

Capilano College: A Study in the Development of a Regional or Community College

MARIA J. BROWN

Capilano College is one of nine community colleges that have been established in British Columbia since the publication in 1962 of J. B. Macdonald's report, *Higher Education in British Columbia and a Plan for the Future*.¹ In this report, Dr. Macdonald, then president of the University of British Columbia, proposed the establishment of additional universities as well as two-year colleges for two reasons:

1. The present system of higher education was physically inadequate and could not absorb all the potential students in the years to come.
2. The present system was not flexible enough and did not offer a sufficiently wide range of opportunities for students seeking post-secondary education in the years to come.²

The proposed two-year college should serve:

1. Students who wish to continue their studies at a degree-granting university.
2. Students who wish only to take one or two years of higher education, technical, commercial, or academic, or a combination of any of these.
3. Students who are undecided about their educational future.
4. Students who wish, for financial or other reasons, to remain in their own locality.³

Some of the objectives of the two-year college, Dr. Macdonald continued, might then be:

- (a) two-year academic programme for those who will either transfer to a degree-granting institution or terminate their formal education at this level
- (b) technological and semi-professional courses
- (c) adult education to meet the changing demands of technical and semi-professional occupations.⁴

The differences among such colleges would primarily be in the areas of

¹ John B. Macdonald, *Higher Education in British Columbia and a Plan for the Future*, Vancouver, B.C., U.B.C. Publication Centre, 1962.

² *Ibid.*, 48.

³ *Ibid.*, 50.

⁴ *Ibid.*, 51.

non-academic courses to be offered, varying with the local needs of the communities in which the colleges would be established.

The remainder of the report dealt, among other things, with proposed localities for the colleges, based on such facts as optimum accessibility, projected enrolment, costs, figures relating to areas from which U.B.C. traditionally had drawn its students, and occupational and income surveys to arrive at those areas with the highest proportions of residents most likely to send their children to college. The proposed localities were Greater Vancouver, Lower Fraser Valley, Greater Victoria, the Okanagan Valley, the Kootenays, Central Vancouver Island, Central Interior, Kamloops-South Cariboo, Kamloops, and unspecified "other regions."⁵

The alacrity with which the various school boards across the province organized themselves into co-ordinating committees to study the desirability and feasibility of local two-year colleges, and the speed with which the government of British Columbia acted after the publication of the report to amend the Public Schools Act in order to provide the legal basis for the establishment of regional colleges in 1963, indicated that there was a real need for such institutions. One of the areas where this need was felt to exist was the North Shore of Greater Vancouver, although this possibility had not been foreseen by Dr. Macdonald.

One fact the *Macdonald Report* did not take into consideration when it studied the distribution of parental occupations of students at the University of British Columbia in 1961-62 was that, if the proportion of managerial, professional and manufacturing positions was relatively higher in Greater Vancouver than in "less urbanized areas," this proportion was still higher on the North Shore, and especially so in West Vancouver. Consequently, no provision was made in the report for a regional college on the North Shore.

Yet, by the spring of 1964, the school boards of the Districts of North and West Vancouver came to the conclusion that some form of continuing education had become imperative for the North Shore. On April 7 of that year, a Liaison Committee, made up of members from both school boards, met to discuss, and to make recommendations for, the possibility of shared operations, and to prepare a statement of principles regarding continuing education. The consensus among the committee members was that, if the need for a regional college did not exist now, it certainly would in the near future. The possibility of an evening school with complete Junior and Senior Matriculation programmes was already under investigation by the North Vancouver School District. The desirability of con-

⁵ *Ibid.*, 57-76; 91-103.

solidating all Senior Matriculation students in one centre, where they might carry out their educational and social activities under adult conditions, immediately gave rise to the problem of housing, since an approximate 240 students were being considered. Mr. C. P. Jones, a North Shore resident of long standing, and member of the North Vancouver School Board, who acted as chairman of the committee, pointed out that the establishment of such a centre would provide an organic growth toward a regional college. Since a suitable site was then a matter of paramount importance, the committee decided to work definitely toward a college and to begin investigations of possible sites immediately.⁶

The immediate result of this meeting was that in September 1964, the North Shore Continuing Education Centre opened its doors with Mr. L. D. G. Brooks, also a long term resident of the North Shore, a North Vancouver School Board member, previously head of the English Department of Lower Columbia Junior College at Longview, Washington, and now secretary of the Liaison Committee, as Director of Adult Education.⁷

In December of the same year, the North and West Vancouver School Boards commissioned Dr. Walter G. Hardwick of the University of British Columbia, and Professor Ronald J. Baker of Simon Fraser University, with their team of research associates, to undertake a study to determine whether a North Shore Regional College was indeed feasible and practicable.

On August 18, 1965, the boards of both school districts met, together with representatives of the boards and administrative staffs of the school districts of Howe Sound and Sechelt, to hear the Hardwick and Baker report. Although it is not the purpose of this paper to discuss in detail the findings of the *North Shore Regional College Study*, one particular conclusion, on which hinges the feasibility of the establishment of the college, deserves mention. The research team concluded that the population of the North Shore was distinctive, in the sense that "residents of North and West Vancouver have some of the highest average levels of education and income to be found anywhere in Canada."⁸ Consequently, the potential number of college students on the North Shore was higher than elsewhere in the country for regions of comparable population size. Since the population of the North Shore (note that this did not yet include the popula-

⁶ *Minutes of the Liaison Committee of the School Boards of North and West Vancouver*, April 7, 1964.

⁷ *Ibid.*, August 18, 1965.

⁸ Walter G. Hardwick and Ronald J. Baker, *North Shore Regional College Study*, Vancouver, 1965, 22.

tion of the Districts of Howe Sound and Sechelt) approached that of many interior regions in British Columbia, the North Shore could base its demands for a college on population alone.⁹ In summary, the *North Shore Regional College Study* recommended that a regional college be established by September 1968, with an anticipated enrolment of 800 students; that the college offer a comprehensive programme, including an expanded academic programme and functions attractive to large segments of the population, so that the college might assume the role of a focal point for the educational and cultural affairs of the community; that the college be centrally located within the region on a site clearly and visually identifiable by North Shore residents; that the participating school boards initiate a programme of public education to inform the community of the need for and the concept of the regional college; and lastly, that the school boards then petition the Council of Public Instruction for permission to hold a plebiscite to determine whether the voters of the North Shore favoured a regional college.¹⁰

The concept of the regional college was now officially accepted by all four school boards present at the meeting, and they subsequently formed the North Shore Regional College Co-ordinating Committee, made up of representatives from all participating boards, with Mr. C. P. Jones and Mr. L. D. G. Brooks as chairman and secretary respectively. Each school district passed a by-law enabling their boards to participate in the regional college plans and to share in the costs on a pro-rata basis. A publicity campaign was started with the support of the press in each District; official application for permission to hold a plebiscite was made in December 1965, and a start was made in curriculum planning in consultation with the deans of the faculties of the three universities in Victoria and Vancouver and the British Columbia Institute of Technology.

Before any effective planning could take place, however, the request to hold a plebiscite had to be granted. In this respect the committee encountered anything but plain sailing. Eight months after the application was made, at a meeting of the North Shore Regional College Co-ordinating Committee on August 5, 1966, the chairman reported on an informal discussion he had had with Dr. Perry of the provincial Department of Education. Apparently, of the five applications for regional colleges currently before the Academic Board for evaluation, only that of the North

⁹ *Ibid.*, 27.

¹⁰ *Ibid.*, 5.

¹¹ *Minutes* of the North Shore Regional College Co-ordinating Committee, August 5, 1966.

Shore met the necessary criteria. But the cabinet did not consider it politically expedient at this time to move on one application only. By implication, Dr. Perry suggested that the cabinet might respond, in the case of the North Shore, to some form of public pressure.¹¹ But the committee decided that the more effective way to exert influence would be through continuous reports of accomplished progress, rather than through arousing a public outcry at the delay. It therefore continued quietly to do all preliminary planning within its power, on the assumption that the holding of a plebiscite would eventually be granted. It now became apparent that, in order to carry out his part of the work effectively, Mr. Brooks needed assistance in the Adult Education Department. Accordingly, the school boards of North and West Vancouver advertised for and appointed an Assistant Director of Adult Education, Mr. W. MacGowan, to free Mr. Brooks for college planning.¹²

In the meantime the work of publicizing the college and enlisting the support of North Shore residents continued, in the local press, at P.T.A. meetings, through the Chambers of Commerce, and wherever an opportunity presented itself. Such an opportunity arose, for instance, with the provincial elections called for December 1966. Committee members acquainted with local candidates enlisted the latter's support for the college.¹³

By the end of 1966 permission to hold the plebiscite had still not been granted. The committee's hopes that, when the House reconvened in January 1967, the North Shore Regional College application would be approved, were disappointed. In spite of Dr. Perry's intimations to Mr. Jones the previous summer, the Minister of Education announced in the Legislature that permission to hold a plebiscite was granted to the Northern Interior and to Vancouver Island, but not to the North Shore. What made the Minister's decision doubly disappointing was that the committee had to learn of it through the newspapers.¹⁴ Immediately it rose to the challenge.

The committee met on February 20 to discuss both the Minister's decision and the press release drafted by Mr. Jones prior to the meeting, for the time had now come to inform the public about the proceedings and to ask for active support through individual letters to the Minister. The release was approved for publication in the newspapers of all four Districts. It expressed the committee's disappointment with the long delay of the permission to hold a plebiscite — it was 13 months since the request

¹² *Ibid.*, August 5, 1966.

¹³ *Ibid.*, August 18, 1966.

¹⁴ *Ibid.*, February 20, 1967.

had been made — it reaffirmed the justification for the claim that a regional college was a necessity for the North Shore; it compared relevant statistics such as population size, student pools, and the regional tax base of the North Shore with those of the regions in which the plebiscite had now been approved. These statistics were closely approximate for all three regions, which made the Minister's decision hard to understand. The committee decided to prepare a supplementary brief to the Minister, incorporating the material in the press release, and to ask for an early meeting to present the brief.¹⁵

The subsequent meeting of the committee members with the Minister made clear the reasons for the delay. Before the latter would approve any one application in Greater Vancouver (where Vancouver City College was already established), the Department of Education required an overall study to be made of the need and provisions for regional colleges in the entire Lower Mainland area. Such a study was to include in general terms the programmes to be offered in order to avoid needless duplication. The Department considered it necessary that a central, authoritative administration plan for the entire area to be developed, a completely different concept from the autonomous, community sponsored, type of college, growing to fulfill community needs, which had previously been envisaged and which had been recommended in the *Macdonald Report*.

To discuss the implications of this new and unexpected development, the North Shore Regional College Co-ordinating Committee called a meeting of all four Regional College Committees for the Vancouver-Lower Mainland Area for April 5, 1967. Also invited to attend were members of Davis MacConnell Ralston, Inc. of Palo Alto, California, an educational consultant firm with extensive experience in the planning of junior and regional colleges in the United States; members of the Academic Board of Higher Education; Dr. Walter Hardwick of the University of British Columbia; and Mr. F. N. A. Rowell of the Community College Association of British Columbia. Mr. Jones of the North Shore group presided, and he opened the meeting with a report of the discussions with the Minister. The latter's requirements had arisen out of the different rates of development of the plans in the several proposed regional college areas. The required information was to be submitted to the Department under two general headings: first, a demonstration of the demand, in the number of students graduating from Grade XIII on the various programmes, immediate and future; and second, an overall plan

¹⁵ *Loc. cit.*

of the proposed regional colleges as related to each other and to all post-secondary educational institutions in the Greater Vancouver area.

Dr. J. D. Chapman of the Academic Board, speaking on behalf of the Department of Education, explained the Department's requirements in detail and re-emphasized the need for a study of area requirements and for centralized control. Needless to say, this last requirement appeared the least acceptable, for, as Mr. Rowell pointed out, the first step in planning a community college was of a strictly local nature, the plebiscite in which only local voters participate to determine whether the community is willing to bear the cost of the college. After long deliberations the meeting closed with an authorization for Mr. Jones to call a meeting of the chairmen of all four College Committees, to discuss the required planning.¹⁶ The North Shore Regional College Co-ordinating Committee went on record that it would consider itself bound by the recommendations of any proposed combined study, since in any case no individual colleges were to be approved until the overall study had been made.¹⁷

The chairmen met on April 20. After lengthy discussions of costs and desirability of the proposed study which, as Dr. Hardwick had indicated at the April 5 meeting, could be done by him co-ordinating existing individual studies and negotiating with the various committees, the chairmen decided that all four committees obtain approval of their participating school boards so that the study could go ahead. The Department of Education and the Academic Board were advised accordingly, and a meeting was arranged of the Minister with all four chairmen. This meeting took place on May 9, 1967, and was also attended by Drs. Chapman, Perry, and Chant. The concrete result was the establishment of the Lower Mainland College Co-ordinating Council. As soon as the objectives of this Council were realized, if indeed possible, Mr. Jones would again request permission to hold a plebiscite on the North Shore. Dr. Hardwick was requested to prepare a working paper for the Council.

The paper, entitled "A Regional College Plan for the Lower Mainland" was presented to the Council and discussed at length at the meeting of July 13, and led to the general consensus that the North Shore group ought to remain intact, no matter what plan was developed for the region as a whole.¹⁸ Consequently, the North Shore Regional College Co-ordinating Committee requested the firm of Davis McConnell Ralston, Inc. to undertake the detailed study necessary to prepare data for the plebi-

¹⁶ *Ibid.*, April 5, 1967.

¹⁷ *Loc. cit.*

¹⁸ *Ibid.*, July 13, 1967.

scite, the study to include general curriculum evaluation, site evaluation, a statement of philosophy, and a projected financial analysis. The Lower Mainland College Co-ordinating Council officially approved the North Shore as a logical location for a community college.¹⁹

From here on it was a matter of working out the details. Financially, the College was to be supported by local taxes, student fees and federal-provincial assistance; the last item to be regulated by a contract between federal and provincial governments. As Dr. Perry explained to the North Shore Regional College Co-ordinating Committee on August 10, 1967, there would be no direct grants. The federal government would turn over to the province four per cent of the personal and one per cent of the corporate income tax; or an amount equal to \$15 per capita; or 50 per cent of what the province spends on higher education, the province to select whatever alternative it desired. The purchase and development of college land, dormitories and parking facilities would be non-shareable. Approved building and equipment costs as well as operating expenses would be shareable on a 50-50 basis. Dr. Perry stated that the Department would not bind itself in advance, but that, when the College was ready, it was willing to negotiate on what would in effect be shareable expenditures.²⁰

The most difficult proposition turned out to be the procuring of a suitable site, a problem the College was not able to resolve until 1972. In order not to be slowed down by this problem, the committee decided, on the suggestion of Mr. W. D. Reid of the Department of Education, to investigate the possibility of starting the College in existing facilities, to be used only as temporary accommodation. Even if permission for a plebiscite were given immediately, and that it would be given was now a certainty, it would be 1970 before the College could start operating on its own campus. Using existing facilities it was conceivably possible to make a start by September 1968. Such an early start would give the College a chance to work out administrative and curriculum problems and to develop public support prior to being committed to capital outlays. But the most important advantage was the fact that higher education on the North Shore would become available to graduating students several years sooner than if the College had to wait for a permanent campus.²¹

In order to investigate how such an arrangement operates in practice, the Committee delegated Mr. Brooks to visit Bellevue Community College

¹⁹ *Ibid.*, November 15, 1967.

²⁰ *Ibid.*, August 10, 1967.

²¹ *Ibid.*, November 18, 1967.

in Bellevue, Washington. This College has been in operation since January 1966 in Newport High School, in after-school hours, from 4:15 p.m. to 10:15 p.m. Since all high school students had to be out of the building by 4:00 p.m. and no college students were allowed on the premises before that time, no difficulties had arisen between either faculty or student bodies, since they seldom met. College quarters were, of course, cramped since the college operated from four classrooms which the high school had made available, as well as from several portable units, but the college was reasonably satisfied with the existing arrangements.²² Mr. Brooks' report was well received by the committee, and after a detailed investigation of all local high schools, it recommended West Vancouver Senior Secondary School as the best possible location for the proposed College.²³ Accordingly, at the meeting of November 22, 1967, the decision was made that

... the North Shore Regional College Co-ordinating Committee propose to the Minister of Education that the College be established in existing facilities at the earliest possible date — by September 1968 if possible — and to that end request an early plebiscite upon the question.²⁴

A tentative date for the plebiscite to be held in each district was set for March 7, 1968, the committee to be dissolved and a Regional College Council to be set up as soon as the plebiscites were passed. A further visit to Bellevue Community College was subsequently arranged at which the principal and staff representatives of West Vancouver Senior Secondary School were also present, to allow the high school authorities to acquaint themselves with the actualities of such a combined operation.

Permission was finally given in January 1968, and the plebiscite was duly held in each District on the appointed date. North Vancouver, West Vancouver, and Howe Sound each passed it with a sufficient majority, but in Sechelt it was defeated. This defeat was due to the high percentage of retired people living in that District, a phenomenon commented upon by Davis MacConnell Ralston, Inc. in their demographic study.²⁵

Now that the College had become a reality, concrete details could be worked out with the other institutions of higher learning in British Colum-

²² *Loc. cit.*

²³ *Ibid.*, November 22, 1967.

²⁴ Davis MacDonnell Ralston, Inc., *A Report to the North Shore Regional College Co-ordinating Committee*, January 1968, 16.

²⁵ *Minutes* of the North Shore Regional College Co-ordinating Committee, March 16, 1968.

bia, the non-academic programme to be developed with the assistance of a specially appointed Advisory Committee. Negotiations with West Vancouver School Board regarding the joint use of West Vancouver Senior Secondary School were successfully completed. Simon Fraser University, the University of British Columbia, and the British Columbia Institute of Technology all promised to supply the College with short-term staff. It now remained to request official authority from the Council of Public Instruction to establish the College. Once this was obtained it was then up to the Minister to appoint the Regional College Council. In order to avoid possible delay the committee decided not to disband until after such appointments were made. Mr. Brooks was appointed full-time Director of Planning for the interim period.²⁶

Letters of authority from the Council of Public Instruction dated March 26, 1968 were sent to the secretary-treasurers of the participating school boards, stating that the Regional College Council members were to be appointed by the Minister of Education, the appointments to be signed by the Lieutenant-Governor and to be approved by the Council of Public Instruction.²⁷

The Regional College Council was constituted on April 17, 1968 by the Lieutenant-Governor and the Minister of Education, at the last meeting of the North Shore Regional College Co-ordinating Committee, which was thereupon dissolved, turning over the residue of its funds and all its files to the Council for its use. The inaugural meeting of the Regional College Council took place at 8:00 p.m. on the same day, almost as an anti-climax.²⁸

At this meeting, conducted by Mr. W. D. Reid of the Department of Education, Mr. C. P. Jones was appointed Chairman of the Council by acclamation, and Mr. Brooks was requested to act as secretary *pro tempore*; Mr. Brooks was also asked to continue in a temporary planning capacity for the Council, in order that the work done so far not be interrupted by a change in staff.²⁹ No doubt the Council, in making these appointments, was also motivated by a recognition of the excellent work done by both gentlemen towards the establishment of the College.

It is hardly necessary, at this point, to belabour the Council's activities prior to the opening of the College. Suffice it to say that the College opened in September 1968, with an enrolment of 774 students, under the

²⁶ *Ibid.*, April 9, 1968.

²⁷ *Ibid.*, April 17, 1968.

²⁸ *Loc. cit.*

²⁹ *Loc. cit.*

name of Capilano College; that Mr. Brooks was appointed Dean of Instruction; that a principal was found in Mr. Alfred Glenesk, and that the College began operating from 4:00 p.m. until 10:30 p.m., using the facilities of the West Vancouver Senior Secondary School in conjunction with a number of portable units on the same premises, and offering three kinds of programmes, vocational-technical, technological, and academic.

It now remains to assess how well Capilano College has realized the objectives the *Macdonald Report* proposed for regional colleges in general, and the objectives the *North Shore Regional College Study* proposed for Capilano College in particular. Clearly the general objectives have indeed been met. Only one leaves us with a paradox: although regional colleges were established partly to relieve the University of British Columbia of the pressure of numbers, this pressure continued to mount, to the extent that, by 1970, the University was forced to curtail its freshman enrolment. To say that the colleges, including Capilano College, have therefore failed in this respect is, however, untrue. It proves, on the contrary, that the colleges were long overdue. Those students who fail to be accepted at a university now at least have a viable alternative.

As far as the specific objectives for Capilano College are concerned, these, too, have been largely realized. As the calendar states:

— Capilano College is a comprehensive community college designed to offer a varied curriculum appropriate to the district it serves.

The College offers:

- an academic transfer programme in arts and sciences approved by the major universities in the Province;
- one-and two-year career and diploma courses leading to employment;
- technological courses leading to graduation from the B.C. Institute of Technology;
- a general education programme providing two years of academic studies leading to a college diploma;
- a community service programme designed to meet the needs of the community through short courses, seminars, lectures, and workshops.⁸⁰

Each year the College has been in operation these course offerings have been expanded and added to. It can indeed be said that the College has assumed “the role of a focal point for the educational and cultural affairs of the community.”

Only one objective caused the College considerable difficulty, the matter of acquiring a centrally located site. This was not achieved until 1972,

⁸⁰ *Capilano College Calendar, 1969-1970*, p. 9.

with the acquisition of the Lynn Canyon site. This delay may turn out to be a blessing in disguise for the community at large, for in the meantime the philosophy has been developed, born of necessity, of bringing the College to the community rather than the community to the College. Capilano College not only operates from its temporary headquarters on the premises of West Vancouver Senior Secondary School, but also from satellite locations in Squamish, North Vancouver, and Deep Cove. In addition, it acquired its own Arts Centre in North Vancouver. Even when Capilano College eventually builds its own campus, the trend to serve the community at various convenient locations will no doubt continue.

Apart from the academic programme, which needs little elucidation, Capilano College offers at present 11 career programmes, leading to an Associate of Arts and Science Diploma. Those students who complete only the first two terms of the four-year courses are awarded a Certificate of Arts and Science. Courses are offered in the following fields: Art, Audio-visual Resources, Automotive Management, Business, Early Childhood Education, Legal, Medical or Business Secretarial Specialty, Retail Fashion and General Secretarial Skills. The Business Management, Electrical and Electronics Program, and Hotel, Motel, and Restaurant Management courses are transfer programs where the student completes his first year at Capilano College and then transfers to the B.C. Institute of Technology for his second and graduating years.³¹ A number of these career programmes are not available at other colleges in the Lower Mainland; e.g., Automotive Management and Retail Fashion. In order to serve the greatest number of students interested in these programmes, and at the same time to avoid costly duplication, Capilano College, in conjunction with the other Lower Mainland colleges, has now opened registration to non-residents and has waived the non-resident fee for all students in the career programmes. According to Howard Kirchner, the career programme co-ordinator at Capilano College, the other colleges will follow suit in the waiving of non-resident fees.³² In addition, since 1970 the College offers daytime classes for first year academic courses and for some business courses.³³

The Community Service Programme offers courses, films, lectures, and seminars in any subject the community expresses an interest in, both credit and non-credit. Course offerings vary to include such fields of interest as Small Business Management, Interior Design, the Psychology

³¹ *Capilano College Calendar, 1970-1971*, pp. 43, 44.

³² *The Citizen*, Capilano College Programme Supplement, August 28, 1970, 2.

³³ *Ibid.*

of Human Relations and Labour Management Relations, as well as Creative Writing and Theatre Practice. The College is at all times open to suggestions from the public. Service is the key word at Capilano College — service to the students, to the faculty, and to the community at large. The Student Services Centre is open to students and residents alike for counselling. The College Media Centre, which comprises the library, the media laboratory and the audio-visual resources, is at the service of students, faculty and residents; except for reference material, anyone may borrow and take out selections, including books, records, tapes, films, recorders and projectors.³⁴

Lest the reader is left with the impression that there are no problems at Capilano College, it needs to be pointed out that difficulties have indeed arisen out of the fact that the College operates largely from high school premises. College quarters are cramped and inadequate, and, in the eyes of the public, the College identity is somewhat merged with that of West Vancouver Senior Secondary School. There are conflicts between the College and high school administrations, and between the student bodies of both institutions. The College students are older and more mature, the high school students younger and subject to more restrictions. These different levels of maturity sometimes lead to frustration, especially since daytime classes for College students have been instituted. High school students are not allowed to smoke; College students are, at least during evening classes, and the evidence is there to see for the younger students returning to school in the morning. Vending machines installed in the high school cafeteria for the College students are out of bounds for the high school students. There are difficulties regarding the daytime use by College students of high school washrooms — the College student working in the library, for instance, has to traverse the full length of the grounds in all weathers to reach the College administration unit where the College washrooms are located. College students are not allowed to use the high school cafeteria at the same time as the high school students, particularly during the school lunch hours.³⁵ A little bit of goodwill on both sides, however, can forestall serious trouble. In the meantime, it is surprising and encouraging that serious conflicts have not developed, given the cramped quarters and shared facilities. In this writer's opinion the most serious drawback of the situation is the lack of a separate, individual identity for the College, but time will take care of even that problem.

³⁴ *The Lions Gate Times*, February 11, 1971, 3.

³⁵ *The Id.*, December 3, 1970, 11.

Capilano College, as part of the provincial system of higher education, is an autonomous institution, but it co-operates closely with the other colleges and with the institutions of higher learning in the Lower Mainland.³⁶ Its government consists of the College Council, a non-elective body of public-spirited members of the community which is responsible for the operation of the College, and of the various internal bodies of students, faculty and administration, all broadly representative, providing for maximum interaction among the various College groups.³⁷ The College Faculty consists of 41 full time members and 50 part time members who teach one or more courses. The faculty members are highly qualified; 51 of them possess a master's and four a doctoral degree in their subjects.

Of the programmes offered, the academic ones enjoy a greater popularity than the career programs, although the gap is steadily closing (see Table I).³⁸

TABLE I
FALL ENROLMENT FIGURES FROM 1968-1972

	Sept. 68	Sept. 69	Sept. 70	Sept. 71	Sept. 72
Academic	*	845	955	1045	943
Career	*	133	308	486	475
Total	774	978	1263	1531	1418

* not available.

The North Shore community is justified in its pride in Capilano College. *The Lions Gate Times* regularly publishes a column in which initially Principal Alfred Glenesk, and more recently Councillor Alan Smith keeps the taxpayers informed of College developments. Capilano College is truly a community college, well described by the term "comprehensive."

³⁶ The central, co-ordinating authority never materialized. The Lower Mainland College Co-ordinating Council activities lapsed after the joint planning for the curricula was realized. (Interview with Mr. Brooks, February 25, 1971). And of course the College's autonomy in the field of academic credit courses is subject to approval of the universities. This is a serious impediment, in the eyes of this author, as it restricts the College's possibilities for creative experimentation.

³⁷ *Capilano College Calendar*, 1970-1971, 6.

³⁸ Telephone conversation with Alan Smith of the College Council, November 14, 1972.