

# DEVELOPMENTS



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## Learnin' the ropes

General and Psychiatric Nursing students, who arrived on campus in mid-August, were all tied up for the first few days. Obstacle courses, egg-and-spoon races, and tug-of-wars were all part of Fun Day, organized by Louise Preiswerck of the Campus

Recreation department. Preiswerck estimated that about 50 students and faculty participated in the General Nurses' Fun Day, held on the 18th, and about the same number from Psychiatric Nursing showed up for their day on the 20th.

## Technological training to be examined

President Gordon Thom cited the establishment of two committees—one by the Ministry of Education and the other by the Universities Council of B.C.—as two of the most significant developments in recent BCIT history.

"I am pleased that both the minister and the council have recognized the important role of BCIT, specifically, and technological training, generally," said Thom.

The task force struck by the ministry will deal with engineering, health and related technologies, while the committee will examine extended technological training at BCIT. The ad hoc committee established by the council will look at engineering education.

Members of the task force have yet to be named by the ministry. The task force will:

examine existing technological programs in B.C. colleges, universities and institutes; determine the nature of the training required by industry and business; examine the role of B.C. in the country and the world as a producer of technologists; review arrangements for student access and mobility among institutions; hold hearings throughout the province; and consider, with the two committees, extending training beyond two years at BCIT. The task force will then make recommendations to the ministry.

The committee will examine existing technology programs throughout the province and review proposals for BCIT post diploma and degree programs. This committee will also submit a report and recommendations to the

ministry regarding BCIT proposals.

Vice president of Education Drug Svetic, as the project director, will be responsible for developing BCIT's strategy, policy recommendations, documentation and the final presentation to the ministry. Gil Johnston, director of Institutional Planning, will assist with research and data collection.

Input is also expected from the vice presidents, deans and directors.

Committee members, in addition to Svetic, are: Andy Soles, assistant deputy minister, Ministry of Education, post secondary department; Bob Stewart, chief executive officer, Ministry of Universities, Science and Communications; Saul Rothman, chairman,

Occupational Training Council; and Dr. Ian McTaggart-Cowan, chairman, Academic Council.

The ad hoc committee on engineering education will study the suitability of existing engineering programs at the University of B.C. to meet the needs of the engineering profession, and anticipate the needs of the engineering profession for the next 19 years.

The committee will also be responsible for determining the need for additional engineering programs in the B.C. university system, the nature of the programs and the most effective forms of delivery. Finally, the committee will assist the council with a decision on funding policy for the new engineering programs now being proposed by universities.





Touring Japanese students discover that a spud's a spud no matter how you slice it. The demonstration of the day was potato processing in BCIT's food lab.

## Students seal goods

BCIT recently played host to a group of Japanese junior college students and introduced them to Canadian food processing technology. The program designed for the 31 students included lab demonstrations and lectures on campus, plus field trips to various food industry plants.

The program was organized to assist Tezukayama College in the development of a two-year program for students from Tezukayama's Food Sciences program. The two-week stop-over at BCIT, from Aug. 18 to 28, was part of an eight-week project which will serve as a model for the two-year program.

The program "represents a further dimension to Tezukayama's current Canadian program, which involves collaboration with Columbia College (in Coquitlam) in a five-month full semester credit program from the English language department," said Lorne Kavic, director of Tezukayama's Food Sciences program.

"It's the first group to come to BCIT and specifically ask for a program in food processing," said Al Willcox, head of Engineering and Core, CEIS. "It's an overview of food processing technology in the North American context."

BCIT's department of Biological Sciences developed the curriculum, and Ron Hyde, Vic Martens and John Soutter shared teaching responsibilities.

"They (Tezukayama's instructors) not only want to expose these people to food manufacturing, but also to student life in Canada," said Hyde.

Topics of lectures and demonstrations included: canning and freezing foods; meat, fish and potato processing; commercial baking; dairy and alcoholic beverage manufacture; and testing and grading processed foods.

Hyde said that feedback from the Japanese was positive, and that the students seemed to enjoy the program. In return, the BCIT instructors gained valuable teaching experience.

"It's actually good experience to have to put things across to students with a bit of a language barrier," Hyde said. "For us, the end result might be new techniques for teaching our students here."

Tezukayama College is located near the city of Nara, situated about 10 miles from Osaka. The two-year women's college has an enrolment of about 2,200.

## Purse strings may tighten next year

With a call for "evolution not revolution", President Gordon Thom led off the 1981-82 budget presentations to the Occupational Training Council, the Academic Council and the Management Advisory Council (MAC) during mid-August meetings.

"We were appearing before the councils to answer questions and elaborate on the budget submission of BCIT for 1981 and 1982," Thom said. "We had already submitted our budgets and this was an opportunity to appear before the decision makers to detail our requests."

With Thom were vice

presidents Drug Svetic, Dale Michaels and Duncan Macpherson, budget accounting manager Norah Andrew and Gil Johnston, director of Institutional Planning. Appearing at the MAC session was Robert Simons, Alumni Association board member. Board of Governors chairman Dennis Barkman participated in the Academic Council presentation.

President Thom took the council members through the stages of BCIT.

"Where have we been, where are we now and where

are we going, are the segments I addressed," said the president.

He said he outlined the original quality and expertise of faculty and public acceptance.

"In talking about where we are going, I stressed the need to remain a quality applied institution. But with the advent of other institutions we are into a period that calls for evolution not revolution, to meet the needs of a developing province," said Thom.

"Dr. Ian McTaggart-Cowan of the Academic Council had

high praise for the conciseness and appropriateness of the information," said Thom, "and much of the credit goes to Duncan and Norah."

In discussing the meetings, Thom said he was generally pleased with the responsiveness and understanding of the councils.

"However, I must point out that the chairman of the Academic Council indicated that a lift in the budget for the coming year would probably barely satisfy inflationary pressures—if that," said Thom. "Now, for BCIT it's a waiting game."

**PERSPECTIVES**  
**for**  
**TECHNOLOGICAL EDUCATION**  
**IN THE 80'S**

Paper delivered by:

Gordon A. Thom  
Principal  
B.C. Institute of Technology

To:

Association of Canadian Community Colleges  
Wolfville, Nova Scotia  
May 28, 1980



## PERSPECTIVES FOR TECHNOLOGICAL EDUCATION IN THE 80'S

Our society, and within our society, education and within education – technological education, is in for a decade of major change.

Most of us have not seriously considered the impact of change confronting our institutions nor have we prepared those institutions. Dynamic forces beyond our control, must not be beyond our understanding, and must be the inputs to our decision making and the consequent success, and in some cases even survival of institutions.

I intend to focus first, on those uncontrollable forces that will shape the environment of our decision making. Then, I will move to the areas where we do have some control over our destiny.

While I use some B.C. examples, what I have to say is relevant to all of Canada and beyond. Futurists in higher education have expressed these concepts and many of the themes were heard at the AACJC Conference in San Francisco at the end of March 1980.

The problem we face is one of non-profit marketing of our services in the decade ahead. McCarthy, in his basic marketing text lists five uncontrollable factors. They are:

1. Economic Factors
2. Cultural and Social Factors
3. Political Factors
4. The Existing Business Situation Factors or Existing Education System
5. The Resources and Objectives of the Organization Factors

I will use these classifications for my analysis.

### 1. Economic Factors

Without question, economic forces will have the most impact of all uncontrollable factors on the future of technological education in the decade ahead.

First, on the positive side – a technologically trained work force is an essential resource input needed to create the outputs of a technological society. Further, the number of employers recruiting on our campus is increasing. The demand side is good.

Secondly, British Columbia, by the year 2000, as a matter of public policy, claims to want to be advanced technologically relative to other jurisdictions. I offer as evidence the aggressive approach to research parks in British Columbia by the Honorable Patrick L. McGeer, B.C.'s Minister of Universities, Science and Communications. This economic advance is also plausible, based on the relatively favorable economic prognostication for western Canada and British Columbia.

However, government is not investing adequately to provide the technologists needed in an expanding technological society. Forces such as inflation and taxpayer revolts are mitigating against increased government spending. Education and economic policy need to be analyzed more closely together if technological education is to be funded to the quality and quantity level to meet industrial expectations. I do not anticipate that this will occur and therefore, quality or quantity or both will decline unless we find new innovative and more productive ways to operate our institutions.

Norman C. Harris and J.F. Grede, in their recent book, *Career Education in Colleges* provide three economic scenarios for the future affecting technological education. The most probable scenario suggests "steady progress in a troubled but gradually improving world". They predict that "world peace will not be assured and that economic conditions will vary . . . , but the general level of human condition will improve worldwide". International trade will be more significant. Coal will have the greatest impact energywise and the "recycle society" may replace the "affluent society". They see a slowing of population growth, and anticipate "productivity and affluence will increase but probably at a slower rate as the cost of raw materials (largely imported) goes up". "Education as both an economic good and a consumer good," according to them "will be highly valued in America, but the education craze, or cult of the 1960's will have passed. Education will no longer be regarded as an ultimate good or neoreligion, but will be considered as one among many alternatives for social and individual investment".

They list "seven issues for America and for Career Education" that present implications for educational programming, teaching methods and the administration of technological education. These include:

1. "The Energy Crisis"
2. "The Food Crisis"
3. "The Environmental Crisis"
4. "International Trade"
5. "Transportation versus Communication"
6. "Modernizing Industry and Making it Competitive"
7. "Coping with Limits to Growth"

In concluding this brief review of the economic factors, I say that while we cannot do anything to change these economic directions, we in technological education must be very alert to them.

### 2. Cultural and Social Factors

One of the most talked about issues in education today, stems from the change in the demographic profile of our society. We know what is happening to school populations.

Major changes also are occurring in the age distribution of the work force, characterized by a reduction of the 15-34 year old age group and the increases in the 35-65 year olds. Further significant expansion will occur in the population age group over 60. Under-employment of the present 15-30 year age group may continue but unemployment in the 14-24 year age group will be drastically reduced, although their career development will be marked by lack of opportunity for promotion and advancement.

K. Patricia Cross in an article entitled *Responding to Learning Needs* in the recently released publication *New Directions for Higher Education* discusses the social and demographic changes and the impact on the learning society. She talks about "that unusually large generation now finding themselves in fierce competition with one another for job promotion", and the need for "people whose promotion is blocked from one career line" deciding on "a mid-life career change". She suggests a "moving away from the 'linear life plan' in which education is for the young, work for the middle aged and enforced leisure for elderly toward a blended life plan in which education, work and leisure go on concurrently throughout life". Demographics not only affect the student population mix but also impact the faculty mix as well.

Clark Kerr, in the same publication in his article *Key Issues for Higher Education in the 1980's* states "teaching quality may go down somewhat because we are going to have, of necessity, an aging faculty . . . as they get older, many will move farther away from new developments in their fields and also farther away from the interests of students that they are teaching".

The problems of our faculty will be compounded by increases in knowledge and changes in technology. If knowledge doubled in the last ten years, it will probably double again in the next five. Knowledge which came first by word of mouth was revolutionized with the invention of the printing press. It is suggested that the electronic revolution of today is an equally major revolution for the assimilation of knowledge.

Pat Cross states "the 21st century, with its sophisticated technology and mass media, is destined to move beyond community as campus toward colleges without walls which regard the world as their campus . . . One has only to note the increasing educational uses of satellites and space to picture moving beyond the constraints of world as campus to embrace the university as the learning environment".

She adds, "Clearly education for adults 18 and over has burst explosively from its physical boundaries and learning is now acknowledged to reside in the individual rather than in the buildings and professors of ivied halls. Once learning is perceived as characteristic of a learner rather than an offering of the provider attention is shifted from teaching to learning". According to Pat Cross, "It is that shift that will revolutionize traditional education".



### 3. Political Factors

I asked Dr. Gil Johnston, our Director of Institutional Planning to consider the issues facing BCIT. In his first draft of "*BCIT in the 1980's: A Position Paper to Guide Strategic Planning*" he dispenses with the political question and I quote: "Prognostication or futuring is not an exact science; it depends upon past trends, changing impacts of various social and economic forces, and probabilities of events acting singly or in concert which yield even more tenuous conditional probabilities of future events. In an effort to create a vision or goal of the future, which is essential to the effective management of an institution caught up or actively seeking to be involved in fundamental change, the range of factors likely to affect reality must be carefully and prudently limited to a manageable few. This suggests that assumptions of certain cataclysmic events such as nuclear wars or any of the other Horsemen of the Apocalypse must be ignored or at least left to other more speculative studies.

Moreover, while the political fortunes of the radical left or radical right may intrude upon the governance of the nation or province, there is little evidence at this time to suggest such factors should be included in a scenario of the next decade. The underlying assumption of this paper is a continuation of moderate, eclectic or pragmatic practices by governments at all levels based upon actions acceptable to a broad spectrum of the population. Governments of either complexion must face the growing truth that economics is the fundamental issue of politics, and that a particular school of economics, in both theory and practice, has not yet been adopted nor proven acceptable to any major political party in Canada, or indeed, in the Western World. Political assumptions, therefore, would appear to be subservient to economic assumptions and to social issues".

### 4. The Existing Educational System

The educational system in any jurisdiction as it exists is a fixed reality, and therefore is beyond our control. Further, because of vested interests and the political forces that normally resist radical change, neither educators nor politicians usually will influence significantly any redirection of the evolution of that educational system, at least in the short run.

In British Columbia, for many years, the University of British Columbia was the only post-secondary institution. BCIT which commenced in 1964 was one of the first of a number of new institutions. Today, in British Columbia, among the public institutions there are three universities, BCIT, and 15 colleges, plus the Pacific Vocational Institute, the Justice Institute, the Marine Institute, the Emily Carr College of Art and the Open Learning Institute.

With the increasing number of institutions, the administration of the system has become more complex. For example, for years, BCIT existed without legislation. Its administration became too complex to manage as a government department and in 1974, it was granted its own act. That statute was a relatively simple piece of legislation with 15 sections. In 1977, the Colleges and Provincial Institutes Act was introduced and a much more complex piece of legislation with 86 sections was established to govern the colleges and institutes in British Columbia. While provision was made to place BCIT under that legislation, that particular section has not yet been proclaimed. However, BCIT must relate to some of the systems and procedures which have become government policies through that legislation.

To add to the increasing complexity in British Columbia in late 1979, the Ministry of Universities, Science and Communications was created separating the Universities from the Ministry of Education. The latter Ministry retained elementary, secondary and post-secondary education including colleges, institutes and BCIT.

The complexity of this multi institutional system with 2 ministries and 4 inter-bodies – a Universities Council, Management Advisory Council, Academic Council and Occupational Training Council, has given rise to new issues, problems and challenges. We now talk

of collaboration and cooperation in dealing with questions of jurisdictional conflict. There is confusion in role definition between ministries, councils and institutions. Institutions are concerned with their degree of autonomy. There is need for complex reporting systems and common data bases. There are questions of duplications in programming and of overlapping jurisdictions and there is the inevitable argument of centralized versus decentralized management.

While these questions are not insurmountable, it is obvious that the challenges of functioning within such a complex structure are intensely more demanding than they were a decade ago. Further, communications both about the system inwards to the organization and about the organization outwards to the system now must be far more precise and articulate. The system must come to grips with the fact that in a fairly open and quasi democratic set of structures, it is difficult to have harmony and congruence of thinking and to change attitudes and perceptions internally or externally quickly enough to adequately orchestrate the multi parts of a system, even one that wants to work together.

There is another factor that is taking shape just outside the education system. Training departments or divisions are beginning to serve inhouse needs for technological education. Clark Kerr refers to these new institutions as a "wild card in attempting to predict the future of higher education". Hence industry and government are becoming prime providers of their own technological education. At BCIT, through our Industry Services Department, we are working very closely with the training departments of private and public organizations. I predict that this service will expand rapidly as there is a real role to play in servicing and complementing the new enterprises of technological education and training.

The economic, social and cultural changes coupled with technological advances that will take place in our society over the next two decades will be of such a magnitude that the institutions and the system that exists in the year 2000 will, in my view, be radically different from what now is in place. Clark Kerr adds that "all those buildings that were built in the 1960's will have to be torn down and rebuilt or renovated, and we hope it will be done better than last time".

Perhaps Kerr best sums up what I am trying to say when he says "the institutions that remain dynamic over the next 20 years are the ones that are going to rise in public acceptance and academic prestige, and there may not be many of them".

### 5. The Resources and Objectives of the Organization

Again, in a short term, institutions are what they are and furthermore not easy to change. Institutions have a base of resources in terms of physical plant and equipment. They have a broad spectrum of human resources and talent related to the programs offered. Within communities hopefully they have good will and understanding or positive perceptions related to the services provided. There is an existing and unfolding sense of relationships between institutions. Internally there are established attitudes as well as formal and informal leaders and the inevitable committees – some powerful and some weak.

BCIT, for example, in 1964 was well equipped through federal funding to support technological programs in business, health and engineering technology. Faculty were recruited from industry because of their expertise and skill of practice. The Institute quickly attained the positive reputation both among students wishing to enrol in the Institute and among employers wishing to employ graduates. BCIT has subsequently evolved a set of bilateral and multi-lateral relationships with other institutions in the province with respect to transfer of students and the sharing of resources and services. BCIT, today, is administered through collective agreements and negotiation of the agreement has, historically, not been an easy process for either faculty or administration to conclude. BCIT has had, since prior to opening its doors, advisory committees



for every program and has recently established a representative Educational Council for consultation and involvement of all constituencies in educational questions related to programming and policy.

BCIT is an organization with given resources both human and physical and with attitudes and relationships. It is in the best interests of students, faculty, administration, employers and of government to ensure that BCIT remains dynamic and changes with the economic and other forces at work in our society.

#### **As the World Unfolds – What Can We Do?**

Up to this point, I have presented a picture of factors which are largely beyond our control. Those forces – economic, cultural and social, political, the system, and the organization provide us with a mosaic for technological education. Such factors are not to be feared and they contain the opportunities for our institutions to serve a new society. Technological education has never been an end in itself. Pragmatically it exists to assist society to be more productive and to allow people, young and old, to participate and develop their economic potential.

I want to turn again to McCarthy and Basic Marketing, and the four factors that McCarthy claims a marketing organization can control. These are product, price, place and promotion.

The traditional technological education product (and service is a product) is in a marketing product cycle decline. There is still a need for a technologically trained work force but the customers are changing as are the services they are demanding. The clientele is older and more mature and now often directed to classes by industry. The services required today must prepare people to cope in a rapidly changing technological world. Educators must place less emphasis on training people in the specific skills of doing something which may soon be redundant in our society. Hence colleges and institutes must educate people to self-educate themselves. Schools must be much more conscious of recognizing existing experience and knowledge and give credit for that past experience. To compete, institutions will have to use new methods that allow them to provide services at a lower unit price than in the past, and to depend less on that price as a grant from government. Educational establishments must become more sophisticated in their promotion and recruitment campaigns, and those in technological education, in particular, must remain conscious that industry needs the graduates and therefore, they must attract the students to train to serve that society from a lesser supply and in proper balance with needs. Most significantly educators must offer their services in many new and different places and at a variety of times and ways never dreamed of a decade ago.

Economic directions and goals will tell us the programs for the future – such as energy development – coal technology and leisure services – recreational facilities management: and we must be responsive. Most traditional program themes will remain but what will change is the process including learning methods and learning goals. I predict a more continuous entry system with students coming for long or short periods of time attacking modules of learning through a variety of methods. The lecture method may continue but it will be supplemented by directed study, TV at home and at work, computer assisted instruction and cooperative education experiences. Technological education must accept opportunities to provide service to industry at the right price and quality in order to augment what they do for themselves. Faculty functions will change and faculty will be more managers of the learning environment and consultants to students and employers. Consequently, traditional faculty/student and other ratios will cease to be relevant.

In technological education, the provision of new generations of equipment, computer hardware supplemented by library resources and computer software will be a major concern, and opportunities must be sought to diversify use and share resources including the possible rental of those resources to meet their costs. The possibility of shared resources is one of the reasons why I am excited about a research park contiguous with our campus.

Another one of BCIT's resources is its human resource which is both valuable and vulnerable. We must address the problem of keeping faculty current. A knowledge explosion, low turnover and cost restraint during slow growth, all work against faculty growth and development. Again, with the BCIT Discovery Parks adjacent, our faculty may be stimulated and introduced to new knowledge through a social and intellectual exchange. However this will not be enough, and BCIT must address the problem of staff development as a major priority and ensure high return from every limited resource dollar invested in that activity.

Internally, the major key to survival for institutions and their employees depends upon their approach to collective bargaining. We-them approaches must be changed to problem solving relative to a common understanding and acceptance of the future and to the goals of the institution. Technological education institutions must attract and hold competent people, and that will require competitive salaries and benefits. However, the work of faculty will change in terms of function and para-professional/professional relationships, and for all these reasons, "bandaid" treatment in renegotiating a faculty contract, an easy way out, may not be in either parties' long term best interest.

Externally, institutions must cooperate and recognize and resolve institutional conflict between themselves and thus keep their respective destinies within their control, and not within the control of governments or central agencies. Good organizational development and management, calls for management at the lowest possible level in any organization or system.

In conclusion, what we must do is to know, not only ourselves, but the technologically dynamic world around us, especially as it affects us. Please accept my best wishes for the success of your college or institute as it services the technological needs of the decade ahead.



# Electronic eye keeps watch over books

Absent-minded patrons who wander off with library materials are in for a rude awakening. BCIT's new theft detection system is tattling on people who forget to go through the process of checking out books.

The BCIT library, which has just installed the theft detection system, has joined the ranks of other educational institutions in the Lower Mainland.

The object of the system is to reduce the loss of library materials, particularly those in high and constant demand, said Frank Knor, of the library. He noted that the reference volumes and bound periodicals that support the technologies are among the ones to disappear.

"Consequently, there has been a high level of frustration experienced by students and faculty," he said.

The \$30,000 system—"half of which is equipment costs," said Knor—is similar to those already in operation at the University of B.C., Simon Fraser University and Vancouver Community College.

Knor said that the loss rate of library materials had not previously warranted the installation of such a system.



Although the loss rate has not increased dramatically over the years, the collection has grown and the demand for certain materials has risen, he said.

"We'd like to let the faculty know that we'll provide better availability of materials by keeping them here," he said.

The components of a typical book detection system are: book sensing equipment, detection strips, book check units, and locking gates or turnstiles.

Knor said that the 3M "tattle-tape" system works like this: "Within a book, pamphlet or AV material, a

sensitized strip is hidden. The strip must be desensitized when the item is circulated. If it's not, the alarm will ring and the exit gate will lock."

"Should the alarm sound, the patron is asked if he has some library material he has forgotten to check out," he said.

Knor said that there could be some false alarms—a collection of keys or a three-ring binder may set it off. The system at the downtown branch of the Vancouver Public Library has "tattled" on electronic pacemakers and metal back braces since its installation.

Although the process is an on-going one, the initial project included the "treating", or sensitizing, of more than 40,000 items in the present collection.

"The system will not require up-dating as far as equipment goes, and it will be compatible with other systems," said Knor, adding that the model is one of the most popular in B.C. and North America.

Knor said that the security system should pay for itself in less than four years by cancelling out costs for the replacement of lost materials.

## BCGEU: There's been some changes made

A series of province-wide BCGEU rotating strikes held in June to protest proposed changes in the pension plans of public employees prompted Provincial Secretary Evan Wolfe to introduce a new bill in late July.

One of the major changes of the proposed legislation was to remove open-ended indexing that allowed pension benefits to increase at the same rate as the cost of living. Instead, a ceiling was to be placed on the indexing segment of pensions.

The new bill raises the ceiling on inflation to such a level that it will likely never come into play. At the same time, the bill calls for greater

contributions from both management and union members. Based on last year's economic performance, the ceiling for BCGEU employees would be at 14 or 15 per cent.

More than 90 per cent of the BCGEU members employed at BCIT in Local 59 took part in an afternoon walk-out on June 10, said Rick Lutz, chairman of the local.

"I'm really pleased that the bill was withdrawn and the amendments made," said Lutz. "The BCGEU members at BCIT can be proud of the fact that they contributed a great deal to the changes by not being at work that afternoon."

## CAMPUS BRIEFS

The chief executive officer of BCIT is now called the president and the title of vice principal has been changed to vice president. The name changes were approved by the Board of Governors on June 26.

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Classes will be cancelled Sept. 24 for Shinerama.

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Fridays at 4, put together by the Staff Social Club, starts up again tomorrow in the Staff Lounge. As in the past, they will be held every payday.

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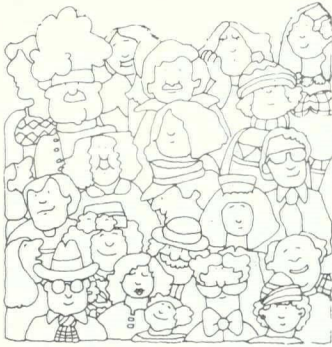
BCIT Athletic Manager Derek

Swain has been elected as secretary of the Totem Conference for a one-year term. The Totem Conference is the governing body of the B.C. collegiate sports system.

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Staff are asked to pick up dental claim forms from Personnel prior to visiting a dentist. And, unless staff have made special arrangements, the dentist must be paid directly. Once the claim form has been completed it must be returned to the benefits office for processing. Do not send the form to the insurance company or a two week delay will be incurred.





# People

by Cindy Low

Art Hives wears a coat of many colors.

Some know him as a full-time staffer in Industry Services. Others know him as a broadcaster on the local FM radio station CFMI. Others know him as a man of the cloth, having spent some six years in a Mission City parish.

Hives, 55, became involved with BCIT about nine years ago. By that time, he had drifted from one vocation to another, keeping a finger in each pie along the way.

Now his background in broadcasting and theology have intertwined, giving him the best of both possible worlds.

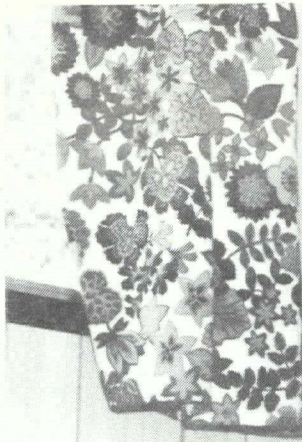
Hives' daily commentaries, some being broadcast three or four times a day, are syndicated across Canada. The 90-second commentaries are based on observation, he said.

"I like to try to spend a half hour in people centres—coffee



shops, a quiet corner in a bar—just watching people, as unobtrusively as I can," he said.

"I have a strong feeling for the necessity of trying to keep



Art Hives, Industry Services staffer, broadcaster, and priest.

abreast of the changes that are occurring within the culture that we find ourselves in," said Hives.

He added that this is sometimes a difficult task, "because the changes are happening so rapidly, and in some areas, the changes are happening so subtly that one is unaware of them until they have happened. So we act in a mould that is out of date".

"My role is to keep myself abreast of the changes in the belief that if I can, and then diagram them, then I may be of use to others," he said.

For the most part, the response to his messages has been favorable.

"The main response I get is 'Gee, I didn't know the church felt that way'. Or 'You talked about me this morning,' or 'You touched on a problem I have,'" said Hives.

Feedback comes mainly in the form of letters. There are some phone calls, but not so many now—"I went to an unlisted number to protect myself from getting calls at three, four, five, six o'clock in the morning," he said.

The idea of the daily commentaries first materialized in 1968, when

Hives began doing them for CBC Radio. After four years, however, CBC did not renew his contract.

Undaunted, Hives moved over to CFMI in 1972, shortly after the station was founded as an FM counterpart to CKNW. Both he and the network seem content with each other.

"I have from time to time done a couple of things and the people at the station have raised an eyebrow," said Hives, "but they have never exercised any editorial control".

As for the subject matter for future commentaries, Hives said that "as long as there are people on the planet, there's no end".

Hives has come a long way from college days at St. John's in Winnipeg, where he got his first taste of broadcasting in 1947.

"I only did a couple (of programs) there, but it was enough to get me interested," said Hives.

The interest whetted, Hives enrolled in the Academy of Radio Arts in Toronto. After completing the six-month course, he launched into broadcasting as an announcer,

disc jockey, writer, actor and producer in eastern Canada.

He came out to the west coast in 1952. He returned to school, taking Anglican theology at the University of B.C.

Upon his graduation from UBC in 1959, Hives worked in a parish in Mission City until the mid-1960s. He now is on a leave of absence from the church, but still licensed to officiate in the functions of a priest.

He is doubtful that he will return to a parish.

"I find the opportunity for exploration and growth in my present job too exciting to give up just yet," said Hives.

*Developments* is published every Thursday. Letters to the editor will be published, if signed and without libelous content, but may be edited to meet space requirements. All material should be typewritten.

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