

**Transcripts – KPU Oral – Lee Woodson
Founding Faculty Member – PSYC**

**Interviewer – Roger Elmes, Dean Emeritus
Co-researcher and Technical Assistance – Alice Macpherson, Faculty Member**

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[Beginning of transcript]

ROGER: So, in accordance with Arleigh's dictates from the research ethics board I need to remind you this is voluntary. You can withdraw at any time.

LEE: Right, oh good.

ROGER: And if I ask something you don't want to talk about say, "oh let's not go there" and then we'll edit that out. And around December we will have the transcripts prepared and people will be able to review them and once they approve them, they can go with the video into the archives.

LEE: Okay, cool.

ROGER: If any changes are needed we change the video tape.

LEE: Alright.

ROGER: Just to make sure they match up.

LEE: Alright.

ROGER: So that's just to do a bit of housework. So, the idea is to just sort of chat about whatever and whatever happened and the idea of getting some of your ideas in order to give a framework for it, the things that you want to talk about.

LEE: Alright.

ROGER: So maybe I'll just start by asking you what brought you to Douglas/Kwantlen and what did you think when you arrived.

LEE: [Laughs] Well I was graduating in 1972 from graduate school in Michigan. So, we were looking for jobs in Florida, because that's where my family lived, and my wife's family, they had retired from Toronto to White Rock, British Columbia. My wife had spent a year in Vancouver while I was in the U.S. military serving in Vietnam, so we knew the city a little. There was an ad in the Toronto *Globe and Mail* for Douglas College. We thought well

let's give that a try! We went on holidays in Florida and while I was there, I interviewed at Rollins College, which is a rather prestigious little place in Orlando. And I was wearing what I am wearing now, shorts and a short-sleeved shirt. Very casual, on holiday, for the interview. And the

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interviewer was wearing a white suit, white shoes, and I thought, "oh, I'm in trouble!" [Laughs] It was a very serious place. Anyway, when I came home from that trip there was a letter there inviting me to Toronto for an interview with a Dr. Don Porter at that time. And I remember we discussed should I buy the ticket round trip to Toronto from Detroit for \$50. And we decided, well okay, we'll give it a shot. So, we went. And anyway, a few weeks after that interview I got a phone call from Dr. Porter saying there was a letter in the mail offering me a position here and he wanted me to be looking for it as well as could I indicate whether I was still interested? And I said, "oh, yeah absolutely. I can tell you right now I will take the position." So I hung up the phone and we ran outside and jumped around in the yard celebrating.

ROGER: [Laughs]

LEE: We were very excited to be coming out here. So, it wasn't long after that the letter arrived, and we signed it and all that. And we loaded up our Volkswagen van and headed out across Canada for the second time. It was a fun trip, two little kids this time. And somewhere out in Saskatchewan we were on the infamous Highway One. The Trans-Canada Highway. And we stopped in the middle of the road, we didn't pull off to the shoulder we just stopped the car. We get out, we open the car up, we get our sandwich stuff out, we make our lunch, we eat the lunch, the kids play around, we get back in the car, and drive on. At no time, did a vehicle of any kind pass us in either direction.

ROGER: [Laughs]

LEE: [Laughs] Needless to say the population of Canada has changed since that time.

ROGER: Indeed.

LEE: Anyways, but that was memorable. When we arrived out here, again family lived in White Rock, we drove up to the New Westminster campus. Let's see what Douglas College looks like! That was the address we had. I remember pulling into the parking lot and stopping the car and wondering if I could get my job back in Michigan looking at these dreadful looking wooden buildings that were obviously temporary structures. And that was the college! It didn't look like what it looked like on paper. On paper it looked like, oh it was a real college. I had not done my homework, I didn't know it was only two years old, but here we were. And we stayed. We said well, we'll give it a year or two. We're here. We've sold everything we own. We've come. So let's see. It was a good decision.

ROGER: Well that was Don Porter [Dean of Curriculum] in Toronto.

LEE: That was! And who else was it? Donovan Jones [PHIL and Director of Liberal Arts].

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ROGER: Oh, Donovan, okay.

LEE: Donovan Jones and Don Porter. They were the interviewers in Toronto.

ROGER: Mm-hmm.

LEE: At a hotel somewhere, I don't remember where.

ROGER: Yeah. That's quite amazing. So five new people in book clubs.

LEE: Yeah, I think there were five new people including myself and it was, who was it, I wrote it down around here somewhere. It was Phil Warren for sure, I think Ron Kinley, Ed Biggs, and Jay McGillvray. And that's all I remember. The Mitchell's were already here. Sarah Mitchell [later Pawson; then Herrington] and her husband. They were here.

ROGER: Larry.

LEE: - Larry Mitchel. From 1970. They had already been here at the college for two years. And I think it was a group of seven, but I'm not sure. There might have been an eighth person, but I don't think so. A whole bunch of us came that semester in the fall. So, you know, they were good people. We all had different views about curriculum and what have you at times, but they were really great folks. Phil Warren became a really good friend. I just attended his and his wife's 60th wedding anniversary last month. They are probably the only ones that are still married to the person they came out here with [Laughs] that was not uncommon amongst the faculty.

ROGER: Yeah, I shared an office with Phil for a number of years.

LEE: Yeah.

ROGER: Well you were right across the quadrangle [140th St. Surrey Campus] of the really small trailers that we got second hand or fourth hand from SFU for just five or six offices out there

LEE: That's right.

ROGER: Crazy place! So when you arrived that little campus was already in existence but not that little quadrangle of white trailers, that campus of temporary buildings, the 20 year temporary buildings were already there.

LEE: Yeah, they had the New West campus and the Surrey campus. And I was originally at the New West campus for one year and then I transferred to Surrey because I got tired of driving over the

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bridge since I lived in Surrey. And then I was in the building there and then they brought those trailers in and then I was in those.

ROGER: So you also wandered off to camp on Long Beach or somewhere.

LEE: Yes, I think it was Long Beach. I had forgotten the name of it, but I think you're right. It was Long Beach. We had, I think, a couple of trips over there. You know, the faculty and administrators went over in the summer of '72 in August to have a get together. A gathering and get to know each other, sit around the campfire, drink a few beers. We stayed a couple days in tents. It was a lot of fun. I don't know if we got to know each other really well but we did get to know each other a little bit and enjoyed it. And I made a note that's where the phrase another day in paradise originated. And it carried on throughout my entire career.

ROGER: Oh! I always blamed it on you.

LEE: Yeah. [Laughs]

ROGER: So, it was actually a group effort? Okay.

LEE: Yeah.

ROGER: Was Don McEachren still your administrator at that point?

LEE: Don McEachren was the administrator when I got here. And I can't remember, he was here for several years.

ROGER: And then he went up to Nanaimo or somewhere.

LEE: Oh, he was always going off to Central America, and Portugal, Iran. So I don't know where he wound up.

ROGER: Yeah, I don't know. I know Jan, his wife, stayed here and she taught Nursing for years and years.

LEE: Yeah, she was a nice gal.

ROGER: Observing your knobbly knees because you are wearing shorts in November.

LEE: [Laughs] That's right. I was blown away by that. I came from Michigan, right.

ROGER: Yeah, well Detroit, yeah.

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LEE: Detroit and it gets pretty cold there too. It's not quite Edmonton but it's not far removed from Edmonton. And so, the idea of me wearing shorts in November, are you kidding me! And here I was going to class in shorts in November.

ROGER: So what do you think the ratio was between straight out of high schoolers to mature students in your classes?

LEE: Well that changed over that time.

ROGER: In that time.

LEE: Yes that changed over time. In those days I had an awful lot of mature students. People who were in their 30's and 40's. I would say, I would guess half sometimes. It changed dramatically many years later when we built the permanent campuses and I remember at the time going to class in September and all these kids were here! There wasn't a person over 18 or 19 years old in a class of 60 in the lecture hall. And what they attributed it to at the time was that the college itself was worried that with the new building they would have all this space and all this possibility of offering course work and they were afraid they wouldn't be able to fill them. So, they sent the counselors out to all of the high schools. Beating down the doors, come to Kwantlen, or Douglas, whatever we called ourselves [Kwantlen from 1981 on], I can't remember. And they did! They said, "oh, let's use that college over there, Douglas or Kwantlen." Slowly there was, well it was quite dramatic that fall semester when we [Kwantlen] opened here there was a lot of young kids. Big difference.

ROGER: When did you start swing shifts?

LEE: Pretty early on. I can't remember exactly but it would be in the 70's we started. I did swing shifts until I retired. So it was interesting.

ROGER: So maybe you should explain that a bit.

LEE: Well a swing shift class is on a Wednesday, let's say, whatever day you chose. We would teach an introductory course, three hours of contact time in the morning from nine to twelve and then the obligation was I would teach the same course, the same content material from seven to ten in the evening. It was called a swing shift. It was designed to accommodate people who work swing shifts. You find people in the hospitals and other jobs they work three or four weeks on days, so they are available in the evening. Then they get put on evening shifts and they are available in the day time. So it was to facilitate people like that being able to take the course straight through and not miss anything in so doing.

ROGER: Mm-hmm.

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LEE: There was a minor problem with that which I learned somewhere down the road because I taught an intro course like that for years and I thought it was great! I had a slightly older mature student come to me one day and he says, “Lee, you know you are two different people?” I said, “What are you talking about?” He said, “Well, I’ve been to your morning sessions and a couple times it was so interesting I decided I’d go to your evening sessions and it was two different classes! Your energy level is just down in the evening as compared to the morning.” And I thought, yeah that’s probably true. I thought that was interesting, they were supposed to be the same class, but they weren’t. They weren’t quite the same class apparently.

ROGER: You also looked at that month-long break over Christmas, New Years. Because of the end of classes, start of classes.

LEE: In the kinds of jobs that I have had as well as being a student I didn’t get those kinds of breaks. I was like, wow. And at first, I thought, this is great. You’re released from your responsibilities. But over the years I found I really appreciated that break for the purposes of rejuvenation. And I made a note of that, particularly over the summer where classes may end in the end of April and you didn’t have another class until early September. And at first, I thought, wow you have got to be kidding me! Wow. I have got some vacation I have what they call professional development time. But I found for myself I really needed that. I needed a break from academia, and I needed the opportunity to get my head organized and get ready for the next year. So even though people who are outside the academic world look at that and say, oh you’re not doing anything. Really you are doing something. I found for myself anyway. I needed that rejuvenation time and it was nice.

ROGER: Yeah, I agree. My experience was that I loved to go to conferences or PD sessions ... here I was able to just sit there and mentally say, “fill me up!” Because my tank was empty and I didn’t have to do anything except get it filled up again and engage in discussion.

LEE: I agree. It was great.

ROGER: Research ethics course?

LEE: Yeah, that was a great course. It came late in my time here. When I came in ’72 they had a Psychology Association which I joined and a couple years later they wanted to have a [B.C.] College of Psychologists. And they wanted to be very formal and they wanted to control who was doing psychology in the province, and it was a good idea. And so, in 1977 the government created the College of Psychologists and those of us who had been around were grandfathered in as members. At the time that this came up, I think I might have been the only Registered Psychologist in the psych department at Kwantlen. And for some reason the College of Psychologist had a say in the offering of that course. And I think the reason was, it was never offered anywhere else in Canada as

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an undergraduate course. I think to this day ours is the only institution that ever offered as an undergraduate course, a research ethics course. So anyway, I got tagged to teach that course. It was terrific because it forced me to go back and read a lot of things I hadn't looked at for a number of years. And I also took some classes, I was at the University of Indiana for an all summer long workshop training with their ethics organization and I had classes at the University of Michigan, UBC, University of Washington, and conferences that I went to prepare for it. So it was really, for me, very enriching to take it on.

ROGER: And actually, one of your colleagues was attached to the college of psychologists for years, John Spencer, as their I don't know what the term was but he would review applications and set standards and whatever.

LEE: Yeah, he took over the course when I retired as a matter of fact.

ROGER: Yeah, okay.

LEE: I think John, and I were the only two that ever taught it. I don't think they teach it anymore for some reason.

ROGER: Yeah, I don't know. That's very interesting. There may be reasons for it because there are some online things which I actually had to go through for this research ethics approval. There's online courses which kind of give you the picture of it and you do some quizzes on your segment and so on.

LEE: Yeah there were some people across Canada who were disturbed that an undergraduate program would offer such a course, particularly graduate work.

ROGER: And now of course there is all the movement towards undergraduate research, not just here. There are associations for undergraduate researchers.

LEE: They need the course! I think. Anyway, it was a good course. I enjoyed it. And the stuff from Indiana was fantastic. Absolutely just couldn't have gone to a better place to get some prep for it.

ROGER: Yeah. Child Development activity, Piaget.

LEE: That was a lot of fun. I taught developmental psychology for many, many years. And the students got annoyed at me because I changed the text book every single semester. Because there was just always something new coming out that was interesting and in regard to children. We used to do an activity night, the class was always taught in the evening that I taught. And it was a Piaget evening. What we did was we took some of the cognitive testing that Piaget had done with children and we had people bring children to class. So, we would have kids from age 4 right up to

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teenagers, 15-16 years old. And we would have different stations and students in the class would run the stations and then go around and observe. And it was really exciting for a lot of students, it was a lot of fun. But it was exciting because I think for a lot of young people, they don't realize that children think differently than adults. A lot of people they think that they are just small adults. But they are not. There are some significant and observable differences in how they reason. Their cognitive skills. So that was sort of enlightening I think for students. They really enjoyed it. I did too.

ROGER: Yeah. St. John and the great books and preceptorials. I remember that.

LEE: Oh yeah. That was my godsend thanks to Kwantlen. They paid for my professional development to spend the summer at St. Johns in their graduate institute as a student, best thing that ever happened to me in my career. They use something that is called the great books program. Which was, I can't remember their names always, but it is important, Stringfellow Barr and Scott Buchanan, in about 1930 -something - seven? As you can imagine decline in the enrollment at these institutions ... started declining before the start of the second world war and St. Johns being the second oldest college in the United States was victim to that also. They hired Stringfellow Barr and Scott Buchanan to design a program of study. They used the Oxford University model where they have tutorial sessions, preceptorials and the seminars. People come to those in very small groups with a tutor. They don't have lecturers or teachers; the tutor is on par with the students. And they read a common reading, article or book, and then they are asked a question. Which that small group of 10-12 students would then discuss. The interesting thing was they tried to ask an interpretive question rather than an evaluative question. We are all victims to saying to each other, "did you like that story? Did you like that book? Did you like that movie?" Then you're doomed. This is what happened to the book club, it was always that kind of evaluative question. Well after about four meetings everyone knew what everybody else's bias were, and there was no point. Whereas the Interpretive Question was, Why does Freud say on the fifth page that there is an unconscious mind. What does he mean by it? The idea is to invite the author of the work into the conversation by discussing what the author is saying and what you think the reasons are for the author saying it and does the author offer any support for the claims they are making in the writing. So, it is really unique and interesting way to approach classes, no lectures. I think St. Johns has lecture classes only on Friday nights, it was always an invited speaker and after the speaker had talked for an hour or two, they would take them to a pub or a watering hole, and then have a discussion about what they had said. So, it was really invigorating and enlightening for me to go to that place and it wasn't just another lecture hall. So, I tried to bring some of those ideas back to Kwantlen. And I even wrote a Great Books proposal, submitted it, which didn't get anywhere because no one really knew what I was talking about. But that's okay. I tried to introduce it into all of my classes, and I had, I think, some considerable

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success. Students, and it was true at St. Johns, they either loved it, or they hated it. I saw students at St. Johns run away. Three days into their time there, they'd get on the bus and leave. And they probably dropped all of my classes here, I don't know. But students, by and large,

enjoyed this activity. And I did something that was true at St. Johns, for our preceptorials I asked the students to dress up.

ROGER: I remember that.

LEE: What do you mean dress up? Well it became a really big deal. The young women loved it. The young guys were like, "What? Dress up?" And sometimes, I remember one young lad, said "I don't even own a suit!" And I said, "that's okay, don't you own a best sweatshirt? Wouldn't that be dressing up?" "Well yeah." I also remember another young lad that said I would like to have a suit. And I said "well you can go over to the Salvation Army, they sell suits all day long for 10, 20 dollars" and so he came to class in a three piece blue suit. And he paid eight dollars for it, he was excited. But here was the difference, I said do you want to come here today? Hi, Roger, how you doing? In that class they weren't allowed to do that, they had name tags with their last name on it. You were Mr. Elmes, I was Mr. Woodson at all times once they entered the room. There's a difference if we are talking about what you just said, this edge of respect for the ideas that are on the table. It has nothing to do with you other than that you put the idea on the table. That's what we were trying to get across, that we were talking about ideas here. They are not my ideas, they are ideas. And we might find them in somebody's book somewhere, but it is the ideas that we are interested in. So anyway, the upside of this, there was a bit of a reputation for a while. Oh, you're in Woodson's class, you've got a suit on. See someone walking down the hallways. Or the girls would be in high heels, which they never, ever wear. So it was successful in my opinion because two things happened. (I have to wipe my eye here, I don't have a tear duct in my left eye so it always looks like I am very sad, but I am not.) [Laughs] That's okay. Thank you.

Two things happened, one was the curriculum committee of the college in reviewing a revision of the course said, what's a preceptorial? They wrote me a letter, explain yourself! So, I did, and I've included a **copy of my response** which I thoroughly enjoyed writing out for them. And the other thing that was probably more significant which was a group of students, probably four or five, came to me and said, "You know, we really enjoyed the way the preceptorials. We wonder if could we somehow carry on and do this some more, even outside of class." So, what the upside of that was, we used to meet every Friday night on this campus, sometimes as few as four, sometimes as many as eight or nine students, who had read a common reading whatever it might be, and we would discuss it in the same way as the preceptorial in class. We did it for a whole year. I think for a few weeks in the summer time we may have skipped but for a whole year before it sort of went its own way. But I thought that was pretty exciting.

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ROGER: That is! Because you don't see that happening that frequently where students say, "let's keep going."

LEE: Yeah. So that was very exciting for me.

ROGER: Sensory deprivation clinics at UBC. Bio-feedback, hypnosis workshops.

LEE: Well in the early days, in the '70's we were into all kinds of things in the introductory course. And UBC had a sensory deprivation facility and two of the profs out there whose names I don't remember (Peter Suedfeld & Bruce Landon) subsequently went on to opening a private corporation and running sensory deprivation facilities. We were able to have our students be able to go out to UBC. They spend 24 hours in the sensory deprivation chamber and what that means is they go in to a room about the size of this, maybe a little smaller, it has a bed in it and a small fridge with no light in it, and once you close the door there is no light and there is no sound, period. So, it is very interesting what happens during that period you are in there. 24 hours is a long time with no sensory input of any kind. Now there was a monitoring device so that if you panic or something someone could access the room, actually you could open the door yourself if you wanted to get out. It's like one of those walk-in freezers you see in the grocery stores, sort of like that. So yes, students would be able to go down there and do that experiment, well, be a part of an experiment whatever they happen to be doing that particular semester. We also did a lot of biofeedback and in those days, it was a pretty new thing, it wasn't theoretically new, but production of the equipment was fairly new. So, we brought a lot of that equipment into our psych lab here and I'm sure there's still a few things. Probably not with animals because we did away with rats quite a number of years ago. We decided there was enough film available of good research at large universities that it didn't necessitate us maintaining a colony of rats, which we did have in the early days. But we did get rid of them, sold them to SFU or something. I don't remember what we did with them.

1: That was at the old Surrey campus?

LEE: Yes.

ROGER: When you had a full time lab assistant, Mavis?

LEE: Mavis, yes. That's right. She was excellent, very excellent. Very knowledgeable.

ROGER: So that was hypnosis workshops too.

LEE: Oh yes, and I had done workshops on hypnosis. I used to do a hypnosis session in some of my introduction classes, an hour or something like that. It was sort of interesting, It's not what people think about from watching television and all that.

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ROGER: Right.

LEE: It was sort of an attempt to do something that was a potential learning experience for students.

ROGER: So mid-career you got dressed in a suit.

LEE: I sure did. It was amazing, amazing! I had taken a year's leave of absence, a sabbatical and part of my research was to look at what I was doing, look at risk taking. I can't remember

exactly why, but I got the opportunity to interview a few high-level people and one of them was Daniel Kahneman who subsequently won the Nobel Prize for his research in behavioral psychology. They called it behavioral economics then when they published the paper but now, they would call it behavioral psychology. I had gone to the University of Chicago and I had interviewed Dr. Salvatore Maddi who studied “Hardiness” and was a significant researcher I would say at the time. I found out that the guy I really wanted to talk to, (you’ll never believe where he was a professor, yes at UBC.) So, I came back to UBC and interviewed him. Now he had a partner at the university, they were both from Israel and they eventually left. Well Dr. Amos Taversky was never at UBC, he was at Stanford and it was just Kahneman who was here, I can’t remember how many years he was here, but they went off together and wrote some pretty powerful stuff. Taversky now is deceased and Kahneman later won the Nobel Prize one or two years after I think. If Taversky has been around I’m sure he would have been included. But then Kahneman went to Princeton and I’m not sure if they wound up in Israel, he might still be at Princeton for all I know, I haven’t followed up. But that was pretty exciting stuff. What flowed from that was my interest in something called a commodities futures market which is very esoteric or was in those days a very esoteric field. It’s the people who buy and sell corn, wheat, grain, etc.

ROGER: Yes [31:17]

LEE: And over the years those kind of things have come online, so now they trade bonds, they trade gold and silver, they trade in the ‘indexes’ for the stock market. And it is all done out of Chicago and New York, worldwide. So that was what I became involved in. And it was very exciting. I went to all kinds of conferences in New Orleans, New York and Toronto and what have you. Every one of the companies I have listed here that I worked for from Conti Commodities, Refco Futures, my own private company Clover Com Research. None of those companies exist today with the exception of Conti. Conti has one office in Chicago and they handle the account for Continental Grain who own them. But they all closed their doors for a sundry of reasons, most of which were unethical and probably even illegal. It tells you something about the business. So I was very happy to be back at Kwantlen and spend my life here.

ROGER: So, was that the year that Betty Rideout back-filled for you?

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LEE: Could very well be.

ROGER: Or was that later?

LEE: That could very well be, I’m not sure.

ROGER: That was around ’91?

LEE: ’89?

ROGER: '89 yeah.

LEE: That sounds about right.

ROGER: On fire.

LEE: Oh. [Laughs]

ROGER: What was that about?

LEE: Well there was one more thing up there that was the survey research center. Bob Howell and I had met up in Ann Arbor, Michigan.

ROGER: You and Bob?

LEE: Yeah, at the University of Michigan and we had interviewed a guy in Chicago, I can't remember his name. (Dr. Salvatore Maddi at the Univ. of Chicago.) And we went to the University of Michigan because Michigan operates to this day a research center, a Survey Research Center. It is very famous. So, we got the bright idea, why don't we have a research center at Kwantlen? So we came back and I think for a year we did little research projects with students and we called it the Kwantlen Survey Research Center but it requires money and it was not in the budget so it quickly died.

ROGER: Well you did start various things on your own and put signs up and all kinds of things.

LEE: Oh absolutely, we did. We did. Yeah. And there's another one that comes up down here a little later on. And on fire, it was quite humorous, I was giving a talk, lecture or whatever in class one day, had an overhead projector and me, not thinking I was leaning on the over-head projector. It was lit at the time and I and a big wool sweater that they used to sell to people and then suddenly a student, a young man, "sir you're on fire!" And I was like, "what, what?" and sure enough my arm had burst into flames from the heat of the bulb of the overhead projector. So, I'm jumping around the classroom trying to pat out this fire. Everybody is just falling on the floor laughing. It must have been quite humorous. [Laughs] So that was what the on fire was about. The stuck door was either

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commenting about the trailers, the offices. They were metal trailers and they had built a wooden platform walkway outside with plywood. Well plywood when it gets wet over time it buckles. So, it had begun to buckle right where the door opens. And so, you know, you just sort of put your shoulder into it and give it a good whack and the door would open. Well, one day, it wouldn't. And I had to get to class and I couldn't get the door open! I kept whacking it with my shoulder. So, I called the switchboard and I said, "can you send someone over here to open the door?" So, some custodian came with a crowbar, got the door open for class. That was the stuck

door. And of course, there was always rain in the winter time and those wooden buildings were notorious for leaking water.

ROGER: The roof, wood, yeah.

LEE: So, we had trash cans in the hallways and in some of the classrooms. You would have to walk down the hallway and make sure that you went around them because the water was coming in pretty good. I also sometimes, I don't know why this happened but for months, I would call the switchboard when I was about to go to class and I would say, "what time is it?" and they she would tell me. Well I called her so often doing this that after a while I would call the switchboard and she would say 2:20. She would give me the time before I even asked for it. So it was quite humorous. This is how my desk story gets. Cell phones came into their own at some point in my career. In a lecture hall right over here in that building, 50 or 60 students can go in there in the morning time and I think it was actually the evening class, and I sort of let students know that we really don't want to hear the cell phones in class. So, there was a young lady sitting in the front row one evening and I'm going along with whatever and her cell phone starts ringing. And she reaches down and does something, and I think, okay. Sort of give her a look. And the phone rings again! And this time she picks it up and she answers it. And I'm really giving her a look, I had to stop. Everybody is looking at her and she says "it's for you".

ROGER: [Laughs]

LEE: [Laughs] And the whole place just fell apart in laughter. "It's my mom!" And she says it really loud and they're just bawling in stitches. Like your mom wants to talk to the prof! And what they didn't know was this student was Sarah Pawson's daughter.

ROGER: Oh.

LEE: And that was a colleague in my department. So whatever, okay. And "Yes, Sarah, I'm in class." She says "I know, I know, I'm terribly sick and I have the next lecture right after yours and I'm wondering if you could take it for me. And I knew that my daughter was in class tonight?" So that was what that was about. But it was hysterical.

[0:37:59]

ROGER: That might have been one of Sarah's shortest telephone conversations ever.

LEE: It might have been, yeah. It might have been. But it was really funny. It filled the whole place, it just fell apart in laughter because nobody knew who she was, she's not a student right? Oh yeah. Train [*38:18??] tree. I remember I don't know why but when I came here-

ROGER: That was before this campus was built.

LEE: Oh yeah. I was 29 years old when I came to Douglas College. I was older than a lot of people. I thought I was the oldest but then I met Scott. I went to class in September, introductory course, I walked in and I looked at the students. Got my notes, I'm all ready to go,

where did all these kids come from? Just kids here. And it was the first time I felt like they were students and I was the instructor. I was the grown up and they were just kids. I remember just clear as a bell, 33 years old, I don't know why, as if that was the time when I suddenly wasn't a peer anymore. I was separated from them. So I just remember that, a momentous event.
[Laughs]

ROGER: Yeah. Now I know that feeling for sure because there was, in fact one of the students which we recently interviewed, wrote me a note saying, I didn't realize you were only 29 because you seemed so old and wise.

LEE: [Laughs]

ROGER: Yeah well, appearances and all that. [Laughs]

LEE: Yeah, pretty funny.

ROGER: But it's true. There was that kind of sense of almost parody because it was a really young faculty group overall compared to- I mean I remember going to a meeting at Langara campus, what was then VCC before it separated, and I walked in and I kind of looked around the cafeteria and said, what are all these old people doing here? It was all faculty with gray hair!

LEE: Right. Sure.

ROGER: I thought, these are all old people. What kind of a place is this!

LEE: Yeah.

ROGER: Yeah. But overall it was a really young group of faculty. There was some that were 25, 24. Probably the oldest was somebody like Barry Leach [HIST] or Donovan Jones [PHIL] who- well Donovan he was probably one of the older ones, he'd been a commando in World War Two. He was a little bit older than the average group of people. Don Porter was probably 34 or something when he hired me.

[0:40:54]

LEE: Yeah, at least.

ROGER: So, yeah, it was quite a young group. Quite a young institution. So you went to Albert Ellis Institute. I don't remember that.

LEE: That was probably around the end of the '80's, not quite sure, '87-'89. Anyway, The Albert Ellis Institute is a training institute in New York, it was, at that time it was about a block from Central Park. And he was a clinical psychologist and he trained people in psychiatry and clinical psychology. And what they call now, REBT but in those days we called it RET. Rational Emotive Therapy, they added the word behavior to it REBT. So, I got what I consider now a privilege to go and be one of his students, he is now deceased of course. So, it was a

terrific summer for me, I learned a great deal at the institute, had to read a ton of books. Came back here and began trying to incorporate it in some way. So, what I did was offer Saturday morning workshops in REBT. And I would have groups of four, five, six students or 35-40 students come to those sessions which lasted two or three hours. I did that for probably two semesters and then I stopped. It was a lot fun, really interesting. And of course, it was applicable to my coursework.

ROGER: I think it was in your signature block somehow too.

LEE: Probably.

ROGER: You had a sign or something too to note that this was a real thing that was happening here. No, it was quite interesting to see that development sort of stuff that you did because you added all of these other aspects to it and they were all well founded and well thought out, but they were all kind of out of the mainstream of the department.

LEE: Oh, for sure.

ROGER: And it was always probably an interesting challenge for you to, not defend them necessarily, but articulate what it was all about.

LEE: Oh, defend them too. The behavioral economics was one which today, widely accepted. People are very interested. Well why, because Kahneman won the Nobel Prize. Part of that, well that's economics, that's not psychology.

ROGER: Really?

LEE: But yeah, there was some really interesting internal discussions about how can you be talking about behavioral psychology, there is no such thing! Except for Watson and the Behaviorist. No, that's different.

[0:44:0]

ROGER: Oh okay. So, you also did an obscene gesture towards George Wooton, the first principal?

LEE: [Laughs] Years ago, there was conflict going on between the faculty union and the college, negotiations for a new contract. And I was over at the New Westminster campus and I remember he had an office that was all glass on one side on the hallway and so I'm walking down there and there's George sitting there in his blue suit, he used to have purple suits for some reason, anyways. Anyway, he was talking on the phone and so somebody mooned him, a faculty member. And George almost fell off his chair laughing, and he was on the phone. Well George tells the story that he was actually talking to the Minister of Education at the time and he started laughing hysterically and he had to tell the guy, you wouldn't believe what just happened to me. And that faculty member happened to be me, but we don't tell too many people that. But one of George's stories now, and mine.

ROGER: Well Mary Christy must have been rather shocked too?

LEE: I don't know.

ROGER: George's long time secretary.

LEE: I don't remember her being there but maybe she was somewhere else. It was George and me, and the Minister of Education was there.

ROGER: One of the original teleconferences.

LEE: Taken for what it was meant to be, a joke. Crude, but a joke.

ROGER: Well George had a sense of humor.

LEE: He did.

ROGER: He certainly had a sense of humor and was able to take a joke.

LEE: He did. Very much so.

ROGER: Probably you and your army field jacket.

LEE: Oh, that was the uniform of the day in the winter back in the early '70's. Bow Howell [SOCl] who had also been in the U.S. army and I of course had also been in the U.S. army both had field jackets and we used to wear them to class as a kind of a symbol. I guess that we were always wearing around these army jackets. But 1972 was a big year as you might recall it was the end of the U.S.

[0:46:11

war in Vietnam. And it wasn't until '75 that South Vietnam fell to the communists but, yeah. Big times historically.

ROGER: There was actually an early student here, I don't know if you would have been, John Baker?

LEE: Doesn't ring a bell.

ROGER: He was in the {US Navy] SeaBees in Vietnam.

LEE: Okay. Oh, is that right?

ROGER: And he was a Canadian guy, born and raised here but joined the U.S. Navy .

LEE: Yeah, yeah. There were a lot of Canadians that joined. Like 30,000 or something, I don't know the number, it could be that big.

ROGER: He was the president of the first student society, student association

LEE: Oh, okay.

ROGER: here. He was a couple of years older, I think he was still like 25 or whatever but he was older than straight out of high school graduates too.

LEE: Oh well, it's sort of a story. They had a big party at the Surrey campus, the old campus, the wooden buildings. So, there was the Four Room Complex and that's where the thing would start and then there was the courtyard. So, it was summer days like these so we were outside drinking beer and wine, Bob Howell and I, and Bob in those days and I ... we could talk for hours and hours about probably nothing but solve all of the problems in the world from a sociological maybe psychological perspective. So, we were doing this and drinking our beer and having a good time and the hours went by and we noticed there was nobody in the courtyard! Very strange. So, we finished our beer, nobody came by to give us another beer, which they had been doing, I thought well. We went back into the Four Room Complex. It was empty. There wasn't a soul in there. Huh. Where did they all go, it's only, what time is it? Eight O'clock. Okay, well the beer is still there, let's have a beer. So, we got ourselves another beer and sat down, drank the beer. Nobody came around. Hmm. So we got up, picked up the six pack, walked back to our office. [Laughs] Drank the six pack, nobody came around. I don't know when they came to get the beer and wine, it was just one of those days. I don't know what time we left, we probably shouldn't have been driving the car for all I know.

ROGER: Well now you have to have a server's license-

LEE: Crazy afternoon. I know, yeah!

[0:48:41]

ROGER: To even do something like that.

LEE: Yeah. Yeah.

ROGER: But then you're right that was probably in the PD period and there was probably an event to wrap up something.

LEE: Yeah, I'm sure it was. Yeah and that changed in our classrooms too. We used to have end of class parties and we would have beer or wine, a bottle of wine. Students would bring a bottle of wine, we would have some kinds of treats, sometimes some of the young women in particular would cook stuff up, bring food. But then at some point there was a memo came out, no more alcohol in classrooms, liability for the college blah, blah, blah. That was the end of that.

ROGER: Now that's when there were ashtrays on every classroom desk too.

LEE: Oh yes, we used to smoke in class. That's hard to believe. I smoked in class. Every class. And it was on the desk! You just put it out on the desk and carry on because it doesn't damage these desks apparently. Students smoked in class. I don't know how the other poor students who didn't smoke survived. There would be 8, 10, 12 people smoking in class. I used to ask in big lecture halls, how many of you smoke? I bet you over half of the room put their hand up and I would launch into a lecture into how to quit smoking and all of that stuff, using Skinner's stuff. Anyways, towards the end, the last two or three years, I would ask that same group, how many of you smoke? Zero. Nobody. I said, "no, come on, somebody in here smokes!" "Nope. No sir. It's not good for you." Okay. So that is interesting, what happened? Because the student body got larger, not smaller. And yet they went from mostly smoking to people saying, no, nobody smokes. I wonder what happened.

ROGER: Well I think that there's a variety of factors but it was different in areas of the world that are still very different.

LEE: Oh yeah.

ROGER: And it was in different stages. So, we would go back to Belgium or France or somewhere and still all the restaurants were still full smoking. But once you start to change those sorts of things, I think, when you do institutional changes around it then people start to examine a bit, oh well you can't smoke in this restaurant, why would that be? What should I do if anything? But yeah, B.C. was kind of out ahead on that.

LEE: I think so too. Yeah. I remember being in Europe, Switzerland and France and go to a restaurant and people were smoking, really?

[0:51:20]

ROGER: Yeah once you quit you really notice it.

LEE: Yeah you really do, big time.

ROGER: We said the same thing in the Navy, you would stay awake with cigarettes. So you would be in this space like this with 12 people, plotters or whatever and you would be in the middle of the ocean doing some exercise and everyone would be smoking!

LEE: That's right.

ROGER: Maybe there would be some kind of Punka Louver or ventilator but that was it. There was no kind of air scrubbing systems or any of that. So it was, yeah. And cigarettes were 15 cents a pack, duty free.

LEE: That's why I quit. It went to a quarter a pack. I thought, this is ridiculous.

ROGER: Yeah. So, Bob Howell, you've talked about quite a bit now. Now Bob was your office mate for ? –

LEE: Oh decades.

ROGER: A long time. Certainly the old campus and then over here too.

LEE: The old campus and then over here too. And then Arleigh came along towards the end, quite a few years with Arleigh [Reichl – also in PSYC]. He's a bright fellow. Both were good office mates, got along well. Did a few trips with Bob, as I said, back to Ann Arbour and then Arleigh was one of those guys I don't think he ever got a negative report for being a lecturer or classroom instructor. He just did a marvelous job, fascinating fellow.

ROGER: Sort of this kind of relaxed atmosphere but he's kind of intense at the same time.

LEE: Yeah.

ROGER: Kind of this impression of being very relaxed.

LEE: Yeah, he was a social psychologist but I didn't hold that against him.

ROGER: [Laughs]

LEE: Yeah. And it was Don MacEachren and was it Bob Lowe, I think, I'm not sure exactly, they changed the roles you guys had.

[0:53:08]

ROGER: Oh yeah, Bob Lowe was a campus principal. Because for a while there was sort of campus structure. And that was something that, well there were, well there were a little bit of variations of it before but it because, when Tony Wilkinson came as president it was reinforced that this campus structure would exist. And then after about four more years it just kind of went away. But you have this campus principal and then a person who would be responsible for all the academic programs on that campus but no link to another campus. So the only true inter-campus links were at kind of a meeting level, like maybe departmental meetings but theoretically faculty weren't supposed to have to travel between campuses because you would have your whole core and then they would have to sort of do a draft and try to negotiate to try to bring you over to Richmond to teach a section of whatever.

LEE: Yeah.

ROGER: So that was sort of the campus structure and Bob Lowe at one point was the [Surrey] campus principal.

LEE: That's right.

ROGER: Having started as the Chair of English, which was a pretty big department.

LEE: Yeah.

ROGER: Right from the get go.

LEE: Because even bigger I think. I think Psychology and English were big departments for a long time.

ROGER: Yeah, they were. English was partly because they had classes of 20 students so you had to have more faculty in order to have all of those intro composition courses.

LEE: We had the nursing program also in Psychology. They always needed Psych courses.

ROGER: Yeah, well at the old campus there were six people in Psych. That was up until about 1989-ish. Give or take.

LEE: Yeah there was a point, I don't remember when it was, there was a sudden explosion they hired about seven people one year. Like wow. It completely changed everything.

ROGER: Yeah.

LEE: I think there was six or seven of us.

[0:55:10]

ROGER: I think there were five or six guys and Sarah. And then I started to hire, sort of created a gender balance and move in that direction sort of.

LEE: Yeah not only did we have a positive gender balance; origins of universities degrees became a big issue. And not too popular on this point because I was always arguing that we need to hire people other than UBC and SFU graduates. I know it's nice to grow up and go to university in your local place and graduate and get a job. Very nice. But if you are going to run a college or a university close to secondary, I think you need to have people from back east, from the U.S., from Europe, institutions, they bring something to the mix. So, I hope, and I think they have made change as they don't get influenced by their friends who know so and so who knows so on and so forth and that's why we should hire you. And I think they have done a better job of that in recent years. There was a time we were, wow.

ROGER: Yeah, well we did some processes where we said diversity, however it was defined, because it depends on the composition of your department, but diversity is a positive way to factor in making decisions. So, it wasn't the decisive factor-

LEE: Oh no.

ROGER: But it was a heavily ... definitely positively weighted in each search. So it did have an impact over time so that the psych department now is pretty diverse in terms of where people came from.

LEE: I think so.

ROGER: But for a while, you are right, there were quite a few who were-

LEE: Not that there is anything wrong with people from UBC and SFU, but you wanted that diversity. You wanted people from Queens or wherever to come here and be part of the mix.

ROGER: Yeah, and some who started here and then went on elsewhere and then came back.

LEE: Yeah!

ROGER: So you've kind got that happening.

LEE: Yeah, I think you have one or two faculty in psychology who, they started here. Kwantlen was where they started and then they went off and got their PhD somewhere else and now they teach here.

ROGER: Yeah, out of B.C. and then migrated back.

[0:57:34]

LEE: Yeah and I think it is wonderful.

ROGER: So that department did grow quite a bit and then got a lot of people from almost other fields of, like Kevin Hamilton being in environmental space kind of-

LEE: Right.

ROGER: Where you live, where you react, and how you interact and all that. And then other with more sort of cog- well Steve Charlton with a cognition background and then Danny Bernstein having been a surfer, and then coming here and now holding a Canada Research Chair on ageing and the brain.

LEE: Yeah, amazing. I'm so happy, yeah.

ROGER: So it has been quite an interesting growth of that department from the little teensy lab which was maybe 50% bigger than this room.

LEE: Yeah.

ROGER: At the [140th Street] Surrey campus. And that grew into what you eventually created here. But it was also kind of this real much broader base of the department because of the growth that the department went through, you were able to do that.

LEE: Huge. I have no idea how many students or even how many faculties you have now but its enormous compared to the early days, a group of seven.

ROGER: Well exactly. Sociology used to be able meet in a phone booth, it was Bob Howell and Lynda Turner.

LEE: Yeah, two people.

ROGER: Yeah, it was quite a bit of growth that occurred. So tell me, what do you think the psych department brought to the institution, to Kwantlen.

LEE: Well its interesting, from a societal point of view ... psychology is somehow of interest to everybody. Even in a casual conversation somewhere, "oh you teach psychology, oh are you going to analyze me? No, I'm not going to analyze you." And people don't realize that there are all kinds of psychologists that have nothing to do with criminal psychology. So, they were a service course for society's interest. And that was, I think, evident from the expansion, the number of students that we had every semester. There were times in the early days we had more students than any other department, every semester. And then things like the nursing program, Diploma program that came along, we serviced their needs in terms of offering psychology courses of a particular kind. I don't

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remember what they all were now. So, I think we have met a much larger social interest and maybe need even and as a result we get students and we counted people. Oh, a lot of people signing up, hire another person.

ROGER: Yeah.

LEE: Add more sections. That's what happened.

ROGER: It's true, that's exactly what happened. If you had enough people with the in-person registration your new sections were filling up.

P1; They were.

ROGER: And if you had enough people in the bull pen, so to speak, and you can just plug a new person and a new section. Bang there it goes, it fills up. And that was how a lot of the growth actually occurred, it was because of demand of students. There was an overall plan of what the institution should look like but then as you plugged in what students wanted and it was structured in a way that the Dean was able to walk in 10 more sections and do X or Y and that did result in some of the growth decisions around what departments should get more full-time classes.

LEE: Absolutely. And you know over time that becomes controversial as to how departments expand and how you get more classes. You know, if you want to be bottom line that's the truth. And sometimes they would float a course just to see if it would get anybody. They didn't even have an instructor for it but there was a pool of people who were willing to come in and pick up a class and sure enough that class is full in an hour. Okay, call him up and make sure he or she is available to teach that class and float another one. And it would fill up! It's a numbers game. You might say. You can be very crass about it, right. That was part of the game of course.

ROGER: But, in another sense as you said, psych is really a whole bunch of disciplines.

LEE: Absolutely.

ROGER: It's almost like all these mini departments of one or two or three people but it's all under the umbrella of psychology.

LEE: That's right. And there is enormous differences between some of those sub fields within the discipline itself. From child development on one side, which is enormously interesting, the work of Piaget and all those kind of things coming out of Europe. It's absolutely fascinating. But then on the other side of the corner you have somebody doing perception. They're not really interested in children at all. They're certainly not interested in psychosis or something like that. So, it's a

[1:02:54]

completely different world for them. And all of that was here. And because of the student demand and the growth in the institution itself we were able to evolve, I think into a very vigorous and large department here. I'm not sure how many students they have here now, but I'm sure it is significant.

ROGER: It's still large. I'd have to look up in the calendar and see but there's got to be 20 - 25 faculty.

LEE: Oh at least. I'm sure there are 25 full time at least. So that is a long way from seven.

ROGER: Yeah. But that's what always, I mean when I finally kind of looked at all of these different subsets, almost disciplines in themselves, and an incredible amount of spread in the focus of their study. It was, wow. This is like a whole little college of its own.

LEE: Yeah. That's right. Absolutely, yeah, for sure.

ROGER: And then you would have some people who would teach org behavior for psych or for-

LEE: For business.

ROGER: for business.

LEE: Or stats.

ROGER: Which they now have their own. But for a number of years you provided that. That was another service area.

LEE: Right, statistics course, we provided that also. I never taught the stats course. Fortunate. [Laughs] There was always debate between the members of the math department and members of psychology teaching stats. They were quite sure we didn't know anything about math, we were quite sure they didn't know anything about stats.

ROGER: Yeah. That was an interesting debate. And then the same thing happened with Sociology when they started to teach their own stats research courses and they would be somewhat different, from you know from the focus on stats and psych and from math which as you should say is a whole different set of stats. But the other thing that your department ended up being involved in in a way was groundbreaking because of the institution, the university college, we were going to offer applied degrees. Now there was never a dictate from the Ministry but there was kind of an internal decision around that. So a number of faculty got involved in the liberal studies component of what is an Applied degree, it has to have this liberal studies within it, and so some of the psych department were involved in it, Richard Floyd from Sociology was involved in that development. And then of course it eventually it just went away, and they got BA's with minors and majors. But within that

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Applied degree context, psych was the first to get a degree approved in the Arts area. And it was the Applied Psychology, but it kind of had a different descriptor than that.

LEE: It had a name, but I don't remember what it was.

ROGER: But that was basically what it was.

LEE: Yeah.

ROGER: And there was probably eight faculty, eight or nine faculty involved in the actual creation of that degree.

LEE: And that's where the research ethics course came into play. Because it was a fourth year exit course for the degree program.

ROGER: Yeah, well there has also been a number of faculty who have left, and like Lana [Trick] - she went to the University of Guelph. She worked on the degree. Anyways, it escapes me right now but it was one those academic relationships where her spouse, she got a full time position here and he was kind of teaching a bit here but then he got a job at Western.

LEE: Okay.

ROGER: London, Western University in London. And so, their long-distance academic relationship eventually evolved into her moving to the University of Guelph. They could at least drive to each other instead of flying.

LEE: Yeah. I don't remember who it was but I remember that.

ROGER: Yeah, her first name is gone right now. Anyways, the psych degree was huge, but then you got the BA's - majors and minors and the applied psych degree kind of –

LEE: Bachelor of Science.

ROGER: Yeah, kind of migrated over to the Bachelor of Science side in Psych. So, it was quite a shift. But when you got that Applied Arts degree, a ton of your graduates were going off and getting, yeah admitted to grad school ... bang like that. Because you had them doing so much research and applied research and stats.

LEE: They were very well received. Once the first few of them got out there and the local universities saw, they told me anyways, they thought the graduates coming out of our program were better

[1:08:10]

prepared for graduate school than their own students that they had had the four years at UBC for example. So I found that pretty exciting.

ROGER: Yes, it is. And partly it's because they always had a small class setting.

LEE: Oh absolutely.

ROGER: But also the stuff that you were doing with them in terms of what they were required to do and the honors, I think you called it an honors thesis, but basically it was a whole course where they had to do that independent research.

LEE: Yes, and that was significant in terms of the doctorate programs that the potential to gain access to something like that. So yes, that was really great. And we owe that to a lot of the young PhD's that we have brought in here as faculty. They were keen to develop that, and they did. And they did a good job.

ROGER: Yeah. Yeah. So, this has been, you were here 35 years?

LEE: 35 years, where did it go! 30 years as a registered psychologist in this province, 35 years, I had the two years off, in the middle somewhere, but yeah, 35 years. 50 bucks well spent.
[Laughs]

ROGER: [Laughs] Indeed. Well thank you Lee, that was very helpful.

LEE: Thank you. It was a lot of fun. It was fun, what did I do for 35 years, so that was good.

ROGER: No, it is. It's quite amazing when you look back on it and think there was nothing here and you created an institution and then it went from Douglas to Kwantlen to UC [University College] to University-

LEE: Yeah, to the University.

ROGER: But every one of them... different things.

LEE: Well you think about that there were wooden buildings, there was less than 2000 students, 60 faculty or something like that and now what do they got? A couple hundred faculty, how many faculty are there, do you know?

ROGER: Well I would have to check, there are 1400 faculty and staff.

LEE: Okay, wow. That's amazing.

ROGER: Yeah. And some incredible number of square feet of facility.

[1:10:18]

LEE: It did get to a point where I would go to a department meeting and be like, who is that?

ROGER: Yeah.

LEE: [Laughs] the year before it happened. But thank you very much.

ROGER: Lana, Lana was her name.

LEE: Lana, yes, I remember that. I don't know her last name.

ROGER: She did the psych degree, Lana and then she got -

[End of transcript]

ADDENDUM on Preceptorials



Interoffice Memorandum

TO:	Roger Elmes
FROM:	Lee Woodson
SUBJECT:	PSYC 2320 - DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD
DATE:	September 8, 1999

Request for revision, clarification and reference to items from page 2, paragraph re: clarification regarding the activity of "preceptorials."

As to the activity of preceptorials, a preceptorial is defined as:

"A college course that emphasizes independent reading, discussion in small groups, and individual conferences with the teacher."

(See enclosure; definition from the Meriam - Webster Collegiate Dictionary, p. 904)

Further clarification:

In addition, I will bring your attention to passages paraphrased from material published by St. John's College, an institution that draws from the British tradition, rather than the Germanic one that dominates North American education. St. John's, along with numerous other institutions; The University of Chicago, Oxford, Cambridge, and many lesser institutions, utilize preceptorials in their courses of study.

The St. John's College calendar comments on preceptorials as occurring in the middle of the year (semester at Kwantlen) where small groups of students engage in the study of one book (an original or primary source), or in exploration of one subject through several books. Students are usually given a choice of preceptorials. There are generally ten students in a preceptorial (11 in Kwantlen). Guided by the tutor (instructor), they proceed at a pace more leisurely than that permitted by the seminar. Usually the student's work is completed by the writing of a paper, which may be read in draft to the preceptorial community and criticized by the members. Preceptorial is, I suppose, in essence, an ongoing oral exam of the student's independent reading by both tutor (instructor) and peers. Individual conferences are scheduled outside of classroom time between student and the tutor (instructor) in order to help determine if the student is being drawn into the community of learners that make up the preceptorial. There is an assessment made of the way in which one undertakes one's inquiry in the fledgling process of becoming an educated person. Not that most of us ever truly become an educated person, but as an instructor (tutor) I hope that we know something about the academy and can model learning and inquiry and help foster the notion of an inquiring community, at least for a

little while. The student is asked not only to seek clarity, but to stand open to ideas; recognizing that throughout the history of inquiry into ideas, we will have all agreed on one thing and that is that we disagree.

I am actually not sure that I can define, in an adequate way, what exactly goes on in preceptorial, but from time to time someone inspires us, either the author or a member of the group. We learn to talk to one another regularly and intimately. Those that seem to make the transition begin to recognize how they can be an active learner and participate in the community of learners that I am asking them to join with; if for nothing more than the little time that we have together in the semester.

What do students seem to think of all of this you might ask? Well simply, they either hate it or love it. One thing for sure is that preceptorial is not anything that they have encountered in their secondary education, so if nothing else, college can be and is different, at least for a few weeks.

Several years ago, at the end of term and after grades (oh yea, those things) were entered, a group of seven students from the preceptorials approached me and asked if we could continue. Yep, for the next year ² months or so we and some others met every Friday night at Kwantlen in preceptorial and read things written by Aristotle and things written that very year. We read, we met, we discussed, and we inquired together. We tried to understand how we each came to think what it is we had come to think about the ideas in the readings and on it went, no grades, no recognition - other than what came from within ourselves and for ourselves. All of those students went on to university and were influenced by that experience, as was I. I can't tell you in a brief word or two about preceptorials, I wish I could. I know you want to know, but it takes me three hours to just introduce what they are about to students. Students always demand to know how many tests and how many marks. They are not good at handling ambiguity, but ambiguity is central to the community of learners and to life long education. I tell them what I can and leave them with an old Sufi saying..."Trust in God, but tie your camel first!"

I trust that these comments shed some glimmer of light on the "activity of preceptorials" as well as provide clarification as to the kinds of things that "preceptorial assessment" might focus upon.

If I may be of further assistance to the members of the Curriculum Sub-committee of Education Council in these matters, I will of course make myself readily available to do so.

Respectfully yours,

Leland J. Woodson, B.Sc., M.A., M.A.
Registered Psychologist, B.C. #285

enc.

cc: B. Melnyk

... other forms
 ... 2 : EARNEST.
 ... ful-ness n
 ... service usu. held on a
 ... Muslims to kneel on
 ... metal that revolves on an
 ... it is used in praying by
 ... fr. *prae* in front of,
 ... than : prior to : before
 ... lish> (2) : preparatory
 ... nalism> b : in advance
 ... a : in front of : anterior
 ... anterior <preabdomen>
 ... *prechier*, fr. LL *praedicare*,
 ... + *dicare* to proclaim —
 ... n 2 : to urge acceptance
 ... action; *specif* : to exhort
 ... vt 1 : to set forth in a
 ... dvocate earnestly <~ed
 ... m) publicly 4 : to bring,
 ... e... church out of debt
 ... ch-er n — preach-ingly
 ... ng : to preach ineptly or
 ... act or practice of preaching
 ... dious or unwelcome one
 ... est : marked by obvious
 ... ach-ily \-chə-lē\ adv —
 ... n 1 : the possession by
 ... that are not adapted to the
 ... vival in some other environ-
 ... characterized by preadapta-
 ... ating to, or characterized by
 ... s\ n : the period of human
 ... nce; *specif* : the period be-
 ... nd 12 — pre-ad-o-les-cent
 ... (-ə-rəl\ adj : existing or
 ... culture by men
 ... [E, fr. MF *preambule*, fr. ML
 ... *ambulus* walking in front of, fr.
 ... : an introductory statement;
 ... nstitution or statute that usu.
 ... the law 2 : an introductory
 ... cating what is to follow
 ... r\ n : an amplifier designed to
 ... m a device (as a microphone,
 ... sion camera) before the signals
 ... uits
 ... arrange beforehand — pre-ar-
 ... assigned beforehand
 ... relating to a time before the use
 ... BY
 ... tuated in front of an axis of the
 ... nde, fr. MF, fr. ML *praebenda*,
 ... ited by the state, fr. L, fem. of
 ... to offer, fr. *prae-* + *habere* to
 ... end furnished by a cathedral or
 ... (as a canon) in its chapter 2
 ... ri-'ben-dl, 'preb-ən-\ adj
 ... pl -dar-ies 1 : a clergyman
 ... g and serving in the church 2
 ... ral chapter
 ... hind-ing 1 : to

threatens with danger *syn* see DANGEROUS — *pre-cau-tious-ly* adv
 — *pre-car-i-ous-ness* n
pre-cast \-prē-'kast\ adj : being concrete that is cast in the form
 of a structural element (as a panel or beam) before being placed in
 final position
pre-ca-to-ry \-prē-ə-'tōr-ē, -tōr-\ adj [LL *precatorius*, fr. *precatus*,
 pp. of *precari* to pray — more at PRAY] : expressing a wish
pre-cau-tion \-pri-'kō-shən\ n [F *précaution*, fr. LL *praecautio*,
praecautia, fr. L *praecautus*, pp. of *praecavere* to guard against, fr.
prae- + *cavere* to be on one's guard — more at HEAR] 1 : care
 taken in advance : FORESIGHT <warned of the need for ~> 2
 : a measure taken beforehand to prevent harm or secure good
 : SAFEGUARD — *pre-cau-tion-ary* \-shə-'ner-ē\ adj
pre-cau-tious \-shəs\ adj : characterized by precaution
pre-ca-va \-pre-'kā-və\ n, pl -vae \-(ə)vē\ [NL] : SUPERIOR VENA
 CAVA — *pre-ca-val* \-'kā-vəl\ adj
pre-cede \-pri-'sēd\ vb *pre-ced-ed*; *pre-ced-ing* [ME *preceden*, fr.
 MF *preceder*, fr. L *praecedere*, fr. *prae-* + *cedere* to go — more
 at CEDE] vt 1 : to surpass in rank, dignity, or importance 2
 : to be, go, or come ahead or in front of 3 : to be earlier than
 4 : to cause to be preceded : PREFACE ~ vi : to go or come before
pre-ce-dence \-pres-əd-ən(t)s, pri-'sēd-ən(t)s\ n 1 a obs : ANTECE-
 DENT b : the fact of preceding in time 2 a : the right to superior
 honor on a ceremonial or formal occasion b : the order of
 ceremonial or formal preference c : priority of importance
 : PREFERENCE *syn* see PRIORITY
pre-ce-den-cy \-ən-sē, -n-sē\ n : PRECEDENCE
pre-ce-dent \-pri-'sēd-nt, 'pres-əd-ənt\ adj [ME, fr. MF, fr. L
praecedent-, *praecedens*, pp. of *praecedere*] : prior in time, order,
 arrangement, or significance
 2 *pre-ced-ent* \-pres-əd-ənt\ n 1 : an earlier occurrence of some-
 thing similar 2 a : something done or said that may serve as an
 example or rule to authorize or justify a subsequent act of the same
 or an analogous kind <a verdict that had no ~> b : the
 convention established by such a precedent or by long practice
pre-ced-ing \-pri-'sēd-ɪŋ\ adj : that immediately precedes in time or
 place <the ~ day> <~ paragraphs>
syn PRECEDING, ANTECEDENT, FOREGOING, PREVIOUS, PRIOR, FORMER,
 ANTERIOR *shared meaning element* : being before *ant* following
 before its release to the public
pre-cen-sor \-pre-'sen(t)-sər\ vt : to censor (a publication or film)
pre-cen-tor \-pri-'sent-ər\ n [LL *praecentor*, fr. L *praecentus*, pp. of
praecinere to sing before, fr. *prae-* + *canere* to sing — more at
 CHANT] : a leader of the singing of a choir or congregation —
pre-cen-to-ri-al \-pre-'sen-tōr-ē-əl, -tōr-\ adj — *pre-cen-tor-ship*
 \-pri-'sent-ər-ship\ n
pre-cept \-prē-'sept\ n [ME, fr. L *praecceptum*, fr. neut. of
praecceptus, pp. of *praecipere* to take beforehand, instruct, fr. *prae-*
 + *capere* to take — more at HEAVE] 1 : a command or principle
 intended as a general rule of action 2 : an order issued by legally
 constituted authority to a subordinate official
pre-cep-tive \-pri-'sep-tiv\ adj : giving precepts : DIDACTIC —
pre-cep-tive-ly adv
pre-cep-tor \-pri-'sep-tər, 'prē-\ n 1 a : TEACHER, TUTOR b : the
 headmaster or principal of a school 2 : the head of a preceptory
 of Knights Templars — *pre-cep-tor-ship* \-tər-'ship\ n — *pre-*
cep-tress \-trəs\ n
pre-cep-to-ri-al \-pri-'sep-tōr-ē-əl, 'prē-, -tōr-\ adj : of, relating to,
 or making use of preceptors
 2 *preceptorial* n : a college course that emphasizes independent
 reading, discussion in small groups, and individual conferences with
 the teacher
pre-cep-to-ry \-pri-'sep-t(ə)-rē, 'prē-\ n, pl -ries 1 : a subordinate
 house or community of the Knights Templars; *broadly* : COM-
 MANDERY 2 : COMMANDERY 2
pre-cess \-prē-'ses, 'prē-\ vb [back-formation fr. *precession*] vi
 : to progress with a movement of precession ~ vt : to cause to
 precess
pre-ces-sion \-prē-'sesh-ən\ n [NL *praecession-*, *praecessio*, fr. ML
praecession-, fr. L *praecessus*, pp. of *praecedere* to precede]
 : a comparatively slow gyration of the rotation axis of a spinning
 body about another line intersecting it so as to describe a cone
 caused by the application of a torque tending to change the
 direction of the rotation axis — *pre-ces-sion-al* \-'sesh-nəl, -ən-\
 adj
precession of the equinoxes : a slow westward motion of the
 equinoctial points along the ecliptic caused by the action of sun and
 moon on the protuberant matter about the earth's equator

pre-cious-ly adv
pre-cip-ice \-pres-ə-
pre-cep-tion headlong,
 a very steep or o
pre-cip-i-ta-ble \-pri-
 ed
pre-cip-i-tance \-pr-
pre-cip-i-tan-cy \-s-
pre-cip-i-tant \-s-
 -*pre-cip-i-tant*-
precipitant n :
 formation of a pr
pre-cip-i-tate \-pr-
 pp. of *praecipita-*
 violently : HURL-
 energy has *precip-*
 down 2 : to bri
 end with his e
 separate from s
 condense and fa
 fall or come suc
 precipitately 3
 : to condense
pre-cip-i-ta-tive \-
pre-cip-i-tate \-
 neut. of *praecip-*
 or suspension b
 amorphous or
 of some proces
pre-cip-i-tate \-
 speed 2 a : f
 : PRECIPITOUS-
syn PRECIPIT-
 meaning *elen-*
 deliberate
pre-cip-i-ta-tio
 being precipit
 precipitating;
 : something
 mist, rain, sl
 b : PRECIPITA
pre-cip-i-tin \-
 that forms an
pre-cip-i-tin-c
 lates the pro
 \-tin-ə-'jen-i-
pre-cip-i-tou-
precipitium
 pendicular,
 precipitous
 ~ street> s
 ness n
pre-cis \-prē-
 precise] : :
 facts
pre-cise \-p-
 to cut off
 : exactly
 : strictly
 : distinguish
syn see
pre-cise-
pre-ci-siar-
 scrupulou
 vance or n
pre-ci-sic-
 precise :
 operation
 (as in b
 represen
 arithmet
 compute
 (ə-'nəst'
 2 *precisic-*
 operatio
 by prec
pre-clin-
 precedi

