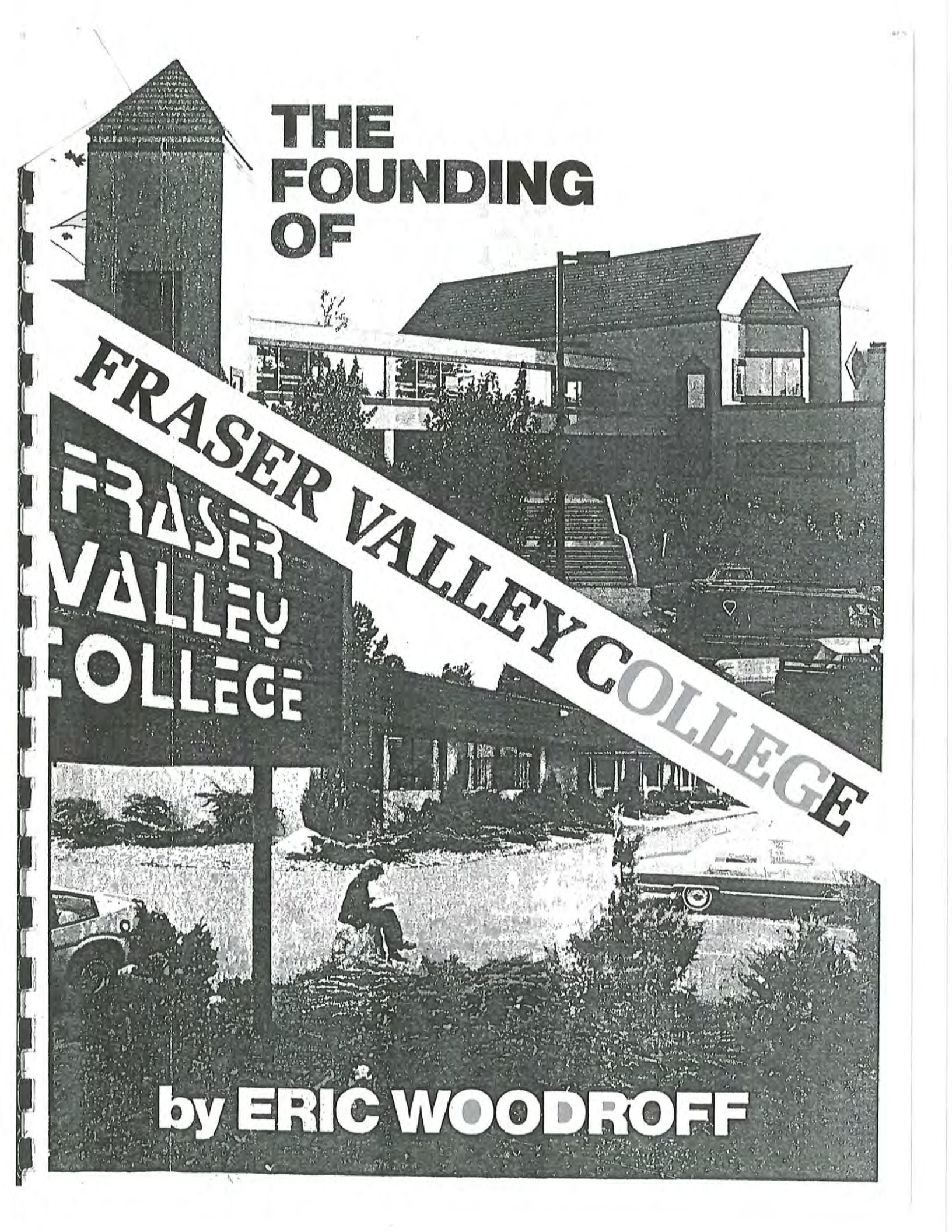




**THE
FOUNDING
OF**

FRASER VALLEY COLLEGE

by ERIC WOODROFF

ACKNOWLEDGEMENTS

The writing of this document would not have been possible without the assistance and co-operation of the following people:

*Dr. Norman Crabtree
Mr. Roy Craven
Mr. William Day
Mr. Frank Dolman
Mr. David Greenwood
Mr. Cecil Hacker
Mr. Douglas Hamilton
Mr. Murdo MacLachlan
Mr. William Mouat
Mrs. Marlys Southwell
Mrs. Betty Sutherland
Mr. Gordon Thom
Mrs. Betty Urquhart*

Many prominent citizens of the Fraser Valley played major roles in the establishment of the College. Time did not allow for all of these people to be interviewed. Nevertheless, statements and documents made or prepared by these many individuals have been invaluable sources of reference.

E.H. Woodroff

THE BEGINNING

On December 3rd, 1960, the Fraser Valley branch of the Alumni of the University of British Columbia sponsored a conference in Abbotsford to study the possibility of the establishment of a junior college in Chilliwack. The Education Committee of the Chilliwack Chamber of Commerce was a participant in that conference.

The Conference established a committee of prominent citizens of the Upper Fraser Valley under the chairmanship of Mr. Fred Leary, a Chilliwack school trustee, and a member of the Chamber of Commerce. The terms of reference of that committee were quite explicit: "To study the possibility of establishing a college in Chilliwack".

A member of the committee, Mr. David Greenwood, in a recent interview, recalled:

"In 1960, the original group of people involved in the committee did not really know much about junior or community colleges. However, several members of the committee visited a couple of junior colleges south of the border to gain some idea of the concept of community colleges. There was concern about the grade 13 offerings in the district high schools and what impact the establishment of a college would have on that program. Remember, at that time, vocational courses and night schools were not really considered viable. They were more or less thought of as hobby courses. It really was a case of the 'blind leading the blind'."

The first recorded reference to the work of the committee is contained in the annual report of the Education Committee of the Chilliwack Chamber of Commerce:

"The two uppermost subjects in the Education Committee's agenda for 1961 will be to continue studying the possibility of the establishment of a junior college and also the possibility of a regional vocational school in the Chilliwack area."

The committee continued to meet and make representation to the government of the day, but it was not until early 1962, when the government established the MacDonald commission, that some of the efforts of this group began to have a positive effect on the attitude of both government and the general public. The committee's submission to the MacDonald Commission had the effect of bringing the communities of the Fraser Valley together, and the push for post-secondary education in the valley really got underway.

Mr. Murdo MacLachlan, a prominent member of the original group, recalls:

"About the same time as the MacDonald report, sometime in the mid 60's, I would say, all the Fraser Valley groups got together for meetings in various parts of the valley. I recall I was invited to sit in on a couple of these and as a result of a meeting that we held at Mission, with Hope, Agassiz, Harrison, Mission, Abbotsford and Chilliwack, it was decided that we seek a site for a junior college in the valley. The recommendation was that it be reasonably central and possibly between Abbotsford and Chilliwack. I worked with Cecil Hacker and Landon Delong and a few others and we came up with a site that was pretty close to the Hole in the Wall on Sumas Prairie. We went into considerable detail, and we did topographical studies and all types of preliminary studies on it.

It did not get off the ground and there was a lot of hard feeling in various parts of the valley that arose from that rejection by the government in 1966. As I recall, the Chamber and a number of other groups got quite soured over the infighting that arose from that one, and I doubt if much more was done until Donald Brothers, Minister of Education, began looking around for possibilities of a vocational school. It was in the late 60's, about 1969 into early 1970, that the suggestion was made that the Fraser Valley would be a good site for a vocational school.

THE PROPOSED VOCATIONAL SCHOOL

This suggestion by Donald Brothers was made to the school boards, and it was determined that all the groups should get together and try to come up with an idea as to a good site for a vocational school and to see what kind of support there was for it.

It would have been the eleventh vocational school in the province at that time. There were no others between Burnaby and Kamloops.

The government did not want a single proposal, so the resulting briefs, from Abbotsford and Chilliwack, were to a

degree, competitive.

The Chilliwack people, including the Mayor of the City and the Mayor of the District at that time, and Dr. Norman Crabtree, who was chairman of the Chilliwack School District Board, came to me and asked if I would co-ordinate a community effort to provide the Chilliwack recommendation. We started, as I recall, the latter part of October and had to have the thing ready for submission in early December."

Concurrently with the development of the Chilliwack submission, the Abbotsford people were also responding to the Minister's request. District Superintendent of Schools W.J. Mouat was given the responsibility of developing the Abbotsford School District submission.

Hence, the friendly rivalry of the two groups came to the fore. A recent interview with the now retired superintendent gives insight into this and also into the dedication of the two major communities to obtain post-secondary education for Fraser Valley residents.

"My interest in junior colleges goes back a long time. I always felt that the boys and girls of the Valley and interior British Columbia had a bad deal compared to youngsters growing up in West Point Grey.

A brief I wrote for the Board, entitled The Need for a Vocational School in the Central Fraser Valley, (Appendix 1) was submitted December 17, 1970. The Board submitted it to public meetings and to J.S. White, Superintendent of Vocational Training, Ministry of Education, Victoria.

The situation then was that we had two groups working on possible vocational school sites and the need for vocational programs. Quite early in the game, the Minister indicated what the Ministry would like to see in the way of sites, accessibility, location and expandability.

In Chilliwack, there were six potential sites, in Abbotsford, three. The town planners for both districts did a very thorough study, using as a basis, population at that time and projected over the next twenty years. They also took into consideration student travel time and accessibility to the proposed locations.

The Chilliwack group, on this basis, located the exact centre of the area at the top of Chilliwack Mountain. This of course was not a feasible location, so they concluded that the best possible and nearest site was at Highway One and Lickman Road.

After much discussion, sometimes heated, the Ministry finally responded by approving the Lickman Road site and plans were put in place to build a vocational school. Remember, at that time, federal money was available for capital construction of vocational facilities, and, to a great extent, this available funding influenced the provincial government in going the vocational school route rather than the community college route.

It is also interesting and significant that the approved design of

the school included an extensive library building and a large classroom block, no doubt with a view to future integration into a college.

The community at large thought, 'At last we have a post-secondary institution, not exactly what we wanted or expected, but nevertheless a step in the right direction.'

Plans for the vocational school were drawn up, site work was begun and the vocational school was, at last, a reality - or so everybody thought.

But the 1972 election was called, the Social Credit Government was defeated and the N.D.P. formed the next provincial government.

The vocational school project was put on hold, to allow the new government to review its educational plans and policies. Much was made of the fact that the proposed site for the school was in the so-called 'flood plain' and the new Minister of Education, Eileen Dailly, proclaimed that it would be 'irresponsible to build an educational facility in an area of potential flooding'. Subsequently the project was cancelled.

There has been much speculation over the ensuing years as to the real reason for the cancellation. Certainly the flood plain excuse seemed to be pretty thin and, as a result, the frustrated community groups came to the conclusion that the effort had become a political football. The anger of those involved was expressed loud and clear both by letters to the Ministry and by articles in the local media.

I have no doubt that the excellent work done by both community groups in their respective briefs laid the ground work and gave impetus to the local ground swell that finally persuaded the N.D.P. Government to seriously investigate the establishment of a college for the region."

THE TASK FORCE

The government continued to receive representations from community groups, particularly after the termination of grade 13 from the school system in 1970, and finally entertained a new brief in April of 1973. Following this, the newly appointed Commissioner of Education, John Bremer, agreed to finance a task force to study the feasibility of a college for the Fraser Valley. The task force was appointed with major responsibility to a local steering committee.

The task force was comprised of three educators, chosen for their expertise in the field of Adult Education. The chairman was Mr. William Day, Dean of Continuing Education, Douglas College, and he recommended the appointments of Mr. Gordon Thom, Vice-Principal, Extension, British Columbia Institute of Technology, and Mr. Eric Woodroff, Supervisor of

Auxiliary and Adult Education Services, School District #33, Chilliwack.

The local steering committee was made up of school board representatives from the five school districts: Hope, Chilliwack, Abbotsford, Mission and Agassiz. Mr. Douglas Hamilton of Abbotsford was elected chairman and took major responsibility for operation of the steering committee.

The Task Force was given a two month assignment and set about its task with great speed. Much of its success and the co-operation of all concerned was due to John Bremer who encouraged, opened doors, smoothed ruffled feathers, took risks and made decisions which enabled the task force to perform its work with a minimum of red tape. Credit must also go to the dedication of the local steering committee which made the work of the Task Force much easier.

SUMMARY OF TASK FORCE REPORT (1973)

The task force began its two-month assignment by reviewing the earlier studies and preparing some initial hypotheses which it presented to the steering committee for reaction. The principal topics covered were curriculum, organization, adult education, facilities, library and audio-visual services, finance, regional boundaries, and cost benefit.

An early conclusion reached by the task force was to exclude Langley and Maple Ridge from the terms of reference of the proposed study. However, the Task Force did recommend that the Minister at a later time consider the question as to whether Langley and/or Maple Ridge should be in the Douglas College or the Fraser Valley College region.

The next step for the task force members was to set themselves a schedule to meet the guidelines as established by the Commissioner, the Minister of Education and the Steering Committee. In order that the general public could contribute to the task force, press releases were issued and the topic was discussed on open-line radio forums. Visits were made to the five main communities in the college region to familiarize members with historical, economic and social dimensions of these areas. The task force also met with ad hoc groups, principal employers and Canada Manpower officials. Meetings were held with agricultural groups and native Indian groups.

The task force met with the directors of Adult Education, the School District librarians and Fraser Valley Regional Library staff, all of whom would provide services necessary to a college in the region. Skagit Valley College, serving a similar region in the State of Washington, was visited.

General Feasibility

Governments at that time had come to accept a responsibility to make post-secondary education generally available to the population. In British Columbia, over 32% of the grade 12 graduating class continued on to post-secondary education. In recent years, dramatic increases had taken place in enrollments in regional colleges. There was a significant and direct relationship to the proportion of the students continuing their education beyond grade 12 and the availability of educational opportunities in the region of residence. For example, 20.7% of 1972 grade 12 graduates from the Fraser Valley area enrolled in a university, institute of technology or community college, compared with the provincial average of 31.9%. This was in contrast to the position in 1965 when a high percentage of Fraser Valley East students, compared with other regions, were enrolled in senior matriculation programs. The task force viewed other regions served by a regional college and considered that the Fraser Valley East region was a viable college region based on total population and grade 12 school enrollments.

<u>COLLEGE REGION</u>	<u>POPULATION</u>	<u>GR. XII SCHOOL ENROLLMENTS</u> <u>1972</u>
Okanagan	139,225	2,315
New Caledonia	108,200	1,333

Cariboo	127,400	1,442
Malaspina	69,238	1,446
Selkirk	57,852	1,147
Fraser Valley East	85,000	1,544

The task force considered the Eastern Fraser Valley as having an adequate population base to warrant a regional college. In light of the foregoing facts, the undoubted success of colleges elsewhere in the province, and the lack of any significant post-secondary education or training opportunities for the sizable population of the Valley the committee took the stance that the task was not to justify the provision of this service, but to suggest the appropriate means by which it could be provided.

Definition of the College

The task force considered it necessary to describe at some length the possible nature of a regional college in the Eastern Fraser Valley. This was necessary because, in the opinion of the task force, many groups did not perceive the full comprehensive nature of a regional college.

The Students

Based on general experience of British Columbia colleges, a mature valley college enrollment related to the existing regional populations would have 490 full-time equivalent university transfer and career program students. On a conservative estimate, there would also be eleven hundred vocational enrollments. However, in the initial year of operation, the college would probably have 300 full-time equivalent students on career and university transfer programs. For the second year of operation, the college would likely see 450 full-time equivalent students in these programs. Vocational enrollments would vary depending upon the number of programs offered. Some increase in community service adult education programs would result with the commencement of the college in this area.

College Curriculum

The task force viewed the college curriculum as being the expression of the college. This report included illustrative university transfer, B.C.I.T. transfer, employment, basic education and general studies programs.

Field Services

Field services and community education (adult education) programs were required. Special efforts re agricultural education had to be made because of complexities in this field and because of the importance of agriculture to the Fraser Valley. The task force suggested that the program be directed by a limited core of full-time faculty who would teach and work as field specialists in agriculture. It assumed that agricultural students in the Valley would tend to be more part-time than full-time students. This field of education would be primarily for those who had already selected agriculture as their vocation, and, therefore, the courses had to be geared to the farmer, the farm family and their employees.

The task force recommended appointment of a field specialist in industrial

services to respond to programs needed by management and labour in local industries.

Time was spent with representatives of local Indian people discussing possible concepts of co-operation, and the task force concluded that the Indian people must also be responded to as a distinct area of educational activity, with needs being defined by the Indian people themselves. The aspirations of the Indian people of this area to develop an educational center was supported. The task force suggested that the development of such a companion and possibly affiliated institution would work to the benefit of all, and it supported the concept of complementary use of resources. The field specialist would assist in implementation of all aspects of this philosophy.

The task force recommended the appointment of a field specialist to link the college and community arts organizations in the area, leading to a Conservatory of the Arts.

The Task Force recommended that the authorities responsible for the development and administration of the valley college engage as soon as possible in discussions with the boards of school trustees of the several school districts regarding the feasibility of providing adult education services throughout the region under the authority of the college. Furthermore, during the first year of operation, the program development needs of the college could be served by the temporary appointment of existing directors of adult education as local college administrators.

The task force viewed the provision of library and audio-visual services as being ways of providing curriculum. The task force consulted with the Fraser Valley Regional Library and obtained a detailed statement regarding general feasibility of co-operation and co-ordination. The task force recommended that Regional Library centers be used wherever possible as local resource centers.

The task force recommended that the college library be established with a distinct identity separate from the regional library because of the differing purposes of the two libraries. Collaboration regarding staff and space was possible and desirable.

College Organization and Staff

The task force recommended that those responsible for the development of the valley college give the highest priority to the recruitment of qualified staff. As the task force considered it the responsibility of the college principal to develop an organization to implement the philosophy of the college, it did not make detailed recommendations regarding organization. It did suggest some criteria for staff selection: the total staff should have a diverse background with varied education, training and experience both inside and outside of education; over-specialization of individuals was considered dangerous; appointees should have emotional stability to cope with a continually changing institution, along with an ability to communicate with a wide variety of college staff and students.

Library and audio-visual services sometimes were treated as if they had

marginal value. The task force urged the future college council and administration to avoid these pitfalls. A strong flexible administration emphasizing program development for variety and educational delivery systems and service to students and the community was recommended.

College Facilities

Without exception, groups and individuals stressed to the task force the need for the college to have a physical identity separate and distinct from other institutions reflecting the nature of the services provided by the college. The task force believed that the college should not build permanent facilities to fit the curriculum into a 'box', but rather the curriculum should develop and later be housed in appropriate facilities that wisely used the capital available to the college over the next ten years. This was consistent with the development of other regional colleges that began without facilities. The task force believed that those colleges in British Columbia that began with a preoccupation about location and facilities suffered as a result.

The task force made the following specific recommendations with respect to facilities:

- (a) two temporary student service centers, including core library, counselling, and administrative services, be constructed on an assumption of five years' life expectancy, on donated or temporarily allocated land in or near Chilliwack, and in or near Abbotsford;
- (b) leased centers providing counselling, information and administrative services relating to college programs, be established in Mission City, Hope and Agassiz;
- (c) agreements be made regarding a regional rental rate for instruction and administrative use of school district facilities in Agassiz, Hope, Mission, Chilliwack and Abbotsford school districts. These agreements should be based on:
 - i) fair assessment of cost per hour of space use, on an occasional or periodic basis;
 - ii) fair assessment of lease cost per square foot for extended periods of time.

The Plan for Implementation

In the opinion of the task force, existing legislation provided an adequate framework to allow for the establishment of a college in the Fraser Valley. The college had to be administered by a council which perceived itself to be responsible to the local and regional population.

A two year period of relatively high costs was expected. In the initial year, capital costs would primarily relate to space for student and administrative services rather than for instructional space. The task force suggested the local tax burden be between .7 mill and 1 mill and that in the first full year of operation the burden be between 1.3 and 1.5 mills.

Governance

The task force viewed the existing legislation as appropriate to the process of selection and composition of college councils.

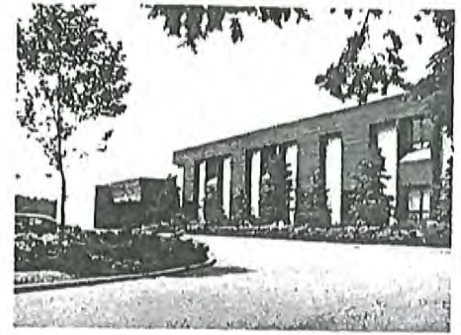
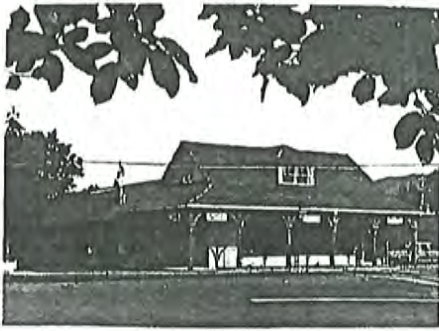
The task force recommended that work prior to the establishment of the college be undertaken by an interim group and that this interim group be a carry-over of the steering committee. This was essential so that valuable time would not be lost.

Time-Lines

The task force recommended the development of an 'instant' college by September 1974 and assumed that a plebiscite would be required. The task force made this recommendation provided that work on organization and development of the college could begin as soon as authority for the plebiscite was given. The task force believed that the region had been unnecessarily denied post-secondary services and every effort had to be made to implement and to make operational the valley college by September 1974. The task force believed that this could be done provided those in authority did not delay decisions.

Support and Assistance from Other Institutions

If the September 1974 deadline was to be met, the college would need considerable support from the major institutions and sister colleges. This support was available, according to statements provided to the task force.



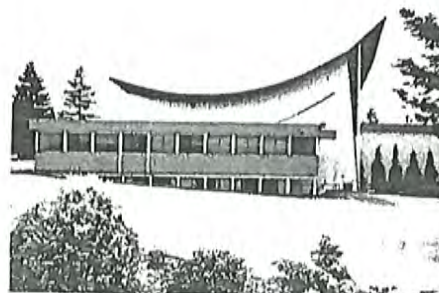
LOCATIONS OF



FRASER VALLEY COLLEGE CLASSES



IN THE EARLY DAYS



THE BIRTH OF FRASER VALLEY COLLEGE

The task force report was completed; the steering committee met and received the report and was satisfied that all possible had been done to ensure early acceptance by the Provincial Government.

A resolution was forwarded to the Minister requesting authority to place before the taxpayers a plebiscite to gain enough public support to allow the Minister to proclaim the new college into existence.

A period of inactivity and uncertainty followed. Would the dream that began back in 1960 finally become a reality?

The steering committee did not have to wait long. Word came down from the Minister approving the plebiscite and the days of relative quiet on the college front ended. The task force began the work of publicizing the vote and persuading the electorate to come out, hopefully in record numbers, to vote 'yes' to the college.

Public meetings were held in all the school districts. Good attendance was achieved in Mission, Hope and Agassiz. A most disappointing turn-out took place in Abbotsford. The Minister was being informed of the public reaction at these meetings and word came via unnamed channels, that if the Chilliwack meeting was not well attended, the dream of the college, instead of becoming a reality, would be yet another defeat to all those dedicated people who had worked so hard, so long.

The Chilliwack meeting, with John Bremer as guest speaker, took place just prior to the vote date and the task force and the steering committee waited at the junior high auditorium on that evening, anxious to see if the objective of an overflow meeting would be achieved. As the time of the meeting approached, excitement grew, because it soon became evident that success was at hand. Not only did the auditorium fill with a capacity crowd, but an overflow audience was accommodated in the lower gym. The

task force and John Bremer were extremely pleased, as was the College Steering Committee.

Four days after the Chilliwack meeting, the plebiscite vote took place and the many people involved in promoting the college concept awaited the result. Finally, late on that Saturday evening, the result came through. Eighty-nine percent of those who voted signified 'yes' on their ballots. This was an unprecedented victory for the people of the Fraser Valley. The 'yes' vote was one of the highest affirmative votes ever achieved in the establishment of a community college in British Columbia. It was a great tribute to the task force, John Bremer, the steering committee, and the many people, too numerous to name, who had worked so diligently to establish a college in the valley. It is appropriate to acknowledge the special role of the press and radio, who were untiring in their coverage and support for the concept. It is also appropriate to acknowledge individual members of the steering committee: Mr. Doug Hamilton, Chairman; Mr. Phil Nash; Dr. Norman Crabtree; Dr. Innes Macdougall; and Mr. Ken Alexander. It is through the efforts of these people and others that the college was finally to become a reality.

Perhaps the most significant date to be recorded in the history of the college is April 4, 1974. For it was on that day that the Honourable Eileen Dailly, Minister of Education, arrived in Abbotsford and, in the boardroom of School District #34, formally proclaimed the college into existence. The steering committee was then charged with the task of getting a new college into operation and they made the courageous decision to have the college open its doors in September of that year. The decision to open the doors in September might not have been made if it had been known at the time the tremendous amount of work that had to be done to achieve this objective. However, once the decision was made, it had to be achieved.

As a member of the task force, I was seconded from Chilliwack School District and appointed senior administrator of the College; Betty Urquhart of Chilliwack, Frank Dolman of Mission and Roy Craven of Abbotsford were seconded from their Adult Education positions with their respective school districts and appointed to the administrative team. Mr. Bill Sharp, secretary/treasurer of the Abbotsford School District, took on the duties of college bursar. The College was about to become a living, breathing reality.

The college administrative offices were initially located in the basement of the Abbotsford School Board office and secretarial duties were first carried out by Mrs. Betty Mitchell, then secretary to Bill Sharp. Soon, I saw the need for full-time secretarial help and was fortunate to obtain the services of Mrs. Marlys Southwell, my former secretary from the Chilliwack School District. Believe me, the contribution made by this lady cannot be over-estimated. She literally held the place together in those early days.

Another significant date in College history was April 22, 1973, when the Minister of Education announced the appointment of the first College Council. Then the College had its first official governing body. The members were as follows: Mr. D. M. Hamilton, Abbotsford; Dr. N. L. Crabtree, Chilliwack; Mrs. M. J. Burgess, Agassiz-Harrison; Mrs. M. V. Ferguson, Agassiz-Harrison; Ms. Janet Currie, Abbotsford; Mr. W. J. Mussell, Chilliwack; Mrs. Joan Cope, Hope; Mr. P. Nash, Hope; Mr. Arthur H. Halsted, Mission; Mr. P. Kokoska, Mission.

Under the leadership of Mr. Doug Hamilton, the search for a college principal began. It had to be a person of exemplary academic standing and exceptional organizational ability to launch the college into its first year of operation. Dr. Larry Blake, who had opened Flathead Community College in Montana was finally chosen for founding principal, but because

of difficulties in immigration procedures did not arrive until October 15, 1974.

Meanwhile, the job of opening a brand new college had to be carried on, and the task fell largely upon the shoulders of myself, and Mr. Bill Sharp, acting as bursar of the college.

The small office in the basement of the Abbotsford School Board was obviously inadequate to house the administration of the college. Bill Sharp and I set about the task of finding adequate office space. We advertised for space and travelled the college region to locate offices in each school district. In very short order, we obtained space in the following locations:

Abbotsford - W.J. Mouat Secondary School
Chilliwack - The Edenbank Trading Post - Sardis
Mission - The Community Services Centre (housed in the old hospital building on 5th Avenue)
Hope - Basement of the School Board offices
Agassiz - Funk's Insurance Agency building on Pioneer Avenue

Betty Urquhart was given the task of organizing, developing and staffing the University Transfer Program, as well as supervising the Chilliwack program and office.

Frank Dolman was charged with the task of organizing the Career/Vocational Program, and operating the Mission office.

Roy Craven was asked to develop the Student Services registration system, prepare the calendar, and to supervise the Abbotsford general interest program.

In June, Beryl Frederickson was hired to help open the Hope office, and Val Edmundson for the Agassiz office.

We were under tremendous pressure to open the college to students in September, 1974, and there were times when we wondered if we would ever achieve this end.

In a recent conversation with me Betty Urquhart recalls those early days:

"Eric, you had given me the task of developing the University Transfer program and the decision was made to go with courses from Douglas College already approved by the three universities. I think Douglas College, overall, and Bill Day, in particular, were terrific in assisting us.

I met with representatives of the two mainland universities and got agreement from them to accept transferability for Douglas College courses as taught by our instructors, with some conditions. One was that our instructors must have a minimum of a master's degree in the subject they were teaching. Simon Fraser University was particularly cooperative and helpful to us. Another stipulation was that the College establish a reasonable research library, and, as you know, at that time, May of 1974, we had no other staff than the four of us, at least no other professional staff.

I think it was to Douglas College that I spoke, and interestingly enough, the librarian I talked to at that time was Robert Harris, who, as you know, is now married to Betty Harris, our first and current library director. It was Robert who directed me to the acquisitions librarian at Simon Fraser, Sharon Thomas. Simon Fraser agreed to loan Sharon to us on a part-time basis to develop a research library to back up our courses. Having achieved this, we were now ready to hire part-time instructors.

You will recall, Eric, that the College Council had given us permission to hire part-time instructors, with some reluctance. We practically had to put our jobs on the line to get their authority. Council's position was that they did not want to pre-date the principal's arrival and select staff which he or she may not have approved.

At any rate, we did get permission. So we advertised and got a tremendous response. Each of us was very busy, and I was left to deal with these - it seemed like hundreds - of applicants. I was ably assisted by Marlys and also by Betty Sutherland, who had come to the College from Abbotsford School District. I must recognize the great assistance that Marlys Southwell gave me at that time. She has a marvellous feel for people and I would often consult her regarding candidates, and really appreciated her opinion.

We must have done a pretty good job, because all of them, with one exception, turned out to be excellent instructors and many of them are still with the College to this day. To mention a few: Dave Wyatt, Astrid Stec and Peter Slade. We also had Paul Herman. A friend of his was hired originally, but was unable to come the second term, and recommended Paul. Jocelyn Creigh was another, who came from the joint school district - Douglas College program that you and I developed. I musn't forget Ella Miller, who was hired as receptionist, typist, bookstore clerk and accountant at the Edenbank office.

Heather Commodore and Verna Fleming were hired to teach the Adult Basic Education courses at Coquitlam.

Psychology was a very popular course and, although we had hired one instructor, over 60 students arrived, so we had to hire another. As it was now September, this proved to be very difficult and, in desperation, I turned to Douglas College. They sent a Ph.D. to fill the position. So, generally, I feel we made good choices.

All were hired for a one-year term and were told they would have to re-apply when the College Council hired the principal and administrative staff."

By the middle of July, we had designed the program which included the General Studies courses developed from previous night school courses.

Concurrently with these developments, Bill Sharp and the College Council made some critical appointments. Bob Dyke became the college's first full-time Bursar and arrived in mid-August amid great expectations. At last we had a person who would really get things moving! He certainly worked fast. He almost immediately hired three key support staff: Chris Beck as accountant, Beryl Andison as payroll clerk and Marja Lynn as secretary to the bursar. At the same time the Council hired Betty Hanafi (now Harris) as Director of the LRC, and Dr. Du Fay Der as first counsellor.

Meanwhile the work of getting the program ready for September was continuing. Frank Dolman was busy getting the Vocational/Career program together.

Frank recalls those hectic days:

"I was just looking at my diary the other day and saw 'August 9, 1974, Klaus Berger, Canada Farm Labour Pool'. He was manager at that time and we had our theory classes for Milker Training in the Farm Labour Pool office on South Fraser Way. Another name in the diary: Phyllis MacDonald. We had to get approvals for instructors and courses from the Community Care Facilities Board. Another significant date Friday, September 13, 1974: 'Picked up Bob Marshall at the airport at Vancouver'. Bob Marshall was the instructor in Farrier Training. The decision was made by the Ministry to transfer the Farrier program from Dawson Creek Vocational School to Fraser Valley. My hiring of Bob Marshall created quite a stir. I omitted to advertise the position, relying on a recommendation from Dawson Creek that he was the best

man for the job. In any event, we ended up hiring Bob Marshall as instructor and Gary Cooper, the Dawson Creek instructor, for program development. The decision to hire Marshall proved to be a good one because the program became one of our most successful.

I see some notes here about the early Office Careers program. We had finally set up a typing program, a secretarial program I think we called it in those days. Of course we had the typewriters and these were ordered from the I.B.M. Company. We had got notices that they were on the way, then two weeks before the classes were due to start, no typewriters. Finally, on a Friday morning, with the class due to start on Monday, I went to Bob Dyke, who as bursar, was also acting as purchasing agent, and told him we had no typewriters and we couldn't start the class without them. Bob said, 'Don't worry, I'll get typewriters.' So he jumped into his station wagon and drove off to Vancouver. Within a couple of hours he arrived back loaded with 30 typewriters. I don't know how he managed to get them, but there they were! However, on Monday morning we discovered how he got them. He had picked up typewriters that were in for repair. Very few of them worked, but they sufficed until the order arrived. Sheila Elliot and Betty Mitchell were the newly hired instructors for the program."

Roy Craven, meanwhile, was very busy preparing for the first registration, getting the forms ready and, with the help of everyone, finalizing the college's first calendar (Appendix 2).

Roy was not with the college for a very long period of time, but his contribution to those early days cannot be overestimated. He really provided the college with its first Student Services operation and was largely responsible for the college opening in September 1974 with a reasonably smooth operation.

Betty Sutherland was also a tower of strength in those days. She assisted in every facet of college operation including preparation of the calendar. She recently talked to me about the calendar:

"After the typing was done, the delivery of the brochures was made to Mouat School and they were all piled out in the hallway. I was given the job of finding out from the Post Office all the postal routes and I had high school students helping me sort them and get them to the Post Office."

However, in spite of all difficulties, the College did begin its programs at the beginning of September 1974 with a possible full year of university transfer courses running five nights a week (nine students

completed a full year), and with career, vocational, and/or general interest courses operating in all five regions. It was quite an accomplishment.

As I reflect now on those hectic times and the beginning of Fraser Valley College, I am filled with a deep pride for what was achieved by a few people. Nine years later, the college is a vibrant institution of post-secondary learning now entering its first of what should be many permanent homes.

HIGHLIGHTS

1. The opening of College programs in September 1974, with classes located in district schools, church basements, Coqualeetza Education Centre and commercially-rented space.
2. The proudly announced first enrollment figures: 183 full time students and approximately 2,300 part-time students.
3. The arrival of the first principal, Dr. Larry Blake, who in a short time nurtured the college into an established institution.
4. The dedication of the founding administration team that worked so well together to promote and establish the College: Mr. Dick Bate, Dean of Instruction, Mr. Erling Close, Dean of Student Services, Mrs. Betty Hanafi (Harris), Director of Library Services, Dr. Du Fey Der, Counsellor of Students, Mr. Wayne Elhard, and later Mr. Ron Gray, Public Relations Officer.
5. The outstanding faculty that became very highly regarded members of the college community and the community at large.
6. The many support staff who gave their time and effort without any thought of the hours they put into the college operation.
7. The steering committee and first College Council, who gave the founding team and administration the leadership that enabled the College to progress and grow to the stature that it holds today.
8. And, last, but by no means least, the communities of Abbotsford, Agassiz, Chilliwack, Mission and Hope, who gave encouragement and support then, and continue to do so today under very difficult economic times.

Many, many people worked hard and well to establish Fraser Valley College and not all of them have been given the credit they deserve, but their reward is there now in the solid reputation of the institution so evident today.

Appendix 1

A Summary of Vocational Brief Submitted to
Provincial Government, December 17, 1970

Part One - The Area

The area to be served is one of the oldest settled areas in British Columbia comprising the school districts of Hope, Agassiz/Harrison, Chilliwack, Mission and Abbotsford. An area of 4,700 square miles stretching eastward and northward for more than 100 miles from the western boundaries of Matsqui/Mission. Much of the area is mountainous, yielding forest and mining products, and most of the 85,000 people are settled along 100 miles of the Fraser River.

Economic activities include agriculture, forest products, mining and manufacturing, but basically industry in the region is confined to the products of farms and forests.

Part Two - The Site

Six potential sites were considered and this submission recommends serious consideration of only one site in the Chilliwack area, namely the Lickman Road - Atchelitz Creek site. This site meets all requirements. It is adjacent to Highway 401 and immediately adjacent to an overpass. It offers flexibility, with about 130 acres of land. It is located within a mile of the comported 'driving time' centre of the vocational school service area. It can enhance rather than disrupt agricultural activity. It offers all-weather accessibility to Highway 401 and easy access to community roads. It is ideally located with respect to the area's principal activities. It has tremendous potential for park development. It is in an area that has and will continue to have minimum orientation towards metropolitan Vancouver. The site is available.

Part Three - The Program

Basic Courses

A combination of the list of vocational courses for which there are 510 enrolments in the Chilliwack area and the Canada Manpower lists of full-time day courses from the Chilliwack office, over the past three years, gives a good clue to the basic courses that the Fraser Valley Vocational School should offer. They include:

Business Management, Commercial Automotive, Machine Shop, Construction Trades, Electronics, Services Trades, Agriculture and Vocational Reparatory, (B.T.S.D.) Building Service Worker, Heavy Duty Mechanics, Welding, Logging, Practical Nursing, Drafting, and Barber and Beauty Culture.

Several knowledgeable Valley business people, trades people and educators were enlisted to support the need for and selection of these courses.

Conclusion

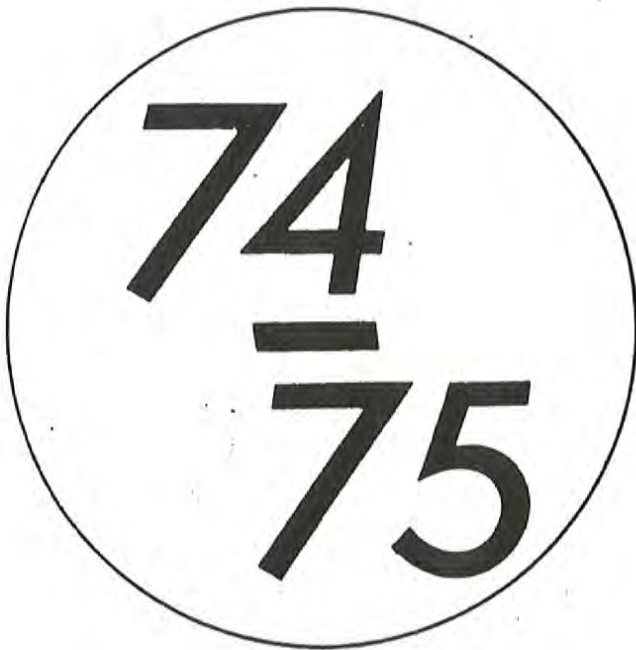
In conclusion, we assure you that communities in the eastern portion of the Fraser Valley look forward to a vocational school that will need, not only the traditional vocational school needs, but as the eleventh vocational school in British Columbia, will add distinctive new areas of service for local residents and for all of B.C.

Respectfully submitted on behalf of the Committee.
J. Murdo MacLachlan

Appendix II

FRASER VALLEY COLLEGE

CALENDAR



SERVING SCHOOL DISTRICTS

32 HOPE — FRASER CANYON

33 CHILLIWACK

34 ABBOTSFORD

75 MISSION

76 AGASSIZ — HARRISON

YOUR COMMUNITY COLLEGE

SECTION I

FRASER VALLEY COLLEGE

A. COMPREHENSIVE COMMUNITY COLLEGE

The Fraser Valley College is the newest community college in British Columbia, and is part of the provincial system of post secondary education.

It serves primarily the five school districts that comprise the College region: School District No. 32 (Hope-Fraser Canyon), No. 33 (Chilliwack), No. 34 (Abbotsford), No. 75 (Mission), and No. 76 (Agassiz-Harrison).

As a comprehensive, community educational facility, the College offers a varied program to the communities it serves.

1. Academic Programs

- a. College Foundations 1 - (Grade 10 equivalency).
- b. College Foundations 2 - (Grade 12 equivalency).
- c. University Transfer - a two year academic program of studies for transfer to third year university.
- d. B.C.I.T. Transfer Programs.

2. Career Programs

3. Vocational Programs

- B.T.S.D. Levels 2, 3 and 4
- pre-Apprentice Programs
- Upgrading Programs
- Trade-Qualification Programs

4. General Studies Programs

5. Special Programs

B. COLLEGE GOVERNMENT

The College Council is the governing body of the Fraser Valley College. It consists of members appointed by the Lieutenant-Governor in Council, and members appointed by the five participating School Boards.

The College Principal is solely responsible for the operation of the College. The Principal receives information and recommendations from a variety of College committees which include members of the student body, faculty, and administration. Technical and Vocational programs each have an advisory committee of interested and knowledgeable members of the Community and College personnel.

A MESSAGE OF WELCOME

On behalf of the Fraser Valley College council I wish to welcome you to the first year of our college programming.

Although we are opening in temporary facilities with limited programs, our college will develop rapidly over the next few years with some facilities in all regions. It is proposed that the main campuses be at Abbotsford and Chilliwack. The college will soon have full-time day and evening courses in many areas of study. These will include vocational, technical, university transfer, career and general interest programs.

The College will serve all the people in the Upper Fraser Valley where post-secondary facilities have been lacking, and is open to all the people of British Columbia. The council believes that the college is for everyone; therefore, no matter what your educational background is, this college will have something for you and for your family.

This calendar lists the courses for starting our first year. More courses will be added as the need arises and facilities are made available. It is my hope that this college will be used by everyone, from young secondary school graduates to senior citizens. May this, our first year, be a successful beginning in the operation of B.C.'s latest regional college - The Fraser Valley college.

Sincerely,
Doug Hamilton,
Chairman,
College Council

D. COLLEGE COUNCIL

Chairman:

Mr. D. M. Hamilton, Abbotsford

Vice-Chairman:

Dr. N. L. Crabtree, Chilliwack

Mrs. M. J. Burgess, Agassiz-Harrison

Mrs. M. V. Ferguson, Agassiz-Harrison

Ms. Janet Currie, Abbotsford

Mr. W. J. Mussell, Chilliwack

Mrs. Joan Cope, Hope

Mr. P. Nash, Hope

Mr. Arthur H. Halsted, Mission

Mr. P. Kokoska, Mission

E. COLLEGE OFFICES

ABBOTSFORD: W. J. Mouat Secondary School, Tel: 853-7441
3161 Trethewey Street
Clearbrook, B.C.

AGASSIZ: 7072 Pioneer Avenue Tel: 796-2254
Box 388,
Agassiz, B.C.

CHILLIWACK: Edenbank Store Tel: 858-9464
7103 Vedder Road,
Box 93,
Sardis, B.C.

HOPE: Hope School Board Office Tel: 869-9991
Box 640,
Hope, B.C.

MISSION: Mission Memorial Centre Tel: 826-9544
33070 - 5th Ave.,
Mission, B.C.
V2V 1V5

F. ADMISSION INFORMATION

1. Definitions:

General admission requirements are detailed for all programs in their respective sections in the calendar. In addition specific prerequisites are listed for each program.

Residents of School District No. 32 (Hope-Fraser Canyon), No. 33 (Chilliwack), No. 34 (Abbotsford), No. 75 (Mission), and 76 (Agassiz-Harrison) are classified as "in-region" students and are given priority for admission over other applicants.

To qualify as an "in-region" resident, students must satisfy one of the following requirements:

- a) Be 19 years of age or over and have resided within the boundaries of one of the above school districts for at least three months prior to the commencement of the program to which admission is sought.

or

- b) Be under 19 years of age at the commencement of the program to which admission is sought and a dependent of parents or legal guardians who reside within the boundaries of the above school districts.

or

- c) Be the owner of real property within the boundaries of the above school districts.

Students not able to qualify as "in-region" students as defined above are classified as "out-of-region" students and are required to pay higher tuition fees for some programs.

The responsibility for registering as an "in-region" or "out-of-region" student rests with the applicant. A student who falsifies resident status may be required to withdraw from the College.

UNIVERSITY TRANSFER TIMETABLE

FIRST SEMESTER

COURSES START WEEK OF SEPTEMBER 9-13, 1974

All Course Times — 7:00 - 10:00 p.m.

COMMUNITY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ABBOTSFORD	Anthropology 24-100 French 26-140 Literature 91-316 Mathematics 44-120	Economics 83-311 Mathematics 44-112 Physics 45-110	History 21-113 Literature 95-100 Psychology 28-320	Biology 41-110 Communications 92-100 Philosophy 27-100	Geography 25-110 Sociology 23-125
MISSION	Sociology 23-240	Psychology 28-100	Chemistry 42-100	Literature 91-101	
CHILLIWACK	Mathematics 44-112 Philosophy 27-100 Psychology 28-100 Psychology 28-320	Chemistry 42-100 French 26-140 History 21-120 Mathematics 44-120	Biology 41-110 Communications 92-100 Literature 91-316 Sociology 23-240	Geography 25-110 Physics 45-110 Sociology 23-125	Anthropology 24-110 Economics 83-311 Literature 91-105
AGASSIZ-HARRISON		Literature 91-109			
HOPE-FRASER CANYON		Psychology 28-100			

NOTES: This schedule subject to change to meet changing needs.

All course numbers are those of Douglas College.

Students taking laboratory sciences will be required to attend labs. on Saturday mornings.

SECOND SEMESTER

COURSES START WEEK OF JANUARY 13-17, 1975

All Course Times — 7:00 - 10:00 p.m.

COMMUNITY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ABBOTSFORD	Anthropology 24-110 French 26-240 Literature 91-317 Mathematics 44-220	Economics 23-411 Mathematics 44-212 Physics 45-210	Communications 92-100 History 21-114 Psychology 28-321	Biology 41-111 Literature 91-109 Philosophy 27-150	Geography 25-120 Sociology 23-135
MISSION	Sociology 23-250	Psychology 28-200	Chemistry 42-200	Literature 91-105	
CHILLIWACK	Mathematics 44-212 Philosophy 27-150 Psychology 28-200 Psychology 28-321	Chemistry 42-200 French 26-240 History 21-121 Mathematics 44-220	Biology 41-111 Literature 91-101 Literature 91-317 Sociology 23-250	Geography 25-120 Physics 45-210 Sociology 23-135	Anthropology 24-110 Communications 92-100 Economics 83-411
AGASSIZ-HARRISON		Literature 95-100	History 21-110		
HOPE-FRASER CANYON		Psychology 28-200			

NOTES: Second Semester subject to some changes and/or additions depending on the success of the first semester courses.

All course numbers are those of Douglas College.

Students taking laboratory sciences will be required to attend labs. on Saturday mornings.

This timetable may be subject to some minor changes. Courses may be cancelled for lack of enrolment or consolidated in one location if enrolment is low. Students should be prepared to travel if necessary.

Each course runs for 15 weeks, 3 hours per night, in the location indicated. Lab courses may require extra student time, either in the classroom or with audio- or video-tape lessons.

Students wishing to transfer should contact the registrar's office at the University of their choice regarding their admissions policy.

