have an equal say in the affairs of the Society. The vehicles for input are the general meetings held at least twice per year. Every member of the Society is entitled to one vote. At least 5 percent of the total membership must be present at a general meeting for it to be quorate (legal as per the Societies Act of B.C.)

Some of the business transacted at general meetings includes budget and financial statement approval, constitutional changes, reports on activities, major project approvals and question periods.

By voting in elections and referenda and by participating in general meetings, you will personally determine the focus and direction of your society.

Elections

The day to day affairs of the Society are directed by the duly elected executive which meets every two weeks. The executive consists of the President, Vice President of Internal



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Affairs, Vice President of External Affairs, Treasurer, Communications Co-ordinator, Ombudsperson, two Career program Representatives, two Academic Program Representatives and one Vocational Representative.

Two elections are held each year, one early in the Fall semester for the positions of Treasurer and Career/Academic/Vocational Representatives and one late in the Spring semester for the positions of President, Vice-Presidents, Communications Co-ordinator and Ombudsperson. Any vacant positions at the time of the election are also re-elected. A brief description of each position may be found on page ?? . All Society members are entitled to one vote per office per election. Your student identification card is required in order to vote.

Any member of the Society, provided they have not been impeached during the pervious term in office, may stand for election.

Executive Positions

PRESIDENT: The President is responsible for convening executive meetings; chairing many, if not most, of them; keeping up-to-date on all executive reports and other paper work delights. The President is an official signing authority for the Society and should be aware of the financial situation at all times. The president will often be asked to attend board and committee meetings as a student representative and should thus be aware of committee operation. If constitutional revisions are deemed necessary by the executive, the President is responsible for drafting the revisions. Ideally, the President should be able to take over any of the other positions on the board.

VICE PRESIDENT (EXTERNAL AFFAIRS): This position is great for people who like conferences. The V.P. Ex. is responsible for representing the Student Society to any and all outside organizations or special interest groups, such as the Canadian Federation of Students, United Way and the communities of North and West Vancouver. The V.P. may also be required to attend conferences, symposiums and seminars as a representative of the Society. A good grounding in public relations or strong communication skills are best for this position, as well as an ability to deal with other people and organizations on a personal basis.

VICE PRESIDENT (INTERNAL AF-

FAIRS): The V.P. Internal deals with matters arising on campus that require the attention of the Student Society. This frequently includes being on standing committees, Student Society staff relations, negotiating funding contracts with connected societies and clubs and the maintenance of good relations with the students, faculty, staff and administration. Some public relation skills are also helpful in this position, as well as tact and diplomacy. An understanding of financial matters helps, too.

TREASURER: The Treasurer is responsible for keeping track of all the money that goes in and out of the Student Society. The Treasurer must also prepare monthly financial statements, keep track of club and subsidiary organization funding and ensure that all of the Society's money is being properly spent. The preparation of the fiscal budget also falls in the Treasurer's lap.

Unlike the other positions, there is a qualification that must be met: the Treasurer must be bondable. Unofficial qualifications include an understanding of budgeting, some bookkeeping knowledge, or at least a willingness to learn how to do it.

ACADEMIC REPRESENTATIVE: There are two Academic Rep. positions to be filled by students in the academic program. Duties are primarily the representation of students in the academic program.

CAREER REPRESENTATIVE: There are

two Career Reps which are to be filled from career students. Career Reps, like any Reps, should also be willing to go directly to those with power in the event there is some problem of importance to career students.

VOCATIONAL REPRESENTATIVE: There is one Vocational Rep elected to represent vocational students, including Adult Basic Education Students. This Rep, and all Reps, should be capable of dealing with their fellow students on a one-to-one basis and not be afraid to raise their objections or concerns to the rest of the executive. An ability to talk with fellow students and to initiate a conversation are fantastic skills for any representative, and all should try to develop it if they haven't already got them.

OMBUD: From the students' point of view, the Ombud is one of the most important executive members. When students' have a problem or a complaint against the college, the Student Society, or the faculty, they come to the Ombudsperson. The Ombud deals with the complaint by going to the appropriate authorities and demanding an inquiry. Grade appeals, complaints of unfair or discriminatory practices, and complaints about unsafe or dangerous conditions often come to the Ombud. The Ombud is non-biased and neutral, but that does not mean passive. Someone running for Ombud should be forceful and willing to follow-up until the matter is settled. The Ombud



JOE

WELCOME to Miller Time



should also not be shy about questioning the complainant to see if their claim is a valid one.

COMMUNICATIONS CO-ORDINATOR: The Communications Co-ordinator is responsible for writing, producing and distributing information from the Student Society to the students. The Co-ordinator may be asked to write a column for the college newspaper or present a talk on a given student topic at a forum. By necessity, the Co-ordinator works closely with both Vice-Presidents for internal and external communications. The Communications Co-ordinator should have a solid background in communications, both written and verbal. The ability to express thoughts and concepts clearly is a must.

VOTING

Here are a few tips on how to vote. First find out who the candidates are, then find out where they stand on the various issues. Read their posters and pamphlets, go to the candidates' question and answer sessions and talk to people who might know them. Now that you know everything about the candidates, it is time to vote. If there is more than one person running for a position, simply pick the best person. If there is only one person running for a position, then you have the option of voting "yes" or "no". If the person looks capable vote "yes". If you really don't want them representing you, by all means vote "no".

RUNNING

This is, by far, the best way of giving direction to the executive; be one! The eleven different positions are diverse enough to suit almost anybody. Some require good writers, some need good talkers, some need good thinkers, some need doers and all positions require more enthusiasm than they do time. To run for a position on the executive just follow these steps:

1. read over the job descriptions and decide which one you are suited for and have time for (some require more time than others).
2. read over the C.C.S.S. constitution (find one in the office).
3. get a nomination form and find fifteen people to sign it.
4. you can spend up to \$30.00 of C.C.S.S. money for your election campaign. Make brochures, posters, buttons, speeches, and most importantly, have fun.
5. now just wait for the ballots to be counted. Good luck!

CAPILANO COLLEGE STUDENT SOCIETY BUDGET

For The Year Ending December 31, 1985

REVENUE	
Beginning Balance	\$ 33,859
Student Activity Fees	121,000
Interest	1,200
Operating Revenues	3,500
Total Revenue	\$159,559
EXPENSES	
Wages	\$49,800
Equipment	16,200
Canadian Federation of Students	15,000
Capilano Courier	15,400
Honoraria	7,500
Activities	6,000
Office	4,500
Conferences	3,600
Grants	3,000
Clubs	2,400
Campaigns	1,000
Bank Charges	200
Miscellaneous	500
Total Expenses	124,200
Closing Balance	\$ 35,359

CAPILANO COLLEGE STUDENT SOCIETY FINANCIAL STATEMENT

For The Year Ending December 31, 1984

INCOME	
Beginning balance	\$ 17,368.00
Student Activity Fees	121,237.00
Interest	1,156.00
Operating Revenues	2,792.00
	\$142,553.00 (1)
EXPENSES	
Wages	\$51,128.00 (2)
Capilano Courier	8,000.00 (3)
Canadian Federation of Students	15,350.00 (4)
Activities	12,724.00 (5)
Honoraria	6,961.00
Conferences	5,339.00
Information Centre	2,329.00 (6)
Clubs	1,036.00
Office	2,422.00 (7)
Equipment	1,964.00
Campaign	1,095.00
Bank Charges	346.00
Total Expenses	108,694.00
Closing Balance	\$ 33,859.00



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The Office

The C.C.S.S. Office is your office and it is open Monday to Thursday 10 A.M. - 4 P.M., and Friday from 10 A.M. - 3 P.M.

There you will find friendly and helpful people, consisting of the Executive Officer, the Secretary and a few Executive members. The Executive

Officer is in charge of the Office and ensures that the Society's day-to-day business runs smoothly.

If you have any questions or concerns, and you don't know where to take them, someone in the Office can probably point you in the right direction. As well as having a wealth of human resources, the Office also works

as a communications link and offers a variety of services for students. It has information on just about everything from the C.C.S.S. itself, to recent government news, and to up-coming events.

The Office is located next to the North Cafeteria in N-116; drop in any time!

Student Society

Issues

The student Society researches and develops positions on many student related issues. Your national student organization, the Canadian Federation of Students, chooses a National Campaign each year at the annual general meeting. This May in Halifax, N.S., we chose a double campaign; a drive to get the student aid program revamped and an attempt to guarantee that the federal P.S.E. post-secondary education funds be used for that purpose by the provinces. We are also involved in many campaigns provincially and locally.

Student Issues Committee

"How do I get involved"? you ask. Well, this year the Student Issues Committee was newly formed and it is made up of ordinary students just like yourself. The committee will not operate under the direction of the elected C.C.S.S. executive but will decide for itself which issues to pursue and what action to take. If you are interested in student issues and have a little bit of time, please, get involved. Only with your involvement can we hope to affect any change.

Local Campaign

More work is done by the C.C.S.S. on a local or college level than anywhere else. When the proposal for a new recreation facility was introduced we made sure students and representation

from the planning stages right on through to the operating stages after its completion. All internal college committees have representatives on them who are constantly voicing the concerns of the students. The students are who this college is here for, so it makes sense that the planning of the college reflect the needs of those students.

Provincial Campaigns

The national campaigns are also being pursued at the provincial level. Financial Aid, in particular, is an item with substantial provincial jurisdiction. The other major provincial campaign is one to get students of colleges and universities lower bus fares to equal those of our younger counterparts in high school. The seemingly endless escalation of bus fares and huge numbers of students affected by them has caused us to place a very high priority on this campaign. This bus campaign is very winnable but only if we have the help and support of all students.

National Campaign Financial Aid

The current student financial assistance program is a far cry from being fair. Through lobbying at a national, provincial, and local level we plan to eliminate the dependency/independency criteria, reinstate the grant program, ensure transferability throughout Canada, install a more equitable

repayment plan, and set up a committee with student representation, to monitor and suggest changes to the student aid program on an ongoing basis. We feel that a post secondary education should be freely available to all people who want it, therefore it is important that any remission or grant program be based on need. The average B.C. student on financial aid will owe just over \$5,000.00. A debt of this magnitude can be an overwhelming burden on a new graduate. Also the prospect of such a debt is enough to dissuade many bright and capable people from attaining a higher level of education. If you have had any problems with your financial aid or have any questions regarding this campaign, please come into the C.C.S.S. office; we NEED your input.

The Federal Transfer Payment

The federal and provincial governments share the cost of certain established programs such as health, welfare, and education. In the past eight years B.C.'s share for the cost of education dropped from 21% to -4%; in other words, less money is being spent on education than the province receives from the federal government for that purpose. The federal government will be reviewing these transfer payments this Fall and intensive lobbying has been going on (for several months) to educate the Ministers and M.P.'s of the importance of guaranteed tied funding.

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The Canadian Federation of Students

For 57 years students in Canada have pushed, prodded and coaxed along a national student organization in one form or another. It's been no mean feat. Unanimity on the direction of the student movement will not be remembered as a dominant developmental characteristic. More than once, its proponents have had to pick up the pieces after the organization flew apart in their faces.

What in hindsight seems little more than a heated academic battle consumed much of the energy of those involved in the movement. While the demand for student services and the need for decisive political action required courageous decisions and the resolve to follow them through, students clashed over whether the national organization should be restricted to providing direct student services or whether it should permit debate on the issues of the day and fill the function of a political pressure group.

Conservative forces have traditionally blanched at the thought of students questioning the authority and wisdom of the campus administration and government, arguing that a national students' organization could not possibly represent all students if it involved itself in controversial political issues. It would be undemocratic and irresponsible to try to represent students on an issue without complete agreement about what students' positions should be; decisions of the organization should be limited to planning national student services.

Others insisted that the organization could not ignore the politics of students' lives and that it would be myopic, not to mention undemocratic to prohibit students from debating educational and social issues and voting on common students positions. Students continued to push and prod the organizations. In 1975 the BC Students' Federation was formed in response to a government plan to wipe out the provincial student aid program. In 1978, delegates at a national students' conference adopted a multi-year campaign to oppose government cut-backs in social services and education, recognizing the absolute need for students not to try to win such a major campaign alone, but to work with other interest groups to build public support for the provision and expansion of social services in Canada.

For the past five years, students from across the country have been working to strengthen our student movement by reorganizing the separate student groups (National Union of Students, Association of Student Councils, and provincial organizations like BC Students' Federation) into a unified student organization.

Two and a half years ago, students at Capilano voted 91.5% in favour of joining this new organization. We were the fifth in the country to hold such a vote. To date students at 61 colleges and universities have voted overwhelmingly in favour of membership in the national union. October 1981 the Canadian Federation of Students was officially founded. In January 1982 the provincial counterpart — CFS Pacific — came into existence.

These are desperate times for post secondary education. Both the federal and provincial governments are slashing grants to social services like health care and education. We must work together to oppose government cuts and the imposition of 'Reaganomics' on post-secondary education. Through our local student society and CFS, we are part of a huge multi-level coalition that involves students, faculty and staff at all levels of education and that is combating funding cuts. Students across the country are uniting under the banner of CFS to voice opposition to government attacks on education; we need the support of every student on campus.

CFS is run by the membership. Twice a year student representatives from our campus and other member campuses are sent as delegates to national general meetings, where they collectively decide the policy and direction of the organization. A national executive composed of provincially elected reps coordinates activities and supervise a national staff.

There are also provincial general meetings, where only delegates from schools within the province attend. A provincial campaign is determined and an executive elected to carry out the same duties as the national executive, but on the provincial level.

The organization has a staff which does much of the research, campus

organizing and lobbying of the provincial government. But because CFS is a federation of the student associations across the country, CFS relies on strong, well-coordinated student associations to make the campaigns work.

CFS operates as a non-profit co-operative owned and controlled by the students of Canadian colleges and universities. The elected board of student representatives directs a number of programs that can widen students' educational experiences and save them money.

Contact your student society office to obtain the following services:

STUDENTSAVER

STUDENTSAVER, the National Student Discount Program that offers thousands of discounts on a myriad of products and services available throughout Canada. These bargains are available to CFS members with their membership cards (see I.D. Cards page 00 and Listing pg. 00) and to holders of the International Student Identity Card (ISIC).

Canadian Programming Service
44 St. George St., Toronto, Ontario M5S 2E4

THE CANADIAN PROGRAMMING SERVICE (CPS) provides a wide range of Canadian speakers and entertainers for on-campus student groups, clubs, teams, and associations.

THE STUDENT WORK ABROAD PROGRAM (SWAP) offers working holidays for Canadian students in Belgium, Britain, Ireland, and New Zealand.

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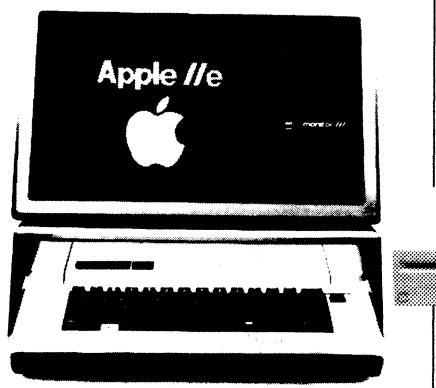
TRAVEL CUTS, owned and operated by CFS, offers travel at the lowest possible prices. Travel Cuts is a fully licenced travel agency with many offices across the country. It is the Canadian expert in budget travel.

THE CANADIAN STUDENT TRAVELLER outlines the latest deals in student travel, general travel tips, as well as articles from student travellers. Student writers are encouraged to share their experiences in the pages of the Traveller. *The Canadian Student Traveller* is published four times a year and distributed free on campus.

CFS INFORMATION RESOURCE SERVICE, administered by CFS, helps student groups and associations find needed information and solutions to problems. Supplying relevant data quickly, efficiently, and accurately, the CFS information Resource Service can save student groups time and money.

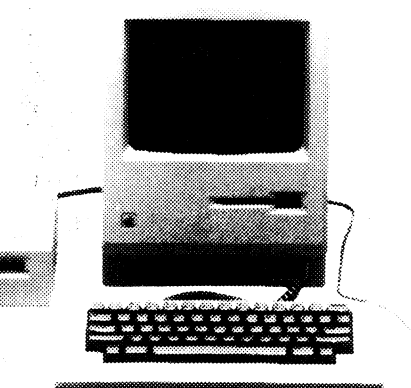
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Campus Services

Banking

Capilano College has on campus a Bank of Commerce Instabank machine open 24 hours a day...located on the college drive between the north and south campuses. Accounts may be opened at the Lonsdale Branch.

Bookstore

At Cap, the best place to buy books is... you guessed it, the Bookstore. The Bookstore is located in the "R" Building at the northwest corner of the campus. Everything you need (well almost everything) to undertake your studies can be found at the Bookstore. Not only can you find all the necessary testbooks, school supplies of all kinds can also be purchased.

The Bookstore is going to have two different sets of hours this year. Between September 3 and September 15 the hours will be Monday to Thursday 9:30 to 19:30 (9:30 to 7:30), and Fridays 9:30 to 16:00 (9:30 to 4:00). From September 16 on (after the buying rush is over) the Bookstore will cut its hours to Monday to Friday 10:00 to 15:00 (10:00 to 3:00).

The Bookstore takes cash or cheques but if you are going to pay by cheque make sure you have proper ID. Your student card and one other piece of valid picture ID should do.

One last item regarding the Bookstore — do not under any circumstances bounce a cheque to the Bookstore; they have unpleasant ways of making you pay. Besides, the added administrative costs are tacked on to the books that the rest of us have to buy.

Used tests are also available during the first 3 weeks of each semester at the Student Society used textbook sale, (see used textbook sale).

Cafeterias

Capilano College has two cafeterias, one North, and one South. Both are operated under contract by Beaver

Foods. The South Cafeteria is in the 'B' Building. The hours of operation are Monday to Thursday 8:00 a.m. to 3:30 p.m. and the evening from 5:30 p.m. to 9:00 p.m. The grill closes at 1:30 p.m. every day and is not open in the evening and on Friday from 8:00 a.m. to 3:30 p.m.

Anne Beaver (the manageresse) and her staff serve a good selection of soups, sandwiches, burgers, and laughs.

The North Cafeteria is located in the 'N' Building and is open from 8:00 a.m. to 8:30 p.m. Fridays you can get a hot breakfast, lunch or dinner, and every day there are 3 different hot specials, for those of you who are partial to the vegetarian way of life there is a salad bar and a yogurt bar where your meal will cost a mere 60¢ per 100 gr.

Meal tickets are not available at either of the cafeterias.

The manageresse of the North Cafeteria is Barb Renaud. If you have any complaints or compliments or suggestions they should be directed to her or the student society, (see also committees).

Weekly menus are posted on bulletin boards throughout the college.

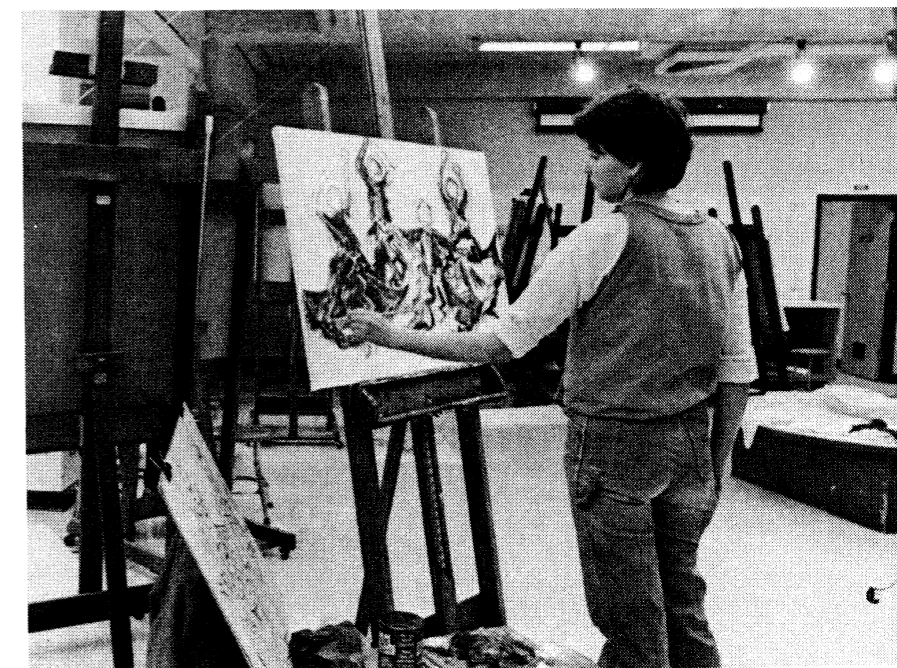
DAYCARE

An on-campus daycare centre is located on the South Campus. It offers excellent care for children between the ages of 2 and 5. The centre is open Monday to Friday from 7:30 to 5:30 p.m. It is licenced for up to 25 children and usually has a 9-month waiting list.

For children under 3, the fee is \$360.00 per month. For children between the ages of 3-5, the fee is \$320.00 per month. All care is offered on a full time basis only.

The daycare centre is operated primarily to give Early Childhood Education students an opportunity to gain experience working with children in conjunction with their program studies at Capilano College. In addition, the centre has four fully qualified staff members, and a cook to provide daily hot lunches for the children. For more information call the Daycare at 986-1911.

The Ministry of Human Resources offers financial assistance to those who qualify. Human Resources may be reached at 660-1256. Daycare information may be obtained through the North Vancouver Health Department at 988-5231.

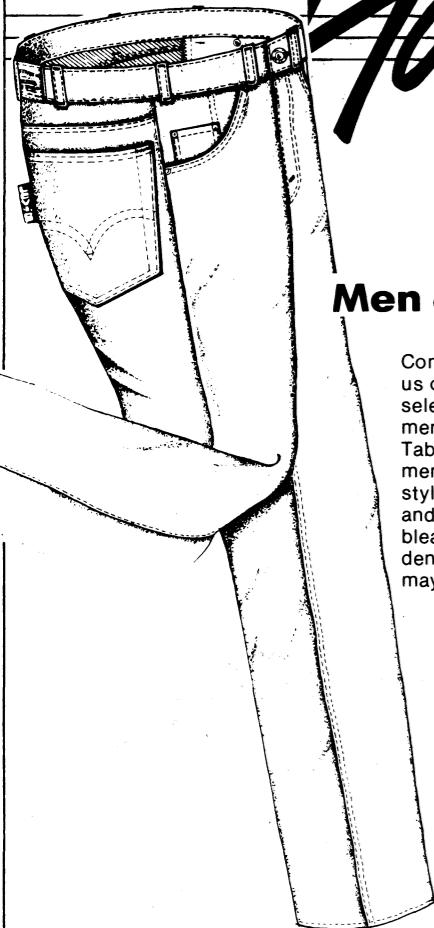


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To get a card, one must first pick up a computer printed slip from registration and then take it to the media preview room - B104 where your picture will be taken and the card laminated. If you lose your card, a replacement is obtainable through the registrars office at a cost of \$3.00.

Student cards are required for the checking out of all library materials, entrance to social events and access to Campus facilities after regular hours. In addition the card gives you access to hundreds of discounts in the lower mainland.

Cap Corner Store

Cap Corner is a student operated store located in the lobby of "B" Building. The store carries a wide range of Capilano College Memorabilia, school supplied, gifts and cards, and magazines. The store is run on a non-profit basis by the 2nd year students in the Retail Management Program and by the Student Society.

If you need any help getting around campus, the staff would be more than happy to assist you. The lost and found is also located in the store (see lost and found). Cap Corner was open Mondays through Fridays from 10 a.m. - 4 p.m. last year and will likely retain the same hours in 85/86.

Any suggestions or comments regarding Cap Corner would be warmly received by either the store staff or the Student Society.

Lockers

There are two sets of lockers available on campus. in the fitness centre and on the ground floor of the 'H' Building. Fitness Centre lockers may be rented on an annual basis through Joe Iacobellis in the fitness centre at a cost of \$4.00 including lock. 'H' Building lockers may be rented through the Student Society Office at the cost of \$2.00 per semester including lock (\$10.00 deposit required)

Lost & Found

Lost and found is located in the Cap Corner store in "B" Building. Most lost items take one or two days to find their way to the lost and found.

In addition to Cap Corner, the Courier campus newspaper prints a list of all unclaimed items in the lost and found on a bi-weekly basis.

Unclaimed items will be held for a maximum of four weeks, at which time they are donated to a charitable community organization.

Cap Corner is open Monday through Thursday 10 a.m. - 4 p.m., and Friday 10 a.m. - 3 p.m.

Mailboxes

There are two mailboxes on campus. On the north campus, there is a mailbox located on the access road leading up from the bus stop to the cafe and other north campus attractions. The south campus has a mail box located behind the 'A' Building, at the basement level, just in from the parking lot. A postage stamp machine is located in the Bookstore - "R" Building.

Photocopiers

The Student Society has two photocopyers located in their office. The price is 5¢ per copy. One of the machines offers enlargements and reductions, however, may only be used by special arrangement.

There are three other photocopyers located on campus, each at a cost of 10¢ per copy. They are located in the B-Building lobby, the library and the M-Building.

Typesetting

If you are a Capilano student, and the typesetting job you want done is non-commercial in nature, the Courier charges \$13.00 per hour, with a \$7.00 minimum charge. For non-students and commercial typesetting, the charge is \$20.00 per hour with the same minimum charge.

There is usually someone at the Courier office who will be able to help you, but if no one is there, you can call 980-7367 and leave a message on the answering machine.

Don't leave any typesetting you want

done to the last minute, the typesetter is often quite busy with other jobs, including the Courier newspaper, which takes up almost all of every second weekend (Thursday to Monday).

The typesetters also do paste-up; the charge is \$5.00 per hour for students and \$10.00 per hour for non-students. Photocopiers are available at the Student Society Office.

Typewriters / Word Processors

Located in the library are several new Apple II's set aside for student use. Word processing programs are available from the library and can only be signed out for one hour at a time, due to high demand. Similar to the library's one-hour loans, the word processing packages carry a heavy fine if returned overdue, (library fines are \$1 for every hour overdue). During low-demand periods, you should be able to renew the loan without any problems. For those unfamiliar with computers, a few manual typewriters are provided for your use. They are located in the library lobby next to the Media Production Centre. In addition, the Achievement Resource Centre has two IBM Electrics accessible during regular office hours.

Telephones

The Student Society Office offers a free phone for student use. It is located in the office. To use it, simply dial nine for an outside line or dial the three digit local for an inside College call. A College telephone directory may be found on page 00. All calls are restricted to three minutes.

Pay telephones are located in the North Cafeteria and the main lobby of the B-Building.

Work Study Program

Work Study is an employment program funded by the Ministry of Education that is designed to offer students in receipt of financial assistance an opportunity to earn money for their education while gaining work experience of relevance to their career goals.

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Students must be in receipt of financial aid in order to qualify for employment under the program. All positions will be advertised through the Placement Centre in "M" Building. At

the time of printing, the project selection had not taken place.

For more information, contact the Student Society Office in "N" Building.

Vending Machines

Vending machines are located in the South and North Cafeterias. Through them you can buy candy bars, gum,

chips, soft drinks, juice, coffee, tea, chicken soup, and cigarettes. However, if you should be lacking change, you may have a problem. The change machines on campus are not always operating and even if it is working, they only take dollar bills.

The vending machines are the sole responsibility of Beaver. If you have a problem contact them.

USED TEXT BOOKS

During the first two weeks of each semester the Student Society hosts a used text book sale. There is no fee charged to either sellers or buyers. The time and the place of the sale is posted around campus during the first week of classes.

Students who have used text books they wish to sell, simply bring their books into the Student Society Office and fill out a card indicating the name of it's seller, the book title and the price. All books are sold on a consignment basis. Books submitted for sale or the money from the sale of books must be picked up within one month.

Campus Activities

Clubs

A number of clubs covering a wide range of interests exist on campus. Some operate on an ongoing basis and others are re-started each year. Joining a club is not only a great way to relax and pursue a past-time, but is also a good way to meet other students with similar interests.

All clubs operate with an executive committee consisting of a President, Vice-President, Secretary and Treasurer. They are elected at the beginning of each semester. All properly constituted clubs (except political and religious) are eligible for Student Society funding.

Club sign up sheets are posted in the North and South Cafeterias during the first two weeks of each semester, although one may join a club at any time during the year. Each club sets its own nominal membership fee. Club

meetings or activities are held at least once every two weeks, usually over a lunch hour.

A Club's Co-ordinator is employed by the Student Society to assist in the

starting of new clubs and to act as a resource for existing ones. Should you wish more information on a specific club or start a new one, stop by the Society Office.



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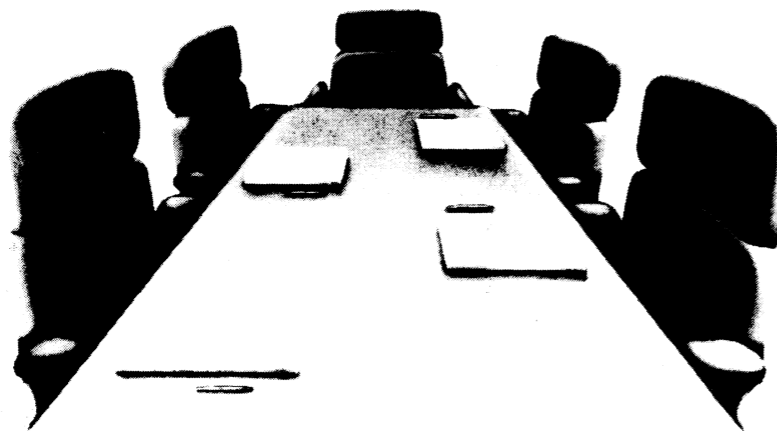
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SOUTHLAND CANADA INC.

COURSE ASSOCIATIONS

Course associations are designed to offer students in specific college disciplines an opportunity to get together and organize activities of both a social and academic nature to complement their studies. The activities can include field trips, guest speakers, fund raising and parties. Course associations currently exist within the Music Therapy, Outdoor Recreation, Business Management and Retail Management departments. Students taking courses in other departments who wish to form an association are encouraged to do so and may get assistance thru the Student Society.

All course associations are eligible for Student Society operating grants.



Socials

Pub nights are held almost every Thursday, and usually in the North Cafeteria. Pub nights are usually hosted by a college club or course association, with all profits going to the host organizations. Some pub nights offer live entertainment but all offer inexpensive drinks (both alcoholic and non-alcoholic) and lots of friendly students to meet.

There are other social functions held throughout the year of both a cultural and festive nature. These may include midterm, Hallowe'en, Christmas, Spring and Easter parties as well as recitals,

readings and slide-talk shows.

Student cards are required for admittance to all functions.

Movies

A giant screen video system is located in the last wing of the North Cafeteria. A variety of current as well as cultural and educational films are shown on Tuesday and Wednesday evenings. Show time is 7:00 p.m.

Any student wishing to request a specific film or film series may do so by submitting a written request to the Social Co-ordinator in the Society Office. Your input is greatly appreciated.

Guest Speakers and Forums

Every year, Cap welcomes a variety of guest speakers to talk on subjects as diverse as biology and plant growth, to UFO's and poetry readings.

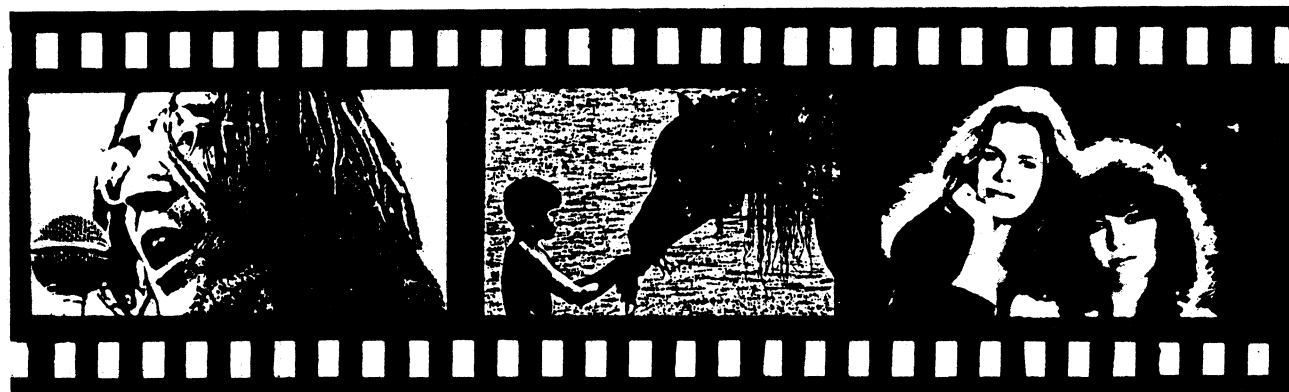
In addition, special forums dealing with topics of concern to all students are held on a regular basis. Education and censorship forums are some examples from last year. At these forums, students are encouraged to address the panel with questions and comments, and therefore get more involved than with regular guest speakers.

Notices of forums and guest speakers are usually posted around campus on the bulletin boards, and are usually listed in the Courier. If you want to make sure you don't miss one, check with the Student Society Office. There you'll also find a listing of forums and guest

Specific departments on campus also bring in guest speakers, so it is a good idea to check the departmental bulletin boards as well and ask your professors about them.

If there is a particular topic you would like to hear a guest speaker address, or if you would like to suggest an idea for a forum, talk to the people at the Student Society. They may help you to arrange it.



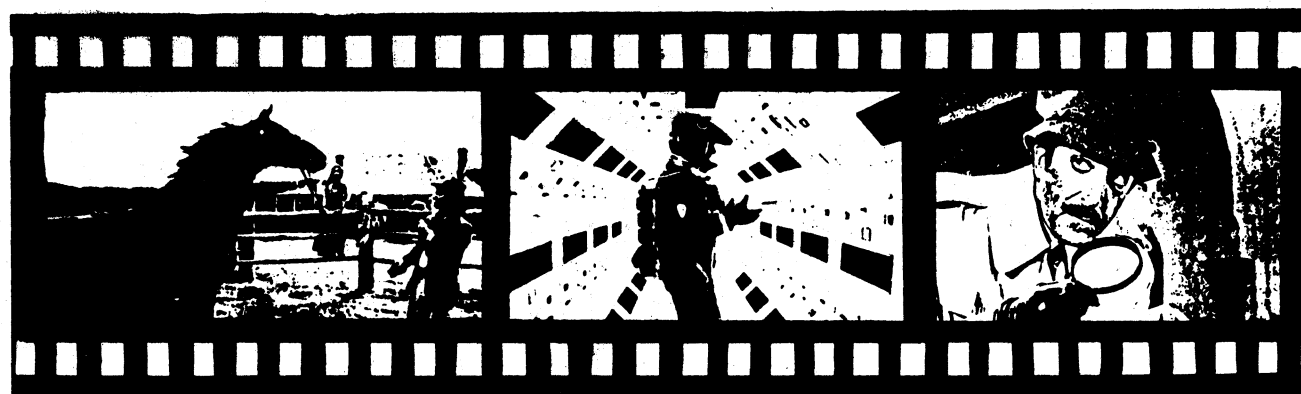


FREE MOVIES

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EVERY
TUESDAY AND WEDNESDAY

AT 7:00



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Campus Media

Bulletin Boards

Although they are not in themselves publications, bulletin boards do help keep students and other 'college people' aware and informed. The bulletin boards and the posting of any material on them are, for your benefit, maintained by the Student Society. If you wish to post something on the boards, come to the CCSS Office in N-Building to have it "date" stamped. Other notices, such as those of a profit or commercial nature, are required to be "date" stamped and approved.

Notices will be removed if they are not authorized, if the two-week expiry date passes, and/or if they are posted in "non-designated areas" (such as on windows).

C.C.P.S.

The Courier is the student newspaper at Capilano College; its role is to monitor and facilitate happenings in the student movement, and to report on student issues, but its scope is not limited to only the College and the community. The Courier is a publication of the Capilano Courier Publishing Society, and any Capilano College student can be a member of the C.C.P.S.

The Courier newspaper is published every other Tuesday and as a member, receives many of its articles and features from the Canadian University Press (C.U.P.), a national co-operative organization of approximately 50 student newspapers. The Courier Publishing Society receives an annual operating grant from the CCSS's annual budget, in order to produce a newspaper of general interest to Capilano students.

Courier staff membership is open to all students who want to learn about any aspect of producing a newspaper or who want to contribute to it. If you are interested in getting involved in the Courier and being a member of the C.C.P.S., or if you have a press release, wish to advertise or have some typesetting you want done, drop by their office in portable C-4 on campus, where someone will gladly help you.

Capilano Review

One of Capilano College's best accreditations is that it publishes the widely recognized literary quarterly, The Capilano Review.

The Review carries high-calibre poetry, fiction, photography as well as interviews with personalities in the arts and literary field.

The Review is currently edited by Fine Arts professor Anne Rosenberg with a staff of other faculty editors and their student associates.

Subscriptions can be ordered through the Review's office located in H 452, or call Local 496 for further information. A one year subscription (four issues) costs \$9.00, or individual copies can also be purchased through the Capilano Corner, and the library has copies for your reading pleasure.

The Review does accept submissions for publication but cannot take responsibility for unsolicited manuscripts. They are pleased to accept submissions from all students, artistic and/or literary.

The Informer

The Informer, a publication of the College's Information Services Department, is primarily distributed to faculty and staff, but is not restricted to their eyes only. It is a good source of information on College news, awards, and upcoming events that you might not have read elsewhere; there are some available at the CCSS office. If you have any news you would like the faculty and staff to be aware of, contact Donna McMann of Information Services at Local 323/324.



The party begins.

I can drive when I drink.

2 drinks later.

I can drive when I drink.

After 4 drinks.

I can drive when I drink.

After 5 drinks.

I can drive when I drink.

7 drinks in all.

I can't even handle a pen.

The more you drink, the more coordination you lose. That's a fact, plain and simple.

And what you drink makes no difference. Because 12 ounces of beer, 5 ounces of wine, and 1 1/4 ounces of spirits all have the same alcohol content. And consumed in excess, all can have the same effect on you. Still, people drink too much and then go out and expect to handle a car.

When you drink too much you can't handle a car. You can't even handle a pen.

The House of Seagram

A Perspective on Colleges Community

When community colleges became a reality in the mid sixties, they were hailed as the schools for everyone. You didn't need to be on the honour roll of your high school graduating class — you didn't even need to have graduated. Everyone in the community was welcome and nearly everyone could find something interesting to take.

Not anymore. Gradually community colleges have changed, so that now they don't even deserve their name. According to the original concept, a community college should have three things: community involvement, a comprehensive curriculum to serve the needs of the whole community, and significant influence from elected school board trustees.

These three concepts no longer seem important to the provincial government even though numerous surveys and inquiries indicate otherwise to the public.

In the late fifties and early sixties, communities began to voice their dissatisfaction with the university system and their desire for a more accessible post-secondary education. They envisioned a system which would reach isolated areas and teach what the local people wanted to learn. They wanted local input into the planning and operating of the institutions in order to insure that the desired programs were provided.

Out of these meetings came the first plans for community colleges. In 1962, John MacDonald concluded a report on higher education in B.C. He recommended a comprehensive curriculum with that all-important local control.

The provincial government of WAC Bennett accepted his recommendations and went one step further. In 1963 they passed legislation enabling local school boards to establish, maintain, and operate a college which fulfilled the requirements for broad-based education.

In the next eight years, nine colleges were created. All could attribute their success to cooperation between the school trustees and the communities. In

May of the eighth year, Peter Powell, President of the B.C. School Trustees Association and a member of Capilano College's Board of Directors, perhaps foreseeing a change, reiterated the importance of local input when he said: "The college, to fulfill its function, must be able to hold the interest and support of the population which it serves, and this can be done only if its programmes relate to the specific needs of the community and satisfy the grassroots demands of the people in the college attendance area."



Up until then, the communities had enjoyed a position of power over their college. They elected school trustees who, as part of their job, sat on the College Board. If the community was dissatisfied, they had only to speak to a trustee who would attempt to remedy the situation.

In the early days the school trustees along with faculty, staff and student representatives made up the board. But, in 1977, Minister of Education Pat McGeer changed all that. From then on, the government would appoint six of the twelve members. Faculty, staff, and students lost all voting rights. At the same time McGeer removed the power of the board to make policy and gave it to the Minister.

Although that situation appeared intolerable, compared to the situation

today, it was paradise. As of July the six elected members lost their positions. The government now appoints all of the board members. One wonders: what is the point of having a board at all?

The government has also been working hard to defeat the cherished ideal of comprehensive education. Community colleges traditionally pay particular attention to providing varying types of education. They believe that people's awareness of others' needs increases as a result of an intermingling of disciplines. As part of this ideal, they

offered university transfer programs for some, career and vocational training for others, and technical training for still others. Also in the curriculum were upgrading programs for those who hadn't finished secondary school the first time round or who never had the opportunity to attend high school, and credit free courses of local interest.

The colleges were proud of their broadbased curriculum which reached people the "big" universities could never hope to reach, and the communities were proud of their colleges which they had helped to establish and continued to help maintain.

But that too began to change in 1977 when McGeer became Minister of Education. It is important to note that although McGeer is a brilliant scientist, he lives in a world far removed from the

communities he affected with his legislation. Frank Beinder, co-founder and President of the B.C. Association of Colleges noted in his book *The Community College in British Columbia, the Emphasis in on Community*, "In spite of submissions from the B.C. Association of Colleges, from a number of individual institutions and from faculty and union groups, there was a general feeling among college people that the provisions were predetermined at the Minister and Deputy Minister level and that the recommendations from the field had little impact."

McGeer saw community colleges as job training centres. He believed that academic studies belonged in the universities. He made that perfectly clear at an annual meeting of community college trustees when he said, "If it requires equivalent resources, or anywhere near equivalent resources to offer the same teaching opportunities at a community college, society is obviously going to choose the better bargain and put all its resources behind the universities." He added, "The field of supplying marketable skills for the vast majority of our young people is

wide open. It is there for the community colleges to accept and the public is begging for it to be done."

That was the beginning of the end. The colleges had no objections to having vocational and technical training in the curriculum but McGeer wanted them at the expense of other valuable programs.

Since then the curriculum of community colleges has gradually become more focused. There is a very real danger that our colleges will become trades schools and only serve a small portion of the community.

The present government of Bill Bennett, Jr., has told the colleges that vocational training programs have higher priority than university transfer programs or credit free programs. So if the money runs out after providing for the vocational programs, tough beans.

At the same time, they are attempting to centralize the programs so that instead of colleges offering many different types of programs, all the similar programs at various campuses will be amalgamated and only offered at one campus. That means that if you want to take Theatre, for example, you

might have to go to Prince George to take it. Similarly, someone in Prince George will have to come to Vancouver to take Business.

This concept of 'rationalization' is indirect conflict with what both the public and college people want. As early as 1962 MacDonald recommended a comprehensive college satisfying the needs of the whole community, and in 1973 Eileen Daily and her task force appointed by the NDP found a great need for decentralized education and gave it a high priority.

What is happening to our college? In a few years time many of us won't be able to get the courses we want here and we'll have to go to a college much farther from home. Will we bother?

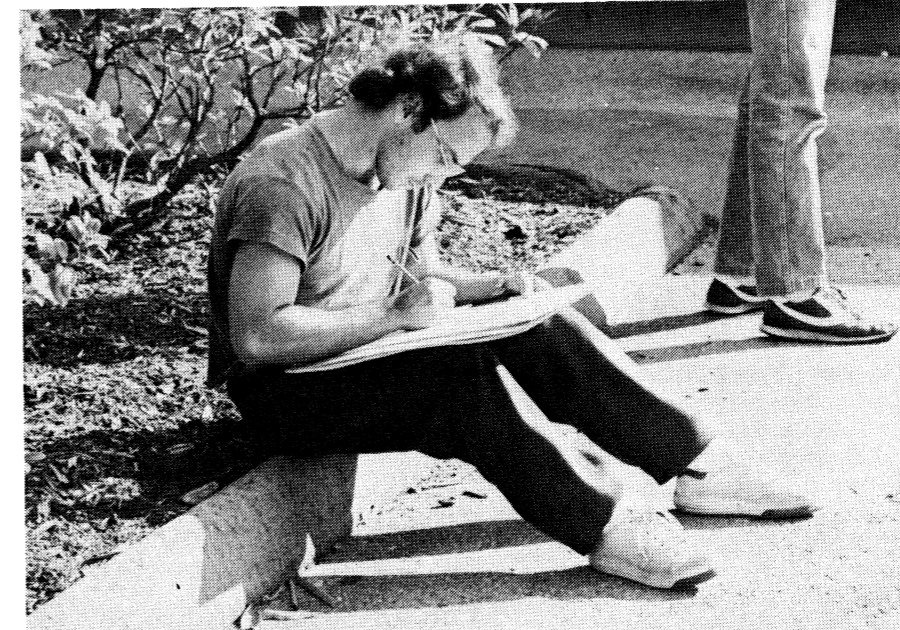
To quote Paul Gallagher, Capilano's ex-Principal, "We are rapidly losing the advantages of the more general, more liberal education, designed to encourage people to see individual events in a comprehensive, coherent prospective. More succinctly, we are producing fewer Renaissance people today, and that has its social consequences."

"Capilano College — A Brief History"

Getting a college for the North Shore involved many local people and long organizational relationships with our provincial politicians. Amidst the air of liberalism that swept across the country in the 60's there was a will to make post secondary education accessible to more than daughters and sons of wealthy

(who is still teaching at the college). Classes were held after school hours in West Van High. The first fall the college expected maybe 444 students. 726 enrolled that fall. Capilano College was a success.

For the first few years the college



In 1974 the support staff followed the faculty and organized a union. From 1968 to 1974 the staff approached and negotiated with the administration through an uncertified organization. In 1974 they were receiving wages very much lower than equivalent jobs outside the college. Some members turned to the Association of University and College Employees (AUCE) local 1 (UBC) and asked for assistance in organizing a union here at Cap. A short time later, over 90 per cent of the staff voted to unionize into AUCE local 4 (Capilano College).

Through their first two contracts our staff moved into the position of the highest paid workers for jobs of their categories in the province. Three contracts later saw the average wage drop below the inflation rate, and lost 21 per cent of their wages. In 1981 AUCE local 4 negotiated a new three year contract. They left AUCE and formed their own union, the College Employee's Union (CEU).

This is Capilano College's seventeenth year. Its history has been positive for many people from those who walked door to door and lobbied Victoria to those who work and study here.

Today the college is threatened by cuts to funding grants from the Federal and Provincial governments. It is more and more difficult to obtain funding for courses, particularly academic, than it was in the late sixties and early seventies. As a result, the original intent of the college — to serve the community as a whole in a wide range of studies — is being threatened. A general trend in education funding is taking money away from most academic studies both at community colleges and universities. As a result you will find yourself among other students, faculty and staff who are organizing political actions to ensure the future of Capilano College. More walking door to door will certainly be necessary to convince the government of the value of our community college. Get involved.

operated on a haphazard basis in a portable building in the back of West Van High and classes in five or six different locations across the North Shore. Students had to bus from class to class in an eternal frantic rush all over North and West Van. But those crazy factors about Cap — the do it yourselfness of the place and the small size — created a spirit of unity and camaraderie that has largely been lost now.

Warehouse facilities were used on Welch Street for awhile, but the big move came in 1973 when the college opened the Lynnmoor Campus. The faculty organized itself into the 'Capilano College Faculty Association in 1973.' Fortunately for students at Cap the original faculty were hired by a dean who selected strong minded individuals not willing to buckle to administrative maneuvers.

parents, to make education accessible to older people outside the traditional 18 to 24 year old college group and to reach small communities. The idea was to democratize education.

So residents, educators, politicians and business people all got together and proposed a community college to be built in North Vancouver. Victoria said no. Twice. However a booming economy allowed other educational institutes to be built so the community residents organized. Pressure was once again put on Victoria, lessons in politics were learned all around and the college was founded.

Districts 44, 45 and 48 (North and West Vancouver, and Howe Sound) passed a referendum to fund the institution and it was opened in 1968. Capilano College had no building, no books and only one faculty member

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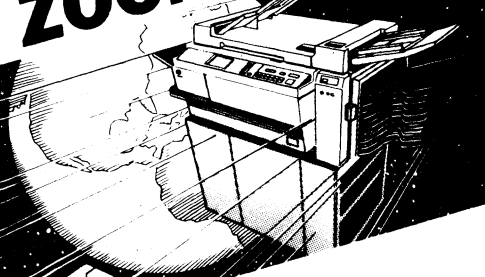
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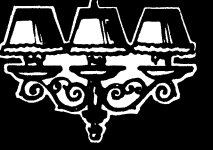
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Transportation

The Bus

The 239 Crosstown arrives at the College at 7 to the hour and leaves at 7 past on the hour and half hour. It runs to Phibbs Exchange where you can catch a bus to take you in almost any direction. The Mountain Highway runs express to downtown Van., and the Queens will take you to Kootenay Loop where you can catch buses to Burnaby, Surrey, and other points east and south. From Phibbs you can catch buses to upper Lonsdale, Grouse Mountain and Deep Cove. The 239 will take you to the Seabus and then on to Park Royal in West Van. For more detailed info, pick up a bus schedule at the registration desk in "A" Building or in the Student Society of the "N" Building.

Bus passes are available through the Cap Corner Store "B" Building. See bus map.

Cycling

Physical fitness is generally encouraged on campus, however, the College has neglected to build adequate facilities. This includes the installation of

secure bicycle racks. There are bike racks located at the main door to "A" Building, behind portable "C4" and underneath the stairs in to "J" and "P" Buildings.

CAUTION:

In recent years there have been a lot of bicycle thefts on campus. Do not leave your bike, unlocked or in a secluded area. If you see ANYTHING suspicious going on around bicycles, report it to the Student Society Office or maintenance.

Parking

Parking is available to all students on the north and south parking lots only. For exact locations consult the map on page ??.

The following parking regulations, which have been designed to meet the Fire Marshal's instructions, are in effect:

- a) No restrictions apply to Open Parking areas on the North and South campuses.
- b) No parking is permitted in a Fire Zone.
- c) Vehicles may park in a Loading Zone for up to 15 minutes while loading or

unloading. Vehicles parked in excess of this time period are subject to the College towing policy (see f below).

d) Reserved parking may be made available to selected departments and to handicapped persons requiring a vehicle to be parked near specific work areas. In such cases, a permit must be secured from the Facilities Department allowing extended parking privileges.

e) All traffic and parking signs must be observed.

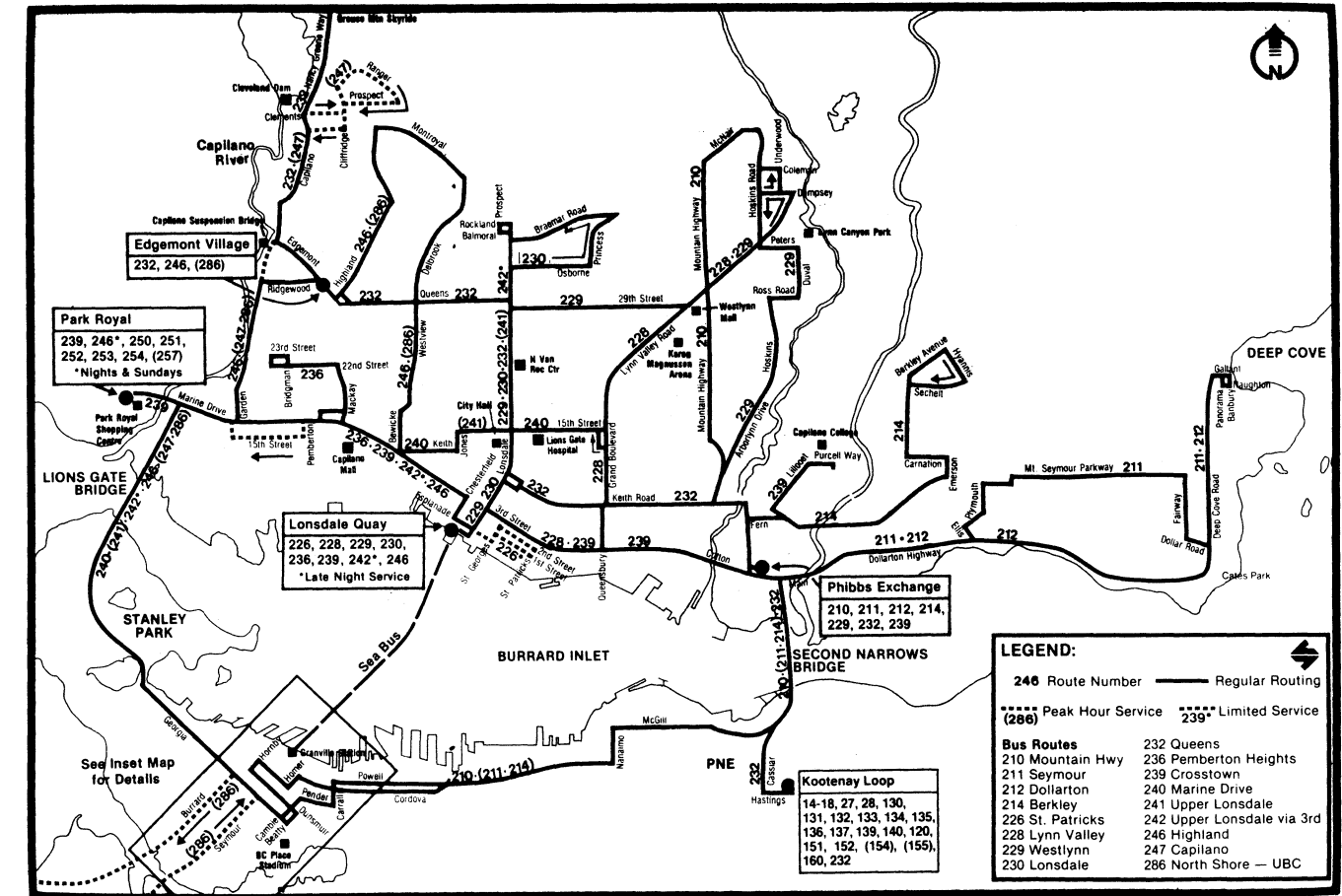
f) Vehicles parking in unauthorized areas will be towed away at the owner's risk and expense.

g) There is a \$10 fee for emergency vehicle services, i.e. jump starts, flat tires, opening doors.

Hitchhiking

A hitchhiking area is located at the intersection of Lilloet Road and Purcell Way. There are signs indicating the three directions one might wish to travel in when leaving the College, one simply hitchhikes next to the sign for their direction.

In the past, the response for hitchhikers has been good and there have not been any reports of harassment or attack.



Multi-Purpose Recreation Facility

BACKGROUND — WHY?

Such a facility has been needed by the College ever since the move to the Lynn timer core campus in 1973. There are now over 4000 students registered at Lynn timer in any term with no facilities for recreation, athletic teams, or large College events.

Just prior to provincial government restraint, this proposed facility had been approved by the Ministry and its committees as the next Capilano project to be funded.

The College is determined not to delay the project until the provincial government is again in position to fund totally post-secondary capital projects. Hence the College has resolved to raise a good portion of the funds itself.

WHAT IS THE FACILITY GOING TO BE?

* a medium to large size standard gymnasium facility for a post-secondary institution with the addition of racquet courts, an exercise gym, and a lounge.

* main gymnasium floor to accommodate:

- two full-size basketball courts (side by side) with some kind of divider
- five badminton courts
- three volleyball courts
- fold-down seating for 1200 to 2000 depending on size of gym area

* rest of the facility to have:

- mezzanine exercise gymnasium
- four racquet courts
- lounge for lounging, social events, meetings
- first aid room
- offices

WHO WILL USE IT?

* College students (and staff) for:

— continual drop-in recreational use of gym courts, racquet courts, and exercise area

— formal program instruction: e.g. in a planned Physical Education transfer program, in Outdoor Recreation, and in Early Childhood Education.

— inter-mural activities

— practicing, games, and tournament hosting for College Totem Conference (B.C.) teams in basketball and volleyball. — College events such as Student Society meetings, graduations, special events (at present no room on the Lynn timer campus holds more than 200)

* Neighbouring Lynn timer, Inter-River Community

— formal recreational programs run by the College and/or the Recreation Commission, e.g. exercise classes, cardio-vascular workouts, etc.

— drop-in use of gym and racquet courts

— special clinics/programs run by the College for school and community sports groups

— special events

* North Shore Community generally for:

— large tournaments and meets - now no such facility on North Shore, e.g. for high school basketball tournaments, gymnastic competitions

— major large events such as meetings, rallies, trade fairs.

WHAT WILL IT COST?

* **Maximum of \$4 million in 1986, including site preparation and minimal costs for fund-raising.**

WHERE WILL THE MONEY COME FROM?

GOVERNMENT Local

— District N. Van. (currently designated in District Master plan) Provincial

NON-GOVERNMENT Internal College:

— Students (already agreed to)

— Employees and College Board.

— Fund Raising Campaign: corporate and individual

WHEN WILL THE FACILITY BE BUILT?

* **The present intent is to break ground sometime in 1986, with completion in 1987!**

THE COLLEGE NEEDS A RECREATION FACILITY FOR:

* **Instructional Programs**

— **to meet needs for existing programs, e.g. Outdoor Recreation and Fitness Leadership programs**

— **a proposed and ministry approved two year Physical Education transfer program, the start of which is awaiting a facility**

* **Basic Recreation**

— **use by 4000 students on the Lynn timer core campus for drop-in activities in basketball, volleyball, badminton, racquet ball and squash, individual and group exercise, and organized fitness programs**

* **Intramural organized Sports Activities**

* **Formal College teams in B.C. Totem Conference**

— **Men and Women's Basketball and Volleyball teams for practices, games, hosting tournaments**

* **Formal Exercise Classes/Groups**

* **College Events**

THE IMMEDIATE NEIGHBORHOOD COMMUNITY NEEDS A RECREATION FACILITY FOR:

* Drop-in recreation activities, e.g. racquet sports, pick-up gym sports, universal gym

* Attending formal recreation programs/classes run by the College or District Recreation Commission

* Attending Games and Special Events

THE NORTH SHORE COMMUNITY NEEDS A SPECIAL RECREATION FACILITY FOR:

1500-2000 seats FOR:

* Large sports meets

— No such facility on the North Shore for such events as high school basketball tournaments and gymnastic competitions

* Special clinics/programs run by the College for school and community sports groups

* Major community events - e.g. public meetings, trade shows.

C.C.S.S. Recreational Facility Levy

In 1984, the Student Society signed a contract with the College to contribute \$700,000 toward the construction of a multi-purpose recreational facility. The Contribution is being raised through a levy of \$5.00 per student registered in 1.5 credits or more, per semester. (The levy amount is subject to review upon completion of the facility.)

The contract with the College guarantees student representation in all aspects of the design and operation of the facility, substantially reduced user fees for students and alumni of the College, and free access for campus activities. The facility, with a total cost in excess of \$3 million, is to be jointly funded by the students, community, municipal and provincial governments. The building is currently scheduled for construction in 1986.

Academic Policies & Procedures

Add/Drop

* Get a course change form from the registration desk, then fill out the section for dropping and return it to that desk.

In an effort to cut costs without raising tuition fees too much, the college is penalizing students who withdraw from courses. Last year we could get 80% of our fees back if we dropped before the end of first month classes. This year we will only receive 50%. The college administration justifies this change by quoting the number of students who are turned away from full courses. They hope to discourage students from dropping.

* The final date to add a course, or change ones' status from **Audit** to **Credit** is SEPTEMBER 16, 1985, for the Fall term, and JANUARY 22, 1986 for the Spring semester. Only a partial refund is obtainable. See registration department for exact refund schedule.

* The final date to withdraw from a course or change status from **credit** to **audit** is NOVEMBER 1, 1985 for the fall, and FEBRUARY 28, 1986 for the spring semester.

Audit Status

If you like a course but can't keep up with the workload audit status may be for you.

Audit Status means that you pay fees, attend all classes, do what work you can, and receive no credit for the course. Writing tests and exams is optional.

Changing to audit involves the same course change form.

The deadline for changing to audit status is the same as the final drop date: NOVEMBER 1 in the fall and FEBRUARY 28 in the Spring.

Change of Name and/or Address

It is your responsibility to inform the Registrar's Office of any changes in your

name, address or phone number. Documentation must be provided to support a change of name request.

Changing Courses

If you find yourself registered in a course that you don't like, want and/or need to be in, and there is another course you would rather be in, this what you do:

• Get a course change form from the registration desk, fill it out, and get it signed by the teachers involved.

• Take the form back to the registration desk and check whether your fees change.

• Out with the old and in with the new! The deadline for doing this is NOVEMBER 1 in the fall and FEBRUARY 28 in the Spring.



Grade Appeals

A grade appeal procedure is in existence at the College, (see College Calendar for Appeal of Final Grades Procedure), for any student who feels that the mark they have received is enormous or unsubstantiated. A \$20.00 administrative fee is charged to students who wish to launch an appeal. If your appeal is upheld, the \$20.00 is refunded.

To start an appeal, one must first have

attempted to resolve the problem with the instructor. After that avenue has been exhausted, go to see the counsellor who will initiate the procedure with you. If you desire any assistance or moral support, a person is available to help you through the Student Society.

Regrettably, the grade appeal process is slow and cumbersome, but it does work.

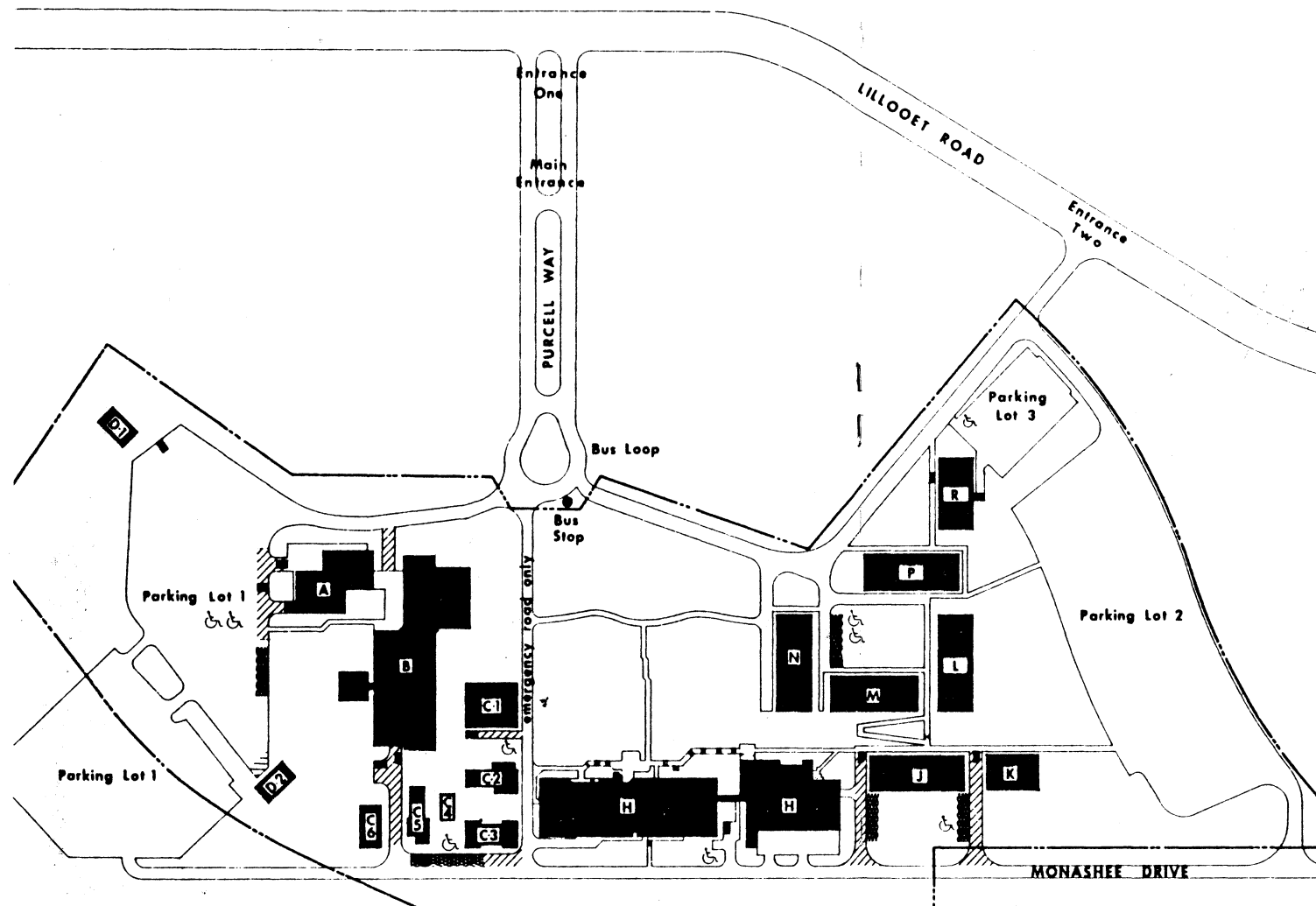
'I' Grades

"I" grades are given at the end of a term when, in the judgement of the instructor, the student would have a reasonable expectation of passing the course but has not completed the work required. An "I" grade is only awarded where the instructor and student have arranged for the work to be completed by a specified date, which is noted in the class list with grades.

A student granted an "I" grade must complete the necessary assignments on the date specified by the instructor on the grade sheet or s/he will automatically receive a predetermined grade which reflects the work not completed.

Upon the completion of the required assignments by the specified time, the instructor will record the final grade based on the completed work.

Students are cautioned that other institutions may include "I" grades in GPA calculation.



**KEY:
BUILDINGS**

- A — Information and Reception, Registrar's Office, Extension Programs and Services, Art Labs and Offices, Administrative Offices, Purchasing and Receiving, Personnel Information Services
- B — Media Centre, Library, Achievement Resource Centre, Media Resources Labs and Offices, Women's Access Centre, Dynamics Lab, Cap Corner
- C-1— Outdoor Rec./ECE/Health Offices, ECE Labs, Classrooms
- C-2— Outdoor Rec., and Applied Horticulture Labs
- C-3— Classrooms, Faculty Association Office
- C-4— Student Newspaper
- C-5— Geography/Geology/Labs/Classrooms
- C-6— Day Care Centre
- D-1— Field House
- D-2— Flammable Storage Bunker
- H — Music/Typing/Terminal/Health/Science Labs, Faculty Offices for: Music, Humanities, Social Sciences, Natural Sciences, Office Administration, Business Management, Retail Management, Labour Studies
- J — Classrooms, Math Lab, Micro-Computer Labs

- K — Facilities Offices and Shop
- L — Classrooms, Language Labs
- M — Counselling, Health Services, Financial Aid, Admission Placement, Career Resource Centre, Staff Association Office
- N — Cafeteria, Student Society
- P — Classrooms, Offices for A.B.E., Communications, E.S.L., A.C.T.
- R — Bookstore, Psychology/Group Counselling Lab, Theatre Lab

PARKING REGULATIONS

- Loading Zone max. 15 min. parking
- Reserved Parking — permits only
- Fire Zone — No parking anytime, includes all roadways
- Handicap Parking Spot

Infractions will result in vehicles being towed away at owners risk and expense.

WHEELCHAIR ACCESSIBLE WASHROOMS

BUILDING	WASHROOM LOCATION
A	lower ground level by elevator
B	by east entrance to Cafetheatre
C Portables	C1, C3
H	all levels (near elevator) and shop
J	1st floor: near ramp entrance
L	1st floor: near ramp entrance; second floor: near eastern entrance
M	near ramp entrance
N	near main entrance
P	1st floor: near ramp entrance; second floor: use 2nd Floor 'L' facilities
R	men's near bookstore; women's near theatre lab

**EMERGENCIES &
ACCIDENTS
(WHEN YOU
NEED HELPFAST)**

The most important thing to do in case of an emergency is "STAY CALM". First Aid Coverage is provided campus-wide from 8:00 a.m. - 10:00 p.m. Monday through Thursday and from 8:00 a.m. to 4:30 p.m. Friday.

In case of an emergency:
1) call health Services at local 271
2) If there is no answer call the switchboard by dialing "0" on a college phone and they will contact the nearest First Aid Attendant.

If the switchboard is closed, call Maintenance at local 209 or 309. Someone there might be able to help you.

If you need an Ambulance, in the North Vancouver & West Vancouver area call 872-5151.

Do what you can while you wait for qualified help to arrive. If you have had any first aid training, you know the basics. Do whatever you can do to keep the injured party comfortable, alive, and safe from further harm. If you are really in the dark when it comes to first aid, you might consider taking a course available locally. In an emergency, you can always resort to the phone book; every white pages has a section on first aid just prior to the actual phone listings.

In an accident, try to keep all the particulars straight and avoid any risk of further danger. Auto accidents — move away from the cars if seriously damaged.

Electrical accident — kill the main power fast. Keep yourself calm, remembering everything leading up to the accident. You're going to have to fill in a report sometime, might as well start writing it now.

When help arrives, give them the particulars, but don't get in their way. Tell the fire chief, paramedic, policemen, everything you know about the incident and the person(s) involved.

Graduating

With college funding in the state it is, the administration is anxious to keep enrollment high. With this thought, they have made graduating something you must apply for. They won't send you your diploma, or even invite you to the graduation ceremonies unless you ask them to.

If you've got all the credits you need, (see the College Calendar for Diploma/Certificate requirements), check with the Registration desk or the Information Centre as to the where and how of escaping officially. There is a banquet and to-do each year. You will get to see a lot of the people you've been dealing with (or avoiding) in social surroundings, and that might just be worth a laugh.

Income Tax

Keep your registration form with fee receipt and your tuition fee invoice stamped "paid", then... pick up a copy of the Taxation Guide '85 and Income Tax and the Student, from the financial aid department - "M" Building.

Revenue Canada, in their infinite wisdom, continue to tax students. Not only that, but we can't even write off our tax costs. There are some breaks the government gives us, however, including \$50.00 for each month of full time attendance at a post secondary institution.

There is a form the college will supply on request that must be included in your income tax return. Best to check this out in January and leave yourself lots of time.

Also your copy of your registration form is the only copy the college will give you free, so it's worth hanging onto.

A tip — you move further than 25 miles from your home to take a job (like the part time job you took to pay for tuition), you can deduct ALL your moving expenses. Also, it may be worth claiming your textbooks as 'equipment necessary for employment' and see how far you get. They can only say no...

Misuse of Computer System

The misuse of computer system (such as unauthorized access to other computer accounts or unauthorized use of system software) is not only unfair to other students but can result, at the

instructor's discretion, in suspension of the offender's computer access in a course, which may result in an "F" grade.

Repeated offences may result in a permanent revoking of all computer privileges.

Transcripts

If you need your marks and permanent record thereof, transcripts may be obtained from the Registrar's Office, in the "A" Building.

You have to fill out a request for transfer form, pay them five dollars and they send your form to the university or college of your choice. Additional copies are \$2.00 each.

Course Challenge Procedure

The College has a policy which allows registered College students to request examination for achievement in certain courses. By this procedure, a student may receive credit for a course without taking the course.

Interested students should consult a counsellor for current information on the challenge procedure. There are certain courses which may not be challenged. A student challenging a course will be required to pay the normal tuition fee for that course.

Courses challenged successfully will

be indicated on the student's transcript.

NOTE: Credit for courses successfully challenged will apply towards a Certificate or Diploma from Capilano College; however, some other institutions may not grant credit for some courses challenged.

Wait Lists

Students who register but are unable to get into a course because it is full will automatically be included on a chronological wait list. These lists will be posted for student viewing. The student must attend the first class of that course to either be accepted into the class or have his/her name remain on the wait list.

Student Records

All official student records are kept in the Registrar's Office. The information on file for a student is always available to that student for examination. No information on file is divulged to any agency or person other than the student without the student's permission except for institutional research projects approved by the College. The process for approval of such projects is established by the College and the Capilano College Student Society. Students are cautioned that student loan applications and other similar applications have such consent written in the document.

The Effects of Nuclear War and the Myth of Survivability

by Raymond Graves

The Chairman of the U.S. Joint Chiefs of Staff, General David Jones, told the Senate Foreign Relations Committee in early November 1981, that "a Soviet nuclear attack on North America could kill hundreds of millions of people in what would be the greatest catastrophe in history by many orders of magnitude." (*Miami Herald*, November, 1981)

General Jones' candid statement gives tacit acceptance to what some feel is a "worst-case" assessment of the post-attack environment. It is significant mainly because as the ranking American military figure, he for some reason made a statement that contradicted the follow-up testimony of the Secretary of Defence given on the same day.

This article briefly discusses the effects on the United States of an exchange of nuclear weapons with the Soviet Union. It examines both "counterforce" and "all-out" scenarios. Much of the existing literature deals with the various effects — social, political, medical and psychological — *in isolation*, without integrating one to the others to provide any sort of prognosis about survivability. For this reason, this paper argues that the "interactive effects" on either nation virtually eliminate the chances that either society would survive, regardless of whether a counterpart or all-out scenario is discussed. Indeed, these interactive effects (the damage to various societal components caused by other damaged components) have been largely underestimated or ignored in the literature on nuclear war scenarios. Whether the Soviet Union targets American military sites, American industrial (specifically petroleum) locales, or major population centers, becomes immaterial when one looks at the survival probabilities. This is because the interactive effects resulting from such factors as firestorms, exploding gas mains, lack of food and water and the destruction of the American medical community, will collectively erase American society.

Many military and political leaders tend to either overlook, or at least

discount, the effects of nuclear war in human terms. Further, since Hiroshima and Nagasaki are not true precedents (given today's arsenals and megatonnage), the horrors of their damage are not sharp enough to serve as deterrents (Geiger, 1981, p. 17). Illogical concepts such as "warning shots" and "limited nuclear war", therefore have become part of the public dialogue on the theoretic of nuclear warfare today. As shown below, even the illogical concept of "limited nuclear war" would produce at least 120 to 140 million deaths (60 percent of the population) in the United States alone, with half again as many being left seriously ill from thermal and physical injuries for which virtually no medical help would be available (U.S. Congress, Senate, 1979, p. 7). An all-out nuclear war or "spasm" in the mid-1980s is projected to kill 200 million and to seriously injure 60 million Americans (virtually 100 per cent of the population!). What medical resources that did survive obviously would be incapable of coping with the radiation sickened, burned and psychologically crippled survivors. The United States and the Soviet Union would not only cease to exist, but would be uninhabitable for years. (Geiger, 1981, p. 20)

George Kennan postulates that the U.S., and U.S.S.R. must accept two "givens" if nuclear war's horrors are to be averted. First, both sides must see that no values, no goals and no fears exist that could possibly justify either nation launching a nuclear war with its unprecedented genocidal nature. Second, it is most probably that the use of even small nuclear warheads (neutron bombs, cruise missiles) would escalate into a general nuclear disaster, thanks to the potentials for technological and human mistakes and misinterpretation.

In the context of an inevitable proliferation of nuclear weaponry to possibly 50 more nations by the year 2000, this investigation will look at effects of just one nuclear detonation on one city, discussing the collateral damage. It will also try to point the reader towards visualizing the interactive effects of a counterforce exchange, and towards

understanding why "survivability" is mere rhetoric. However, the biological, political, economic, and societal facets of survivability will be surveyed after the effects of thermonuclear detonation are discussed. Concluding remarks will discuss post-attack (PA) international scenarios (another topic that tends to be ignored in the literature).

Effects

A number of studies have listed the effects of different weapons on various cities: a 20-megaton ground-burst on Chicago at noon on a weekday; a 15-megaton bomb on Omaha; one-megaton air-bursts on Detroit and Leningrad; a 20-megaton surface burst on Boston, and so on. As a one-megaton yield is relatively typical of the warhead on a Soviet ICBM, the actual effects of such a detonation are of particular interest. These depend on several variables: the height of burst, the population's density and awareness, prevailing wind speed and direction, the predominant type of construction, the time of day, etc. The Hiroshima bomb, with a yield of about 13 kilotons, killed some 70,000 people out of a total unsuspecting population of 245,000, and it destroyed two-thirds of the 90,000 buildings in the city. (Hiatt, 1980, p. 15). A one-megaton hydrogen bomb is 80 to 100 times more powerful in yield than the Hiroshima bomb, and it is made up of three parts.

The first part (or primary system) is basically a small atomic weapon, a fission bomb or "trigger". Its few kilograms of plutonium 239 undergo the fission process in which their nuclei are split apart. This gives off the heat necessary to fuse a deuterium nucleus (hydrogen-2), with a tritium nucleus (hydrogen-3), and so form a helium nucleus. Such fusion becomes the second part of the explosion (secondary system) in which the helium is formed, and an extra neutron is emitted at very high velocity. This releases a huge quantity of energy as heat. The described fusion process requires radiation pressures of eight billion tons per



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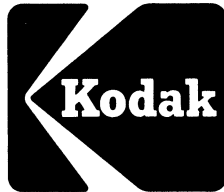
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square inch and temperature of several hundred million degrees Celcius. In this situation, tremendous compression fuses the deuterium and tritium nuclei, or fusion fuel, by means of "radiation pressure." This is the weapon's key element. As Howard Moreland puts it, "In a hydrogen weapon, radiation pressure is what compresses the fusion fuel sufficiently to make the device destroy a city's suburbs as well as its center." (Moreland, 1979, pp. 22-22)

Interestingly enough, step two does not yield the long-lasting radioactivity so characteristic of the hydrogen weapon. The third step occurs when the uranium 238 casing of the entire bomb is bombarded by the high energy helium neutrons from the fusion process. It is in this final step, called an "afterthought" by Moreland, that the atoms of uranium 238 in the casing undergo fission as a result of being bombarded by the high energy neutrons released by the fusion process. This third step provides roughly half the total energy released by the weapon and, significantly, most of the fallout. (Moreland, 1979, pp. 21-22)

The entire three-step detonation process occurs in something under a millionth of a second, and the resultant heat, generated by the detonation, vaporizes the weapon, and everything else close by, instantly. X-rays and gamma radiation are emitted as the high energy nuclei of the fissioned uranium return to a state of low energy. This radiation super-heats the surrounding air to around 80 million degrees Celcius, and a fireball rises at 400 feet per second to an altitude of some 60,000 to 80,000 feet. With a surface burst, the updraft of the fireball lifts large amounts of debris to form a crater 400 feet deep and 1200 feet indiameter. (Fetter and Tsipis, 1980, 0.40).

Figure 1 on the previous page shows that the area in the two-mile radius from the ground zero of a one-megaton air-burst will receive from 18 to 27 per square inch (PSI) static overpressures (five to nine psi sustained overpressures are considered lethal). Further, all structures are obliterated. High winds of from 200 to 460 mph will destroy most buildings within a four-mile radius, as well as cause fatal collisions between people and nearby objects like glass and utility poles. In a surface blast, the overpressure is greatest close to ground zero. This explains why surface bursts are designed for use against small targets, such as missile silos. (U.S.

Congress, 1979, p. 17)

The explosion produces intense, direct radiation in ranges of from several thousand rem, close to ground zero, to several hundred rem at distances of several miles. A dose of 450 to 600 rem within 96 hours has a 90 percent chance of being fatal. But even a dose of 200 to 400 rem, which would cause serious radiation sickness in many people, is significant since it greatly increases the body's susceptibility to infection in the physician-depleted area of the detonation. (U.S. Congress, 1979, p. 20)

Of the fallout created by the one-megaton ground-burst, where the fireball touches the earth, the heavier particles are deposited on the surrounding area within 24 hours, thus effectively sterilizing it. The remaining radioactive material is injected into the stratosphere. There it remains for months or years, to be deposited later. Iodine 131, Cesium 137, and Strontium 90 would become components of fallout. They present long-term problems because of their carcinogenic potentials and the genetic abnormalities they cause in significant percentages of the population.

As regards thermal radiation (35 percent of the energy in a nuclear explosion), the effects are similar to a two-second flash from an enormous sunlamp. Flashblindness, causing retinal burns, would occur for some 13 miles at night. Skin burns, mostly third degree, would be numerous and would occur at distances of up to five miles. Virtually everyone who suffered second and third degree burns would die in the post-explosion environment. After all, the entire United States has only 1000 burn-beds, and a single nuclear weapon of one-megaton yield would produce well over 10,000 severe burn cases. (U.S. Congress, 1979, p. 21)

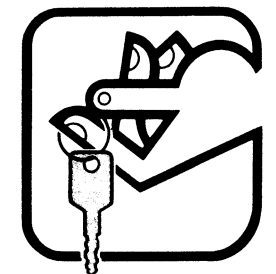
Fires from the thermal radiation would directly ignite all kindling-type materials at 8.5 miles. In addition, the fires from blast damage to gas lines, electrical circuits and furnaces could coalesce into a mass fire that could engulf all structures over a large area. Such fires could be of two varieties: the so-called "firestorm", in which violent, inrushing winds create extremely high temperatures; and the "conflagration", in which fires spread along a front. A firestorm would kill anyone who survived the blast by means of its heat and the asphyxiation of those hiding in shelters within three to four miles of

ground zero (U.S. Congress, 1979, p. 21)

One final effect of nuclear detonation is its electromagnetic pulse (EMP). EMP "results from secondary reactions that occur when gamma radiation is absorbed in the air or ground." (U.S. Congress, 1979, p. 22). It creates much higher electric field strengths than radio waves (thousands of volts), and although it disappears in a fraction of a second, its increase in voltage is a hundred times faster than lightning. This means that the grounding used by electrical facilities to protect against lightning would be ineffective against EMP. While EMP is apparently not a physical problem to humans, it is highly significant in a wartime nuclear exchange since very strong EMP effects with ranges of hundreds and thousands of miles are produced by high-altitude air-burst (above 19 miles). This EMP emission would produce instabilities in the electric power grids, could cause entire systems to shut down, would upset computers and radio stations, and render useless the communications and electric power systems of the victim of an attack. Retaliation would thus become a problematical "guess", and with it, the victim's ability to survive.

A synergistic analysis of these effects of a single one-megaton hydrogen bomb reveals that many more deaths will occur over the long term than those occurring from any one or two of the effects alone. Also, the vital interactive effects of poor sanitation, and of the heavily reduced medical facilities to be found in the post-detonation environment, would reduce even further the chances for survival for anyone who suffered moderately serious injury, in today's terms.

**THE KEY TO
SAFE DRIVING
WHEN YOU'VE BEEN
DRINKING IS . . .**



**IN THE HANDS
OF A FRIEND**

Scenarios

For the last 30 years Civil Defence in the United States has been an elusive and mythical concept. This is largely due to the deterrence policies of the several administrations. While a program (most probably an evacuation plan) to prepare populations in U.S. cities for recovery from must one nuclear detonation as described could be feasible, nonetheless it would be costly. In both counterforce and "spasm" exchanges, all targets, civilian,

economic or military, would receive multiple warheads. Thus, the totality of damage, given the interactive effects, would render extensive Civil Defense useless, even if time were available for evacuation. Massachusetts alone, under four separate attack scenarios in the PVANS study by the Stanford Research Institute, would receive a minimum of three one-megaton weapons. Worse still, in a full scale attack, the state could receive 23 such weapons, virtually annihilating it! (U.S. Senate, 1979, p. 51)

From the other point of view, even if

the U.S.S.R. knocked out 90 percent of American land-based missiles in 1983 by means of a surprise first-strike, which also would include assaults on SAC and submarine bases, at least a minimal U.S. retaliation would be probable. In this situation the surviving 10 percent of the Minutemen (some 200 H-bomb warheads, according to the U.S. Office of Technology Assessment) alone could be retargeted quickly from military to population (countervalue) locales, and Soviet society would be irreparably damaged if just one-half of these hit home!

By the same token the United States, as a victim of a first-strike, selective counter-force attack, would not suffer only the "modest" losses of 800,000 killed, as Defense Secretary Schlesinger asserted in 1974. A brief look at the "realities" of such an attack against all Minutemen silos, the 46 bomber airfields of the Strategic Air Command, and the two support bases for the American missile-carrying submarines (in the states of Washington and South Carolina), confirms the apocalyptic prediction made earlier about American society in post-attack conditions (Calder, 1979, p. 147). Wide 100 to 200 mile swaths of heavy radioactive fallout would trail downwind (in a west to east direction) from each target. They would spread radioactive debris and soil for hundreds, and even thousands, of miles (depending on effective megatonnage and wind speed).

A review of the consequences of a Soviet attack with two one-megaton surface bursts on the Minutemen silos of just one SAC base (Whiteman Air Force Base in central Missouri) is revealing. With an average wind velocity of 20 mph, the lethal zone of radiation fallout (1350 rem outdoors, 450 rem inside a typical residence) would stretch 300 miles to the Indiana-Illinois border, the two million people living in the St. Louis metropolitan area included. This same attack, assuming a not uncommon, 60 mph wind averaged at altitudes between the surface and the stratosphere, would produce a lethal zone stretching to the Atlantic Ocean. This adds to St. Louis such cities as Indianapolis, Cincinnati, Louisville and Richmond. So at the minimum, ten million people would be included in the radiation umbrella of just one attack on just one base. (Drell and vonHipel, 1976, pp. 32-33)

If the Soviets hit 60 military targets with just one-half the strength given for

the Whiteman AFB case, the blasts would yield massive collateral destruction to most of the largest 71 urban centers listed under the Stanford Research Institute's PVANS study discussed below. Casualty figures would depend on many variables. Even so, they would exceed the commonly cited figure of 10 million Americans by at least a factor of 10, and so effectively terminate the United States as a political, social or economic entity. As well, as British science writer, Nigel Calder correctly suggests, accepting the premise that the pure counterforce strike and like retaliation would end hostilities is facile. After a Soviet first strike as enumerated above, American alert bombers, missile carrying Polaris and Trident submarines, and even 10 percent of the surviving land-based missiles, would eliminate hundreds of millions of Soviet citizens. The likely Soviet third-strike in reaction to an American second-strike would most probably add another 100 million American casualties, if indeed that many had survived round one.

To cap off the absurdity, to talk of a "surrender" by either side in the face of disabling counterforce strikes, and thus of "limiting" the strike to military or industrial targets, is patently ridiculous. The most probable sort of nuclear war (in the age of counterforce strategies) is one where both sides batter one another, along with Europe, China and Japan, et. al., as fast as possible and for as long as their arsenals survive. Calder concludes that as a result, "the decapitated nations finish the fight quite mindlessly. Of the 50,000 nuclear weapons available for war, any that are not destroyed...will be dispatched by vengeful men." (Calder, 1979, p. 149). Five hundred million killed immediately in the Northern Hemisphere seems a rather conservative estimate, given all the exchanges outlined. To these "prompt" casualties, an equal number of men and women might be added by counting those whose lingering deaths would occur as the post-attack interactive effects swiftly took affect.

This negative view of the potential for survival in a post-counterforce-attack Northern Hemisphere is corroborated by the PVANS study of an attack on American industrial targets in about 1985. In this analysis, made in 1970, the levels of survivability are assessed and the post-attack effects are quantified. The survival levels, in decreasing order of damage, are: 1) biological survival of

individuals; 2) regional survival of political structures; 3) survival of a central government; and 4) the intact survival of a basic societal structure. (U.S. Senate, 1979, p. 2). In such terms, the remainder of this paper will confine itself to pointing out that, regardless of military or industrial targeting (and accepting that a "limited" nuclear war is impossible), neither the United States nor the Soviet Union would be even partially successful in surviving at the most basic level of individual survival. In concluding, we will demonstrate that the inevitable breakdown of the medical system (in both the U.S. and the U.S.S.R.) irrefutably would deal the death blow to the survival prospects of either entity at levels two, three and four, and possibly even at level one, as well.

PVANS

The Potential Vulnerabilities Affecting National Survival (PVANS) study was carried out by the Stanford Research Institute for the U.S. Department of the Army. It represents the other side of the coin to the counterforce scenario, in which military targets were attacked, discussed above. PVANS hypothesizes that the Soviet intention is to cripple the United States' ability to recover economically by destroying essential industrial sectors, specifically petroleum refining facilities. In PVANS, 34 categories of major industry were identified, the the 71 largest Standard Metropolitan Statistical Areas (SMSAs) were assumed to be primary targets, since they contain the largest percentage of the 34 industrial categories (see Figure 3, next page). PVANS then assumes that 500 one-megaton nuclear warheads would hit and effectively neutralize the productive capacity of these 71 SMSAs, and that an additional 200 to 300 weapons of smaller yields (100 kilotons apiece) would knock out eight more selected manufacturing sectors. (U.S. Senate, 1979, p. 5)

The 71 largest SMSAs so targeted contained approximately 123 million people (or 62 percent of the American population of 1970) and \$177 billion, or 68 percent, of American manufacturing capacity (MVA). These exact numbers may change as the mid-1980s are considered, but the percentages remain comparable. So, considering that the population and industry within these target areas would be exposed to the interactive effects of the blasts, the

social and economic effects of the attack — which PVANS sidestepped — would realistically be much greater. Indeed, they would approximate closely the post-attack effects on the 60 military targets discussed previously. Since urban concentration is a fact in the United States, even more so than in the Soviet Union. Indeed, in the former 60 percent of the population lives on only one percent of the total land area. This consideration lends credence to an assertion that, especially in terms of the PVANS study, the direct deaths resulting from the collateral lethal fallout ranges for each of the 71 SMSAs, would be above 123 million.

It is clear then, that the Soviet first-strikes against military or industrial targets would generate similar decapitating blows to the United States' ability to survive on any level. Therefore, it is highly ironic that the purpose of PVANS was "to determine the optimum attack plan for preventing U.S. economic recovery with the smallest number of nuclear weapons." In fact, American economic recovery would be similarly impossible as a result of even the three smaller attack scenarios postulated in the same study.

PVANS has assumed that total destruction of economic and biological capacity would occur wherever the blast overpressure was nine psi or greater. For a one-megaton detonation at ground level, the nine psi contour would cover a three-mile square. The deaths and economic damage listed by the primary attack in the PVANS study included only this amount of total destruction, and the assumed damage caused by the 200 to 300 smaller yield weapons that could be targeted on the eight supplemental industrial sectors (petroleum refining, iron and steel works, smelting and refining of zinc, copper, lead and aluminum, engines and turbines, electrical distribution products, drugs, office machines and mechanical measuring devices). To reduce the productive capacity in these additional sectors to two percent of the pre-attack output, some 50 additional SMSAs would have to be targeted. (U.S. Senate, 1979, p. 40-41)

Significantly absent in the PVANS study of the two-tier targeting modes are: first, the disabling effects of the nuclear attack outside the nine psi lethal contours; and second, an underestimation of the collateral or interactive effects of transportation losses, loss of electricity, short and long-term

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fallout, of medical capability, and so on. As has already been pointed out, the total effects of a single one-megaton blast greatly exceed the damage envisioned by one-megaton explosions in the PVANS study. A glance at the social, economic, political, and finally, the medical consequences of the counter-force attacks are therefore debunks and myth of American survivability.

Survivability

Bernard Feld, a scientist at MIT and editor of the *Bulletin of the Atomic Scientists*, believes, "The major damage (from a nuclear exchange) would be from huge amounts of fallout rather than from heat and direct blast devastation. (Knox, 1980, p. 53). As already indicated, the area of lethal fallout in either the military target or PVANS study would probably equal the 100 million estimated deaths from blast. Feld estimates that either of these types of attacks in the mid-1980s (before the MX system becomes operational), would involve the total of 500 megatons, or five trillion tons of TNT — an unfathomable dimension — on each superpower's missile launching sites. The result would be an area roughly the size of the United States (five million square miles) inundated by lethal fallout. (Knox, 1980, p. 53)

Given that plausible nuclear exchange scenarios do exist with somewhat reduced megatonnage figures and with varying degrees of lethal fallout spread, a sectoral analysis of the survivability question for the United States after a counterforce of PVANS exchange seems required. The sectors analyzed include: 1) economic infrastructure (energy, industry, food production); 2) viability of political institutions; 3) the national psyche and the effects on education and "culture"; and 4) the medical insufficiencies in the post-attack environment.

Economic infrastructure. As food is one of the basic necessities for survival, its availability would be vital in a post-attack United States, and its availability would be dependent on production, distribution and processing. Production of crops and livestock depends on manpower, fertilizer, pesticides, irrigation, fuel, machinery, and electric power. Even with sufficient manpower (which is doubtful) in various areas, the other inputs are all petroleum dependent. The Stanford Research Institute

indicates that without fertilizer alone, a 50 percent reduction in crop yield is likely. (U.S. Senate, 1979, p. 59). Thus when all effects are considered, food acquisition for the few survivors would be highly speculative. Any surviving, undestroyed food supplies would be coveted as being more precious than gold and be utilized on local levels along. Such stocks would almost certainly be depleted rapidly.

Extreme water shortages would occur immediately, so that the average urban American, who uses between 50 and 150 gallons of water daily, would be lucky to find a quart per day. Further, he would have no easy way to guarantee either potability or freedom from radioactive contamination (Geiger, 1981, p. 19).

Fossil fuels (petroleum, gas, and oil) make up 94 percent of present American energy needs. In the PVANS scenario, 98 percent of the refining capacity in the United States would be wiped out, therefore the miniscule surviving capacity would not even begin to cover farm fuel demands. Heating oil, the primary fuel for industrial production, transportation and power plants (those that survived intact), would be a short supply. Foreign supplies of refined petroleum, which now account or some 40 percent of the total American consumption, would be unpredictable due to the extent of global destruction, and/or inaccessible due to targeting of the American Gulf ports. Coal supplies would not be totally extinguished, but short-term transportation problems would restrict their future utilization. Therefore, electric power plants would survive only in rural community settings. Yet with stored fuel at generating points, albeit on a severely limited basis, they could supply perhaps a mere three months' worth of power, and then only if adequate personnel existed to maintain operations for that long. As already mentioned, under the PVANS study, the United States' industrial capacity within the primary targets, would be demolished. Regeneration would remain highly speculative even on a long-term basis.

Political viability. Depending on pre-attack warning, a federal authority could possibly survive. However, its ability to reconstitute itself and communicate in any meaningful sense with a surviving populace is doubtful. After a nuclear attack, the overriding administrative task for any local or state leaders willing to undertake it would be to save

as many people as possible from immediate extinction. The availability of food, medical supplies and clothing would depend on emergency stocks, which are a variable of pre-attack Civil Defense planning. Since most population centres are presumed to be targets in the PVANS study, isolated rural localities are the only areas for which any sort of "long-term" survival can be postulated.

Pre-attack levels of law and order would give way before purely primitive instincts for self-preservation and power relationships as rumors, fears and violence with regards to "outsiders" dominated local organizations. In essence, the collapse of all but isolated pockets of local authority would occur. The nation would be shattered into small slivers of competing, independent groups or coteries. Based on the attack variables mentioned, and hence, the size (if any) of the post-attack population, a second or "Re-United States" could take decades, if ever, to evolve (Brown, 1970, pp. 11-25).

National psyche and culture. In looking at the non-economic effects of nuclear war, the psychological damage to survivors would be devastating. Hiroshima and Nagasaki are not precedents for this post-attack scenario since, in the case of the United States, little "outside" help would exist to provide relief. Even so, a significant incidence of what Robert Lifton calls "death guilt" would occur. Feelings of impotence, deep personal failure, and of a need to escape the overwhelming terror of the atomic tragedy would result. Nobody would survive without experiencing the loss of some immediate family, with the resulting feelings of alienation and loss of continuity. A total break with past experience would overcome the innate need to survive for many people, and suicidal behavior patterns would be evident. (U.S. Senate, 1979, pp.110-111)

For many, the impulse to escape would be strong. Yet "escape" would be impossible as most of the United States would come under the contours of high fallout radiation. Uncontrolled migration out of one attacked region and into others would retard further any efforts at economic or political reintegration. A total breakdown of the family structure would limit seriously motivation to rebuild. The losses of spouses and children would rob many of any incentive to care for oneself, much less to pitch in for the general good. Parentless children, traumatized by the

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magnitude of the chaos, would need special care and support at a time when such could hardly be expected to be available.

All in all, the social fabric of American culture would be irreparably torn. Education on all levels would disappear while commercial activity would be either of the barter variety or, more likely a function of who had the most power. Free enterprise, capitalism, socialism, and communism would all become indistinguishable in the target areas. A return to a "Dark Age", to a medieval standard of living (based on the variables of Southern Hemisphere targeting), would prevail. Dr. H. Jack Geiger refers to the sterility of the post-attack environment as "the illusion of survival". He used this term since never before in human history have one million people been killed in one instant, nor have 400,000 or more individuals ever been seriously injured in one place at one time. (Geiger, 1981, p. 17)

Medical effects. Dr. Geriger is a prime mover in "Physicians for Social Responsibility", an organization recently resurrected to call attention to the horrors of possible nuclear warfare in the 1980s. The final section of this analysis focuses on the medical arena. In this discussion the aggregate effects of either the PVANS or military targeted attack models are most graphically illustrated.

Physicians for Social Responsibility feel that thermonuclear weapons should be looked upon as new type of virulent disease, much like small pox or germ warfare. Indeed, they see it as "THE" disease that has the greatest potential for widespread fatalities (Hiatt, 1980, p. 15). In examining the consequences of nuclear war in medical terms, regardless of scenario, clearly only the most limited medical measures could be mustered to deal with the injuries caused by blast and thermal radiation, not to mention the burdens of cancer and genetic effects that would hound both survivors and future generations.

Thermal injuries from a nuclear detonation would cause very large numbers of injuries to post-attack survivors. In addition, there would be the traumatic injuries caused by hurricane-force winds, laden with debris. Pulmonary burns, along with carbon monoxide poisoning and fire-induced anoxia, would generally prove fatal, and thus not tax an overburdened triage

system, presuming that one could be established. It is ironic to note that a high percentage of doctors in the United States practice in the 71 urban centers targeted in the PVANS study. Among them, most notably, are the burn-care specialists whose expertise would be most needed. Of this group, 75 to 80 percent would most certainly perish, and of those doctors of all specialties who did survive, the post-attack ratio of injured persons to physicians would be around 1700 to one immediately after the attack. This could fall to a 200-600 to one ratio in the first week, again depending on the variables considered (U.S. Senate, 1979, p. 20).

Dr. John Constable, a surgeon at the Harvard Medical School, estimates that in the one-megaton explosion, whose physical effects have been noted above, people with second and third degree burns would extend out to a six-mile radius. With inadequate medical care he believes that all would die slow, painful deaths. As he points out, the severe burn victims that can be salvaged normally require from 30 to 50 operative procedures, as well as months of sterile hospitalization, neither of which would be available (Constable, 1981, p. 24). With a total of 1000 burn beds in the United States today, and with hundreds of thousands of potential burn victims resulting from just one nuclear detonation, the medical facilities of the nation, as Dr. Constable suggests, "would choke totally on even a fraction of the burn casualties alone." (Constable, 1981, p. 25).

As already suggested, an all-out exchange in the mid-1980s would kill 200 million people and seriously injure all of the remaining 60 million. They would suffer as follows: 30 million from radiation sickness, moderate to severe; 20 million with trauma and burns, moderate to severe; and 10 million with less severe trauma, first degree burns, and mild to moderate radiation sickness. (Constable, 1981, p. 25)

So, out of 260 million total, only 10 million would "survive" albeit with problems, not the least of which would be a reduced immunity to invasive sepsis resulting from even modest amounts of radiation contracted. As an ultimate coup de grace, a Rand Corporation report of June, 1967 indicated that even these 10 million "survivors" would face serious outbreaks of tuberculosis in the post-attack environment. Malnutrition, poor housing, and an absence of sanitary facilities,

along with decreased resistance because of injury and radiation exposure, indicate that TB outbreaks would increase, especially among those who might already have been TB carriers. Therefore, the 10 million who "survived", without morphine, without intravenous fluids and without surgery, who had only a few antibiotics and skilled nurses, and who faced the panoply of other interactive effects, could well, as Geiger says, "envy the dead". (Geiger, 1981, p. 20)

In a postscript to this critique of "survivability" in a post-attack North America — a concept which, incidently, the present Vice-President of the United States felt was logically probable as of March of 1980 (*Commonwealth*, 1980, p. 163) — one additional study in a recent *Scientific American* tends to add the ultimate blow to the myth. An article of April, 1981 discusses the effects of a one-megaton thermonuclear weapon which is detonated over a large nuclear reactor, thus vaporizing its core. The radioactivity from both the vaporized core and the weapon would rise with the fireball and return to earth in the same manner as the fallout from the weapon alone. Similarly, contamination in the first week, based on wind velocities and direction, would be roughly akin to the pattern caused by the weapon alone. The significant additional factor enters when one considers the longer-lived radiation from the reactor core. The lethal zone for this combined radioactivity would be 500 square miles, or one-third larger than the zone for the weapon alone, and it would yield a cumulative dosage of two rem per year for a month over a 64,000 square-mile area. A 180-square-mile area near the reactor site would deliver two rem per year for a century (Fether and Tsipis, 1981, p. 46). To place these figures in perspective, one must realize that two rem per year is a factor 10 times greater than that which the U.S. Environmental Protection Agency recommends as a peacetime maximum. So obviously, an attack on the U.S. nuclear reactors included in either the areas considered in the military or the PVANS scenarios, would ensure that virtually the entire United States would exist in such a sterile condition for the same 100 year period.

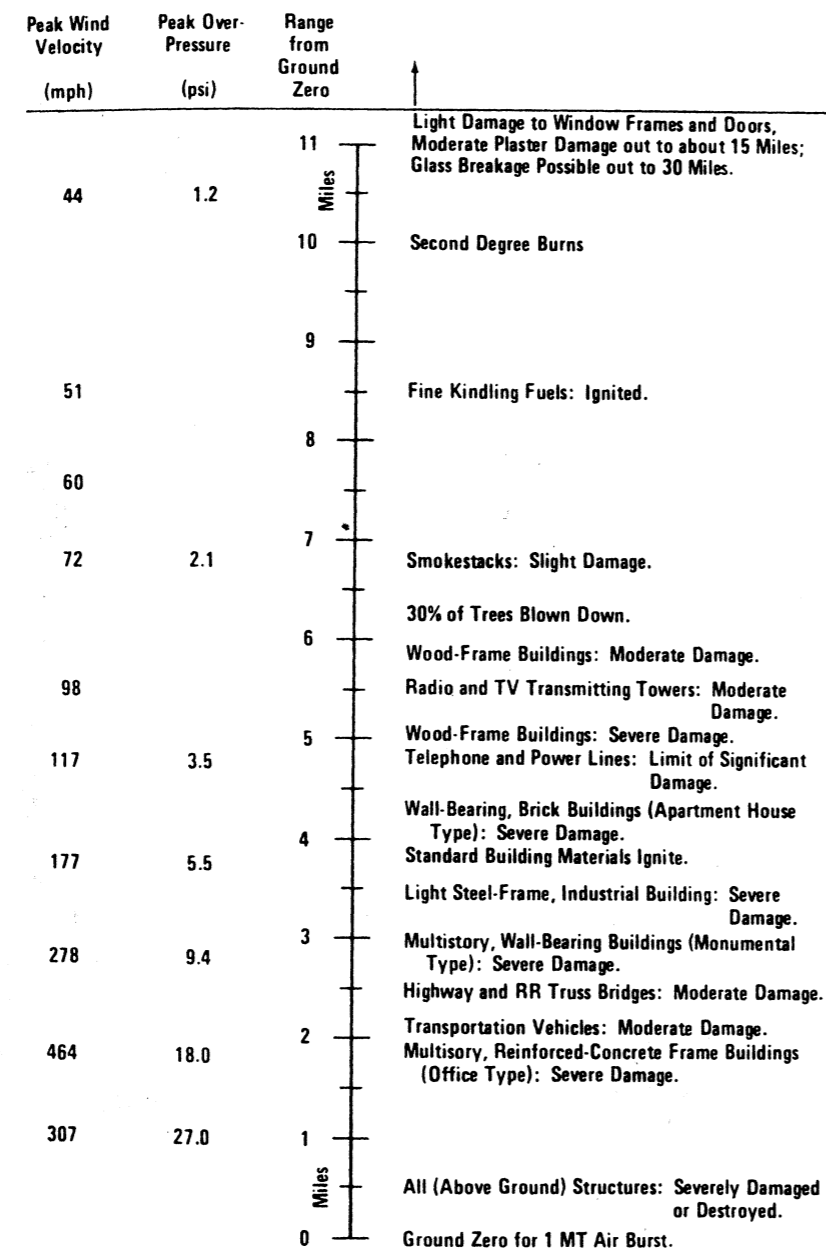
The Post Attack International Scene

A nation's survivability finally must be seen in terms of its world status, its

aspirations, and its perceived, as well as real, vulnerabilities. The Soviet Union, for example, is surrounded by a hostile China, a potentially intractable Eastern Europe, an unfriendly Western Europe, Iran and India, as well as Japan. All of these bordering states have or could acquire nuclear weapons within the next 20 years. Given this geopolitical reality, the question arises as to what levels of societal and economic damage will be acceptable to the Soviet leadership *vis a vis* the damage done to a more isolated United States, which has slightly more cordial relations with its neighbours. In other words, would a nation like the U.S.S.R., historically surrounded by hostile antagonists, be willing and able to absorb very much damage and call it "acceptable", if this means running the danger of succumbing to the traditional enmity of its neighbours or even to the nationalist aspirations of populations within its frontiers? (U.S. Senate, 1979, p. 3)

A collateral question, but one not widely encountered in public literature on the subject of nuclear exchanges, has to do with the post-attack international scene. The scenarios of counterforce and all-out nuclear war mandate lethal damage to both the United States and the Soviet Union, and probably to China and Europe as well. As shown above, survival in these areas, whether it be national or biological, is highly problematical. Other regions — South America, Africa, and Southeast Asia — lie outside the above areas, and as they may not be targeted (in the superpowers' strategies), their survival would be intriguingly speculative in the post-attack world. (U.S. Senate, 1979, p. 3). Yet major political upheavals and hegemonic designs in these areas will definitely affect the post-attack survivabilities of the principals, especially as these areas might either provide some form of recovery assistance or serve as areas for national reorganization for political leaders who no longer have territory to administer. In any case, the international scene would be unpredictable in the aftermath of a nuclear exchange and would depend on which areas, if any, were untouched. It is obviously unreasonable to assume that pre-attack international relationships would somehow endure. For this reason, any predictions as to national survivability for either the United States or the Soviet Union would need ultimately to consider this intriguing variable.

Figure 1: Nuclear Blast Effects



Damage ranges for 1-megaton typical air-burst at height of about 2,000 metres

Source: *Economic and Social Consequences of Nuclear Attacks on the United States*, published by the United States Senate, Committee on Banking, Housing and Urban Affairs, Washington, D.C. 1979, p. 31.



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Money is making the world go around, and lack of money can turn students into full time members of the UICski team. Not to worry though, even if you don't have a summer job that pays \$2000 a month, you can still afford to go to school in the fall. The federal and provincial governments, in an unsurpassed fit of cooperation, have established a program whereby you can borrow some of your parents' tax dollars in order to get an education. All financial aid available to B.C. students is in the form of loans. Grants were cancelled April 1, 1984.

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As far as the nuts and bolts of

obtaining a student loan go, the first place you should visit is the Financial Aid Office on campus, located in the "M" building. The deadline for applications for student loans is ten weeks before the end of the spring term if you are applying for a loan over two semesters. Using the advanced computer facilities on campus the exact date is February 14.

Once you have submitted your application to Financial Aid it will take about 6-8 weeks to get the loan documents. Consequently any errors on the application you submit will result in delays beyond the normal 6-8 weeks. The Financial Aid Office can get an advance on your loan if you are in desperate need right away.

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The staff at these crisis centres are there to help you; if you have a problem or need someone to talk to, call them.

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You can bet your life that at one point in time medical insurance will come in handy. So in the interests of your continued good health it's a good idea

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If you are 25 years of age or under, it's possible to remain on your parent's B.C. Medical Services Plan. Every year in August a letter is sent out to determine whether you will be continuing full time studies in the following school year. If you want to stay in your parents' plan make sure the letter is returned promptly. You may not be notified if you are removed from the plan, and it sure would be a nasty surprise to find out that you are no longer insured once you are in the hospital. DON'T rely on your parents to reply to the letter. They might forget, in which case you would have to lead a very cautious life and take plenty of vitamins for the next twelve months.

If you are 25, or you're only taking part time classes, you will have to apply for your own coverage. To do this just call the medical Services Plan office at 669-4211, and ask them to send you out



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6. IF THE TEXT AND THE LECTURES RUN IN PARALLEL, MAKE ONLY ONE SET OF NOTES.

7. ASK QUESTIONS WHEN YOU NEED TO. Ask somebody who might know the answers, such as an instructor.

8. LEARN BY USING FLASH CARDS. Just writing and rewriting important terms, vocabulary, formulas, etc. Use memorization as a last resort — first try to understand and learn the material.

9. PREPARE FOR EXAM BY PRACTICING THE KIND OF THING YOU WILL HAVE TO DO ON AN EXAM. If you will have to write essays, prepare outlines for possible questions (e.g. prepare charts showing comparison and contrast between different theories) If you will have to do problems, practice sample problems or rework lab assignments and examples in text. If you will have to label diagrams, the...

10. STARTING IN THE DIRECTION OF A TEXTBOOK IS NOT STUDYING. Be active. Talk to yourself. Solve problems. Write summaries. You should get a concrete physical product from every study session.

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If you want to add special impact to an oral presentation, report or speech, you should check out the Audio-Visual Loans Department, located next to the library in "B" Building. The equipment they can loan you is indispensable for preparing that high-class "A" report.

Tape players/recorders, slide projectors, movie projectors, film editors and other A/V equipment are available for a limited loan (usually two days) if they're not in use for a class. Classes and faculty do have some priority, but otherwise it's first come first served.

To sign out any equipment, you must supply your student photo I.D. card. If you are not sure how to operate the equipment, the A/V staff can instruct you. They may be reached at local 208.

Advising Centre

The Advising Centre in "M" Building (local 443) offers assistance in registration and admissions, and operates the "Advising Hotline" (986-0417) for information and advice to prospective/returning students. If you need help, they'd be glad to assist you.

COUNSELLING

Counsellors advise students on prerequisites for College entrance and provide information on procedures for applying to Capilano College or to other post-secondary institutions in B.C. They can counsel you on the transferability of your courses or program to another institution.

Counsellors can also assist you in planning a career by gathering all the pertinent information; their offices contain files on almost every career you can think of. They can administer and score aptitude, personality and interest tests that can be invaluable for choosing a career, and they can also guide you in educational planning for the future.

If you have some personal or academic problems, the Counselling Department can help you there also. Our counsellors are experienced and can usually help you find solutions. If things just seem to be getting too heavy — like during that four-month period between January and March that we call February — go see a counsellor and try to make things manageable again.

To see a counsellor you can either go to "M" Building (or call local 298) and make a day or evening appointment, or you can drop-in and wait for an available counsellor to see you immediately.

Media Centre

The Media Centre at Capilano College may not be as large as the ones at S.F.U. or U.B.C. but it does have the microfiche catalog to their collections, as well as any other college or university library in B.C. An interlibrary loan system is available on a discretionary basis to library borrowers.

The centre located in the "B" Building, maintains an on-campus collection encompassing a wide range of subjects.

Books make up only one small section of the resources that are available. There is an extensive collection of periodicals ranging from scientific journals to advertising magazines to the Rolling Stone. Actual paper copies are kept on file for several years, only to be removed when microfiche or film replaces them.

Newspapers from various sources are also available. The Media Centre has microfilm of the Province going back to 1914. So if you want to find out how people were affected during the stock market crash, the German invasion of Poland or D-day, the papers are there.

For a little animated information, there are filmscripts, slides, video tapes, and films available as well as records and tapes ranging from Bach to Rock.

The Media Centre has resources on anything you would care to research; now the problem is finding it all. The library offers tours during the first few weeks of each semester. Ask at the main circulation desk for more information assistance.

A valid student card is required for the checking-out of all materials. There is no limit on the number of books a student may have checked out at one time, however, you should be considerate of your fellow students and not take any more books than you will be

Academic Resources

Achievement Resource Centre

The Achievement Resource Centre, located in B-107 (beside the library), is a service for students seeking advanced learning skills as well as students with learning problems. It is there to help students maximize their ability to learn and make the best use of study time. There, you can get assessment and diagnosis of learning difficulties, assistance with math learning skills, and tutorials for individual improvement. Some of the Centre's resources include packaged programs, practice tapes and books and magazines on study methods for loan, typewriters, video playback and tape recorders for your use, and a

fully equipped Math Learning Centre, including calculators, video terminals and math learning aids. The Centre also offers free workshops and courses designed to teach learning skills, such as "College Survival Skills", "Reading the College Text" and "Study Skills for College". The workshops run in four-hour sessions, with a few taking two sessions, and are mostly held on Mondays, Tuesdays and Thursdays.

If you can't make it to one of the workshops, you can still get the assistance you need; individual or group counselling can be arranged through the Centre. For any information, or to register for one of their workshops, contact Lynn Hamilton at the Centre, local 356.

Academic Survival

Here are some practical how-to's to help you get the most from your classes:

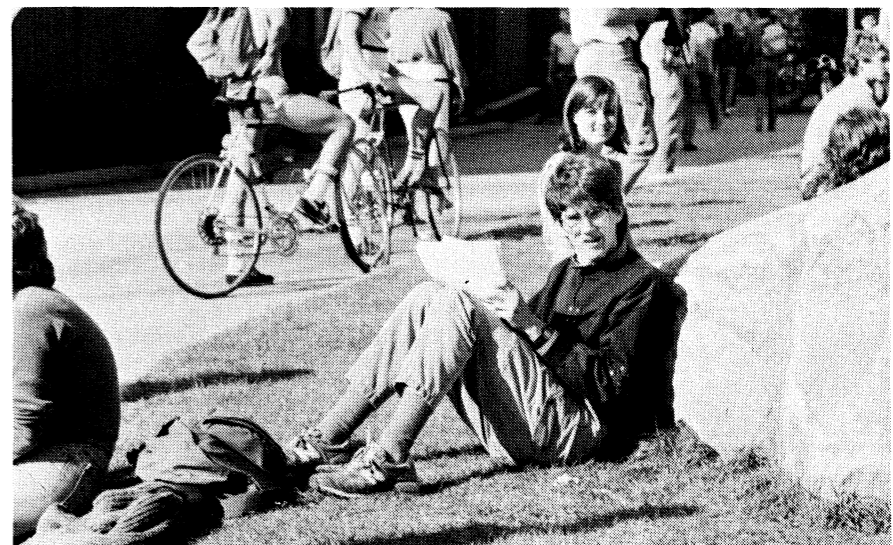
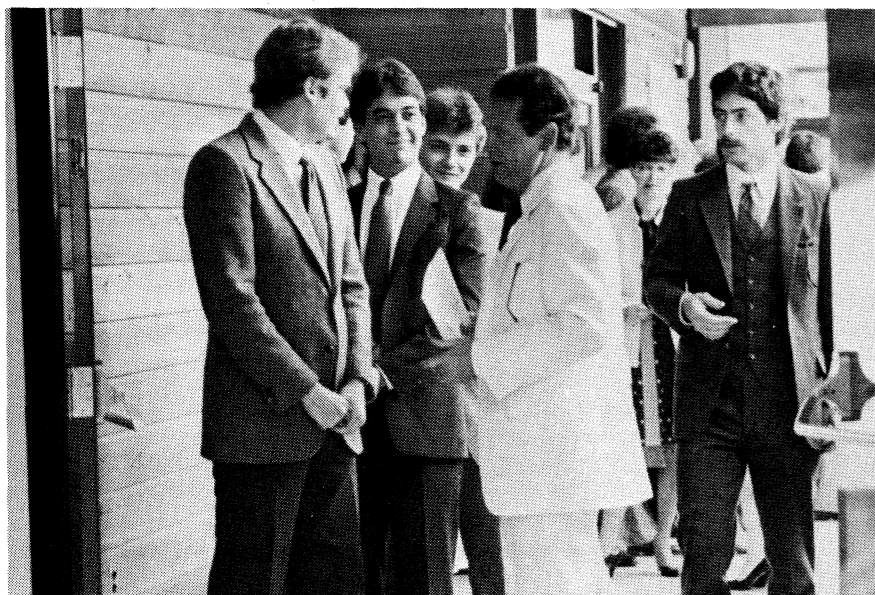
1. PREPARE FOR LECTURES BY READING AHEAD. Previewing will make it easier to follow lectures and take decent notes.

2. TAKE NOTES IN YOUR OWN WORDS. Use abbreviations. Use point form. Listening to a lecture is an exercise in dictation.

3. READ OVER NOTES AS SOON AS POSSIBLE AFTER CLASS. Test your understanding of the lecture by repeating the important ideas to yourself and checking in your notes. This should take about five minutes per lecture.

4. DO NOT TRY TO DO EVERYTHING AT ONCE. Do not read a textbook like a novel. Study the chapters, section by section. Read over each section quickly, stop, assess what you have to learn or remember, and then make notes, summaries, work problems or whatever. After you have done this to each section, explain the important ideas to yourself, and check back into the text to make sure you have got it.

5. IF THE LECTURES ARE REALLY DISORGANIZED, USE TEXTS AS YOUR MAJOR SOURCE OF INFORMATION. Make notes on the text and take them to class. Add any new information you get in class. You are allowed to consult other texts besides the ones that have been assigned to you. If you are hopelessly lost, avail yourself to Cole's Notes, Schaum's College Outlines or



able to use during the loan period.

One and two day and one week materials carry a fine of one dollar per day. All fines are limited to a maximum of replacement cost plus a five dollar processing fee.

Besides the Media Centre, there are other research materials available on campus. The Achievement Resource Centre, has a library of learning aid materials to help you in your studies. The Women's Resource Centre contains readings and other materials of particular interest to women. The Counseling Department has a large collection of education related material.

MEDIA PRODUCTION CENTRE

The Media Production Centre is the place to go for the design, preparation, and production of visual materials. The Media Production Centre provides assistance and equipment for faculty,



staff, and students who wish to design and present college projects involving methods of communications other than the written word.

They'll help you put together films, audio tapes, photographic layouts or any one of a number of other different types of productions.

A short list of some of their services includes: photographic production and reproduction, audio production and reproduction, audiovisual production, graphic design and layout, signmaking and lettering, drymounting and laminating, and others.

The staff of the Media production Centre will not actually do the work for



you. What they do is provide consultation and assistance. They will show you what to do, and let you do it.

The cost for this service is free, however, you do have to pay for supplies (but that should come as no surprise).

The Media Production Centre is located in the "B" Building.

The hours of operation are Monday to Friday, 10:30 to 4:30. If you want to call ahead call either local 255 or 253.

Women's Access Centre

The Women's Access Centre was implemented, with help from the province, to encourage and help women break into non-traditional jobs, and help them along the way. In doing so, the centre attempts to insure equal access to education for women.

In spite of cutbacks, the centre is a very interesting and informative place, and continues to provide invaluable assistance to both potential and current students.

The centre offers a variety of workshops and courses from making friends with the computer, to Wen-do (women's self defense). The centre also provides individual counselling and assistance with research on women's issues as well as Advocacy, Life and Career Planning and Job Search. If you need some help, they can provide it.

Also at the Women's Access Centre you can find a wide range of books, periodicals, and papers by and about women. The centre also is available to help with complaints, such as sexual harassment, (the college specifically prohibits sexual harassment).

The centre's resources are also available to faculty, staff, administration, and students, in order to review policies, practices, and curriculum. If you need any assistance call them at Local 330.

The Women's Access Centre is located in the "B" Building, and if you want to pick up their brochure, sign up for a course, or just talk to someone, just drop by and pay them a visit.

Special Needs Services

This component of the Achievement Resource Centre provides the educational support services necessary for students with physical disabilities to take part in college programs. Some of these services include assistance with timetable scheduling, provision of taped texts and technical aids (Visualtek reading aids, talking calculators, etc.), and specialized exam arrangements.

Information and advice is available on access, financial assistance, transportation and advocacy. In order to obtain special education services, contact the special needs advisor as far in advance of each registration as possible. They are located in "B" Building and can be reached at local 353.

Placement Centre

The Placement Centre, located in "M" Building, assists students in finding casual, summer, part-, and full-time employment, as well as volunteer work experience. As a liaison person with the business community, Lesley Gillis resources and maintains a registry of employment opportunities. In addition, College graduates participate in on-campus interviews for career opportunities.

The Centre also offers help with resume writing, interview preparation and job-search techniques, and provides information and reference materials on a wide variety of career options.

To take advantage of these services, drop in and register at the Centre ("M" Building), or contact local 299.

College Governance

College Board

The board is the ultimate governing body of the college and meets monthly to debate issues and proposals affecting all areas of the college. Be it tuition increases or staff cuts, the board makes the final decisions. Agenda items are usually recommended by the principal through one of a number of colleges and board subcommittees (see committees).

The present board structure is made up of seven members appointed by the Provincial Government, and six non-voting representatives, two representing the students, two representing the college staff and two representing the college faculty. Three years ago this structure took the place of an earlier and some consider fairer, system where members of the community also had a representative vote.

The earlier structure had a board with twice the number of positions as school districts served by the college, less one. The board of each school district appointed one person to the board. The remaining seats were filled with government appointees. In this way the community was not only represented, but also the combined community representation was greater than the government's. Now the communities in which the college operates have little or no say in any of the changes and developments of the college. The school boards which fill the college can no longer debate policy and help set standards for college education.

Fortunately, although students don't have a vote, they do have a voice. The Student Society has two representatives able to debate and comment on any

item dealt with by the board. Individual students can make their point through their student representative or by going to the principal and, through him, to the chair of the board.

If students wish to attend meetings, they must do so as a visitor of a member or representative. The simplest thing to do is simply go to the student society office and request a visitor's spot at the next board meeting.

Committees

There are several college internal governing committees which make recommendations to the College Board via the Principal, on the areas ranging from Food Services to Health and Safety.

The College Committees are comprised of two administrative, two faculty, two staff and two student representatives — all voting.

The following are standing committees of the College.

1. Health and Safety: this committee advises the college on health services to employees and students, hazardous and unsafe conditions, maintenance or a safe working environment, and compliance with health safety regulations.
2. Food Services: anything to do with food served on campus and the environment in the eating areas is dealt with by this committee.
3. Physical Planning: development of facilities, internal building changes, site changes (i.e. paths, parking), and space problems are the metier of the Physical Planning Committee.

4. Canadian Studies: this committee deals with animation, facilitation, and implementation of projects dealing with Canadian Studies.

5. Advertising Committee: this committee deals with public relations and promoting the College.

6. Advertising Committee: This committee deals with student grade appeals. The decisions reached by this committee with respect to a grade appeal is final. There is no further appeal.

7. Capilano College Foundation: The Capilano College Foundation is an independent volunteer committee organization, established under the Societies Act to encourage community interest in the college, to raise and administer donations primarily to aid worthy students who require financial assistance. The Student Society has two voting representatives.

8. Instructional Board: In addition to the usual six college representatives this committee also has all coordinators, deans, two community education representatives, the Program Developer of Women Studies, the Director of Achievement Resource Centre and the Head Librarian. It deals with course proposals and content, credit/non-credit standing, timetables, exam week, grading, entrance requirements, placement exams, calendar, lab fees, challenges, exemptions, etc.

If you have a problem or concern you wish brought to a committee's attention, or if you want to sit in on any of these committees, (either as an observer, or as a regularly attending representative) contact the Student Society Office in the 'N' Building.

INSTANT TELLER THE TIME SAVER

Units located at
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Lonsdale & 17th branch Lynn Valley Centre branch
987-2244 984-4531



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988-7714

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Canada Inc.
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683-0461

Hudsons Bay Vending

1415 Venables St.,
255-5794

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1765 Marine Dr.,
North Vancouver
985-0591

NCR Canada Ltd.

4664 Lougheed Hwy.,
Burnaby, B.C.
294-2121

Ocean Gallery

2460 B Marine Dr.,
West Vancouver
922-1915

Recollections Antique Boutique

109 West 1st St.,
North Vancouver
985-3732

Vancouver General Insurance Agency

3066 Edgemount Blvd.,
North Vancouver
985-7404



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British Columbia V7P 1S6



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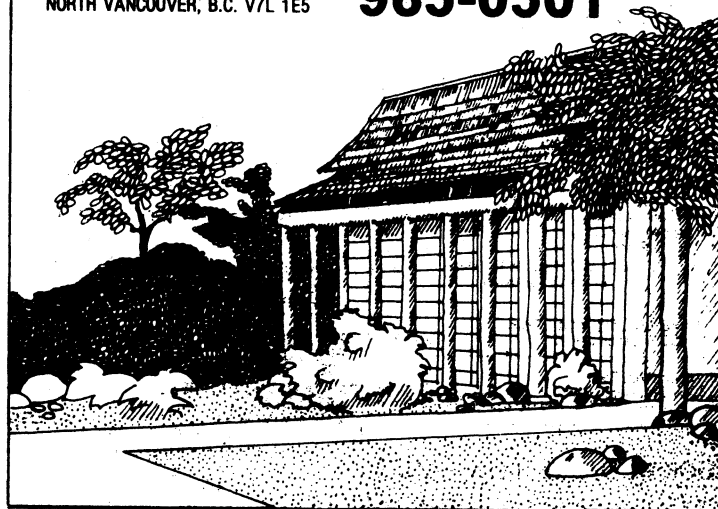
yic's

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Dinner: daily from 4 p.m.

Delivery - Take-out
985-0501



Government Address Listings

B.C. Labour Relations Board
1275 West 5th, Vancouver
736-2421

B.C. Transit Information
850 SW Marine Drive,
Vancouver
324-3211

B.C. Transit (Lost and Found)
700 W. Pender, Vancouver
685-5131

Canada Employment & Immigration
1221 Lonsdale, N. Van.
988-1151 (UIC questions)

Day Care Information
N. Van Health Dept.
253 E. 19th St., N. Van.
988-5231

Human Resources —
Emergencies
575 Drake, Vancouver
660-3111

Indian Affairs
800 West Burrard, Vancouver
666-5121

Lions Gate Hospital
230 East 13th
North Vancouver
988-3131

Medical Services Plan of B.C.

Mailing Address
P.O. Box 1600
1515 Blanshard St.,
Victoria, B.C. V8W 2X9

216-800 Hornby St.,
Vancouver, B.C. V6Z 2C5
669-4211 (toll free to Vic.)

Ministry of Education
387-4611 (Victoria)

Ministry of Human Resources
Regional Managers
3095 Lonsdale, N. Van.
660-1256

Distict Offices:

145 W. 17 St., N. Van.
(West of Lonsdale to Capilano)
660-1261

255 W. 1st St., N. Van. 660-1257
(Lower Lonsdale East and West)

3140 Mountain Hwy. N. Van.
(Lynn Valley, Lynnmour, Deep Cove)
660-1262

Ombudsperson of B.C.
1275 West 6th, Vancouver
736-8721

Vancouver Status of Women
400A West 5th, Vancouver
873-1927

Venerale Disease Information Line
872-1238

Vancouver Women's Health Collective
888 Burrard St., Vancouver
682-1633

Venerale Disease Control Clinic
828 West 10th, Vancouver
874-2331 (loc. 220)

Night Calls and weekends
874-2345

Vital Statistics
District Registrar of Births,
Deaths and Marriages
203-126 East 15th St., N. Van.
660-1268



LEGAL AID

Legal aid has been experiencing some severe cutbacks over the past year and, like many other social services, has had to restrict full service to those in serious need of help. Lawyers are appointed only to people who have serious criminal charges facing them, or are involved in a family case involving child kidnapping, spouse beating, etc. For full legal services you need also be in a low income group. Not a very hard qualification for students to meet.

Despite the cutbacks, the Legal Service Society still offers a broad range of information services available to anyone.

For detailed information call the Law Services Society at 689-0741. They have specifically asked "call us first", so that they refer you to a proper department depending on what services you need.

There is also the Vancouver People's Law School which offers courses on all facets of consumer law. Classes and workshops dealing with subjects as diverse as preparing your own will to preparing your own divorce are offered. There are also some semi-business courses taught, such as starting your own small business and how to incorporate a society. If you are interested in law, or tend to find yourself woefully ignorant in a legal crisis, call the School at 734-1126 and ask for their current calendar of workshops.

Departmental and Service Phone Numbers

DEPARTMENT	LOCAL	DEPARTMENT	LOCAL
ACHIEVEMENT RESOURCE CENTRE	353/356	HISTORY	427
ADMISSION	217	HUMANITIES	502
ADULT BASIC EDUCATION	258/259	INFO CENTRE	277
A.C.T. PROGRAM	421	INFORMATION SERVICES	323/324
ANTHROPOLOGY	427	JOB PLACEMENT	299
ART DEPARTMENT	390	LABOUR STUDIES	430/429
AUDIO VISUAL	208	LANDSCAPING HORTICULTURE	219
BIOLOGY	532/545	LANGUAGE LAB	307
BIOLOGY LAB	464/466	LANGUAGES	503/501
BOOKSTORE	270	LEGAL STUDIES	426
BURSAR	371	LIBRARY (MEDIA CENTRE)	240/241
BUSINESS MANAGEMENT	425	LOANS (STUDENT)	297/315
CAFETERIA-NORTH	276	MAINTENANCE	209/309
CAFETERIA-SOUTH	284	MARKETING	425
CAPILANO REVIEW	496	MATHEMATICS	532/534
CAREER RESOURCE CENTRE	299	MATHEMATICS LEARNING CENTRE	303
CASHIER	436	MEDIA CENTRE	240/241
CERAMICS	345	MEDIA PRODUCTION CENTRE	255/253
CHEMISTRY	532/518	MEDIA RESOURCES	249
CHEMISTRY LAB	469	MEDIA RESOURCES—STUDENT PHONE	247
COMMERCE	427	MUSIC	454
COMMERCIAL ART	390	NATURAL SCIENCES	532/428
COMMUNICATIONS	396	OFFICE ADMINISTRATION	426
C.E.U.	300	OUTDOOR RECREATION	391
COMPUTER ROOM	460/456	PERIODICALS	205
COUNSELLING	298/400	PHILOSOPHY	499
COURIER	200	PHYSICS	532/548
DAY CARE CENTRE	401	PHYSICS LAB	468
DIALOGUE CANADA	401	PLACEMENT CENTRE	299
DOCTOR	271	POLITICAL SCIENCE	427
DRAFTING	244	POTTERY	345
DYNAMICS LAB	229/358	PRINCIPAL'S OFFICE	221/224
EARLY CHILDHOOD EDUCATION	391	PRINTMAKING	368
ECONOMICS	427	PRINT SHOP	263
ENGLISH	502/501	PSYCHOLOGY	427
E.S.L.	414	RECORDS	210
EXTENSION PROGRAMS	321/328	REGISTRAR	274
FABRIC PRINTING	367/390	REGISTRATION	213
FINANCIAL AID	297/315	RETAIL MANAGEMENT	571/425
FINE ARTS—CREATIVE	390	SCULPTURE	346/390
FINE ARTS—HUMANITIES	496	SECURITY	209/309
FIRST AID	271	SOCIAL SCIENCES	427
FITNESS CENTRE	320	SOCIOLOGY	427
FRENCH	503	STUDENT SOCIETY	347/348
GEOGRAPHY	427	TECHNICAL/VOCATIONAL	333/258/259
GEOLOGY	532/535	THEATRE	498
GEOLOGY LAB	264	TYPING LAB	463/462
GERMAN	503/501	WEAVING	367
GRAPHIC ART	383	WOMEN'S ACCESS CENTRE	279/330
HEALTH LAB	458	WOMEN'S STUDIES	501
HEALTH SERVICES	271	WRITING WORKSHOP	472

Student Discount Directory

Accommodation

Coach House Motor Inn
700 Lillooet Rd., N. Van.
985-3111

Arts & Crafts

Yarn Basket
109 E. 14th St., N. Van.
988-0912

Attractions

Bernadette's Galleries
2027 Lonsdale Ave., N. Van.
980-7216

Lynn Canyon Ecology Centre
3663 Park Rd., N. Van.
987-5922

Audio Equipment

Kelly's Electronic World
1760 Lonsdale Ave., N. Van.
980-7713

A.D. Video Centre

125 E. 15th St., North Van.
985-0484

Advance Tech Electronics Ltd.
1836 Lonsdale Ave., North Van.
985-0577

Sam the Record Man

1) Capilano Mall, 935 Marine Drive,
North Vancouver, 255-7533

Automotive Supplies and Repair

Action Import Auto Parts
241 Seymour River Place, N. Van.
929-7904

Minute Tune

850 Marine Dr., N. Van.
986-2123

Mister Transmission

890 Marine Dr., N. Van.
984-0371

Western Accessories Ltd.

1041 Marine Dr., N. Van.
985-4148

Bakery

KK Bakery
1416 Lonsdale Ave., N. Van.
980-8913

Beer-Making Supplies

Brew King
338 Lonsdale Ave., N. Van.
988-4018

N.S. Hobby Brews

Capilano Mall, N. Van.
985-0417

Bicycles

Lynn Valley Cycles
1251 Ross Rd., N. Van.
985-9416

Modern Fix-It Shop

1051 Marine Dr., N. Van.
987-1310

Candy

Calico Candies
112 E. 14th St.
987-9742

Clothing

Cachet
1529 Lonsdale Ave., North Van.
980-3717

Chinese Gift Imports

109 E. 2nd, N. Van.
980-1513

Compliment Fashion & Accessories Inc.

150 W. 15th St., North Van.
988-2096

Bottoms-Up Jeans

1535 Lonsdale Ave., North Van.
987-8585

Classic Fashion

1460 Lonsdale Ave., North Van.
987-3434

Designs On You

57 Lonsdale Ave., N. Van.
988-4879

Judy's Collectables

1544 Lonsdale Ave., N. Van.
985-1964

Keep Your Shirt On

10A-935 Marine Dr., N. Van.
988-7411

Lonsdale Men's & Boy's Wear

1332 Lonsdale Ave., N. Van.
985-2818

Mac Gillycuddy's
124 W. 15th St., North Van.
984-8081

Phoebe & Me

1529 Lonsdale Ave., N. Van.
980-3717

Sewing Room

1717 Lonsdale Ave., North Van.
985-3957

Nina's Sewing Centre

#101 B Lonsdale Ave., North Van.
988-3251

W. Stanley & Co.

761 Lonsdale Ave., N. Van.
988-1764

Stefano Master Taylor & Designer

1771 Marine Dr., W. Van.
922-8947

Sylvia's Place

115 E. 1st, N. Van.
987-1991

Computers

Prime Time Computing
143 W. 15th St., North Van.
986-1301

Drycleaners

Marine Drive Cleaners
1469-C Marine Dr., N. Van.
986-4423

North West Cleaners

1861 Lonsdale Ave., N. Van.
988-3727

Florist

CDN Plantworld
1509 Lonsdale Ave., N. Van.
985-4588

Belcher Garden

1423 Lonsdale Ave., N. Van.
980-6902

Framing

Art
117 E. 1st, N. Van.
985-4033

Furniture

Cash's New and Used
139 Lonsdale Ave., North Van.
980-1912

Rose and Crown Used Furniture
165 East 1st Ave., North Van.
986-8711

Gifts

Black and White
15 Lonsdale, North Van.
988-4217

Morning Sun Gift Shop
2036 Park Royal St., W. Van.
922-2611

Lonsdale Clock and Gift
5 Lonsdale Ave., North Van.
987-3371

The Patio and Gift Gallery
1222 Marine Drive, North Van.
984-7885

Cathy's Pot-Pourri
Westlynn Mall
1199 Lynn valley Rd., North Van.
985-0716

Guido's Hair Design
1725 Lonsdale Ave., North Van.
988-9621

Hair Unique
120 East 14th St., North Van.
987-5208

Hair Lequin Hair Design
1308 Ross Rd., North Van.
988-9630

Kirby's Coachhouse Hairstyling
700 Lillooet, North Van.
987-1717

Lady Fingers Studio
1825 Lonsdale Ave., North Van.
980-6914

Shears
1444 Lonsdale Ave., North Van.
980-4535

Taurus Coiffures
133 E. 12th St., North Van.
988-6442



Verhagen's Tresaure Shoppe
1336 Lonsdale Ave., North Van.
985-1244

California Canada
Lynn Valley Rd., North Van.
984-6686

John Bishop Jewellers Ltd.
1598 Lonsdale Ave., North Van.
988-4717

Hairstyling

Chateau Coiffures
144 Lonsdale Ave., North Van.
985-6838

Coastline Hair
105-260 West Esplanade, North Van.
987-0655

Trendsetters Hair Studio
65 Lonsdale Ave., North Van.
985-1512

Yoko's Intercoiffure
1352 Marine Drive, West Van.
926-0911

Health Food

Country Health
Lynn Valley Center
988-1515

Nature's Pride
1346 Lonsdale Ave., North Van.
985-2214

Household Appliances

The Cook's Nook
Park Royal Mall (South)
926-0816

Music

Breeze Record Rentals
1530 Marine Drive
925-2111

Office & School Supplies

Anderson's Pharmacy
273 Lonsdale Ave., North Van.
988-5271

william Meek Printing Ltd.
121 East 1st, North Van.
988-1817

Opticians

Douglas Optical Dispensary
1685 Marine Drive, West Van.
925-2100

Lynn Valley Optical
Lynn Valley Center, North Van.
980-4313

London Optical
122 W. 15th St., North Van.
988-5015

Pets

Cove Pets Center
229 Seymour River Place, North Van.
929-PETS

Pharmacies

Consumer's Drug Mart
4317 Gallant Ave., North Van.
929-6822

Photography

Japan Camera Center
935 Marine Drive, North Van.
987-0780

Kits Camera
Lynn Valley Center, North Van.
985-6315

North Shore Frame and Photo
116 East 3rd St., North Van.
985-0710

Shiron Photo Lab
1531 Marine Drive, West Van.
926-7919

Totem Color Film Labs
119 1st St., North Van.
986-2271

Independent Photographic Services
1527 Lonsdale Ave., North Van.
986-3653

Plants

CDN Plantworld
1509 Lonsdale Ave., North Van.
985-4588

Agape Plant World
Capilano Mall
#5-935 Marine Dr., North Van.
986-4058

Printing

SIR Copy Centre
1538 Lonsdale Ave., North Van.
980-3860

Recreation

Lynn's Shape-Up Studio
150 Lonsdale Ave., North Van.
987-9146

Restaurants

North Shore Delicatessen
1124 Lonsdale Ave., North Van.
987-1714

Stuarts Bakery
851 Park Royal, North Van.
922-6055

Shoes

City Shoes
Lynn Valley Center, North Van.
986-6535

House of Clogs
1546 Lonsdale Ave., North Van.
988-0115

Sporting Goods

Larry's Sport Shop
624 Westview Shopping Center
987-6613

Les Brown's Shoe Inn
1356 Lonsdale, North Van.
986-3717

Destination Ski Rentals
1160 Marine Drive, North Van.
984-4394

Second Season Sports
1430 Marine Drive, North Van.
987-4241

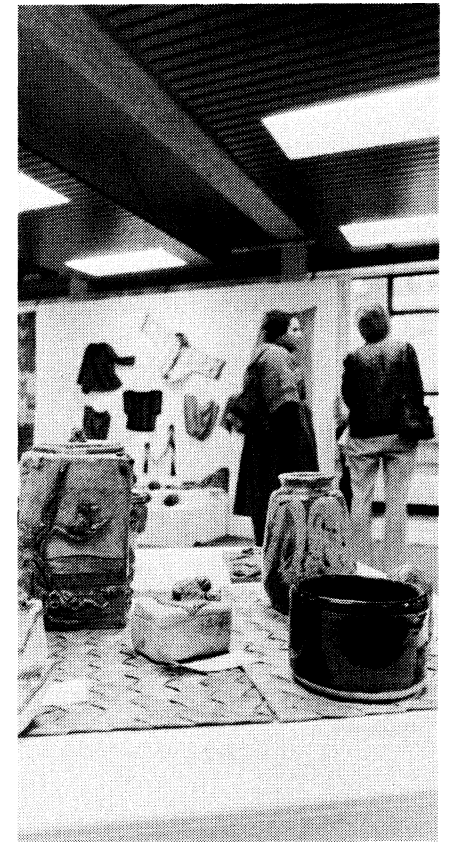
Time-Out Sports
Lynn Valley Center
980-9211

Textiles and Notions

Albee's Sewing Centre
Westview Shopping Centre
986-1341

Weight Loss

Nutri/System Weight Loss Centres
1075 Marine Drive, North Van.
984-0391



Library Directory

Public Libraries

North Vancouver Library
121 West 14th, North Van.
980-0581

Hours:
Tues.Fri. 10 am-9 pm

Sat. 10 am-5 pm
Sun. & Mon. closed

North Vancouver District Library

Capilano Branch
3180 Newmarket, North Van.
987-7633

Hours:
Tues.-Fri. 9 am-9 pm
Sat. 9 am-5 pm
Sun. & Mon. closed

Seycove Branch
1204 Caledonia, North Van.
929-3727

Hours:
Mon.-Wed. 9 am-9 pm
Thurs. & Fri. 9 am-4 pm
Sat. 12 noon-4 pm
Sun. closed

Lynn Valley Branch
1280 East 27th, North Van.
984-0286

Hours:
Mon., Tues., Thurs., Fri. 9 am-9 pm
Sat. 9 am-5 pm
Wed. & Sun. closed

Vancouver Public Library
750 Burrard, Vancouver
665-2280

Hours:
Mon.-Thurs. 9:30 am-9:30 pm
Fri. & Sat. 9:30 am-6 pm
Sun. 1 pm-5 pm (Oct-May only)

West Vancouver Library
1950 Marine Drive, West Van.
926-3291

Hours:
Mon.-Fri. 10 am-9 pm
Sat. 10 am-5 pm
Sun. closed

Reference Libraries

British Columbia Institute of Technology
3700 Willingdon Avenue, Burnaby
434-5738

Hours:
Mon.-Fri. 8 am-5 pm
Sat.-Sun. closed

Simon Fraser University
Burnaby Mountain, Burnaby
291-4351

Hours:
Mon.-Fri. 8 am-12 midnight
Sat.-Sun. 9:30 am-12 midnight

Main Library
Humanities, Social Sciences,
Maps Government publications, all
Sciences, except Life Science, Com-
merce, Education and Fine Arts.
University of British Columbia
228-2077

Tentative Hours:
Mon.-Thurs. 8 am-11 pm
Fri. 8 am-5 pm
Sat. 9 am-5 pm
Sun. noon-11 pm

Sedewick Library
Undergrad Arts topics, First two years of
Science topics, except Life Science.

Tentative Hours:
Mon.-Fri. 8 am-11 pm
Sat. (am-11 pm
Sun. noon-11 pm

Entertainment

Clubs and Concerts
North Shore & Original music in
Vancouver.

Movies
North Shore & Alternate Theatres in Vancouver.

Theatre
Alternates & Major ones.

Sports
Capilano College, S.F.U., U.B.U., Pro.

Art Galleries
Presentation House
Vancouver Art Gallery

N.S. Clubs
Holidays - 135 W. 1st
Whispers - 1421 Lonsdale
Copa West
Hippo's
Coach
Avalon - Top 40 Rock
Daddy Long Legs

Pubs
Troller
Squareriggers
Queen's Cross
Rusty Gull
Raven

Vancouver Clubs
Savoy - 6 Powell St.
Railway Club - 579 Dunsmuir St.
Town Pump - 66 Water St.
Classical Joint - 231 Carral St. (Jazz)
Hot Jazz - 2120 Main St. (Jazz)
Commodore Ballroom
Basin Street - 1138 Granville St. (After hours Jazz)

N.S. Movie Theatres
Park Royal
Three Theatres - Famous Players
922-9174

West Vanc. Odeon
922-6343

North Cafe Lounge
Tuesday & Wednesday

Theatres (Alternative)
Fine Arts - 1117 W. Georgia
Hollywood - 3133 W. Broadway
Pacific Cinematheque - 115 W. Georgia
Ridge Theatre - 16th Ave. & Arbutus
Vancouver East Cinema - 2290 Commercial Drive.

Live Theatre
Arts Club Review Theatre
687-1644

Arts Club Seymour St.
687-1644

Arts Club Granville Island
687-1644

Waterfront Theatre
280-4411

Vancouver East Cultural Centre
254-9578

City Stage
688-0926

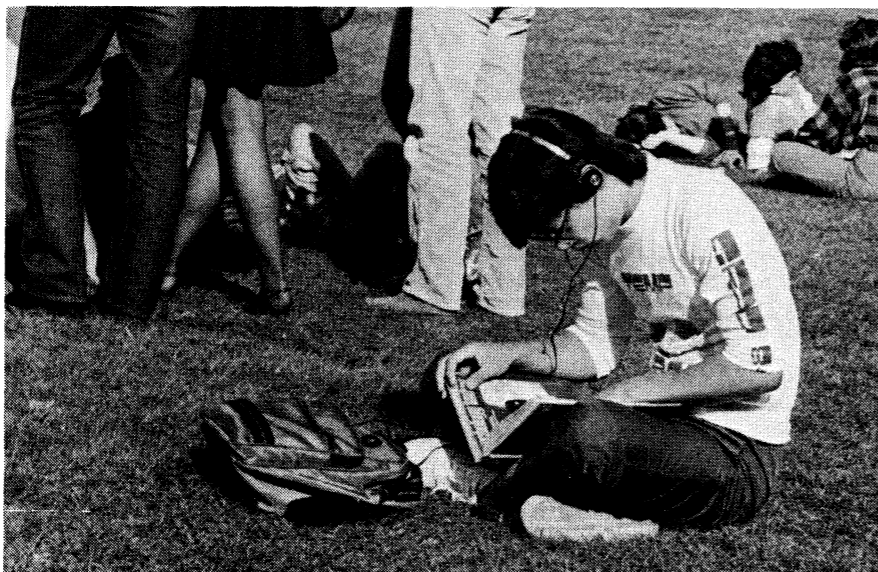
Firehall Theatre
689-0926

Studio 58 (Langara)
324-5227

Frederick Wood Theatre
6450 Gilpin St., Burnaby
291-6864

Presentation House
333 West Chesterfield, North Van.
986-1351

Galleries and Museums
U.B.C. Museum of Anthropology
North West Coast Artifacts



Vancouver Museum
Vanier Park 1100 Chestnut

Vancouver Maritime Museum
Vanier Park
Model Boats and Maritime Artifacts

North Shore Museum & Archives
209 West 4th St., North Van.

Vancouver Art Gallery
750 Hornby

Charles H Scott Gallery
Emily Carr College of Art and Design
Granville Island

Pitt International Gallery
36 Powell Street

Montgomery Cafe
Niagara Hotel
433 West Pender Street.

CALENDAR FOR 1985-86

	FALL '85	SPRING '85	SUMMER '86
Application Deadline For!			
Academic Priority	May 31	October 31	ongoing - refer to timetable
Career & Vocational	refer to specific program in calendar	refer to specific program in calendar	
Student I.D.			
In-person registration Career and vocational Academic	August 26-Sept. 12 Aug. 26 Aug. 27, 28, 29	Jan. 2-16 Jan. 2 Jan. 3, 6, 7	dependent upon course dependent upon course
Classes Commence			
Career & Vocational Academic Division	Sept. 3 Sept. 3	Jan. 6 Jan. 8	dependent upon course dependent upon course
Student Society Nominations Open	Sept. 3		
Used Textbook Sale	Sept. 4-13	Jan. 9-23	
Final Date to Add a Course			
or change status from Audit to Credit or Withdraw from a Course with some Refund	Sept. 16	Jan. 22	dependent upon course
Election Dates	Oct. 2, 3		
Final Date for Payment of Balance of Tuition Fees	Oct. 4	Feb. 7	on registration
Valentine's Day Dance		Feb. 14	
College Closed			
Thanksgiving Day	Oct. 7		
General Meeting	Oct. 16		
Mid-Term Break		Feb. 20/21	
Hallow'en Dance	Oct. 31		
Final Date to Withdraw,			
or change status from credit to audit, or change sections	Nov. 1	Feb. 28	dependent on course
Election Dates		Mar. 18/19	
College Closed	(Good Friday) (Easter Monday)	Mar. 28 Mar. 31	
General Meeting		April 3	
College Closed	(Remembrance Day) Nov. 11		
Examination Period	Dec. 9-13		
Christmas Party	Dec. 13		
North Cafeteria	Dec. 13		
End of Term	Dec. 13		
Housing Registration Opens			July 1

