JOHN K. FRIESEN: ADULT EDUCATOR, MENTOR AND HUMANITARIAN

by

KATHRYN ANNE KENNEDY

A.A., Foothill College, 1969
B.G.S., Simon Fraser University, 1988

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

in
THE FACULTY OF GRADUATE STUDIES
(Department of Administrative, Adult and Higher Education)

We accept this thesis as conforming
to the required standard

THE UNIVERSITY OF BRITISH COLUMBIA
October 1992
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Department of Adult Education

The University of British Columbia
Vancouver, Canada

Date Oct. 14, 1992
ABSTRACT

Dr. John K. Friesen is a Canadian who, for over 50 years worked first in the field of adult education in Canada and then in population planning internationally. He gained prominence in his own country, considerable international stature and a reputation for his vision and capability. Friesen successfully used a democratic, cooperative approach in discovering and responding to community requirements in adult learning. This biographical study provides new material about his character, goals, influences. The thesis focuses on Friesen's work as Director of Extension for the University of British Columbia (UBC), Vancouver, Canada (1953 - 1966) but also outlines his life and career before this term and gives a synopsis of his international work.

A brief description is given of Friesen's upbringing in a small rural community in Manitoba, his experiences as an educator and leader during the great depression and of his war service in the RCAF. His work in organizing adult education programs for the Manitoba Federation of Agriculture and his life during post-graduate studies at Columbia University are described. He was involved in the cooperative movement and provided informed, effective leadership in Manitoba's post-war efforts to renew its educational system and to develop a network of hospitals.

The thesis examines Friesen's commitments, methods and the management style he applied in expanding the UBC Extension Department into a sophisticated organization. Under his leadership the department became influential in adult education, leadership and citizenship training in British Columbia; also it was involved in international adult education work. Research was conducted into the work of Friesen and others in originating a graduate program in adult education at UBC. The nature and outcomes of his work in promoting continuing professional education is also examined. The role of Extension in the Vancouver International Festival and other cultural development work is discussed. Friesen is shown to have extended the work of the University into communities throughout the province using study-discussion groups, lectures, credit and non-credit programs in this work. A change in University policy (1963) forced the Department to abandon much of its community based work; the consequences of this shift are considered.

Comment from seven of Friesen's senior colleagues provides insight into his leadership quality and the perceived value of the work carried out during his term. Some conclusions are drawn about Friesen's life as an educator and humanitarian and on his approach to adult education. The ideas, ideals, commitments and convictions demonstrated by Friesen remain valid today.
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The researcher acknowledges the generosity and understanding of all the participants. Without exception, they were courteous, open and cooperative in providing information and I thank each one for the help and kindness given. When I sought Gordon R. Selman’s sponsorship for a biography of John K. Friesen as a thesis topic, he agreed as to its value, but stressed the complexity of the task. However, in deciding to pursue the thesis, I was encouraged by knowing Selman’s reputation as an historian, his dedication to the highest values of an adult educator and his humane approach to his work. Selman claimed Friesen as his mentor; I wanted to describe the man who had been Selman’s mentor and guide. The task proved to be rewarding. In particular, I owe a debt of gratitude to John K. Friesen for his warm and open attitude in relating his experience and for providing access to his extensive and valuable collection of private papers. Most of all, a special appreciation to my life-partner Gilbert J. Hardman whose patience, unwavering support and encouragement gave me the opportunity and the confidence to pursue this thesis.
Figure 1: John K. Friesen, on occasion of Honorary Doctor of Laws Degree from Simon Fraser University, June 8, 1985
CHAPTER 1: INTRODUCTION, METHODOLOGY, DEFINITIONS AND STRUCTURE

Culture is activity of thought and receptiveness to beauty and humane feeling....What we should aim at producing is men who possess both culture and expert knowledge in some special direction. (Alfred North Whitehead)

A. INTRODUCTION

This thesis is a biographical study of Dr. John K. Friesen, a Canadian, who for over 50 years worked first in the field of education in Canada, then in population planning in the Middle East, Asia and Africa. He gained prominence in his own country, as well as a considerable international reputation for his vision and capability. Friesen successfully used a democratic approach throughout his career in discovering and responding to community requirements in adult learning. He was much influenced by his experience in the cooperative movement in Manitoba and by other social/religious organizations. Friesen had a strong belief in the power of ideas and actions generated from a pooling of opinions and from discussion at a grass roots level within a community. He saw University Extension as having a duty to cooperate in, stimulate and expand such discussion so as to lead to a better understanding of commonly held aspirations, ideas and priorities.

This study focuses on John K. Friesen's character, goals, work, and influence as Director of Extension at the University of British Columbia (UBC) (1953-1966) and covers
in considerably less detail his life and career during the periods before and after this term. It is written mainly to contribute new material to the historic record. Many of his ideas, ideals, commitments and convictions remain valid today and an examination of the success UBC Extension work achieved during the Friesen era indicates that the cooperative approach used by him would be valuable in contemporary society.

A study of John Friesen's life work, directions and ideals is merited in the context of his work at UBC alone. In addition, after his leaving UBC, he embarked on a career of service in the international field of population planning and strategy. Friesen's views on that topic merit urgent consideration but while his international service is described in outline it is not the focus of this thesis.

Dr. John K. Friesen turned eighty in June, 1992; he is a witty, compassionate, lively but modest man who is recognized internationally as an adult educator of far-reaching influence. His biography would appear to offer an insight into the importance of taking a cooperative approach in the field of adult education. His story is timely and relevant.

This research is a contribution to a largely neglected aspect of the history of adult education in Canada, that of
biographical studies. Since the inception of UBC’s Graduate Studies in Adult Education in 1956, only two biographies have been written by graduate students: Betsy McDonald by Reva Kalef (1984) and Dorothy Clode by Ricki Carol Moss (1988). Selman supervised both projects. Selman and Dampier (1991) assessed this element of historical literature in the field of adult education:

We have a number of biographies and autobiographies which are valuable resources, but this is an under-developed aspect of the literature. (Selman and Dampier, 1991:293)

B. GUIDING RESEARCH QUESTIONS

The following questions provided the foundation on which the general investigation and the questionnaires for the interviews in this research were developed.

(1) What was the nature of John Friesen’s career, his accomplishments and the lifetime experience which shaped his character?

(2) How was his belief in a cooperative approach to adult learning formed?

(3) What were the ideas, beliefs that guided his actions and motivated Friesen to break new ground?

(4) In what ways did he have an effect on the arenas in which he worked at UBC?
How do those who worked with John K. Friesen at UBC see him?

What effect did John K. Friesen have on them?

In what ways did he influence, help the communities or nations in which he worked?

What were social and cultural issues with which he became concerned?

C. METHODOLOGY

The methodology employed in this study is qualitative and relies heavily on oral histories. The researcher used semi-structured interviews, telephone interviewing and personal communication in exploring Friesen's life and his term of office as Director of Extension at UBC. Oral history is humanistic in nature. It is a type of historical source that relies on the spoken word using interviews with the witnesses and persons who participated in activities and therefore is appropriate for the study of human behaviour. Henige defines oral history as, "the study of the recent past by means of life histories or personal recollections, where informants speak about their own experiences" (Henige, 1982:2). Armstrong claims that, "The life history as an investigative social science methodology was developed and utilized by the Chicago School of Sociology in the 1920s and
1930s..." (Armstrong, 1987:25). The life history or biography is an important method which is playing an increasing role in the study of psychology, psychiatry, anthropology, history, literature, as well as sociology and social work (Dollard, 1935). Such a method is suitable for this project as the field of adult education draws from the body of knowledge in most of the above disciplines, and this study is strongly based on primary sources.

Triangulation was employed by consulting seven of Friesen’s most senior colleagues at UBC; in some cases a cross-check was performed using supporting written evidence. In addition to interviews and/or personal communications, other primary and secondary sources included Friesen’s speeches and private papers, private papers of Selman and Buttedahl, books, scholarly publications, press clippings, journals, UBC Department of Extension Annual Reports, UBC Summer Session Calendars, UBC President’s Reports and Senate Records during the period Friesen was Director of Extension. According to Borg and Gall (1989) triangulation is simply a form of replication that contributes greatly to the confidence in the research findings.
D. PEOPLE INTERVIEWED

1. JOHN FRIESEN

The researcher originally felt some diffidence in approaching Friesen because of his international stature, but saw it as important that his many outstanding contributions to the field of adult education be documented. Friesen had declined to participate in a writing of his biography some ten years earlier, when approached by a graduate student, because he was not then ready. Contrary to expectation, he turned out to be not in any way unapproachable; rather he was a gentle, modest and courteous person. The researcher considers herself fortunate that her request came at a time when he was willing to assist in her presentation of his biography. John Friesen has been very generous with his time and has given the researcher free and open access to his extensive personal papers. Interviews started in October 1, 1991 and extended over ten months.

2. UBC COLLEAGUES

Seven senior colleagues who worked with Friesen during his tenure at UBC were interviewed; of these, Gordon Selman (Director 1967-1974) and Jindra Kulich (1975 Acting Director, 1978-1988 Director) succeeded him as Directors of the Extension Department (renamed in 1970, the Centre for Continuing Education). Other colleagues interviewed were Jack Blaney, Knute Buttedahl, Bert Curtis and Alan Thomas.
Also, interviews were requested from two of Friesen's most senior staff members: Mary Frank Macfarlane and Marjorie Smith. Marjorie Smith, who had also worked under Friesen's predecessor Gordon Shrum, chose not to participate. Mary Frank Macfarlane readily discussed her work, the department and her views about Friesen. All of Friesen's close colleagues have gone on to achieve important positions in the field of education and some of them in professional associations for adult educators as well. Significantly, he was seen as a mentor by all the people interviewed. A short synopsis follows of the career paths of the seven persons interviewed in this study.

GORDON R. SELMAN gained his B.A. (UBC) in 1949 and his M.A. in History (UBC) in 1963. He joined the Extension staff as a programmer in 1954, became Assistant Director in 1955 and Associate Director in 1960. He left the Department on November 30, 1965 to become Executive Assistant to UBC President J.B. Macdonald, returned as Director of Extension in January 1967, leading the Department as Friesen's successor until 1974. Selman then served as Associate Professor of the Graduate Program in Adult Education at UBC until his retirement in June, 1992. He is the foremost historian of adult education in Canada.

ALAN MILLER THOMAS gained his B.A. in English and Philosophy (University of Toronto) in 1949, M.A. in History of
Education (Columbia University) in 1954 and PhD. in Social Psychology (Columbia University) in 1964. He was at UBC 1956-1961, with a half-time appointment in the Faculty of Education, and half-time as Supervisor of Communications Studies and General Administration in the Extension Department. Thomas was the architect of the Masters degree program in Adult Education at UBC. He pioneered and developed an Extension program in the field of broadcasting, television and film making. Earlier he instructed volunteers for the Study-Discussion Program (Living Room Learning). In the period 1961-1969 he was Executive Director, Canadian Association for Adult Education (CAAEB). In 1982 Thomas was honoured by Canada as an Officer of the Order of Canada. For over twenty years he has been Professor of Adult Education, Department of Adult Education, The Ontario Institute for Studies in Education, Toronto, Ontario. He is a leading intellectual in the field of adult education.

JACK P. BLANEY gained his B.Ed. in History and Geography (UBC) in 1960, M.Ed. in Educational Psychology (UBC) in 1965 and Ed.D. in 1970, in Instructional Product Research & Program Evaluation (UCLA). He was employed from 1961 until August 1963 as supervisor of the Study-Discussion Program (Living Room Learning). During 1962-1965 he supervised the Education Extension Program. In 1966 he became Assistant Director of Extension and later Associate Director until
1974. Then he joined Simon Fraser University as Dean of Continuing Studies a post he held until 1981, when he was appointed Vice-President of University Development. Today he is Vice President of Simon Fraser’s Harbour Centre Campus and of External Relations.

KNUTE BUTTEDAHL gained his B.Com (UBC) in 1950, M.A. in Adult Education (UBC) in 1963 and PhD. in Adult Education (Florida State University) in 1974. He was employed by Extension and given responsibility for the Study-Discussion Program in the Liberal Arts 1957-1960 (Living Room Learning). He subsequently directed the University Conference Office and became Assistant Director of the Extension Department (Centre for Continuing Education) 1965-1975. During 1966-1968 he was Director of the Colombo Plan funded UBC/Rajasthan Project and was resident in India for one year. He left UBC in 1975 for international work. Today he is a consultant and training specialist in "Buttedahl Research & Development Associates, Inc.", Ottawa.

BERT CURTIS gained his B.A. and B.Ed (UBC). He supervised Short Courses and Conferences for Extension from 1957 until 1959 when the supervision of Short Courses grew to an extent that it demanded his entire attention. He was Director of the Leadership in Education project for the B.C. School Trustees and Assistant Director, Leadership Development for Indian Chiefs and Councillors in B.C., holding both
positions for three years. In 1960 he became Assistant Director of Extension until his departure in 1964. He subsequently served as Director of Adult Education for the Ottawa Collegiate Board, Dean of Applied Arts for Algonquin College, Ottawa and then became President, Confederation College, Thunder Bay, Ontario, retiring from the latter position in 1989. Currently he is a consultant, teacher and program organizer for industry, business and government, in the areas of adult learning and communication theory.

JINDRA KULICH gained his B.A. in Slavonic Studies and German (UBC) in 1961 and M.A. in Adult Education (UBC) in 1966. He served as Vancouver volunteer coordinator for the Study-Discussion Program (Living Room Learning) from 1958-1961, and became Extension’s Director for the Office for Short Courses and Conference 1966-1974 and also was the financial administrator of the Department. He administered the Diploma Program in Adult Education at UBC 1966-1985. He served as Assistant Director of the Centre for Continuing Education 1974-1975, and as Acting Director during February - June, 1975 and also from 1976-1978. Kulich was appointed Associate Director 1975-1978, and then served as the Centre’s Director 1978-1988. From 1988-1990 he was Director of Special Projects for the Centre for Continuing Education at UBC. Kulich, who speaks seven languages, is knowledgeable in the field of adult education in Europe,
Scandinavia and Eastern Block countries where he is also recognized as a leading scholar.

MARYFRANK MACFARLANE gained her B.Com (UBC), B.S.W. and M.S.W. She joined the staff as Lectures Secretary in 1959 and held this position until 1961 when she became Supervisor of Evening Classes. In 1964 she was the given additional responsibility to administer Correspondence Courses. In 1965 she became Supervisor of the Credit Courses for part-time students in the evening and Spring Session. She took on other enterprises such as the Language program in 1969, which is now known as the Language Institute. She started the Department's non-credit Weekend Programs and Field Studies activities and organized them until her retirement in 1985, a total service of twenty-seven years.

E. QUESTIONNAIRES AND RESEARCH APPROACH

1. FRIESEN

Friesen was furnished with a series of six questionnaires aimed at focussing attention on certain aspects of his life, career, views and convictions. (See Appendix 5: Questions to Friesen) In the early stages of his interviews, when reflecting on his lifetime, he preferred to receive questions in advance. As the interview process progressed, Friesen departed from answering questions and produced a
wealth of background material. At this juncture the method adopted changed to unstructured interviews. His open, candid approach disclosed a great deal of additional information, insight and evidence about his upbringing, interests, concerns and motivations, all of which have proved invaluable in describing this multifaceted man. With his consent, parts of the initial series of interviews with him were taped and twenty hours of recorded material were generated during the first four months of his response. Thereafter, communication became less formal, by telephone calls too numerous to recount, by correspondence, by other written material and sometimes through discussions over meals. The frequency of contact with Friesen ranged from two or three times a week, down to several times a month. The average length of an interview with him was four hours. The dates of such interviews with him were: October 1, 2, 7, 9, 10, 18, 22, and 25, 1991; January 8, 14, 23 and 27, 1992; February 4 and 27, 1992; March, 11, 19 and 27, 1992; April 23, 1992; May 11, 1992; June 1 and 18, and July 15, 20, 21, and August 7, 1992. Friesen did not respond directly to all the questions posed (Appendix 5), but used the questions as an aid. He commented ruefully that he had never known a researcher who probed so deeply for information. A broad insight into Friesen's approach to people and life in general was obtained, as were his views on adult education and on the responsibilities of educators. The manner of Friesen's response was informal and did not
always follow a predictable pattern. Quotations selected for the thesis sometimes resulted from a free flow of Friesen's conversation during which ideas tumbled one after another.

Although relaxed in his approach, Friesen took great care to insure that all information he was providing was accurate. Where necessary, he provided supporting material as evidence. He has maintained meticulous personal records and from them the researcher compiled a Chronology which is provided in Appendix 3 to assist a reader in following his multi-dimensional career. In response to a question concerning the obstacles and challenges which he had to overcome, Friesen provided instead an eloquent synopsis of his life's highlights. Some of his descriptions have been incorporated into the text of the thesis. For the benefit of other researchers, the full text of his Life's Highlights is included in Appendix 2.

2. UBC COLLEAGUES

All of Friesen's colleagues who were interviewed had worked with him for a considerable period and had had the opportunity to observe directly Friesen's approach to Extension work, to experience first hand the effects of his leadership and management style and to judge the results. The methodology adopted used questionnaires provided in
advance of interviews to all except Gordon Selman. A subset of a questionnaire that was used for Selman was utilized as a research tool in conducting various interviews and/or personal communications with other colleagues. Copies of these questionnaires are included in Appendices 6, and 7. Questions were intended to be open ended, and the researcher was not at all concerned about the order in which replies were made. Often the participants used a free mode of response and were encouraged in this approach. Questionnaires provided a general framework within which the participants answered.

a. Selman Interviews

Almost from the outset, Gordon Selman worked as Friesen's right hand man; and he was Friesen's immediate successor. In consequence he was able to observe both the implementation and consequences of Friesen's work. Selman, who acknowledges Friesen as his mentor, has written extensively about the field of adult education in Canada. The interviews with Selman were conducted in his office at UBC. He provided a very direct, personal and frank insight into the work and character of Friesen. Selman was particularly generous, allowing over eleven hours of interview time divided into two sessions. In addition, he has provided several, less formal, meetings in his role as supervisor of the project.
The personal interviews and communications with Selman, his Occasional Papers and other publications proved to be an invaluable resource. Because of time constraints, Selman did not receive a questionnaire in advance but was given a questionnaire during his first interview and later he was given an outline of Friesen's perception of his own policies. (See Appendix 6: Questions to Gordon R. Selman, a 37-item Questionnaire)

b. Interviews with Other Colleagues

Other participants all received an identical 20-item questionnaire, in advance of being interviewed, along with an outline of Friesen's perception of his policies (See Questions to UBC Colleagues: Appendix 7). No attempt was made, during the interviews in person or by long distance telephone, to require specific answers to specific questions; nor were they asked to respond to matters in a predetermined order. Rather the questionnaire served as a framework to prompt a reaction from the participants as to their various conceptions both of Friesen's convictions, ideals and professional work and of the nature of his association with the person interviewed.

Not all questions were considered relevant by all the participants. Also, because some questions were time specific, participants were not always familiar with all situations. The people interviewed were entirely free
either to answer from the questionnaire or deal with other matters which they considered more important. However, no participant sought to avoid an issue concerning their association with Friesen. Each interview and/or personal communication was taped with the participants' consent (see Consent Form: Appendix 8); however in a few instances, at the request of Friesen and Macfarlane, the researcher stopped recording when the participants wanted to relate thoughts which were not to be included in this research. Such private information was shared to give the researcher a better understanding of particular situations.

Jack Blaney was interviewed for one hour at his office at Simon Fraser University's Harbourside campus. The interviews with Jindra Kulich and Mary Frank Macfarlane were conducted at their homes. The personal communications with Bert Curtis, Knute Buttedahl and Alan Thomas were all conducted by long distance telephone during the evening at their homes. All received a questionnaire at least one week in advance. Each of these participants allowed over two hours, either for a personal interview or for a long distance telephone personal communication.

By and large the matters discussed were within the context of the questionnaire. Kulich dealt thoroughly with the matter of his association with Friesen, his views on Extension programs and University policies affecting the
department. To a greater extent than other participants, Curtis sought to track the questionnaire, but had no reservations in giving an opinion on other matters. Mary Frank Macfarlane, instead of referring to the questionnaire, chose to present her experiences and views of Friesen from a distinctly personal perspective. Her insights were especially welcome as Macfarlane was the only female colleague available for interview and also because she provided the point of view of a staff member as distinct from those who shared general administrative responsibilities. Macfarlane was especially candid in expressing her views. Responses from all people interviewed were frank and ranged broadly in content.

F. USE OF QUOTATIONS

Most of the recorded interviews were transcribed to ensure accuracy. Key-word notes were also taken by the researcher during interviews. Many of the quotations utilized are from recorded comments; therefore, judgment was made by the researcher to edit material where brevity or grammatical error dictated. The essence of each quotation has, however, been maintained both in context and in intended meaning.

G. OTHER SOURCES

Research was conducted at the University of British Columbia Archives on Senate Minutes and Senate Reports to verify
certain matters relating to Extension programs and policy. The President's Reports were studied in order to gain an insight into the views of President Norman MacKenzie. The Annual Reports of the Extension Department 1953 - 1966 were examined to verify the chronology of program developments, as were other Extension Department publications and material concerning the Mozart Bicentennial Festival and the Vancouver International Festival.

H. LIMITATION OF SCOPE

The crowded and multi-faceted nature of Friesen's career made it impractical to chronicle all interview material, activities, publications, speeches, enterprises and programs carried out or initiated by him. The full range of data available to the researcher was too detailed and extensive to be incorporated into a Master's thesis. The researcher had to be selective and describe some matters in less detail than a thorough examination would have demanded. In consequence, strict judgment and discipline was necessary to reduce the material, yet capture the essence of the man. To facilitate inquiry by others, a summary of Friesen's major talks, publications, book reviews and consultations is included in Appendix 4: Publications. In limiting the scope of this thesis the researcher acknowledges that additional material is available on the following topics, among others:
* Friesen’s Manitoba Years.
* Columbia University Adult Education Programs.
* Friesen’s speeches, films or writings.
* The number, nature and extent of the various programs of the Extension Department during Friesen’s tenure.
* Friesen’s involvement in the development of Canadian professional adult education organizations.
* The origins and nature of the Graduate Adult Education Program at UBC.
* The development of International House at UBC.
* The Colombo Plan/Rajasthan India.
* Friesen’s international work.
* The variety and content of conferences in which Friesen participated.
* A full history of the Vancouver International Festival.
* History of Adult Education in Canada and B.C.

The decision was made to focus this study primarily on Friesen’s years as Director of the Extension Department at UBC (1953-1966) and to cover in considerably less detail his life and career during the periods before and after this term. Such a decision was seen to be advisable both in order to limit the overall dimensions of the task and also to concentrate on the aspects of Friesen’s career for which the most satisfactory sources were available.
I. DEFINITIONS

The terms "Department", "Extension" or "Extension Department", are interchangeable. All refer to the Extension Department at the University of British Columbia, which in 1970 was renamed the Centre for Continuing Education. The term "extension" (not capitalized) refers to the process or function of adult continuing education at a university level.

For the purpose of this thesis, adult education is defined as any educational activity, undertaken by adult persons, which is purposefully planned by an agency or by the learners themselves in which the learners see a satisfactory learning outcome for themselves in return for the time, energy and funds expended. Adult Education is influenced by context, political climate, economics, social circumstances, etc. It is a process to bring about changes in information, knowledge, understanding, skills, appreciation, and attitudes, or to identify and solve personal and community problems. The effect can be personal change, social change, social justice, political power, organizational change and economic growth.

Lifelong learning is a process that continues in one form or another throughout life. (Darkenwald and Merriam, 1982) It is a process undertaken by the learner with or without the assistance of an external agent.
The Study Group can consist of anywhere from six to twenty persons, meeting weekly at homes, schools, halls or clubs to discuss questions of common interest, with a view to finding solutions to their common problems; the quality of such discussion can be improved by the provision of prepared material, giving all sides of an issue to be debated.

Cultural activities and cultural affairs are used interchangeably in this thesis. They include all those activities aimed at stimulating the intellectual, social or aesthetic development of a society so as to improve the well-being of its people. They include, but are not limited to, the arts, music, drama and literature.

Citizenship education aims for a "discovered, informed, activated and dedicated citizenry"; one which strives for development through continuing social and economic renewal. (Friesen, Personal Communication, 1992) Sir Richard Livingstone writes: "Citizenship goes far beyond voting, paying taxes, sitting on a jury and the other duties expected by a nation from its members. Properly conceived, it involves all a man's actions which touch his fellow-citizens, and affect the health and well-being of the State..." (Livingstone, "Education for Citizenship, 1944:135). Citizenship training or citizenship education
and education for responsible citizenship are used interchangeably in this thesis.

The democratic approach insures the fundamental right of the citizen to be consulted, and to participate freely in civil affairs, and as a member in voluntary or quasi-public organizations (Friesen, Personal Communication, 1992). The Cooperative approach, as used by Friesen, reflects his strong belief in the power of ideas and actions generated from a pooling of opinions and from discussion at a grassroots level within a community. He saw University Extension as having a duty to cooperate in, stimulate and expand such discussion. His purpose was to lead to a better understanding of issues as well as commonly held aspirations, ideas and priorities within UBC and in the community. This belief and process, as used by Friesen is described interchangeably in this thesis as a cooperative or a democratic approach.

The Cooperative Movement occurs when people unite with their neighbors in economic activity for the purpose of mutual support and advancement. The purpose is to get the things they want at the lowest possible cost consistent with fair dealing. The life blood of the cooperative movement in Canada is the individual members. They have direct responsibility for the formation and operation of the local cooperative. The cooperative movement originated in Great
Britain under pioneer Robert Owen. The first cooperatives were mainly consumer organizations; later came agricultural cooperatives. Cooperatives aim to emancipate members, especially the poor, by putting economic control into their hands, with education as the instrument for change. The movement has developed in many forms, e.g. credit unions, housing, news wire services, and various social services.

The Cooperative Movement has aimed to achieve a large measure of economic democracy, inspired by the motto: "Each for all and all for each". Its main characteristics are: one member, one vote; neutrality in political, religious and social matters; surplus earnings distributed on the basis of participation and not on amount invested. As cooperation is considered to be more than dollars and cents, education is highlighted, to inform about current operations and activate members for future development (Friesen, Personal Communication, 1992).

Friesen's view of community development is democratic action by people to bring about change (development) of benefit to their community. The activity can be voluntarily initiated and conducted and/or government supported in varying ways. Government involvement is often found in less developed countries where financial assistance may be an imperative. The scope of community development may vary, from that of a specific local project to that of changing the community as
a whole. It is people, not things. Where government or other assistance is warranted, an important factor is that the group leader is a change agent, a resource person and not a creator of the activity (Friesen, Personal Communication, 1992). The researcher adopted Selman's definition of Community development: "A process through which the members of a community assess the present state of their community, set goals for desired changes, and proceed to attempt to achieve those goals" (Selman, 1991:116).

J. STRUCTURE OF THE THESIS

The content of the thesis is both chronological and thematic. A strictly chronological approach was not possible though chronology was maintained where possible. Many of Friesen's ideas, ideals, commitments, perceptions and convictions were themes which affected programs and policies greatly influencing UBC Extension over a period of time. The chapter organization, which follows, reflects the duality of theme and chronology.

CHAPTER 2: LITERATURE REVIEW discusses the literature that helped the researcher understand the shaping of Friesen's philosophical position. Also reviewed was relevant literature related to the setting in which he worked, including the cooperative movement in Manitoba, the nature and state of adult education in Canada then and now and the
development of the professionalization of adult education including the emergence of adult education as a field of academic study.

CHAPTER 3: THE MANITOBA YEARS (1912 - 1953) describes the period from Friesen's birth in Altona, Manitoba until he joined UBC as Director of Extension. It relates the story of his strong family, church and community based upbringing. This thesis makes reference, although all too briefly, to his years (1930-1940) teaching in prairie high schools (up to grade 11) and collegiates (grades 9 to 12) and how Friesen became much involved in the cooperative movement. It explains how, after the outbreak of the Second World War, Friesen, brought up in a pacifist family, decided to join combative services in the Royal Canadian Air Force, subsequently earning the Distinguished Flying Cross. After the war, Friesen attended Columbia University under a veterans' grant and gained his Masters and Doctoral degrees. This chapter considers the effect all these events and influences had on Friesen's character. It tells how, following the Columbia years, Friesen returned to Manitoba assuming a senior position with the Manitoba Pool Elevators (MPE). The chapter describes how in the post-war decade, Friesen was a forceful advocate in the restructuring of the educational system of Manitoba and assisted in the development of a network of new hospitals. His relationship with the CAAE is described.
CHAPTER 4: EXTENSION TRADITION AND THE NEW DIRECTOR provides an introduction to Friesen's view of the Extension function at UBC. It explains how President Norman MacKenzie and Dr. Gordon Shrum of UBC attracted him to UBC to become its third Director of Extension. This chapter describes the Extension setting at UBC and the qualities and cooperative attitudes Friesen brought to help build the department into a sophisticated Extension function which operated throughout British Columbia and far beyond its borders. The chapter describes his ideas, ideals and convictions. It comments on some of the consequences of Friesen's priorities, reviews his leadership style and examines comments by his colleagues on his qualities as a mentor and leader.

CHAPTER 5: EXTENSION DIRECTOR (1953-1959) FIRST SIX YEARS looks at the first six years of John Friesen's work at UBC, which is seen as grounded in his earlier experiences and on his academic qualification. In this period the Vancouver International Festival was launched and the chapter describes how Friesen played an important role. One of his goals at UBC was to establish a graduate program in adult education, which became the first Master's program in adult education in Canada. The UBC Extension Department grew rapidly in both size and quality in this period. This
chapter also includes comment from Friesen's colleagues about these years.

CHAPTER 6: EXTENSION DIRECTOR (1960-1966) LAST SIX YEARS identifies some of the Extension programs and enterprises of the period. Friesen gained added recognition in international adult education. Explanation is given about a change in university administration which resulted in a cut in the budget of Extension. Further discussion demonstrates that there was an unwillingness to finance the department's non-credit and community service activities, all of which thereafter were required to become increasingly self-supporting. The work of the department was to be narrowed, in a manner which was contrary to Friesen's personal convictions. The chapter tells how Friesen proposed a reorganization which would have centralized the administration of Continuing Education under the department's auspices. It became evident that such a reorganization would be long deferred. Friesen set new priorities in keeping with the requirements of the University administration and established a capable and creative team of people to act as his successors. At this juncture he was invited to take up a new challenge in the international arena of population planning. After considerable soul searching, Friesen left UBC to work for the Population Council. Comments from his colleagues on these matters are also included in this chapter.
CHAPTER 7: COMMENTARY ON JOHN FRIESEN: THE MAN AND HIS POLICIES is considerable and wide ranging, and deals with his commitments, convictions, some of his policies and some of the results he achieved. His colleagues also comment on his influence on their lives. Observations are made on some of Friesen's most significant perceptions and policies for the Extension Department.

CHAPTER 8: THIRD WORLD ADULT EDUCATOR briefly discusses Friesen's international work, a subject which warrants more detailed research and treatment than can be provided in this thesis. He saw the devastating effects of over-population and is convinced that population planning is the most critical concern facing humanity today.

CHAPTER 9: DISCUSSION AND CONCLUSIONS briefly reviews his career; it comments on the relevance of central themes of Friesen's efforts, his convictions, attitudes, commitments and his contributions to the field of adult education. Observations are made, some conclusions reached about approaches taken and enterprises launched by Friesen which would provide lessons of enduring value for contemporary society. His thoughts and work as a Third Word adult educator are outlined. A more thorough study of this subject could be the topic of another thesis.
CHAPTER 2: LITERATURE REVIEW

Our first business is to create that awareness, to post the roads of learning so that a student may recognize the continuity of the explosive present with the historical past, and may intelligently use that knowledge...within the allowance of the gods...to develop his own later usefulness and happiness. (Friesen's Personal Papers, from Columbia University: excerpt from a College Program in Action, 1946)

Although this biography is based largely on primary sources, the researcher consulted relevant literature which was confined to material which led to an understanding or placed in context the work and ideas of Friesen. No attempt was made to provide a thorough analysis and review of these works. In making such selection, the researcher was guided by an intent to outline or chronicle material which led to an understanding of Friesen or of the issues he supported. For this purpose sources were considered under the following topics:

(1) Philosophical ideas, and people who were influential

(2) The nature and state of adult education in Canada
during his career and now

(3) The Cooperative Movement

(4) The professionalization of adult education including the emergence of adult education as a field of academic study.
1. PHILOSOPHICAL IDEAS, AND PEOPLE WHO WERE INFLUENTIAL

Eduard C. Lindeman's 1926 book, *The Meaning of Adult Education*, has become a classic in the field and appears directly relevant to Friesen's ideals and methods of operating. When he re-published the work in 1961, the editor, J. R. Kidd noted that Lindeman clearly understood the interrelationship that must exist between study and action. Lindeman was quoted:

"You don't change until you do something. You don't change by listening....When you step or move in a new way, then the change becomes really significant." (Lindeman, 1961:xvii)

Kidd added that although Lindeman was an idealist, he had a tough practical core. "He never hated men, but he had a deep abiding loathing for injustice" (p. xxi). Lindeman describes how he came to acquire his formal education after the age of twenty-one; he had then already experienced life as an industrial worker. He decided that most of the learning he was asked to do bore little or no relationship to his life's experience. One of his greatest hopes was that "....some day education might be brought out of the college halls into the lives of people who do the work of the world" (Lindeman, 1961:xxviii). Friesen fully embraced this hope and a central purpose of the Extension Department in his time was to work in the community.
Lindeman comments that adult education, "...has not merely changed citizens from illiteracy to literacy; it has rebuilt the total structure of life's values" (Lindeman, 1961:xxx). Lindeman counsels that the purpose of adult education is to put meaning into the whole of life and he wants static concepts to be replaced by a new kind of education that relates directly to life experiences. In conventional educational systems, he suggests the student is required to adjust to the curriculum: in adult education the curriculum is built around the student's needs. Friesen's view of Extension clearly paralleled Lindeman's thinking; he wanted the Department to explore the learning needs of the people in the community and to respond with innovative programs and enterprises which matched these aspirations.

A theme of Lindeman is, "In what areas do most people appear to find life's meaning?" (Lindeman, 1961:8). As will be developed in this thesis, the quest for an abundant life for all people became a central theme in Friesen's life and philosophy. Both men believe that a purpose of adult education is: "...to change the social order so that vital personalities will be creating a new environment in which their aspirations may properly be expressed" (Lindeman, 1961:9).

Lindeman comments, "Adult learners are precisely those whose intellectual aspirations are least likely to be aroused by
the rigid, uncompromising requirements of authoritative, conventionalized institutions of learning" (Lindeman, 1961:19). Friesen fully accepted the transitory nature of Extension programming and saw the necessity to change and reflect the shifting needs of society. Friesen's approach to adult education was a practical expression of Lindeman's notions about the need for flexibility in education programs.

Lindeman described the competitive struggle for supremacy among various power groups and proposed that a solution lies in a form of cooperation in which "power over" is exchanged for "power with". Friesen's cooperative approach to adult education responds to this proposition. Lindeman points out that only by the sustained exercise of intellectual effort can we keep abreast of science. Now as scientific discovery takes place at an accelerating rate, one might ask is it still possible to keep abreast and thereby ensure that science does not exercise power over our lives? Alfred North Whitehead, eminent mathematician and philosopher, agonized over the potential hold of natural science in our lives to the detriment of the humanities (Friesen, Personal Communication, 1992).

Lindeman contends that, "No human being can safely be trusted with power until he has learned to exercise power over himself" (Lindeman, 1961:28). Power exercised solely
for self gratification evolves towards egotism. Lindeman suggests that, "...if adult education is to save itself from degenerating into another type of intellectualism, it will teach people how to make their thinking glow with the warmth of honest feeling" (Lindeman, 1961:67). This view of Lindeman's led the researcher to reflect on the collegial manner in which Friesen led his colleagues to undertake enterprises. Without exception these colleagues described the excitement he cultivated in their work and commented on the enhanced feelings of self-worth they enjoyed through association.

Lindeman asked that a teacher not insist on aesthetic conformity. This liberation from conformity was expressed in Extension's Living Room Learning approach to discussion of the Fine Arts and liberal studies. Lindeman advocated a process of creative conflict, not dictation or bargaining, and proposed instead the use of open diplomacy in which a matter may rise or fall according to its integrity, merit and intrinsic worth. Such an open minded approach was implicit in Friesen's non-directive form of management. Lindeman's philosophical approach to adult education clearly struck a responsive chord, on many levels, with Friesen.

understanding of the broad ideas, influences and convictions of this internationally known educational leader and of the views on democracy and cooperatives held by him. The book demonstrates the force of personality, the drive to take action and the breadth of vision of this great Canadian reformer. The vitality of his messages shows how a personal contact with Maritimer Coady would have a profound affect on a bright idealistic young educator from the prairies. Apart from Father Coady’s messages about cooperation and democracy, his insistence that action follow discussion was persuasive with Friesen.

Anne Armstrong Masters of Their Own Destiny: A Comparison of the Thought of Coady and Freire (1977) provides an interesting comparative analysis of the ideas and approaches of Coady and Freire. The paper was examined because of the influence Coady had in the formation of some of Friesen’s ideals. According to Armstrong both men viewed education as a tool for social change. Freire’s objective was to achieve freedom for peasants from oppression by Brazil’s dominant upper class by way of a complete reorganization of society. Unlike Freire, Coady wanted to maintain the present system but make it more equitable and kindlier. Both Coady and Freire saw adult education as providing a focus on what had gone wrong and what needed to be done. The men were very different in their approach. Armstrong describes Freire as "a gentle advocate and guide moving among the sainted down-
trodde," and Coady as "a vigorous task-master prodding his none-too-saintly flock off their seats and into action" (Armstrong, 1977:12). While Friesen's compassionate nature may respond to Freire's tender approach, Coady as a man of action appealed to his entrepreneurial attitude.

Friesen has stated that development of his personal career paralleled in many ways the development of the CAAE. Selman's The Canadian Association for Adult Education in the Corbett Years: A Re-evaluation (1981) discusses the leadership of the CAAE under Corbett and the changes brought about by him in the organization. In early CAAE years the goals were stated largely in dispassionate terms and as a servant of professional interests; under him it became heavily engaged in promoting particular social values. Corbett believed, as Friesen does, in the importance of citizenship education. The CAAE became heavily engaged in CBC Farm Radio and Citizen Forum. Friesen as Manitoba Secretary of CBC Farm Forum was working and broadcasting in Farm Forum both before and briefly after his war service.

Selman recounts how a Manifesto was prepared by the CAAE and unanimously adopted in 1943 which proposed a sweeping program of social reform. It called for a new post war direction in which the rights of ordinary people would have precedence over individual and sectional profit or advantage. The Manifesto had a mixed reception, as
conservatives saw it as a partisan, left wing propaganda weapon. Under Corbett the CAAE became increasingly concerned about cooperation and coordination in the field of citizenship training. Corbett believed fervently in Citizenship education and Canadian nationalism, and so did Friesen; both men were strong advocates of rural adult education.

Darkenwald and Merriam in their *Foundations of Adult Education* (1982) seek to describe and interpret the field of adult education and the foundations which have been laid for professional practice. The authors contend that the concept of lifelong learning contradicts a tenacious conventional wisdom that education is limited to what goes on in schools and colleges in order to prepare children and young people for adulthood. Particularly helpful is the description by Darkenwald and Merriam (1982) and Elias and Merriam’s *Philosophical Foundations of Adult Education* (1980) on differing aims in adult education which have resulted from diverse philosophical writings.

Friesen’s philosophies would appear to embrace elements within each of the liberal, progressive and humanistic approaches to adult education. It is liberal in his recognition of the importance of preparing leaders for tomorrow and in his placing emphasis on literature, music and the arts and in developing intellectual, moral,
spiritual and aesthetic appreciation. The ideal is to free the mind, in placing emphasis on moral values and on mentor/protege relationships. He adopts progressivism as reflected in his use of adult education to initiate self-help programs and to bring about social change. Community involvement was a priority in his advocacy of social reform and responsibility. Problem-solving techniques are used to ensure democracy. He adheres to a humanistic approach in the way in which he advanced his intuitive belief that each individual deserves consideration as an important being. Each person is seen to have a sense of worth, dignity and autonomy and the teacher’s role is seen as assisting individuals in becoming self-actualized, mature adults who can live together as fully functioning individuals, enhancing their personal growth and development. His belief that humankind is intrinsically good and that power lies within individuals to achieve the good life and to strive for personal development is representative of the humanistic approach.

Darkenwald and Merriam (1982) point out that the adult educators Lindeman and Bergevin were influenced by the early proponent of the progressive education movement--John Dewey. Dewey believed that democracy can develop only if there is true education. The idea of social reform as an important goal of adult education is a central theme of these writers who had such a strong influence on Friesen. Like Friesen,
Darkenwald and Merriam advocate a cooperative role for the teacher in adult education in which the adult learns to become a full partner in the educational enterprise. They note that Bergevin and Benne also support such an approach and that Benne sees the teacher in the role of a helper model in which the learner emulates the helper's evaluative approach to knowledge. The authors comment that Freire looks to Christian humanism and Marxism for intellectual guidance and that Lindeman looks in a different direction towards secular pragmatism and the philosophy of John Dewey. This insight provided a context in which to consider Friesen's social objectives. He would accept the Christian humanism of Freire but not his Marxism; rather he would favour the progressive ideals of Lindeman and Dewey.

2. THE NATURE AND STATE OF ADULT EDUCATION IN CANADA DURING HIS CAREER

J. R. Kidd, then Associate Director of the CAAE, becoming Director in 1951, published *Adult Education in Canada* (1950) the first general survey of adult education as a field of practice in Canada. It was a collection of writings by many of the leading figures in the field at the time (of whom Friesen was one). The volume provides useful and timely background concerning programs, philosophical points of view, and institutional roles. The discussion of "Training for Citizenship and Adult Education for All" (pp.24-25) was
of particular interest, as it runs parallel to and confirms Friesen's convictions. Also Coady's commentary on education as, "...an instrument to unlock life to all the people" (Kidd, 1950:27), gives a compelling and fresh understanding of the reasons for Friesen's belief in the democratic ideals of this man. Corbett, Coady and Friesen all stress the pursuit of an abundant life for all as a primary goal of adult education.

Frank Peers who was at the time the producer of Citizens' Forum in the CBC's Talks Department, commented that UBC Extension programs for fishermen and agriculture were all natural developments in the Canadian West, as the Department grew up with the province. Peers said, "It was a case of 'taking the university to the people'...." (Kidd, 1950:81). Friesen, with his rural community upbringing, was comfortable with this notion but came upon the scene when British Columbia was 'growing up' very quickly and was about to transform into a service and resource-based industrial society trading in a world market. Commentary on the early days of the Antigonish Movement and Father J.J. Tompkins was of interest because of Friesen's application of some of the lessons arising from the movement. Friesen's belief in the power of small groups appears also to be rooted in the Antigonish Movement. "Folk Schools in Manitoba", written by Friesen, provides a setting in which his adult education work in Manitoba can be viewed.
In Kidd’s later volume *Adult Education in the Canadian University* (1956), about the role of the university in the field of adult education he quotes R.H. Tawney from the *Final report*, of the Adult Education Committee of the Ministry of Reconstruction in Great Britain, which was issued in 1919: "Our aim is to make higher education as universal as citizenship, because one of the conditions of good citizenship is higher education." (Kidd, 1956:1) Kidd points out that there is nothing necessarily anti-intellectual or anti-academic in mobilizing intellectual leadership for all men and women and that the university never enjoyed the favour or public confidence until it began to take on the task of training leaders for society. This commentary supported Friesen’s idea that the Department had a responsibility in the training of community leadership.

Kidd points out that while scholars offer divergent views on adult education, they all, in his opinion, assume:

The university chooses the work that it shall do and the constituency it shall serve, and that the main factor influencing its choice of student should be something else than age or money, or class, or even the good fortune of being able to enrol for continuous periods of time within university walls. (Kidd, 1956:10)

Kidd concludes that the education of adults remains an abiding function of the university and is consonant with its other educational functions. He suggests:
the highest university standards will be upheld by university men, who will apply their learning and intelligence to the forms and qualities of higher education, as required by the altered circumstances of modern life. (Kidd, 1956:27)

A joint committee of the National Conference of Canadian Universities (NCCU) and the CAAE received the foregoing report from Kidd and recommended it for study and action. The committee stressed the growing responsibility of universities in providing adult education for those who have graduated and "for other serious minded adults who have not been able to attend." The committee pointed to the low cost of adult education relative to its value in society. An undated copy of the committee's report is included in Appendix 9: 1953 Resolutions - Report of NCCU & CAAE.

Kidd edited a further volume of readings, Learning in Society (1963) which reflected the state of the field of adult education in Canada during the Fifties and early Sixties. He pointed out that throughout the world adult education had begun to move from obscurity to a place of partnership with elementary, secondary and higher education. Kidd included an historical paper by Blythe Eagles, former Dean of Agriculture at UBC, which sheds light on the origins of UBC's Extension Department. It is interesting to note that a bonding between university and the community was considered a central reason for the department's formation.
The University created the Extension Department during the difficult years of the Great Depression of the 1930's, deciding to spend for this purpose a major portion of funds provided by the Carnegie Corporation. As will be discussed more fully in Chapter 6 this insight into the origins of the Department would prove to be in sharp contrast with the change in priorities which occurred in 1963 when the University administration described service to the community as a "fringe benefit". In Kidd (1963) Friesen wrote of the scope of activities which he saw as proper to the Department. He describes it as imperative that the university reach out to the community and that the community feel free to utilize the university resources. Friesen refers to U.S. President Truman's Commission on Higher Education which said, "...it [is] painfully clear that the Colleges and Universities do not recognize adult education as their potentially greatest service to democratic society..." (Kidd, 1963:176).

Kidd's volume also contains an article by M.M. Coady. In referring to the values which should be promoted in Canadian society he states:

What is the secret of human life? The secret of human life is to release human energy. If you release human energy and keep on releasing it perpetually you will always have life...A growing crescendo of life. If that energy is not released you get stagnation first and then death. (Kidd, 1963:140)
Coady goes on to point out that "Society, civilization rises above the ephemeral nature of the human individual. It is something that can be universal-eternal" (Kidd, 1963:141). Coady says further that education should be coterminous with human life and there must be a continuous mobilization of people for adult learning. He says one cannot teach democracy through the press or over the air but that it can be taught in person, to individuals and groups of individual Canadians; these groups add up to the whole of Canada. This message of Coady's clarified his understanding of how learning is cultivated at a grass-roots level.

The UBC Journal of Education, No. 10, April 1964 provides a context for considering Friesen's work in adult education by describing University Extension from 1915 to 1963. An editorial by Coolie Verner suggests that the scope and significance of adult education are often overlooked because it differs from traditional forms of education.

Roger De Crow Growing Time: Selected Papers from Michigan State Leadership Seminars (1964) published a collection of papers presented to Michigan State University Seminars on Leadership; one of which, by Friesen, provided an insight into his approach to adult education. In it he said that a university administrator must help bring about an appreciation of "universitas", the wholeness of knowledge. He talks of perception, of the intuitive hunch that allows
"the courageous leap to a tentative conclusion." (De Crow, 1964:78) Friesen also took a broad view of the responsibilities of a Director of Extension, yet pointed out the practical constraints within which such a person must operate.

Selman's masters thesis, shortened in length and extended in coverage to 1965, was published by the CAAE, A History of Fifty Years of Extension Service at the University of British Columbia 1915 to 1965 (1966). It presents a brief historic review of Extension services provided by UBC from 1915 to 1965. In this commentary President Macdonald appears as a supporter of Extension because he expressed an intention to Selman that the role of the University in the field of adult education would continue to grow in scope and significance. Selman pointed out however that shifting goals and priorities in the University had brought about changes in Extension. As it transpired, these changes subsequently proved to be of such significance that the social goals of the Extension function became submerged by the academic and professional education aims of the institution.

Selman wrote a monograph A Decade of Transition: The Extension Department of the University of British Columbia 1960 to 1970 (1975) which examined in detail the development of the Extension program in the sixties and describes the profound changes brought about as a result of action taken
by the University administration to limit the scope of Extension work. The paper was of particular importance because of the unique opportunity the author had to observe this period of transition, first as an associate of Friesen in Extension, and later as Executive Assistant to President Macdonald.

Buttedahl published a monograph Living Room Learning in British Columbia (1973) which provided a valuable insight into the Living Room Learning program of the Extension Department. The program was very successful and popular but was terminated as a result of budget cuts by the University administration in the mid-sixties. The study gives an understanding of the manner in which this program was launched and developed as well as information about operating costs at the time of its cancellation.

Both the volume edited by J. Kulich (1976) which contains "reminiscences" of the first four UBC Extension Directors and Selman's master's thesis A History of the Extension and Adult Services of the University of British Columbia 1915-1955 (1963) which described the history of extension and adult education services provided by UBC from 1915 to 1955 helped the researcher understand the history of Extension and to prepare interview questions.
Selman's study of adult education in the province in the 1930's (1976) describes UBC Extension work during the depression. Almost all agricultural, vocational training and lecture programs of Extension were brought to a halt when the Tolmie ministry, the Conservative government which held office from mid-1928 to late 1933, cut the University budget by two-thirds over a two-year period. It was not until 1935, when the Carnegie Corporation of the U.S.A. gave the University a $50,000 grant, that UBC was able to use $30,000 of this money to form a Department and make a fresh start in extension work. In the latter years of the depression Gordon Shrum, Friesen's predecessor, using very slender resources developed a version suited to B.C. of the Dominion Provincial Youth Training School. Meanwhile Friesen was assisting with similar and successful programs in Manitoba.

In A Chronology of Adult Education in British Columbia Selman (1977) traced the work's origins back almost 150 years to a period before the 1858 gold rush. This provided an historical setting for the place of Friesen's term at UBC.

In Kidd and Selman, Coming of Age (1978) some 56 writers discuss the societal setting for adult education during and after the sixties. This decade brought profound social change in Canada; its universities and extension functions
reflected and participated in this change. At that time UBC Extension programs were broadly based and deeply involved in community, national and international work. Selman commented that the sixties was a decade in which Canadians focussed attention on national politics as never before and that the adult education movement shouldered new responsibilities. The broad spectrum of commentary collected by Kidd and Selman demonstrated that adult education was gaining new acceptance in Canada. Coming of Age, in its reflection of the sixties, provided an interesting counterpoint to current attitudes.

D.D. Campbell's The New Majority (1984) discusses the history of Canadian university continuing education. It states that North American educators, in an earlier period believed that:

"Education was a responsibility of government which had the duty to sponsor and encourage it. Education ought to be readily available to all citizens--but be guided by public opinion. (Campbell, 1984:7)

This outlook on the importance of adult education for all has shifted over time with an increasing concentration being put on education of the young. According to the author a pattern has developed among Canadian Universities in which adult education has moved away from liberal and general studies, which were stressed during Friesen's era, toward an emphasis on vocational studies. This book showed that
UBC Extension was not alone in losing support for its programs in the humanities and in being directed away from community development work.

Selman's *The Invisible Giant* (1988), a history of the field of adult education in British Columbia, puts in perspective the relatively limited importance given to adult education by government, educational institutions, labour, professional and business organizations bearing in mind the large size and extent of the field. All these bodies view adult education as a means to achieve other goals not as an end in itself. Selman points out that despite this limited vision approximately 21% of the adult population of British Columbia become engaged in some form of organized adult educational activity each year. Through this study the researcher became convinced that despite its lack of prominence Canadians take a strong interest in adult education provided it promises a satisfactory return to them in terms of personal development. Friesen’s insistence that adult education programs resonate with the needs found within communities of the Province directly responds to this interest.

gives an understanding of the reason for the socio-political changes in approach made by President MacKenzie's successor, which were to have such an impact on adult education in general and Extension in particular.

Selman and Dampier's *The Foundations of Adult Education in Canada* (1991) provides a discussion of the nature of adult education, with an emphasis on the most recent decades. The authors suggest that attempts to build extension in Canada and the United States on the British model foundered because that model was based on traditional university fare. In 1907 the University of Wisconsin adopted a fresh approach based on the educational needs of the people to be served. This new model proved much more acceptable as it carried the university to the people. UBC Extension found its roots in this idea. One example was the Folk Schools of the 30's which proved valuable for adult education in Canada and continued to do so in many countries. Since the later 1950's thinking in Canada has been changing in reaction to ideas about lifelong learning, recurrent education and the views of some radical writers. The notion that adult education be used to bring about radical change in the way society functions appears in conflict with Friesen's convictions. He proposed that adult education should arise from and resonate with the requirements of the adult learner.
It does not necessarily follow that views on societal change held by individual educators in the university will coincide with those held in the community. In Friesen's view the discovery of a common interest between university and community, on such matters as social change, would better result from open discussions based on material in which all sides of an issue are addressed. As the authors comment, the line between education and propaganda is sometimes difficult to draw. The authors acknowledge that, faced with the possibility of controversy, the trend in the public educational system is towards complete withdrawal from such areas of programming.

Selman's volume on the inter-connection between adult education and citizenship *Citizenship and the Adult Education Movement in Canada* (1991) was the most thought provoking of the books examined and underscored the increasing importance of adult education for citizenship responsibility. He comments that of the adult education programs generated in Canada, almost all those which attracted international recognition were concerned with citizenship education and that it is in these areas Canadians have been the most innovative. The author traced the changing understanding of our democratic system from its origins in an unbridled free enterprise system through a concern with issues of Welfare and Mass Democracy in response to the shock of two world wars and the great
depression of the 1930's, into an emerging system of participatory democracy. The latter came about as the growing bureaucracy of a state-managed system created feelings of isolation from political authority. This malaise has led ordinary people to want a more direct participation in political events.

Participatory democracy places emphasis on direct action rather than on action solely through the ballot box and one's political representative. In consequence the political process may become subject to manipulation by sectional or special interest groups. Such groups are referred to as New Social Movements (NSM) by Selman (1991) who comments that the NSM are not based on social class. Selman discusses the NSM methods in seeking to achieve action and change through mass demonstrations and civic disobedience. The author acknowledges that participation in such events is not always based on depth of understanding of the issues by the people involved. It is probable however, that the core leadership of the NSM understands or is educated in the issues in contention; but the style of operation is more concerned with moving people to participate than it is in their education. For the most part, the NSM are organized and led by people who have not been elected. Further, television and other media are in the position to exploit the energies of the NSM and thus exercise corporate power in political matters.
As will be discussed in Chapter 9, the author’s comments on participatory democracy led the researcher to reflect on an increasing need in society for such programs of citizenship training for public responsibility as those advocated and introduced by Friesen. Adult education improves the capacity of citizens to participate in the democratic process. The individual citizen may, through education, become more discriminating in relation to choices made. Liberal education offers to equip the individual with increased powers of analysis and of expression in thinking for themselves. According to Selman this, "allows him or her to be a 'free' citizen" (Selman, 1991:15). Selman goes on to describe the role of education in alerting the citizen to the workings of the political system and in providing an understanding of potential issues. Selman points out however that public education is not necessarily bias free and that some educators such as Paulo Freire insist that education is not and cannot be neutral.

Adult education has a major contribution to make in citizenship education and ideally, at least in a university setting, would be neutral and provide all sides of an issue for discussion. Selman points to a crucial distinction between adult education to improve citizens’ understanding of public affairs, concerns, topics and social goals as opposed to taking a specific position on those questions.
Up until 1940 or early 1941 the CAAE had done only the former. At that juncture Corbett set the CAAE on a course which, "...in the ensuing two years resulted in the Association taking a position on national policy questions" (Selman, 1991:44). Succeeding Directors also worked to direct the influence of the Association towards goals of social reform. Thomas sought to persuade the CAAE and Canada "to continue [the encouragement of] learning and action in a way no society [had] even done before" (Selman, 1991:60). Friesen, a long time member, saw his own career as running in parallel with the development of the CAAE.

Selman goes on to describe an association between the CAAE and the CBC in promoting a better society in Canada; National Farm Radio Forum and Citizen Forum were instruments in this endeavour during and after the Second World War. This material provided a setting in which the work of Friesen in Farm Forum could be seen. According to Selman the CAAE also provided much of the initiative and the secretariat for the Joint Planning Commission (JPC) which operated for about twenty years as an 'unofficial' body but, "...was clearly a significant element in the cultural, social and educational development of the country during that period" (Selman, 1991:109). He points out that there is a rich tradition of such work in Canada and that Canadians may have a predisposition to "communitarianism" in adopting community-based methodologies.
Selman points to two schools of thought with conflicting viewpoints in the field of public affairs or citizenship education. One is relatively comfortable with offering liberal education in response to the expressed wishes of individuals and groups. This point of view does give due attention to social justice, and the needs of disadvantaged groups. The other's point of view rejects the idea of the educational agency being a disinterested party, and believes that adult education has social goals of its own. Adult education is seen to be a way of changing society. For example Colin Griffin, a contemporary activist, describes an approach to adult education which "has to do with the issue of redistribution rather than its individualistic, middle class ethos," quoted by Selman (1991:142). Liberals would argue that the present state of affairs is changing and is subject to correction or adjustment as society sees fit.

Selman suggests that something has gone wrong with our system. Adult educators and public education institutions have retreated from a role in public affairs or citizenship education. He comments that in some instances there appears to be an assumption that mass media can do a better job; also that adult educators are in a financial squeeze and cannot participate even if they were inclined to do so. Selman suggests that organizers of adult education feel less, or no commitment to discussing controversial issues;
it is simply safer to avoid the risk of becoming involved. Selman points out that challenges facing Canada now, "...strike at the heart of our very existence as a community" (Selman, 1991:146). He suggests one creative solution might lie in an adaptation of a Scandinavian pattern. Education about citizen concerns would be funded through public subsidy of a multitude of educational activities, taking on great diversity but organized under private control. The study discussion and folk school approach used earlier by Friesen would appear to be in line with this notion. In any future government sponsored programs of education for public responsibility it would appear important to ensure that all sides of the issues to be discussed are delivered in an even-handed way if the process is to remain democratic.

3. THE COOPERATIVE MOVEMENT

Kolb and deS. Brunner's *A Study of Rural Society* (1952) was aimed at stimulating an increased interest in the study of rural life. For rural people adult education became one of the chief social developments following the depression. The authors claimed that at that time the largest, best financed division of adult education in the United States was entirely rural in nature. The study confirmed Friesen's account of the well financed and supported American programs he identified in U.S. farming communities during his
Columbia University days. The study placed emphasis on the importance of cooperative organizations and acknowledged the part played by Folk Schools developed along the Danish model. The authors pointed out that in Ohio close to 2,000 Farm Bureau discussion groups met regularly to explore issues of public concern and express their judgements. These discussion groups were based on carefully prepared material giving all sides of any question. Friesen's doctoral study: "The Role of the Ohio Farm Bureau Federation and its Neighborhood Councils in Rural Education" was cited by the authors as a reference source. The Living Room Learning program Friesen later introduced in UBC reveals similarities to this successful Ohio program. A difference was that the Living Room Learning program topics and discussions were more sophisticated culturally and intellectually.

J. W. Chafe’s Chalk, Sweat, and Cheers (1969) provided interesting commentary on the history of the Manitoba Teacher’s Society (MTS) and evidence of the conditions under which Friesen worked as a principal/teacher during his Manitoba years. Particularly intriguing is material on the devastating effect of the great depression on rural areas. Vignettes of experiences describe the sad plight of teachers, with little or no hope for a pension, earning on average less than $500 per annum. Chafe also described the vulnerability of these underpaid teachers and the uphill
fight waged by the MTS for improved conditions. The real life examples given by Chafe from that dark decade are poignant and upsetting to read. It became difficult to understand how Friesen was able to maintain his buoyant, unshakeable optimism and belief in the field of education in the face of so much adversity. In a chapter describing the war years, Chafe recalls how teachers and their students flocked to join the Navy and RCAF. At the end of the war, teachers in Manitoba were still woefully underpaid and it was not until the mid-forties that educational reconstruction got underway. Friesen played an important role in this work of improving Manitoba's educational system. Useful information is given both on the work of the Manitoba Wheat Pool and on Friesen's contribution in the promotion of the provincial teachers' credit union. The primary value of Chafe's history was in its description of the circumstances in which Manitoba teachers found themselves during and after the depression.

4. THE PROFESSIONALIZATION OF ADULT EDUCATION INCLUDING THE EMERGENCE OF ADULT EDUCATION AS A FIELD OF ACADEMIC STUDY.

Jensen, Liveright and Hallenbeck, in their landmark study of the emerging "discipline" of adult education (1964) provided valuable information about the state of adult education in the U.S. and on the professionalization of adult education.
The editors comment that in ancient times organized education was for adults, not youth. The writers make a striking statement that: "For the first time in the history of civilization, the time span of drastic cultural change has been telescoped into less than the lifetime of an individual" (Jensen, 1964:iv). A consequence was and still is that the well-educated youth of today may face obsolescence tomorrow. This reality makes it a necessity to stimulate education for adults throughout life. Friesen's strong conviction about University Extension service being made available in the community responds directly to this imperative.

The editors commented on the flexibility that can be obtained in adult education because it is viewed as a peripheral function. Although Friesen believed adult education merited increased emphasis, such flexibility was a central characteristic in his approach to Extension, community development work and the programs for education in public responsibility. He offered a system which could remain vigorous through constant renewal. The editors describe how residential centres created expressly for the education of adults can, because of their independence, remain free from control imposed by institutions established for other purposes. Such centers contribute substantially to the pioneering spirit of the adult education movement but in numerical terms did not appear as a major factor in the
dissemination of adult education. Friesen campaigned to have just such a centre built at UBC, but was unsuccessful.

Thomas' (1983) report to the Canadian Commission for UNESCO provides a framework for understanding how learning does or can function in society. He points out that learning is an individual process; that societies cannot themselves learn but are dependent upon the individual's capacity to do so. Thomas comments that the Faure Commission's Report to UNESCO (1972) drew two major conclusions:

The first was that it was not a mistake to invest heavily and consistently in education as a means of development, but it was an error to concentrate that investment exclusively on the education of the young.

The second conclusion was that the significant factor in change and development, individual and social, was not the provision of educational resources and the associated 'delivery systems' but the capacity of human beings, of any age, to learn. (Thomas, 1985:3)

Thomas' thoughtful analysis put in perspective the importance of the burden assumed by adult educators and the impediments and frustrations they face in gaining recognition for the field.

In an Occasional Paper, published in 1985, Selman writes of the Thomas Years 1961 - 1970 in the CAAE. It was of special value since Thomas was a close colleague of Friesen and all three men took a deep interest in the development of the CAAE. Friesen encouraged his UBC staff to take an active
role in the professionalization of adult education. (Friesen, Interview, 1992) Friesen has been a member of CAAE since 1938.

Kulich, in Adult Educators and their Associations in British Columbia (1986) of which he was the editor, provides an overview, support for an understanding of the development of professional organizations for adult educators in British Columbia and a description of the training and continuing education of volunteer and professional adult educators. Buttedahl provides a description of the history and evolution of PACE (Pacific Association for Continuing Education) which he sees as an umbrella organization for the broad field of adult, continuing and community education in British Columbia. Friesen was a pioneer, active in promoting the development of an association for adult educators in British Columbia as he strongly believed in the importance of establishing roots for the adult education profession.

The above review of the literature serves two purposes. Firstly it enables Friesen's work to be understood in its historical context and to be seen in the social and intellectual climate of its time. Secondly, the current literature on Canadian adult education sheds light on the relevance of Friesen's work for contemporary society. The following chapters will elaborate those issues.
CHAPTER 3: THE MANITOBA YEARS (1912 - 1953)

A dream can be the highest point of a life.  
(Ben Okri)

A. EARLY YEARS (1912 - 1930)

John K. Friesen was born June 11, 1912 and raised in Altona (Figure 3), a town of about 1000 people located in the Red River Valley of Manitoba, which stretches from the Canada U.S.A. border north to Winnipeg. In 1907 his father, David W. Friesen (Figure 5), had founded a general store, post office, telephone exchange and mutual insurance firm. John’s three brothers later expanded the business into one of Canada’s largest printing establishments. John was the one brother who did not enter the family business. As a boy he worked in the store and said of this time, "One learned much about people and the community across the store counter or through the post office wicket" (Friesen, Interview, 1991).

Friesen spoke fondly of his father as a role model who told him to be kind to people and kindest to the poorest. He shared a personal family tribute to their father which was made on May 25, 1980 by his brother David K. Friesen. These are some excerpts from this intimate, compassionate and prized personal paper:

He taught us to avoid shallow mindedness, to think through our problems, and to act honourably with all men....Often he would go to someone who he thought might hold something against him and try and restore unity between them. He was frequently the catalyst that removed disharmony between persons or groups of persons. (Friesen, Personal Papers from David K. Friesen, older brother of J. K. Friesen, 1980)
Most of the community was Mennonite and the strong spirit of cooperation and service he learned from these devout, hard working people profoundly influenced Friesen’s character and beliefs. In Friesen’s words:

I am a product of a closely knit family which gives you much self confidence throughout life....Altona was a community which could do things together; almost all of the community was Mennonite. I caught the spirit of cooperation within the community. (Friesen, Interview, 1991)

The deep religious beliefs and ethics of Mennonite communities such as Altona were forged in the early sixteenth century oppression of Dutch Protestants by the Spanish Catholic rulers in Holland. Friesen narrated how his ancestors were persecuted; most were city folk, and artists (Rembrandt painted several of these families and some years later converted to the Mennonite religion). Many Mennonites were burned at the stake. He went on to say that a Mennonite had two convictions different from Lutherans or Catholics, pacifism and adult baptism (Friesen, Interview, 1991).

The Spanish lords who owned the lowlands of Holland made it so difficult for protestant "rebels" that they fled into exile, many to Switzerland, but Friesen’s ancestors settled in the Danzig area, what is now the region of Gdansk; Poland where they lived for two centuries discovering, reclaiming and turning unused ground into rich farmland. In the later eighteenth century Catherine the Great invited these Mennonite farmers to the
Ukraine to demonstrate and practice the best in land cultivation. The Ukraine became the bread basket of Russia and large numbers of Mennonites went from Danzig to the Southern Ukraine. After a century or more, the Mennonite belief in pacifism came into conflict with the will of the Czar who commanded their young men to serve in the army. According to Friesen:

Thousands decided to emigrate to North America, and my ancestors among them. The immigrants first settled in rural areas, experiencing pioneer hardships. Half a century later many had gravitated to urban communities....They went for humanitarian professions: teaching, nursing, medicine. Canada has a great many Mennonite teachers. (Friesen, Interview, 1991)

He confirmed that Mennonites mostly kept together and believed in cooperation. "If a neighbor's barn burned down they all got together to rebuild it" (Friesen, Interview, 1991). In the mainly Mennonite community, the church held a prominent place because of its various Sunday and weekday activities. Speaking of his earliest memory, John Friesen said," Either I heard, or imagined I heard the school bell ringing on November 11, 1918, when World War I was over" (Friesen, Interview, 1991).

In 1918 John was enrolled in primary school in Altona. Fond of school, he was a bright student whose good grades enabled him to skip a grade. He took a keen interest in sports, skating on self-poured open-air rinks or ponds. Friesen told the researcher there was limited reading matter available in school, or at home,
mainly newspapers and magazines. Friesen gave an insight into the teaching practices of those days when he said:

In prescribed school readers and in Sunday school, the content was moralistic hence, in retrospect, overly concerned with sin and death, e.g. a popular poem concluding with, "...and smiling the boy fell dead." (Friesen, Interview, 1992)

Friesen's boyhood memories reflect the sense of contentment and joy he had in the working, social and religious activities of his bustling hometown. At that time, before the ravages caused to the farming community by the great depression, the lifestyle of rural Manitoba was deeply satisfying and flowed from the early farming traditions of these hard working people. John Friesen provided a vignette of these times when he said:

I remember driving a team of horses with a load of grain during summer vacations; eating lunch with the threshing gang, hog-killing bees; in the winter departing on a family-packed sleigh for a visit and the usual delicious dinner and sweets at the grandparents. (Friesen, Interview, 1992)

Altona was alive with music, mainly vocal, although the town also prided itself on its brass band. If the church lacked a proper organ, the congregation made up for it by worshipping, in fine four-part harmony with gospel songs and some centuries-old chorales. Friesen described how as a youngster, visits by returning missionaries from overseas and reading of distant places would stir his imagination. He recalls his boyhood years were a happy period:
During my boyhood readings or events would often stir my imagination in picturing far and luring horizons very different from the home setting, however contented life was in Altona in those years. (Friesen, Personal Communication, 1992)

From his childhood experience, Friesen gained a great love for music. He was taught the rudiments of the piano by an itinerant music teacher, and the violin by a school-teacher; but was mostly self-taught thereafter. Sports in Altona were encouraged, (team records go back to the late 1800's). John Friesen played baseball, hockey, some football, and much tennis; the beginning of a lifetime interest in all sports, and enthusiastic participation in amateur tournament tennis. Movies arrived in Altona, but were frowned on by the more austere. No dancing was permitted. To Friesen and his undaunted companions nearby Neche, North Dakota, provided "open season for such prohibited pastimes." Looking back on a lifetime of participation in many events and causes, Friesen has said:

To begin with, I have been generally fortunate in socializing easily with people of virtually any class or interest. Groups and organizations, whether in clubs, sports, cultural or other community endeavors, I sought them out and enjoyed taking part. The best later example was, of course, University Extension which involved a variety of interests, as broad as life itself. The desire to participate no doubt influenced me in choosing the study of applied rural sociology -- observing and problem solving in education, community, political and socioeconomic movements. (Friesen, Personal Communication, 1992)

Friesen spent the years 1927-1929 at the residential Mennonite Collegiate Institute in nearby Gretna. Unforgettable to him is the stern, impressively educated principal, H.H. Ewert from whom
he learned, among other benefits, an appreciation of German literature and serious study habits. He found many friends in this multi-cultural town. In summer, the family took several trips to Winnipeg, where Friesen beheld Lake Winnipeg, "so vast I couldn't look across; my first view of the 'sea'" (Friesen, Interview, 1992).

In 1929, Friesen attended the Provincial Normal School in Winnipeg. He enjoyed it immensely although, he commented, "Some of the profound pedagogical observations I failed to comprehend at age 17" (Friesen, Interview, 1991). He gained high marks in practice-teaching, and when the Principal, W.A. McIntyre, offered him a choice of two principalships, John Friesen had already accepted one at Haskett. At Normal School, he was an active participant in school activities, especially music and drama. He was awarded a medal for writing a one-act play. In the big city life of Winnipeg, he was especially fond of attending the plays at the Dominion Theatre (starring Charles Wright, Donna Laskey and J.W. Chafe). The city was renowned for its music. Friesen especially appreciated the symphony and the nationally prominent annual Manitoba Music Festival.

He remembers with particular fondness one friend Bill Jones, a student at the University of Manitoba, in the first year of the great depression. "Bill opened many doors to a larger world", said Friesen. Bill also introduced John to future noted scholar Marshall McLuhan and to the family of the President of the
Canadian Pacific Railway at the Lake of the Woods resort. When Friesen was elected valedictorian, Bill Jones became the gentle critic. Bill and John joined the church youth on Sunday nights in serving charity dinners to the unemployed at Grace United Church. The minister, Reverend Richmond Craig, also founded Goodwill Industries (which still operates) collecting and remaking old clothes, furniture, etc. and selling it to replenish the charity chest.

As a teenager, John Friesen made up his mind that he wanted to be a teacher rather than join the family business. His three brothers took on the latter task and the company prospered, diversified its activities and became one of Canada’s largest and most successful printing, bookbinding and stationery supply companies. Of his goals at that time, Friesen said:

However distant the goal, some day I hoped to attend the university. My parents provided the opportunity for me to attend an excellent residential high school, and to my older brother David’s credit, I was grateful in his going "the extra mile" in applying himself in the family business. (Friesen, Personal Communication, 1992)

Friesen has proud recollections of his family and their successes. He commented to the researcher about "Altona" an illustrated history recently written by Vic Penner, former editor of the town’s weekly newspaper, The Echo. "All they could remember about me was as someone who was a war veteran and earned the first doctorate in the area and was a top tennis player, but
there were 288 photographic references to the D.W. Friesen family in just that one book" (Friesen, Interview, 1991).

B. HASKETT, MANITOBA (1930 - 1935)

Friesen’s teaching career began in 1930, during the Great Depression, in Haskett, Manitoba, where at the age of 18 he became teacher and principal. Throughout the hungry thirties he was to teach in a number of Manitoba towns: Haskett, Gretna, Hargrave and Virden. Friesen says of these times:

Depression took a heavy social and economic toll of farm and village families. The better off assumed leadership; their children stayed in school longer. I enjoyed teaching and infused a bit more of the arts and sports into the curriculum than was prescribed. (Friesen, Interview, 1991)

Friesen told the researcher that in his early teaching years, he grew up with his students; some often were older than he. Friesen taught all the subjects in grades 7-11. The town of Haskett has now vanished with the railway’s disappearance. Subsequently, he taught at collegiates in Gretna and Virden. It is important to note that, even in these early years, Friesen never drew a distinction between community, school, adults and children, in the need for education. Stressing this conviction, John Friesen observed:

During the depression it wasn’t the children in school who would lift the community from the doldrums. The influence and ability to do so was in the hands of adults, parents and older brothers and sisters both at home and in other communities across Canada. I learned about adult education from organizations often
meeting in schools. Interesting to see adults grow in these activities just as their children were developing in school. (Friesen, Interview, 1991)

Before long, Friesen had organized a number of community and sports organizations; a community choir, literary club, debating society, baseball and hockey teams, (Figure 7) etc. He concluded that the depression actually drew people together in order to help one another.

Friesen enjoyed everything about teaching, and in reminiscing about another extra-curricular commitment, he said:

Some youngsters were interested to continue their music after school so, fiddle case under my arm, I tramped from home to home to teach--the fee was a much appreciated farm-cooked dinner! (Friesen, Interview, 1991)

Despite long hours spent in school and community activities, Friesen had many quiet evenings to expand his reading and listen to the music, news, talks and plays on the radio. Frank Willis' Atlantic Nocturne of poetry with organ music was not to be missed. Another popular favorite was the Mormon Choir broadcast on their powerful Salt Lake City transmitter. He wrote some amateur verse and enjoyed long solitary evenings walking country roads. He wondered whether popular novelist Frederick Philip Grove, a Haskett teacher some years earlier, might have dreamed up his stories walking these same trails.
During the years as principal, high school teacher and while heavily engaged in a range of community activities, Friesen set about getting a university degree. Friesen’s father told all the boys that he would pay for his children’s education up to grade 12; after that he would loan them the money, but they were on their own. Since, in common with most people, he did not own a car and Winnipeg was some 70 miles away, much of his course work had to be done through correspondence study. Summer School attendance at the University of Manitoba was of vital importance.

The effect of Summer School on the young Friesen, brought up in a rural community, was electrifying:

I revelled in Summer Schools. I was the student representative on the Dean’s Executive in Summer School; there were crowds of fellow teachers and interesting professors. My mind was spinning with lectures, girl friends, concerts, and sports. A memorable event was the annual tennis tournament and for three summers I won the singles event. I had discovered big city life—a far cry from my small town. This naturally changed me, greatly expanded my horizons. (Friesen, 1992, Interview)

In 1936, John Friesen obtained his B.A. from the University of Manitoba. He became convinced that this is what one aspect of University Extension work is all about:

During the great depression, climbing the educational ladder was easier wished than done; for example, rural living expenses and college tuition would have to be paid out of a very low annual teaching salary. Fortunately, there was a way out: extra-mural classes,
correspondence courses and summer school. (Friesen, Personal Communication, 1992)

After many a late night's study in Haskett, and a few summer schools, he earned his degree in History and Sociology. The immediate reward, on obtaining the B.A. degree (Figure 10), was the qualification to teach in a collegiate, a step above the high school position. He wanted to go on to the University full time, but resigned himself to continue teaching. A dark cloud was looming over Europe:

The thought of depression and war scuttled my immediate plans for further university studies. With rumors of impending war I did some worrying about how I, a pacifist, would face critical decisions if war was declared. (Friesen, Interview, 1992)

D. OTHER TEACHING POSTS

Commenting on his teaching involvement in these years, John Friesen added:

After five years at Haskett, I took a position with my prestigious old school at Gretna, the Mennonite Collegiate Institute. Liked teaching older students, and Gretna/Neche communities were livelier than Haskett. Alas, the school principal was altogether too conservative, so a year later the third instructor and I pulled out. I spent a year at Hargrave as principal before beginning a three-year term at much larger Virden. The town could offer numerous social/cultural services and our school was a highly reputed collegiate. (Friesen, Interview, 1991)

E. INTEREST IN ADULT EDUCATION KINDLED

In the mid-30s, the educational philosophy of David Stewart, director of Manitoba's sanatorium at Ninette, began to impress
John Friesen, who considered him, "a sort of early Dr. M.M. Coady" (Friesen, Interview, 1991). Stewart envisaged a provincial organization for adult educators and became a catalyst attracting many like souls, including Robert England, later the first director of Extension of the University of British Columbia. A Manitoba Association for Adult Education was formed in 1934 through Stewart's leadership. According to Friesen, David Stewart's clarion call was:

More learning? Let us have more for practical every-day uses, more for culture, more for life material, more for living. Where and When may we have more learning? Here and now. Work! for the night cometh when no man can work. Who may have this? You and me. A what age? At just what ages are today, age 19 or 90.

Who will give it? We, ourselves must give it. Be very sure nothing worth-while can come into our lives by what other people do, or by what governments do, but only by what we ourselves do, and sweat in doing.

What are the means? Whatever we have ready. What is in thy hand? Take it, and use it fully. What is the motive? That we may have life and that we may have it more abundantly. (Friesen, Personal Papers on Stewart, 1934)

These words remained an inspiration for John Friesen for all the years to come.

F. UNITED CHURCH, YOUNG PEOPLE'S UNION (YPU) LEADERSHIP

Friesen had a strong commitment to democracy and through it to the cooperative movement in which he was very active in his Manitoba days. He witnessed the hardship suffered in rural areas during the Depression years, though he admits not to have
suffered personally. That experience reinforced Friesen’s belief that it is necessary to protect the disadvantaged through welfare and assist them to continue their education.

Friesen lived at Virden’s Central Hotel and he saw Virden as a hospitable place with excellent social events. He led the United Church Choir (Figure 11) and conducted Gilbert & Sullivan’s HMS Pinafore at the collegiate. In Virden, Friesen took part in many aspects of the growing movement for adult education. One of the important developments then being launched across Canada was the Dominion Provincial Youth Training Program (Figure 12). Friesen became the school’s secretary for the Virden district. In attendance would be 40 to 50 young men and women who had finished grade school, but who had never seen the inside of a high school. They spent their youth on farms steeped in depression. A Homemaking course was offered for young farm women. The programs for men and women, the one Agricultural Training and Citizenship, the other Homemaking and Citizenship, both involved a cooperative learning process. The students were able to live and do these courses together, for several months, supported by government grants. Friesen said, "This was an intriguing experiment and did wonders for these young men and women" (Friesen, Interview, 1991).

Through activities of the United Church’s Young People’s Union (YPU) Friesen gained his first important experience in wider leadership and largely as a result of his interest in these
activities he gradually turned from the Mennonite church of his childhood to the United Church. His active involvement came to mean a great deal to him. He said:

I continue to cherish the ideals of my forefathers, but found the United Church the more acceptable for me because it was exceptionally open-minded, politically alert, socially committed and ecumenical. Over several years (1938-40) the church experience also enabled me to gain a wide experience in community development and provincial organization and to associate with a larger circle of young Canadians. (Friesen, Interview, 1991)

In the period 1938-1940, he was an active participant in church affairs. Friesen was strongly encouraged in these activities by good friends, the Jay Watson family of Brandon, and Reverend Bob Elliott, a liberal-minded United Church minister in nearby Oak Lake. Friesen was elected President of the Manitoba Conference of the Young People's Union (YPU), United Church of Canada in 1939 and chaired this organization for two years (Figure 13). Writing about highlights in his career, Friesen said of the years 1937-1942:

Participation in United Church programs was an involvement of great personal value. The lingering depression and the war years had made the church's mission all the more relevant. My two-year term as Manitoba President of the Young People's Union [YPU] with its large membership, offered me an insight into the various fields of youth education, a benefit I was soon to appreciate even more on shortly joining the staff of the Manitoba Federation of Agriculture. On many weekends I traveled the province as a volunteer in the cause of a strong YPU membership.

What memorable days they were -- the sunrise services and quiet forest strolls amid autumn glory, the joy of 'sweet singing in the choir', the clarion call to dedicated service by a visiting missionary from China, or Dr. F. G. Stevens ministering to the prairie
Crees by himself learning Cree, creating their first dictionary and teaching Cree children in their mother tongue.

Over the years I have seen groups espousing this cause and that; seldom have I observed an association so zealously committed to self-development and community betterment as was the United Church YPU. (Friesen, Personal Communication, 1992)

Experience in YPU provincial organization provided a rich learning experience in leadership and introduced Friesen to various institutions supported by the church: a hospital in Vita, Manitoba, and church activities with native Indian people, through Dr. Stevens in northern Fisher Branch. YPU members were also keenly interested in foreign missions. Friesen said: "Our hero was the later illustrious physician Dr. Robert McClure in China" (Friesen, Interview, 1991).

G. MANITOBA FEDERATION OF AGRICULTURE

By the late 1930s, Friesen's demonstrated leadership in provincial United Church activities, his belief that no division existed between community and school, and his reputation as a rurally oriented teacher, led to his involvement in farm organizations. He received an invitation from Dr. J.A. Munn, President of the Manitoba Federation of Agriculture (MFA), to head up the educational arm of the organization which represented virtually all the cooperative businesses and hence most of the province's farm families (Friesen, Interview, 1991). In July
1940, Friesen became the Adult Education Director of the Manitoba Federation of Agriculture (MFA).

His job was to discover a way in which the MFA might become involved, using Friesen's experience in education, in getting people in rural communities to help themselves. At the MFA Friesen met Fawcett Ransom who was to become an invaluable mentor. Speaking of this largely self-taught educator Friesen said:

Since the early 'twenties, Ransom had been an activist for rural community development, a pioneer adult educator on many fronts. Today his name is inscribed in Manitoba's Agricultural Hall of Fame. It was Ransom more than any other person who urged me to join the MFA. (Friesen, Personal Communication, 1992)

Friesen commented on the influence of Ransom in his work on study groups in Manitoba:

How fortunate, I soon found, to have him [Ransom] as a friend and advisor. He had unbounded faith in the educational dynamics of the study group. The MFA's travelling folk schools, launched and directed by very capable young Helen Watson, also derived much benefit from Ransom's understanding of rural communities. The organization of an MFA network of more than 400 study groups by Friesen and his colleagues was a new approach for the Federation. (Friesen, Personal Communication, 1992)

The study group was a powerful St. F.X. type method. With good subject matter of the participants' choosing, you could help build a live wire organization that was motivated for study/action. That's what we proceeded to do. (Friesen, Interview, 1991)
The MFA study groups later became even more influential by linking up with the CAAE/CBC’s Farm Forum, of which Friesen was appointed Manitoba Secretary. The National Office of Farm Forum mailed out topic outlines to be studied by the rural groups, which also listened to a CBC radio broadcast on the subject. The forums reported back to the Provincial Secretary. He then broadcast summaries of their conclusions to reinforce and further the work of the study groups and folk schools. The program proved of great benefit during the war years in providing a national forum, furthering education and boosting morale. Following his involvement in the war (1945-46) Friesen would later return briefly to this work with Farm Forum. As Friesen observed:

This is where again I learned of the power, the dynamism, of the little group. Their influence can exceed that of politicians, as such study/action groups create opinion to which politicians must respond. Broadcasting was exciting as in the 40’s radio was a major medium in the country. (Friesen, Interview, 1992)

Friesen goes on to assert that even in his home town of Altona:

A name that become associated with cooperative movement was that of J.J. Siemens. An educated and dynamic rural leader, he roused the depressed farmers of Altona and southern Manitoba to unite for cooperative economic action. Subsequently, J.J. served the movement as a board member in Manitoba and nationally. I learned to admire Jake Siemens as both a visionary and a national organizer. (Friesen, Personal Communication, 1992)

People got together in the tough depression decade and tried to improve their lot through cooperation. Friesen remembers how adult education, through such community efforts, aimed to
alleviate in modest measure the hardships of farm families.

Reflecting on his years with the MFA Friesen comments:

In retrospect, I found that organizing for group action was usually a rewarding undertaking for the participants and at times high adventure for the organizer. It called for my travelling, often on lonely, snowbound roads, to a round of far off meetings held in schools or halls. Arriving for such a meeting, I would connect the car battery to the 16mm film projector and hoped the current would hold out for the hour. A talk and discussion were followed by a showing of several National Film Board productions. At the conclusion, the hospitable farm women served welcome refreshments. For farm communities that had faced trying times for a decade, the annual schedule of local, district and provincial forums and conferences boosted both economic and social cooperation. (Friesen, Personal Communication, 1992)

An amusing carton graphically illustrates this period.

Figure 2: Cartoon of John K. Friesen, 1953
The Manitoba Federation of Agriculture provided funding for the itinerant Folk Schools which became a social and economic boon for hard-hit and often demoralized rural youth during and following the depression. Friesen was co-author of *Manitoba Folk-Schools: The First Ten Years 1940 - 1950* with John M. Parsey (1951). In the study, the folk schools directed by Helen Watson were described as being a Canadian adaptation of the Danish model. The Friesen/Parsey study describes the objectives of folk schools:

-- to awaken a community consciousness and a feeling that young people have a part to play in moulding society;

-- to develop an understanding of the co-operative movement in its economic aspects;

-- to demonstrate co-operative living through group experience;

-- to develop the individual's confidence and ability through public speaking and through participation in the community endeavors of the school;

-- to imbue the students with the will to study for action; what de Huszar has called 'not talk-democracy, but DO-democracy';

-- to create, in all activities, a spirit of genuine fellowship through significant social experiences. (Friesen and Parsey, 1951:14)

H. CANADIAN ASSOCIATION FOR ADULT EDUCATION (CAAE)

In 1938 Friesen joined the CAAE while still a teacher in Virden, Manitoba. Ned Corbett was Director of the CAAE and when he retired in 1951 his place was taken by Roby Kidd, a long time
friend of Friesen from Columbia University days. Roby Kidd encouraged John Friesen to become deeply involved in all aspects of the CAAE. They became very close associates.

His connection with Roby Kidd also led to a number of early invitations for Friesen to participate in international work, including the Second UNESCO World Conference on Adult Education held in Montreal in 1960, to which he was a delegate. Friesen also helped Corbett and later Kidd in expanding the network of support for the CAAE, including the convening of regional conferences. He described the importance of the CAAE:

It was also a time of strengthening my bonds with the CAAE through its director, Ned Corbett and later especially Roby Kidd. National CAAE conferences in those years were prominent occasions, attracting foremost figures in education and the media—Ferguson of the press, Coady of St. F.X., university presidents Wallace and James, MacKenzie, Shrum and Andrew of UBC, Cameron of Alberta, Brockington a celebrated broadcaster, Grierson of the NFB, et al. Through the national journal and research, the CAAE's close association with Farm and Citizens Forum was growing into a national movement and giving support to the emerging profession of adult education. (Friesen, Personal Communication, 1992)

Friesen was a regular contributor to the CAAE journals. Some of his articles are listed in Appendix No. 4: Publications along with his talks, book reviews and consultations. To this day he remains a strong supporter; Friesen sees the CAAE as an influential advocate for literacy, public broadcasting, the National Film Board, and other essential national needs and services.
I. WORK WITH FATHER M.M. COADY AND THE CREDIT UNIONS

Father M.M. Coady of St. Francis Xavier University (St. FX), in Antigonish, Nova Scotia, then "disciple apostle" of the cooperative credit union movement, became a mentor to John Friesen, helping to shape his views and strengthening his lifelong commitment to democratic ideals. Coady encouraged Friesen and all who sought his advice to take a cooperative approach in resolving economic problems. Coady was a fervent democrat. Writing of him in The Man from Margaree (1971), Alex Laidlaw said:

For him the world had enough of rule by a few strong men at the top. A new age would dawn, he believed, when the whole mass of humanity would lift itself to a new level of life, when democratic man would emerge. So his philosophy rested on a deep conviction about the fundamental rightness of democracy and its necessity for the liberation of the human spirit. (Laidlaw, 1971:21)

Coady himself said:

The stirring events of our time make it imperative that we take a new look at ourselves and our democracies. Democracy, as we all know, is self rule. It is government of, by, and for the people. It means participation by the people in all the vital social processes. (Laidlaw, 1971:32) "...In the old days more than seventy per cent of our people were on farms. They had ownership -- the very foundation of American democracy. It gave the people a measure of economic independence and that sense of responsibility that goes with effective political democracy. (Laidlaw, 1971:33)

Discussing the period when he fell under the influence of this dynamic and profoundly humane leader, Friesen said:
I observed in Nova Scotia how Coady and his colleagues began a ground swell of cooperative organizations amongst poor fisherman and then set out to follow the St. F.X. model of study groups for Manitoba farm people. At our peak we formed four hundred groups in one year ranging in subject matter from credit unions and cooperatives to soil conservation, health, education, public speaking, etc. (Friesen, Interview, 1991)

In June 1940, Friesen became a charter member of the Virden Credit Union. He is among the three original members still alive who returned to Virden in 1990 for the Credit Union's 50th Anniversary celebration. Based on his experience in establishing the Virden Credit Union, Friesen took this cooperative approach in financing to the Manitoba Teachers Society (MTS). He wrote an article published in the The Manitoba Teacher (September-October, 1945). Following is an excerpt:

In the early thirties a teacher could not avoid high interest charges on loans, but in 1937 the Manitoba legislature cleared the road for action by passing an Act providing for the establishment of credit unions. Today many towns and country communities in Manitoba have efficient credit unions serving their people.

**What is a Credit Union?** It may be simply defined as a small co-operative bank which receives shares and [deposits and] loans from its members and makes short term [insured] loans to them. (Friesen, 1945:22)

The MTS's historian, J.W. Chafe (1969), highlighted Friesen's contribution to the formation of the Manitoba Teacher's Credit Union Society by saying:

Yet when in 1945 a bright young pedagogue, Johnny Friesen, suggested in the *Manitoba Teacher* that the MTS [Manitoba Teachers Society] form a credit union, most teachers seem to have yawned, just as they had when group insurance was suggested....In 1950, five years later, the *Manitoba Teacher* reprinted Johnny's
article, and presto! Sudden interest! And in that year, the Manitoba Teachers’ Credit Union Society was born. (Chafe, 1969:163)

One indication of the close association between Coady and Friesen is that on the day before Coady died (1959) his thoughts were on John Friesen. On the invitation of John Friesen and Ken Harding of Prince Rupert, Coady was due to address a meeting of B.C. fishermen, but as his assistant related in a letter to Mr. Harding, Secretary of the Fishermen’s Co-operative Association:

The day before Dr. Coady died he was speaking about you and Dr. Friesen. Even at that time we hoped he would recover but when we mentioned the B.C. trip to him he merely shook his head and said, 'No, I’ll never make that trip, much as I would love to see all my friends on the west coast again....They are fine men and have been always very kind to me....' (Friesen, Personal Papers, Arsenaught, 1959 letter, See Appendix No. 10 for letter and notes)

J. ARTS IN MANITOBA

From Friesen’s boyhood days he had organized singing and conducted choirs (Figures 9 & 11). The four Friesen brothers were a four-part harmony (Friesen a baritone) with sister Anne as pianist. A love of the fine arts, particularly music and poetry, remains central to his life today. At each stage of his career he has focused much attention on their development. In Manitoba, Friesen encouraged musical and artistic study through the schools. He conducted light operas and was a leader in a group which in 1937 launched the Virden Music Festival, which continues as an annual tradition to this day. He became involved in theatricals and won a gold medal for play-writing. All of this
early cultural activity prepared John Friesen for the important contributions he was to make in the arts later in his career.

K. THE WAR YEARS (1939 - 1945)

By late 1941, Canada had already contributed impressively in manpower and supplies to the war effort. The role of agriculture was also a crucial one. Friesen worked in agriculture and had his own personal struggle with deeply held beliefs about pacifism (which he had inherited from his Mennonite ancestors) when he was faced with the decision about service in the Second World War. He found this decision very difficult, as his pacifism was in direct conflict with his impulse to do his duty in defending a democracy in which he also believed passionately. Friesen simply commented, "I came from a pacifist family and I was thought quite revolutionary to join the war" (Friesen, Interview, 1992).

He recalls this conflict:

What was my own unexpressed attitude toward actual combative service? Although I was brought up in a pacifist family, the thought whether or not to enlist in the active forces was a constant worry. How to make the deed and the Word agree? I had never doubted that genuine conscientious objectors were a brave lot in facing a wartime society's daily daggers of criticism. But would a life of devotion and compassion, dedicated to community service, however noble, help in any way to eventually crush the ambitions of Hitler and the monstrous killings by his legions? What doubtless tipped the scale in my deciding to join up was the news of mounting casualties among former students and other friends. (Friesen, Personal Communication, 1992)
He recognized that going active might pose a threat to one of his convictions. Unlike his ancestors under the Czar however, John Friesen saw the defense of freedom as a noble cause and once he had made the decision to serve, characteristically threw himself whole-heartedly into his service in the Royal Canadian Air Force (RCAF). In his own words:

I enlisted in the RCAF, eventually graduating as a navigator. For my parents, the thought of my joining the fighting forces was a very sad experience; but I knew their thoughts and well wishes would always accompany me. Following training in Western Canada and in northern Britain, we collected as a crew, four Canucks and three Brits. It was fortunate that we were posted to Waterbeach, a permanent RAF base in bomber command in East Anglia -- a half hour bicycle ride to historic Cambridge. As was critically essential, our McDonald Lancaster crew developed strong cooperative bonds; we grew together into a very closely knit unit for action. Excellent morale, from Skipper Bruce McDonald down to rear gunner. The esprit de corps never faltered. (Friesen, Personal Communication, 1992)

John Friesen flew thirty-five combat missions over enemy territory and was awarded the Distinguished Flying Cross (D.F.C). (Figures 15-17) While reluctant to talk of his war experience, Friesen does speak of lost comrades:

War is hell! Our crew survived, physically unscathed, thank God! As to the less fortunate crews of our squadron --Kathleen Raines' lines in "Heroes" expresses the bitter loss:

This war's dead heros, who has seen them?
They rise in smoke above the burning city,
Faint clouds, dissolving into sky.

They are remembered, on duty and on leave, as young and venturesome, not infrequently plagued by a premonition of no return, and buoyed up at the thought of a bright future back home. (Friesen, Personal Communication, 1992)
Apart from giving an occasional glimpse of the reality of war, Friesen dwells entirely on the rich experience he gained from exposure to the cultural life of England and Scotland. For a man from a small town in Manitoba to find himself living in an old and mature civilization was as much of a cultural awakening as Friesen’s first experience of University life in Manitoba. Of Britain and the University town of Cambridge, which lay close to his air base, he says:

An invaluable reward, between operations was on-leave days when Britain was your oyster. Much of any Canadian’s education and my teaching curriculum related to British culture, now available for us to enjoy. What a rich cultural feast: nearby Cambridge, London and its boundless interest, the south country and Bournemouth which for weeks was our reception city on arrival, attending Shakespeare plays in Stratford-on-Avon. Dear old Scotland! Our first posting was at Kirkubright (near Wigtown) on Solway Firth, with leaves in Royal Edinburgh and Glasgow. I recall a memorable evening with former Edinburgh University’s Lord Rector, Sir Herbert Grierson in his spacious apartments overlooking Arthur’s Seat. Our pre-ops training station was just south of Dumfries, Robert Burns’ country. Brown’s Restaurant in Edinburgh with its special pastry! (Friesen, Interview, 1992)

Yet compare this with the image conjured by his comment:

Every op was approached and carried out with some trepidation and in some unforgettable cases with downright dread. Occasionally I took some favorite poems with me on flights. (Friesen, Interview, 1992)

The battlefield had important consequences in forming the character of the man who returned. The repeated transition between peace and war deeply affected John Friesen, a man of
compassionate disposition, and reinforced his determination to serve humankind through education.

L. RETURN TO MANITOBA AFTER THE WAR (1945 - 1946)

When John Friesen returned to Canada from overseas, he "decided to go back to work on 'civvy street' immediately. Manitoba Pool Elevator welcomed me" (Friesen, Interview, 1992). During the succeeding year, before his departure for Columbia University, he did a good deal of editorializing for the *Manitoba Cooperator*, made broadcasts and talked to various organizations about building living memorials, after the devastation of war. About three months before he was due to depart for Columbia University, Friesen met with Premier Stuart Garson (whom he saw as a man of vision). The Premier was aware of Friesen's work before the war and said to him, "What I think we need in this province is a Royal Commission on Adult Education. John, will you assist us in writing the terms of reference?" (Friesen, Interview, 1992).

Friesen explained that he was to depart shortly for Columbia, but agreed to serve as interim Secretary to initiate the project, formulate the structure, the terms of reference, and suggest a few members. He recommended an old friend and colleague, Jack Sword (later to become Vice President of the University of Toronto) to continue the work as Secretary to the Commission. The record shows "Mr. J. K. Friesen acted as Secretary pro tem pending the arrival of Mr. Sword in Winnipeg" (Report of the
Manitoba Royal Commission on Adult Education, 1947:18). Jack Sword finished the work started by Friesen and wrote the report. Many things grew out of the Royal Commission including finally the appointment of a Director of University Extension.

Friesen felt honored to coordinate the "Joint Manitoba Brief" to the Massey Commission. In 1948/49 the Government of Canada appointed a Royal Commission on the Arts, Letters and Sciences. N.A.M. MacKenzie, UBC President was a member of that Commission, of which the Hon. Vincent Massey was Chairman. It is interesting to note that John Friesen first met Dr. Norman (Larry) MacKenzie in 1949 when Friesen chaired a group of organizations preparing the brief to the Commission. N.A.M. MacKenzie was later to play an important role in John Friesen’s life.

M. COLUMBIA UNIVERSITY (1946 - 1948)

Talking of his post-war years, John Friesen said:

A cultural and academic peak in my post-war period was Columbia University. Since it was granted its charter as King’s College by King George II, the University had achieved an enviable reputation, a member of the distinguished company of Harvard, Princeton and Yale. My subjects were rural sociology and adult education, both directly applicable in later years in continuing education at the University of British Columbia and in a better understanding of rural societies in Asia and Africa. (Friesen, Personal Communication, 1992)

Friesen departed for Columbia University in June 1946 to undertake both a Master of Arts Degree and a Doctor of Education.
Degree. This further education was made possible by grants made available by Canada to returning veterans. Characteristically, John Friesen set himself the challenging task of accomplishing all of this scholastic work within twenty-four months. It is a testament to his working habits and to the quality of his mind that Friesen did achieve his objective. In 1947, Columbia University granted him his Master's Degree and in 1948 his Doctor of Education, with a major in Rural Sociology and a minor in Adult Education. (See Figure 18: Columbia Graduation photo) Columbia University was a leading institution in these fields at that time. At Columbia, Friesen was a colleague and became, in his own words, a "brother", of J.R. (Roby) Kidd, who graduated just six months prior to Friesen. Roby Kidd was the first Canadian to obtain a doctorate in Adult Education and John Friesen became the second.

It became clear, however, that the collection of scholastic honors did not, for long, remain foremost in Friesen's mind. After his entry to Columbia, he once again found his thoughts projected into a new paradigm.

It was also my good fortune to reside at International House, a tall and attractive Rockefeller-gifted centre accommodating some five hundred graduate students from around the world. The daily association with such a student body was in itself an education to be prized. (Friesen, Personal Communication, 1992)

At International House, John Friesen came to meet leading world figures in education, business and politics; he was exposed to
the excitement of graduate student discourse and the thrust of events that were emerging to create a new world view of economic social and political issues. Friesen said:

When I was at International House, UNICEF was born, shortly after the nations had signed the UN Charter. I was pleased to serve as chairman of the I-House UNICEF Committee. To launch it we invited Chester Bowles, a former Cabinet Minister of President Roosevelt, and twice the popular U.S. Ambassador to India. Bowles, then head of UNICEF/USA, delivered a ringing challenge to the graduate students: 'Development can ignore boundaries and be a regional undertaking. We achieved it with the Tennessee Valley Authority (TVA).’ The audience cheered him. In addressing this assembly in 1947 Bowles was also giving a message to the post-war world. This was my first contact with UNICEF. (Friesen, Personal Communication, 1992)

The event epitomized John Friesen’s Columbia experience and UNICEF and the UN became an important influences in his life.

Friesen recalls:

Marta (Friesen’s wife) and I crossed paths again with Bowles in India when he was U.S. Ambassador. The Indians loved internationalist Chester Bowles and his family and he was an influence in my life. (Friesen, Interview, 1992)

Over the years Friesen was especially adept at developing relations with a good number of outstanding persons. He drew support from a network of influential, humanistic and broad gauged people operating at international levels to help him establish and achieve his own goals, visions and missions in the development of adult education. He said of personal contacts made at Columbia:

Today the "Who's Who" of most countries can list some prominent men and women who, over the past seventy
As a result of his time at Columbia University, there was born in Friesen a personal imperative to set his own endeavors in as wide a field as possible. Speaking of his studies at Columbia, Friesen said:

My Graduate Studies major was in rural sociology. Recalling some of my professors--Edmund Brunner and Robert Lynd and the pioneer polling researcher Paul Lazarsfeld, Ralph Linton Anthropologist of Yale University (who summed up the term's lectures with 'some do, some don't'), Doug Ensminger of Federal Agriculture Extension (later to become representative of Ford Foundation's huge aid program in India) were all influential in my life, in Adult Education--Wilbur Hallenbeck, et. al. I recall the riveting session "Educational Foundations" that was chaired by Professor Kenneth Benne, who used every personal persuasion possible to put our convictions through the wringer. I became a panel member to evaluate the extensive collection of educational films. During the Summer of 1947, I was field researcher in rural Ohio, on the topic of Neighborhood Councils of the Ohio Farm Bureau. (Friesen, Interview, 1991)

John Friesen found the cultural amenities of New York City exhilarating--the emerging American musicals (Carousel and Oklahoma) galleries, theatre, foreign films, ballet, and the renowned Riverside Church nearby. He remembers many outstanding public lectures at Columbia University. He looks back:

New York City itself presented a rich array of interests. Favorite among them was attendance at the Metropolitan Opera (standing room was affordable). An event of note was the public address by distinguished Thomas Mann, then resident in California, and whose works I had studied, as an extra course, under Professor von Gronicka. In 1948 there was also the Presidential Election, the media predicting certain victory for Tom Dewey over Harry Truman. Marta [his wife-to-be] and I attended a political meeting that
remains a vivid recollection. FDR's former Secretary of Agriculture, Henry Wallace, was running as the Third Party candidate. While waiting for Wallace to arrive at the large meeting hall in Harlem, the audience was led in a sing-song by none other than Paul Robeson. Then Wallace arrived, his entourage led by Joe Louis. (Friesen, Personal Communication, 1992)

When in Columbia he met and later married Marta Korach, in his own words, "a beautiful and dynamic fellow graduate student at International House studying Education for the Handicapped, most intelligent, with an interesting background and a linguist (Hungarian, French, German, English, Spanish)" (Friesen, Interview, 1991). Speaking of Marta, John Friesen went on to convey:

Shortly after my return to Winnipeg [1948], Marta and I were married. A graduate of the Universidad de Chile, Marta lost no time in taking part in community activities. She taught Spanish at United College evening classes, joined the Women's Cooperative Guild and soon began her broadcasts on CBC International to Latin America. In the following year, we welcomed our first-born Melanie and later in 1953 a son Robert. (Friesen, Personal Communication, 1992)

Friesen also met Murray Lincoln of the Farm Bureau, Columbus, Ohio and he spent three summer months in Ohio. He was much interested in the Neighborhood Councils of Ohio which were similar to their counterparts in Manitoba, but with larger budgets and staff. He wrote his thesis on the rural councils of Ohio and made frequent comparisons with their Manitoba counterparts. Friesen explained, "For me it was always people, people" (Friesen, Interview, 1991).
After graduation, Friesen had the option either to take up an agricultural Extension post in the American Mid-West, or return to the Wheat Pool organization in Winnipeg. The pull back to Canada was strong. Now more than ever he was attracted by the Pool's international outlook. Friesen had always admired the heroic battles of the 1920s when the prairie Pools took the gamble out of grain sales, by being legally designated as the sole selling agent at home and abroad. During the "dirty thirties" the Pools faced grave hardships in having initially overpaid the producers. The Federal government appointed the Canadian Wheat Board to assume national responsibility for marketing, with the Pools continuing to handle the Wheat Coops locally, through their established community elevators associations. Friesen decided to return to the Manitoba Wheat Pool.

N. MANITOBA WHEAT POOL (MANITOBA POOL ELEVATOR) YEARS

(1948 - 1953)

John Friesen's stay at Columbia University was exactly what the young war veteran needed; his perceived boundaries had disappeared, his view of the world was wide open. From Friesen's youth in a nurturing, yet limiting, small town milieu, his natural intellectual and leadership qualities had carried him to take a "Province-wide" view. The "war" had shown Friesen the importance of taking a world view and displayed how much richness lay beyond even the broadest perspective of a Canadian Province. Columbia then showed Friesen how the lives of people like him
could transcend national barriers. Columbia generated in him an urge to play a significant role in this wider arena, and from then on John Friesen was never the same. He commented, "As a young man I became internationally minded...somewhat unusual in those days" (Friesen, Interview, 1991). The fact is that after Columbia University, Friesen saw all of his work in an international context. Indeed, as the researcher sees the matter, it was a mix of his ties of loyalty to Canada and the broader international role of the Wheat Pool that lured Friesen away from the Mid-West and back to Manitoba. Friesen was offered a job at the University of Manitoba as Director of Extension but did not take it for this reason:

Before leaving Columbia, I had accepted, from President W. J. Parker, the post of Director of Field Services for Manitoba Pool Elevators (MPE), the province-wide and expanding grain growers cooperative. Parker's outstanding career was at its peak; he was a good friend and the association would be a timely and valuable one. (Friesen, Personal Communication, 1992)

Friesen came to the conclusion that he would be comfortable working in the influential Pool organization with its staff and with leaders like Bill Parker, who had a "world view" and could count on a wide network of local associations to implement progressive measures in community and province. Of Parker, Friesen confirms:

I had long been an admirer of Bill Parker as a dynamic and able leader of the MPE and in his many other offices; e.g. Vice-President of Canadian Federation of Agriculture, Board Member of Air Canada (then Trans Canada Airlines), Board Member of CBC [Canadian Broadcast Corporation], and on the CNR [Canadian
Friesen was appointed Director of Field Services for Manitoba with the MPE and was also encouraged to participate in international work and in other cooperative endeavours. In 1949/50 he became chairman of the first UNICEF Committee in Manitoba. In 1950, Friesen served as Vice-President of the United Nations Association of Manitoba and as Board member of the Manitoba Cooperative Credit Society (the bank of the credit unions). During this period Friesen, in addition to his province-wide activities with the Wheat Pool, became immersed in work of the CAAE of which he had been a member since the '30s.

The CAAE, headed by Ned Corbett, needed farm organization support; Friesen, and especially MPE Secretary Fawcett Ransom, were willing advocates. Roby Kidd succeeded Ned Corbett as Director in 1951. Speaking further of Bill Parker, Friesen gave an indication of his power:

When Stuart Garson became Premier he inherited the strong ongoing (since 1922) Progressive Party of Manitoba. The rural constituencies continued to hold the power in votes and influence. Bill Parker may well have been the single most influential figure in the governments of Premier Garson and later Premier Campbell. (Friesen, Interview, 1991)
In consequence, Bill Parker's political influence resulted in the MFA getting the necessary support and finance from the Ministry of Agriculture in issues it promoted throughout the province. Urgent issues, not directly connected with farming, faced post-war Manitoba and Friesen addressed himself to these stressing:

My duties at MPE permitted time to follow up on two new urgent provincial developments; hospital construction and enlarged school administration units. (Friesen, Personal Communication, 1992)

The political influence of the farmers was impressive, disproportionate to population some maintained, when compared with the cities. Yet, cities had their comprehensive schools, whereas the rural areas did not and remained educationally backward; according to Friesen:

The pressing need was for expanded school units of administration, the greater goal, of course, being a considerably enriched curriculum. Having studied school reorganization over some years, I felt confident in addressing this concern and cooperated eagerly with other advocates. (Friesen, Personal Communication, 1992)

In his words:

Little red school houses still dotted the Manitoba landscape. They had served previous generations, but were now found wanting. The post-war was an ideal period to build institutions--schools, hospitals, community halls--as living memorials. This was the ultimate goal in community development and I wanted to be a part of it. (Friesen, Interview, 1992)
Friesen came into conflict with the Provincial Minister of Education of the time, whom he viewed as initially too conservative and resistant to new ideas. However, with strong backing from the MFA, MPE, the Teacher’s Society and Trustees, the Manitoba system slowly began to change and the little red schoolhouses were absorbed into the comprehensive schools they are today.

There was a pressing need in Manitoba for the building of hospitals and again the Wheat Pool lent its support. The MPE membership pledged a donation to each new hospital to augment the cost of medical equipment. Dr. Fred Jackson, the Deputy Minister of Education, proposed a plan for a three-tier system of hospital building:

(1) Neighborhood hospitals mainly emergency and maternity.

(2) Regional (County) hospitals offering more extensive services.

(3) Central hospitals with comprehensive facilities in several cities.

(Friesen, Personal Communication, 1992)

Jackson asked for the Wheat Pool’s cooperation to implement this provincial plan. Bill Parker told Friesen, "...devote your time to this, whatever time it takes." As Parker saw it, "Every time you make a contribution in manpower or means to a hospital it’s like giving it to yourselves. It is your mothers and fathers who
will be using the hospital" (Friesen, Interview, 1991). Friesen goes on to disclose:

I assisted the Ministry of Health with launching their comprehensive hospital plan, both in one research study and in its advocacy through community meetings and later presenting MPE grants for equipment to each Board of a new hospital. (Friesen, Personal Communication, 1992)

Friesen, accompanied by Dr. Margaret Nix, carried this message around the Province. Their job was to convince the people that wherever a vote came up for a hospital (despite higher taxes) they had better vote yes. As Friesen put it, "Primary services for Manitoba were education and hospitals, and both were greatly improved in the decade following World War II" (Friesen, Interview, 1992). Now a new challenge would be sought by John Friesen.

0. SUMMARY

The more the researcher delved into the many faceted career of John Friesen, the more apparent it became that historic influences, his early upbringing and the warm, lively caring, country environment in which he was raised served to shape his approach in all he sought to achieve. Reflecting on these years, Friesen adds:

Many activities on the West Coast would be a reminder of my prairie years, some appearing as a prologue to continuing or more extended programs in B.C. (Friesen, Personal Communication, 1992)
He had an abiding belief in the importance of social cooperation, in planting ideas and then enlisting the support of the people of a community to cause them to take place. This inclination towards cooperative effort applied to his work wherever it took place, whether in the international field, in an academic community, or in cultural and artistic development. He took a cooperative approach in the implementation of educational programs, in the development of agricultural cooperative movements and in his important work in the formation of credit unions.

Consistently, John Friesen encouraged the people who worked with him and also the people he sought to serve, to unite in a cooperative effort to create an atmosphere in which ideas and growth could flourish. In the farming terms of his ancestors, John Friesen would find a field in need of enrichment, arrange for its cultivation, plant the seed, and nourish it, but was often content to let others reap the rewards. It is apparent Friesen gets great satisfaction from encouraging his colleagues to excel and in watching them achieve their highest personal potential. He gives his co-workers the freedom to grow and assists and defends them whenever needed. This is the man who came to the University of British Columbia in August, 1953 (Figure 19).
Figure 3: Childhood family home in Altona, Manitoba (John K. Friesen is smallest child, far right)

Figure 4: Sarah Klippenstein, Mother of J.K. Friesen

Figure 5: David W. Friesen, Father of J.K. Friesen
Figure 6: John Friesen, violin pupil @ eleven years old, June 1923 (Fiesen on rt)

Figure 7: John Friesen in Haskett, Manitoba, 1933

Figure 8: John K. Friesen, 1933
Won Gretna Tennis Tourney
Figure 9: Gretna Collegiate Choir, 1935
Friesen, Director (front center)

Figure 10: John K. Friesen Graduation, 1936, University of Manitoba
Figure 11: Virden United Church Choir, 1939
Friesen, Director (Back row, right)

Figure 12: Regional Youth Training School
in Virden, 1939 Dominion-Provincial Program
Figure 13: Manitoba Delegates to Western United Church YPU Conference, Mount Royal College, Calgary, June 30 to July 4, 1940. (Friesen: Front row, third from left)
Figure 14: Farewell to Friesen family, 1943 John’s day of departure for overseas war service. (1 to r: brother Ray, Father, John, Mother, brother Ted)

Figure 15: Friesen, Flying Officer, 1945
Figure 16: Damaged Avro Lancaster’s fin rudder and half of tailplane shot away after one of Friesen’s missions over enemy territory, July 18, 1944.

Figure 17: 7-man crew of Lancaster bomber. Taken on completion of 35-mission tour, RAF Squadron 514, Waterbeach, late 1944. (Friesen: third from left)
Figure 18: Dr. John K. Frieson, June 1948
Graduated with Ed.D., Columbia University
The purpose of adult education is to help people to earn a living, to live a life, and to mould a world - and in that order of importance. (Sir Josiah Stamp)

A. UNIVERSITY EXTENSION IN CANADA

The UBC Extension Department was established on April 27, 1936, its goals and policies were in accordance with the unique North American Extension tradition, of extension work, which had been pioneered by the University of Wisconsin early in the century and subsequently adopted by the provincial universities of Alberta and Saskatchewan. There was a genuine desire by the early administrators at UBC to place the wisdom, thinking and knowledge of the university at the disposal of society. UBC Extension came to be considered outstanding by many scholars and certainly was not alone in adopting a community oriented approach to Extension. Selman (1975) quotes President Henry Marshall Tory, founder of several Canadian universities, as to the approach adopted decades earlier by the University of Alberta:

...the extension of the activities of the University on such lines as will make its benefits reach directly or indirectly the mass of the people, carrying its ideals of refinement and culture into their homes and its latent spiritual and oral power into their minds and hearts, is a work second to none. (Cited in Selman, 1975:2)
Selman (1975) points out that the first three Presidents of UBC held much the same view as Dr. Tory and fully approved the Extension Department's broadly based service to society. During its first two decades the Extension program provided a range of services involving study and discussion of the fine arts, a comprehensive service of study courses covering a wide range of cultural and vocational subjects, available anywhere in the Province; correspondence instruction; cooperative production and marketing programs for fisherman; accounting courses; instructor teams for home economics and handicrafts courses; in addition there were programs on family life, such as parent education and problems of aging. It also included a film library with a fine collection of films on a wide range of subjects. Other notable achievements were Youth Training, Rural Leadership Schools, and the provincial organization of National Farm Radio Forum and Citizens Forum.

According to E.A. Corbett, Director of the CAAE 1936-1951, writing in 1952, there were two main kinds of university Extension in Canada:

The first derives directly from the 'course-giving function of the UNIVERSITY', i.e., correspondence courses, night classes, extension classes for extra-mural students, etc. In some cases academic credits leading to degrees are offered in connection with the courses but the subject matter of the courses offered is likely to extend beyond the limits of subjects considered desirable or necessary in the pursuit of a degree.
The second kind of extension program is built less on the basis of traditional university work, and more on the existing activities and interests of people outside the university and its immediate community. This is true of all the universities in western Canada, of Laval, St. Francis Xavier, Macdonald College (of McGill) and of most of those colleges not properly called universities but which have strongly developed extension service. (Corbett, 1952:7)

Acknowledging that some university administrators regard Extension work as an "entirely unnecessary activity and not properly the function of an institution whose first responsibility lies in teaching and research", Corbett asserted that, "...the closer the bond between the university and the community it serves, the stronger and more secure its position becomes" (Corbett, 1952:7).

B. JOHN K. FRIESEN'S PREDECESSOR

Gordon Shrum (later to become Chancellor of Simon Fraser University, and Co-Chairman of BC Hydro) was Friesen's predecessor as Director of UBC's Extension Department, having held that post along with other duties from 1937 to 1953. Shrum had a very strong commitment to a broad cultural role for university Extension. There can be little doubt that under Shrum, UBC's Extension Department fell into Corbett's second classification. In 1949, Shrum said:

Thus the University, through its program of adult education, is making and should continue to make a unique and indispensable contribution to the cultural development of the Province. (Cited in Selman, 1975:7)
C. CAAE CONNECTION

At the CAAE conference in Winnipeg, in the Summer of 1953, Dr. Shrum asked John Friesen if he would be interested in taking over Extension at UBC. Friesen recognized the wide scope UBC would offer and in the end agreed. Describing the speed at which the appointment took place he said, "I was then flown to Vancouver to meet various people. I began work on August 1, 1953" (Friesen, Interview, 1991). Friesen thus became the third Director of Extension at UBC, and the first for many years to occupy the position on a full-time basis. Eight years later, in 1961 Friesen took the opportunity to commemorate the UBC Extension Department's 25th Anniversary. The first three Extension directors: Robert England (1936-37); Gordon Shrum (1937-53); and John Friesen (1953-66) gathered for a photograph. (Figure 32--EXTENSION 25th ANNIVERSARY photo at end of Chapter 6)

Commenting on the years that followed:

The most satisfying thing I ever undertook was UBC. There was no equivalent to UBC in Manitoba and to some extent I didn't know exactly what I was getting into, but saw UBC as a very active concern...although small, it [Extension] had the makings of a good department; it had momentum because of its former influential Director Gordon Shrum. Politics are important in a University and one of the reasons Gordon Shrum was successful was that he had the reputation of getting things done, not infrequently as a committee of one. (Friesen, Interview, 1991)
At CAAE meetings and during the Massey Commission hearings Friesen had, as previously noted, met N.A.M. MacKenzie, the President at UBC; he liked him immediately. MacKenzie informed Friesen on his arrival that University Extension was important work which held promise for considerable expansion and far greater responsibility. Friesen commented that, "Undertaking such a position, as I gradually discovered, was for any director, a colossal dare" (Friesen, Interview, 1992).

Friesen was well equipped through experience, intellect and conviction to carry on in a tradition of providing service to the community. When he joined UBC in August of 1953, not only had a strong momentum been developed in this direction, but also the university leadership was convinced that service to society, through an Extension program, was of importance to the future recognition and strength of the University. By character, John Friesen was well suited to the aggressively growing young university. Gordon Shrum, while Chancellor of Simon Fraser University, wrote Friesen when he left UBC in 1966 for international work:

Perhaps you would be interested in the process by which you were selected for the position at U.B.C. I had become acquainted with you through the meetings and committee work of the Canadian Association of Adult Education. I conferred with Ned Corbett and Larry MacKenzie and we agreed that you were the outstanding prospect for the job. We prepared no lists - long or short-but devoted all our energies to devising ways and means of luring you from Winnipeg. It wasn’t
easy but there was the satisfaction of succeeding in our quest. (Friesen, Personal Papers, G.M. Shrum to Friesen, 11, October, 1966)

D. UBC ON JOHN K. FRIESEN'S ARRIVAL

What manner of man was this new Director of Extension? Certainly his leadership style would be remarkably different from that of Dr. Shrum, an authoritative figure, well respected, sometimes feared, who had achieved great success in his several university positions. John Friesen had achieved his own impressive record, but by entirely different means. He was a complex, many faceted individual with a broad cultural background and a very strong philosophy of commitment to his fellow human beings. Speaking of the sense of commitment which Friesen had to people, Gordon Selman, who became his closest associate at UBC, noted:

I think the cooperative movement may have reinforced that [commitment] in him....One can see it, in some respects as a Christian conviction. But I would generalize a little further in terms of a concern for the welfare of others. A compassionate view of society. One could call it a humanistic view...of what society should be like and how it should treat its citizens. (Selman, Interview, 1992)

Friesen commented about the lack of any strong fine arts base at UBC in 1953; the arts were in Friesen's genes:

There was not much of it [the arts] academically at UBC at that time; no drama department, a small music department, nothing in ballet, the
fine arts had a department of one with Bert Binning as its outstanding head.

You learn so much yourself and in close association with all the disciplines. What a privilege in helping to build a better society! Achieving the abundant life, that’s what intrigues me. (Friesen, Interview, 1991)

As discussed in Chapter Three, John Friesen had come to believe that the building of an abundant life for the many is the ultimate goal of adult education. He considers adult education as life’s grand highway and the servant of life’s goals. His feeling in 1953 was, "I love this; I have arrived" (Friesen, Interview, 1991). Now he had the opportunity to mold the broad dimensions of adult education in British Columbia. Thomas claimed that when Friesen arrived he was the right man at the right time, a time when governments believed in education (Thomas, Personal Communication, 1992). Friesen defined his goal in terms of furthering liberal education for adults, and he cited in one of his first annual reports a definition of liberal education provided by the Carnegie Trustees:

The Carnegie Trustees define a liberal education as implying a knowledge of oneself and others and the world around us, a general interest in man’s historical achievements, and an abiding awareness of his religious and philosophical heritage. 'The objective of liberal education is to produce mature men, good men, even - hopefully - wise men'. (UBC, Extension, 1955-1956:5)

One of Friesen’s early staff appointments was Gordon Selman whom he approached on the recommendation of Dean Andrew,
Deputy to President MacKenzie. Friesen never regretted selecting him. Selman soon was promoted to become Friesen’s deputy in all activities and Friesen acknowledges that much of what he was able to achieve at UBC was the result of Selman’s loyal support. Friesen said:

How fortunate I was to have Gordon Selman as my right hand man all those twelve years. Gordon and I are brothers and have been all these years, brothers in every way. John is out building mountains and Gordon is keeping the house in order. (Friesen, Interview, 1991)

This backing at UBC Extension was essential to Friesen, who was not about to become desk bound on campus. Instead, he ranged the field of adult education, travelling wherever the cutting edge for the department’s work might be, whether it was in the province, the continent or the world at large. Friesen viewed adult education in the broadest of perspectives.

In writing of his first year as Director of Extension, John Friesen described how he had spent the year becoming acquainted with his territory:

My initial year was spent in becoming acquainted with the growing departmental activities as established under my predecessor, Dr. Shrum. Considerable time was spent in visits to some thirty communities throughout the province.

The impression gained was that the Extension Department is known in virtually every corner of the province and its services extend even beyond into the Yukon. (UBC, Extension, 1953/54:5)
During this year (1954), he was also selected by the Adult Education Association of the U.S.A. along with nine other North American adult educators (five were Canadian) to participate in a series of seminars in Great Britain, Sweden, Austria, Switzerland, Italy and France, where Friesen had the opportunity to meet and to discuss the field with leaders in European adult education. The tour was funded by the Carnegie Foundation and the Ford Foundation's Fund for Adult Education.

E. FRIESEN'S VIEW OF THE EXTENSION FUNCTION

John Friesen inherited a very broadly based Extension program, the work of which was largely self-directed and not yet closely integrated with what was being done internally in the University. The Extension Department of UBC was already rated among the best in the country and it added to that reputation under Friesen's direction. Friesen had a firm conviction that the University must reach out to the people of British Columbia. He knew, however, that Extension must change if, in the future, it was to meet the needs of the University in a changing society. He recognized that important shifts were occurring which would alter the Extension function. People were staying in school longer, while local school boards and other organizations were getting involved in adult education. Nevertheless,
Friesen believed that the whole idea of democracy is strongly rooted in the community and that the University of B.C. must work to strengthen that heritage.

Speaking of his convictions in 1945, at a youth rally in Winnipeg he had stated:

The roots of civilization are planted in the small communities. Man did not build cities until he had first built villages. There is truth in the saying, 'God made the country, and man the town.' Democracy is meaningless unless it is rooted in the properly nourished soil of the small community, and the greatest challenge in social life today is the reclaiming to its proper status of community life....to shackle our fellowmen or to help free them, ideas which will banish wars, for we may be sure that the war to end wars will not be fought with guns. There is our challenge for lifting the community to a higher plane and to more abundant living. (Altona Echo, June 20, 1945)

Friesen resolved that the Extension Department would not become isolated from the rest of life at the University. He realized that, as UBC continued to grow, university decision makers might increasingly adopt an insular attitude towards society, becoming primarily concerned with achieving higher intellectual standards within the University. Should this occur, he expected the institution would grow to view its Extension Department as somewhat marginal to the University's central purposes unless Extension also raised its own academic sights (Friesen, Interview, 1992). Under him the Extension Department was to become a much more sophisticated enterprise.
Selman (1963) commented that Friesen essentially agreed with the five guidelines suggested in 1952 by the University of Chicago's Cyril Houle in the introduction to Universities in Adult Education a publication which he edited for UNESCO (The United Nations Education, Scientific, and Cultural Organization):

1) The universities should restrict themselves to complex subject matters....

2) The universities should be pioneers....

3) The universities should train leaders....

4) The universities should collaborate with the many other agencies in society which provide adult education....

5) Finally, the universities should master adult education as a field of knowledge.... (Houle, 1952:21-22)

While Friesen believed that, a university's role in the scheme of things is to be a leader, exploring intellectually (Friesen, Interview, 1992), he never abandoned his commitment to the broader community of the Province. He decided, "The Extension Department must adopt a role that is reasonably high, sophisticated but outgoing, and do its work with leaders in communities. I did not want the department to become internalized and elitist" (Friesen, Interview, 1991).

Friesen recognized that a university had a duty as part of its ongoing educational responsibility, to enrich, educate and involve the people of a society in its cultural,
environmental and overall development. There is no doubt that President MacKenzie held the same view as Friesen in recognizing the University’s responsibility for leadership in society. In his President’s Report for 1952/53, he stressed the importance of Extension work, declaring:

If we are to have and maintain a society in which every adult citizen is called upon to have opinions and vote on matters not only of local -- but of national and international -- importance, and if we are to continue to live in a world that is inter-related so intimately as to regulate the standard at which we can live -- and indeed whether we can continue to live at all, -- some agencies must exist, or be created to try to develop and obtain as great an understanding of the problems and nature of citizenship -- in its broadest sense -- as is possible. Also if we are to continue to live in a complex technological world that is changing and developing rapidly, we must have agencies to help keep the adult population informed about the changing world and the implications of those changes both for their lives and livelihood. (President’s Report, UBC 1952/53:3)

According to Friesen, MacKenzie took a very open and broad view of the manner in which Extension should operate:

Larry [MacKenzie] would say to me, 'If a well-conceived program needs funding in the University the money should be found John.' Many good things happened at UBC because Larry MacKenzie wanted them. During his time, the Extension Department was allowed to be very outgoing towards the community in its expansion. We would organize programs which were needed, in some instances, even when departments did not yet exist. (Friesen, 1992, Interview)

In his introduction to the Extension Department Annual Report for 1954-55 President MacKenzie said:
In the comprehensiveness of this programme we differ somewhat on the North American continent from the European tradition, and there is continuing discussion within our universities about the range of professional training which should be undertaken under university auspices; about the degree of emphasis which should be placed on the undergraduate and on the graduate programme; and about the range and scope of the adult education--or university extension--programme. But there is no longer any dispute about the basic value of the adult education programme. (UBC, Extension, 1954-1955:3)

Jindra Kulich, who had twenty-three years experience in management positions in the Department, said of Friesen's priorities for Extension:

I have always been very much impressed by John's vision of Adult Education in general and University Extension in particular because it is a very broad vision. It deals not only with the academic side of the enterprise; he certainly was very much interested in upgrading the program more towards University level in the academic areas. Also in the cultural areas, he strongly believes the university must be a contributor to the cultural life of its community. (Kulich, Interview, 1992)

F. JOHN K. FRIESEN'S CENTRAL IDEAS

Friesen's broad view of the role a university might play in society, the tradition of UBC Extension and the supportive attitude of President MacKenzie led him to promote two central ideas as to the direction the Extension Department function should follow. He fully understood that, to some extent, these two priorities were at odds with one another. First: Friesen was determined to raise UBC's adult
educational programs to a higher professional and intellectual level; and second: he wanted to make UBC a leader in the cultural development of British Columbia. Obviously, there was a risk that time and attention given to community cultural affairs would detract from the department’s drive to achieve a higher, more sophisticated intellectual level on campus. However, John Friesen did not choose to follow a single route aimed at upgrading educational programs on campus. He decided the directions to be taken by the Extension Department must emphasize his aspirations towards a higher intellectual content, but not to the extent that the University would neglect its important community development role.

In reflecting on the difficult task of creating a desire for change in civic affairs, Friesen recalls a lecture at Columbia in which Eduard Lindeman, described Gunner Myrdal:

One of the most discerning scholars to study our American social structure who thinks that the adult education activities in North America are laudable efforts; he observes however, that there is little concerted drive for self education in civic affairs; very little desire for knowledge as a means for achieving power and independence.

You will recall the same opinion expressed in the rhyme:

        Come weal, come woe,
        My status is quo.

(Friesen’s Personal Papers, notes for speech to Catholic Seminar, 1948)
To understand the urgency Friesen placed on the University's commitment to community work we can look to his deep conviction about democracy. In the notes for Friesen's contribution to a lecture series at the Catholic Seminar held at St. Mary's Academy in Winnipeg in 1948, his statement on his idea of democracy and how it can be envisioned within a community:

The future of democracy is at stake today. When I think of the term "democracy" I associate with it the term "understanding". Surely this is a fundamental in any democratic society. We can never learn democracy from books or from lectures. Situations - real situations - have to be created by means of which we can learn to respect others as ourselves and to reflect on Mark Twain's half-humorous statement that one man's as good as another - and perhaps a doggone sight better! Your life and mine takes on meaning only in terms of our relationship to the group and the community. Of what organizational opportunities are we now taking advantage to create a greater awareness of democratic understanding? Recognizing a problem is already a beginning toward its solution; discussing it is one-half the solution; acting upon pooled opinion is a culminating step in its solution. (Friesen, Personal Papers, 1948)

In an article he wrote in 1946, Friesen described his conviction about the critical importance to democracy of support from small communities:

...nothing any government can do will bring results in the field of international goodwill and cooperation unless that spirit is present and is evidenced in every small community in every country. It is the individual citizen and not the government official who will eventually determine whether the world will live in peace and harmony....(Friesen, Brandon Sun, 1946)
Friesen's broad vision of the adult educator's role and of the Extension Department's responsibility ran into obstacles later when UBC President John Barfoot Macdonald decided to redirect the Extension Department away from non-degree work. It is ironic that Macdonald's call for a change was directed at Friesen, who from the outset had worked diligently to bring about a higher educational standard in the work of Extension. Gordon Selman comments on John Friesen's commitment to professionalism:

John saw very clearly as a professional that university Extension, if it was going to continue to find the support of the university, had to be seen to be doing the higher level things; that we couldn't be all things to all men, that the university had to be seeing us as operating at an advanced level of content and as being leaders in the field of adult education. (Selman, Interview, 1992)

In Friesen's view, much of Extension's teaching work in handicrafts, home economics, and other vocational areas, could and should be left to other agencies; he decided that the faculties and his department would concentrate instead on leadership training and continuing education within the professions. Friesen encouraged innovation. Among many other pioneer efforts, for example, Extension launched the pioneer residential short course for fishermen in Canada and established study courses in remote communities. In one of his early annual reports Friesen, speaking of Extension's role, comments:
It should be stressed that the Department sees its role as experimental and venturesome in most of its activities. Some of these projects--in the Fine Arts, in Pre-School Education, in certain business courses, in Adult Education training, to mention but a few--may eventually become credit courses or even departments of the University if experimentation has proven this need....(UBC, Extension, 1955-1966:4)

Friesen listed for the researcher five ways in which he wished to see his Department expand:

1) Help establish or strengthen continuing education in the professions.

2) Incorporate continuing education in all of the faculties.

3) Broaden the adult education service and involve faculty and Extension personnel outreach programs around the province.

4) Enrich the overall program of Extension.

5) Help establish a graduate program in adult education. (Friesen, Interview, 1992)

G. COOPERATION WITH THE FACULTIES

Friesen wanted his department to be a natural "extension" of University life and knowledge, and to reach the people beyond the campus. Thomas comments about Friesen's willingness to take risks, and the implications of this for relations with the faculties:

I learned a great deal about John's willingness to take the ideas of adult education into the least immediately responsive circles. John was never afraid to advance the notion of university Extension to any group of dinosaurs within the university. (Thomas, Personal Communication, 1992)
To accomplish this cooperation, the Extension Department had to be well accepted by the faculties. Friesen described how he worked to achieve such recognition and cooperation saying:

I would first and foremost need to maintain close links with the faculties, and as their time and resources permitted, help in sharing the impressive resources of higher education with the professions and other alumni, and with an array of organizations --from farms and the market place to schools, cultural groups and social services. One soon found that the only stability in any academic interest was the exciting and persistent pursuit of the fleeing boundaries of knowledge. (Friesen, Interview, 1992)

To promote cooperation, coordinate programs and make use of available resources, Friesen wanted each of the faculties to have a representative, working in Extension, on the Extension Department's staff: Engineering, Pharmacy, Law, Education, et al. At first, only Agriculture had such a representative, but he worked with the Faculty Deans to change that. He gave each faculty representative the freedom, responsibility and authority to develop programs, in close collaboration with the respective faculty. From Friesen's viewpoint, "Every one of them was the particular faculty Dean's man as much as my man" (Friesen, 1992, Interview). Friesen described his good relationship with the faculties when he said:

Recalling those UBC years, I found the relationship with faculties cooperative and often
enthusiastic on their part, and the administration always understanding and generously supportive. (Friesen, Interview, 1992)

By 1956, it was evident that cooperation with the faculties was proceeding well. UBC Senate Minutes stated:

Letters were received from the Faculties of Pharmacy, Graduate Studies, Agriculture, Forestry, Applied Science, and Medicine, recommending the Director of University Extension be made a member of these Faculties. Motion carried. (Senate Minutes, 1956:2281)

Friesen's efforts to create cooperative relationships with the faculties worked well in most instances. In the case of several professional faculties, however, they opted to direct their own continuing education services. This trend became particularly pronounced in the latter years of Friesen's tenure, when Commerce, to an extent Education and several of the Health Science units took over their own programs. This issue was the focal point of a submission on the organization of Extension work which, in the sixties, Friesen and his colleagues submitted to the Senate which is discussed in more detail in Chapter 6.

H. THE DEVELOPMENT OF PEOPLE

According to Gordon Selman, Friesen encouraged his colleagues to believe, as he did, that an adult educator "Must have certain kinds of sympathies and commitments to where society might be going" (Selman, Interview, 1992). Yet, he expected each colleague to seek his own road in
furthering these commitments. Selman said, "I learned a set of commitments and aspirations that I could embrace as an adult educator which I have lived with and resonated all of my life" (Selman, Interview, 1992). Kulich commenting on Friesen's influences on his life told the researcher:

I see John up there as a great man along the footsteps with Ned Corbett of Alberta who really set the whole direction for University Extension in the West, and people like Roby Kidd—they are the ones who had an impact on University Continuing Education. We are now in an era in which we no longer have these great leaders who influence a number of others and give direction to enterprises in society. (Kulich, Interview, 1992)

Selman observed that Friesen was influenced to some extent by the philosophies of such men as Carl Rogers and Abraham Maslow and very much by Father Coady:

He believed strongly that people have [the urge] within them to become the best that they can be...and he showed how one can appropriately help them to grow and develop. (Selman, Interview, 1992)

Friesen understood that the Extension Department must depend, for its future, on the quality of the people he was able to develop and leave in place; for him the development of people was a primary goal. He encouraged and often urged staff members to complete their graduate studies; for example, Selman talking of his own experience said:

He made it possible for me to take extra time off to complete my Master of Arts degree. John said at crucial points, 'Gordon you give a week of your holidays and I'll give you a corresponding week of
Selman’s expressions of appreciation for time made available were echoed by Blaney, Buttedahl and Thomas who had similar encouragement from Friesen in pursuing their graduate studies towards their doctorates. Such a humanistic view of the role of an adult educator was, and still is, in many ways at variance with the behavioristic view held in some faculties of the University. Selman pointed out that Friesen’s view of adult education is satisfying, but demanding. It can both:

(a) be difficult to live up to; and

(b) can be eroded in the field of practice by the effects of professionalization, institutionalization.... I have come to a sense of what adult education should stand for which I would not have come to without John Friesen as a mentor and guide. (Selman, Interview, 1992)

I. FRIESEN’S MANAGEMENT STYLE AND LEADERSHIP

The researcher sought to discover something of Friesen’s organizational, administrative and management styles, because his humanistic philosophy would not appear to lend itself to any rigid system of management. Thomas described a working environment in which Friesen relied on his staff to use their imagination to carry out interesting endeavours:

There was an enormous amount of freedom and it was necessary to do the job. So it meant that John
had to trust the people who worked for him, to not be damn fools. And he did! He was extremely good at putting confidence in those people who worked for him. (Thomas, Personal Communication, 1992)

Selman explained that Friesen was well aware of the organizational dynamics of the continuing education department and that he was highly skilled in the development of management skills. His style as the organizer of an enterprise, was highly professional, but Selman goes on:

He had his own style. He was not very directive in a very overt way; he worked to a large extent by indirection. You got a sense of what he was hoping you could do and then left you to do it or not. His leadership of the staff was, to some degree, leadership by example. He worked longer, harder than any of the rest of us and we thought we were working as hard as we could. By example, he was a very sophisticated leader.

The Extension Department had an organization, it had a director, an assistant director, associate director, it was a funny organization, like many academic organizations, in that it didn't have a pyramid but a flat organizational structure. Programmers were all of equal stature without a hierarchical structure amongst them. So he worked with a team of us as equals; yes, it was a band of brothers, so to speak, and sisters. He was part of the team and did not want to distance himself from the team. (Selman, Interview, 1992)

A related, but somewhat different perception of Friesen's management style is given by Kulich:

John would never give you a command, but John never forgot the idea he put up to you....Six months later you would either run into John or a note would arrive on your desk, 'Sometime ago I mentioned such and such idea, what happened to it?' Not how come you didn’t do it?
He really fires you up. I keep coming back to this unbounded enthusiasm and energy. At the same time, it was his greatest strength and his greatest weakness. It's the only weakness I see in John because he has no capacity to understand that not everybody can be as fired up. (Kulich, Interview, 1992)

This style of management, though loose, had the advantage of giving each individual staff member the inspiration, encouragement and freedom to perform at his or her maximum creative and intellectual best. Thomas recalls the commitment Friesen would give them:

What John did was tell us to do the job, produce the programs, run them, but keep him informed on what we're doing, while he kept the frontiers safe. He was going to do that by being in the President's Office, talking to the Deans, by being around the university all the time, talking to every body so they know about Extension. He went to the Senate meetings, went to the Faculty Club, and different places, running town and gown affairs. (Thomas, Personal Communication, 1992)

John Friesen, thus, was able to manage a range of activities and to expand the boundaries of influence of the Extension Department well beyond the extent available to a manager who relies on his command to run an enterprise. In Selman's words:

There was a delineation of what our tasks were. He sought ways of helping us set our goals, but created a sense that we cared more than anyone else about what we were achieving and what we had not been able to achieve. It was not touchy-feely. There was a clear sense of what your job was, and what obligations you had within that job and how your job related to other people, but they [the team] worked in a humanistic, friends together, not competitive, but urgent sort of way. He had a way of creating an enterprise in such a way that
each of the actors within it felt in charge of what they were doing, and that they had responsibilities. John had the right and responsibility to keep track of what we were doing. (Selman, Interview, 1992)

The qualities of integrity, commitment and responsibility he encouraged allowed the organization to thrive without much exercise of authority. Thomas speaks of the trust and support they received:

We were free to do all sorts of things because he trusted us. Of course that gave us additional confidence. If someone in the faculty might complain to the President about Extension, John would never let us down publicly. He might tear us up privately. That’s a lesson I have taken with me in all my jobs. If I ever treasured a lesson from John it is never let any of your people down in public. It sure was John Friesen’s style, one that I have appreciated all my life. (Thomas, Personal Communication, 1992)

Curtis considers Friesen’s encouragement of his colleagues and a wide range of talented people as an important contribution to adult education:

He had the ability to get the best out of people and gave them constant encouragement. We got to know and appreciate the best minds in the business and made important contributions. He did it through other people and he was very good at doing it. That’s a contribution in its own right, but it doesn’t very often get recognized. (Curtis, Personal Communication, 1992)

Friesen would describe directions and goals to his colleagues, then the creative people around him would develop and implement programs in which they expanded on his initial ideas. Their self-directed initiatives left him
free to devote his attention to wider issues within the University, the Province and internationally.

Thus in 1953, when he was to step on to the UBC stage, Friesen brought his abilities and a style of management which would change and set the direction of adult education in British Columbia for many years. His character had been shaped by his childhood experiences and his young adulthood on the prairies. He had been tested in war, enriched through his Columbia University years and matured through his broad experience as a leader and adult educator in Manitoba. The scene was set at the Extension Department of the University of British Columbia, but the play had yet to be written. John Friesen and the people he would gather around him would compose a work and assemble a company that would have influences in cultural and leadership development throughout the Province and would reach out a helping hand to distant and needy people.
CHAPTER 5: EXTENSION DIRECTOR (1953-1959) FIRST SIX YEARS

He who has only vision is a dreamer; he who has only a program is a drudge; but he who has both vision and a program is a conqueror. (Anon)

A. INTRODUCTION

The convictions, ideas, style and directions brought by Friesen soon were reflected in the programs established by the Extension Department. The department was bold in experiment in the field of adult education. There were important new emphases and he introduced a period of rapid growth in program variety and number of participants. Throughout Friesen’s term as Director, his commitment to community development and international service was evidenced in the Department’s and his own activities. This chapter will review some of the programs resulting from Friesen’s leadership.

In his 1954-55 Report, Friesen described the field of professional and leadership training as a major area of activity. By way of example, he stated that Extension’s two-week Fisheries Short Course, the first of its kind in Canada, had received enthusiastic endorsement in the House of Commons by the Federal Minister of Fisheries and other Members of Parliament. A course in community planning co-sponsored by the Community Planning Association was also featured.
Friesen commented on progress in the Arts:

A highlight in the year's activities was [the] Summer School of the Arts. The Extension Department, with substantial assistance from the University Board of Governors, was able to attract outstanding instructors and speakers in the fine arts, the humanities and in leadership training. The five hundred young men and women who attended summer classes return to their homes to strengthen and enrich the cultural and social life of their communities. (UBC, Extension, 1954/55:6-7)

Particular notice was taken by Senate; on August 27, 1954 it congratulated Extension on Student Registration and programs in Extra-Curricular Summer Courses of 1954. "The President emphasized the importance of this Department and commented on the fine work being done" (Senate Minutes, 1954:2079). Total enrollment (1954/5) in non-credit evening classes was 2,185 and, according to a study conducted at this time, over 98% of Extension students had previously attended high school or university. It was felt that, "an increase in courses in the humanities, public affairs and modern languages might well be called for" (UBC, Extension, 1954/55:9). In 1955/56 more than 8000 people took part in some continuing form of adult education through the Extension service and, under its auspices, over 75,000 attended lectures by faculty members in many communities (UBC, Extension, 1955/56).
In 1957, the Extension Department received a three-year grant from the Fund for Adult Education, a subsidiary of the Ford Foundation. UBC was the only Canadian University Extension Department to receive such a grant (Report of the Fund for Adult Education 1951-1961). Using the three-year grant money, "Living Room Learning", a study-discussion program in the liberal arts, was organized under the supervision of Knute Buttedahl. Living Room Learning was implemented to provide an ongoing program in the Liberal Arts through Extension. Buttedahl described its aims:

(1) to help the participant to understand the culture of which he is a part;
(2) to help him think independently, critically, and objectively;
(3) to develop his tolerance of opinions and ideas which differ from his own;
(4) to develop his skills in communicating with others. (Buttedahl, 1973:3-4)

The discussion groups met for two hours, once a week for ten weeks. To start and finish at a defined time was a much appreciated ground rule. Meetings were generally followed by a one-hour coffee session which did much to meld a group of strangers into a friendly cohesive discussion group. The groups had a vociferous appetite for a wide variety of topics. Initially Living Room Learning relied on packaged programs available from educational foundations but some of
the U.S. source material was not suitable for Canadian audiences. Seven packaged programs were developed and tested by UBC Extension. A topic was divided into ten logical, psychologically effective, discussable and interrelated parts. Two of the most popular topics were "The Ways of Mankind" (on anthropological topics) and "The Great Religions of the World." Written material was usually limited to 3000 to 5000 words per session and was designed for readers of moderate skills. Films, slides, recordings and other audio-visual aids were found to be effective but a limitation of funds and the problems involved in getting equipment transported to diverse groups mitigated against their use (Buttedahl, 1973).

Initially the bulk of discussion leadership training was conducted by the Program Supervisor, but after three years several other trainers had been developed and were assuming a larger share of the training responsibilities. These people were able to weed out those volunteers who appeared to be unsuitable for the role of discussion leader. From 6 to 10 hours of leadership training were given in one- to two-day workshops. Training sessions included a 21 minute film "How to conduct a discussion" produced by Encyclopedia Britannica, followed by a discussion of the 11 points raised in the film. The philosophy and objectives of Living Room Learning were summarized. The Department prepared a 63 page Handbook for Discussion Leaders; in 1961 this was reproduced
by the CAAE and distributed nationally. The training workshop reviewed how to make use of this handbook and use also was made of *The Study Discussion Leaders Manual* published by the American Foundation for Continuing Education (Buttedahl, 1973).

The program was an immediate success and grew rapidly from 1957/58, when twenty-nine groups were organized in three communities, (346 participants) to 1963/64, when there were one-hundred and thirty-one groups in 47 communities with over 1500 participants (Selman, 1975). Jindra Kulich recalls with pleasure being trained as a Vancouver volunteer discussion leader by Alan Thomas. Kulich comments on the program:

"Living Room Learning was one of the most imaginative projects the Extension Department did. At the height of it, we had groups in 100 communities throughout B.C. What was fascinating was that, much later on, 20 years after the fact, when you would go into some of these communities, you still run into some people who say: '...in the late 1957-60s you had a program Living Room Learning and we still have a group meeting. We continue to discuss and read. It was too bad the University saw fit to destroy it.'

The whole idea was that ordinary people could get together in their own homes on the basis of reading materials, or in the case of the arts to look at pictures and listen to music then discuss them with the aid of a discussion leader, who was a process person, not an expert in an area. There were about twenty such groups in Vancouver. Then Knute [Buttedahl] took it all over the province. So the discussion leadership and the training we did, was the process; that's how you enabled a group to discuss, whatever the topic was. It was getting away from the experts."
Today you would say empowering the adult population, but we didn't use these big words then; but that was what it was all about. It was making it possible for people with different backgrounds to get together to discuss issues, to discuss questions, so that they would be enriched by, not only considering the topic, but also by seeing other people's view, to see it from a slightly different angle, or a completely different angle. As to topics, there were--Introduction to the Humanities, the Great Religions of the World, Canada and World affairs, Canadian politics, listening to music, modern poetry and a range over a field of human knowledge. We tried to put one on science, but that failed. In those days there wasn't much interest in science. (Kulich, Interview, 1992)

Jack Blaney, who succeeded Buttedahl, ran the program for a two year period 1961-1963. He has said of Living Room Learning, "It was in some respects the most fun/rewarding time I had at UBC" (Blaney, Personal Communication, 1992). Living Room Learning brought the University into the community as a cultural stimulus. The program was designed to encourage independent, critical and objective thinking, to develop tolerance for opinions and ideas which are different from one's own and to develop communication skills (Buttedahl, 1973).

Kulich said of the Living Room Learning Program, "That was one of the many ideas and contributions of John [Friesen]" (Kulich, Interview, 1992). Buttedahl confirmed Kulich's attribution to Friesen:

The Living Room Learning Program couldn't have happened without him [John]. He wouldn't stand up in the front and take a bow for it. (Buttedahl, Personal Communication, 1992)
By 1960-61 Living Room Learning had grown to have 106 study discussion groups with 1400 members. Eventually its popularity peaked at 131 groups with 1594 participants in 1962-63 (Buttedahl, 1973). Selman reported that the initial three-year grant from the Fund for Adult Education, which terminated in 1960, was replaced with a new five year grant from the same body which made possible an expansion into other areas as well (Selman, 1975).

In 1964, the Living Room Learning Program was terminated because of a new policy directive which required that Extension Department programs become more fully self-supporting financially (Buttedahl, 1973 and Selman, Interview, 1992). Living Room Learning required a subsidy because, although discussion leadership was on a volunteer basis and accommodation was free, publicity, printed course materials and the salary of the organizer had to be paid for. Buttedahl has commented:

There was a yearly deficit of $10,000 to $12,000....When faced with the stark possibility of disbanding the program, every conceivable and practical economy was considered. Even with drastic pruning of expenses, it was apparent that a minimum annual subsidy of at least $6,000 would need to be found in order to maintain the magnitude and scope of the program. (Buttedahl, 1973:29)

The question arose: if as Buttedahl claimed, the subsidy required to maintain the program was no more than $6,000 to
$12,000 annually, was there not, in 1964, sufficient money remaining in the Adult Education Fund's five year grant, to allow the Living Room Learning program to continue for at least one more year? Such an extension might have allowed sufficient time to search for additional funding without a drain on University resources? Friesen's response was:

Alas, other new program areas designated by the Fund required financing out of the annual grants. (Friesen, Interview, 1992)

John Freisen reminisced fondly over utilizing the small group methods borrowed from St. Francis Xavier University and how well it had worked in rural Manitoba half a century ago. Moreover he pointed out the 1991-92 national constitutional debates successfully utilized the small discussion group method, first by Keith Spicer's consultants and then at provincial and community meetings.

Kulich, commenting on Living Room Learning's termination said the program terminated simply through the lack of materials. Similar programs, he observed, are well established in Sweden because of financial support from the state. He went on to suggest that the cost of subsidizing this discussion program should not have been solely dependent on money from the University, adding:

If the support existed in B.C., it would now be everywhere, including the native community. The whole constitutional debate would make more sense
C. GROWTH IN NON-CREDIT COURSES

By 1957 the Extension Department had become much involved in organizing non-credit courses with a heavy emphasis on the liberal arts, including the fine arts. Kulich commented:

John had a very broad view of continuing education. That was unusual in his time. Now everyone pays lip service to that, but then it was visionary. There was a cultural part of the enterprise, a citizenship education part of the enterprise, a professional development part of the enterprise, and the individual and personal development. John saw all of these as being part and parcel of what continuing education is all about. (Kulich, Interview, 1992)

Throughout Friesen’s first ten years, the Extension function continued to grow remarkably. Non-credit evening class enrollment increased by 260%, from about 2,600 in 1953, to 6,827 in 1963; attendance at Extension Department short courses outside the Greater Vancouver region, reached 5,753 by 1963, a 230% increase over attendance just 3 years earlier (Selman, 1975). Speaking of these years of growth, Friesen stated:

As these programs expanded in the province, our staff explored new cooperative endeavors in Canada, the United States, and to some extent in Europe and Asia. The ‘fifties and ‘sixties’ were surely a peak period for continuing education, and may I add, personally for the growth and happiness
of the Friesen family. (Friesen, Personal Communication, 1992)

D. SUMMER SCHOOL OF THE ARTS AND THE VANCOUVER INTERNATIONAL FESTIVAL

The Summer School programs in music, opera, theatre, ceramics, painting and sculpture grew progressively in sophistication and scope during Friesen's term as director. (Calendars for these years provide ample evidence) Under Friesen's administration the Summer School attracted big audiences to the University's auditorium for performances in drama, opera and music.

Selman reinforced the information already discovered by the researcher about Friesen's dedication to the arts by describing Friesen as a person of very broad cultural background:

He was interested in the Fine Arts, the Performing Arts, but the arts more broadly. So John was a bit of a revelation for me; he was interested in the Ballet and fine music and was knowledgeable about music. He was broadly educated in the arts and passionately interested in them. One of the things that looms large in my mind is his range of sympathies and appreciation for things cultural. (Selman, Interview, 1992)

On becoming Director of Extension, Friesen immediately set about expanding and enriching the department's role in the
arts. He gave active and enthusiastic leadership and support to all aspects of that enterprise.

By 1955, formal requests were made to the Senate for a School of Music.

In view of the number of requests for a School of Music, it was agreed that the Chairman in consultation with appropriate members of Senate should be asked to appoint a committee to consider the establishment of a School of Music. (Senate Minutes, 1955:2244)

Among other achievements during this initial period of cultural growth was the conception of the Vancouver International Festival, a key element in cultivation of the fine arts in British Columbia; UBC played a major role in the development and carrying out of this festival which opened in 1958.

Speaking of Friesen's strong contribution to the arts in society, Curtis observed:

John developed ideas for the Summer School of the Arts, and saw the campus benefitting from the Vancouver International Festival. That was John's idea, virtually everyone else did a lot of the work; but it was John's idea. He invited the people; he could phone anyone....It was a major contribution, because it was unlike anything other people in other universities were doing at that time. (Curtis, Personal Communication, 1992)
In July 1954, Nicholas Goldschmidt who, as a consultant directed eight sessions of the Music program approached John Friesen with a proposal, "Mozart Festival 1956: An Idea for a Permanent Vancouver Festival of Music and Drama". The proposal had Friesen's immediate support. So in the same year, with Friesen's backing, Dorothy Somerset, Director of the Summer School of the Theatre, John Haar, Assistant Director of the Extension Department and Nicholas Goldschmidt took the brief to (Professor, later Dean Andrew) the Assistant to the UBC President, and convinced him that an International Festival should be launched. The Extension Department then worked closely with the Vancouver Community Arts Council and the Vancouver Festival Committee which were preparing the way for the launching of a major Festival. This enterprise resulted not only in UBC's 1956 Mozart Bicentenary Program, but later, through cooperation with the Vancouver Arts Council, led to the Vancouver International Festival.

Commenting on Friesen's commitment to cultural activities Bert Curtis said:

UBC Summer School of the Arts flowered under John. The Arts were central to his beliefs. He agreed with Goldschmidt [the Artistic Director of the Summer Schools of Music and Opera] to "think big", big productions...he [Friesen] found the money and support. He received support from Larry [N.A.M.] MacKenzie and Geoff Andrew who were both real supporters of John; they understood adult education. (Curtis, Interview, 1992)
In reflecting on his commitment to make UBC a leader in cultural activity around the province, Friesen commented that:

My lively interest and earlier participation in music and other arts got a big personal boost when inviting to the campus world famous performing and teaching artists in all art fields at the rousing annual Vancouver International Festivals (VIF), held both downtown and on campus. One still hears former VIF patrons recalling, with a light in their eyes, 'What a rich legacy the Festival left us!' (Friesen, Personal Communication, 1992)

By 1956, the Summer School of the Arts had developed to the extent it was able to attract distinguished artists and men and women of letters and worldwide reputation--Sir Herbert Read, arts scholar; Alexander Archipenko, sculptor and scholar; Aksel Schiotz and Marie Schilder, Lieder performers, Theresa Gray, opera singer; UBC's Harry and Frances Adaskin, concert artists; Lister Sinclair, writer and playwright; and the CBC Vancouver Chamber Orchestra. Performances of the Tinder Box, The Cradle Song, A Midsummer's Night's Dream, Cosi Fan Tutte and Menotti's The Consul were among the rich cultural offerings of the summer seasons (Calendar of Events, July and August 1956). The 1956 Summer School of the Arts amounted to an Arts Festival of considerable importance. This enterprise attracted 22,420 people to the University Theatre and Gallery over the course of a few weeks (UBC Extension, 1955/56:14).
Encouraged by the success of 1956 Summer season at UBC, the Community Arts Council under the Presidency of Mary Roaf established the Vancouver Festival Society with W.C. Mainwaring, Vice-President of B.C. Electric, as President. Nicholas Goldschmidt was appointed Artistic and Managing Director of the Vancouver International Festival (VIF) and in the fall of 1957, Peter H. Bennett, former Managing Director of the Stratford Shakespearean Festival, was appointed Administrative Director. John Friesen became a member of the Board of the Festival and served from 1956 to 1962.

The Publicity Director of the Vancouver Festival Society, Ernie Perrault, writing about the importance of a favorable cultural setting in staging a festival said:

> When a sufficient number of people appreciate the same things a climate can be said to exist—in this case a climate favorable to the Arts....It must be apparent that a great Arts Festival doesn't just happen any more than a revolution springs from a vacuum....Time takes a deliberate interest in these things and leads them methodically...starting with a idea, with the efforts of a few and ending with a magnificent fact involving the efforts of thousands. (UBC Chronicle, Vol 12, Number 2, Summer, 1958:1).

After describing how a desire for cultural enrichment reached back into the early pioneering days of the Province, Perrault goes on to say:

> ...but if any one institution can claim the Festival as its brilliant child, the University of British Columbia has the clearest title....The Summer School of
the Arts proved that a climate favorable to the Arts did exist in the Province and that people would support a Festival of major importance. *(UBC Chronicle, Vol 12, No., Summer, 1958:2)*

On July 19, 1958, celebrating British Columbia’s Centennial, the First Vancouver International Festival of the Arts opened its season. Deeply committed to the arts, Friesen had worked tirelessly since his appointment to expand and improve the Extension Department’s programs in the Fine and Performing arts. His efforts and the creative work of a team of talented people in his department provided the initiative, the climate and the practical proof of viability which collectively contributed greatly to the Vancouver International Festival’s launching. Reporting on The Relationship Between the University of British Columbia Summer School of the Arts and the Vancouver Festival Society, Friesen wrote, in August, 1958:

The Vancouver International Festival, which grew out of the experimental UBC Summer School of the Arts is unique among World Festivals in at least two important aspects:

1. the Festival looks to the University to provide instruction for many of its artists, particularly in the younger age-groups;

2. the Festival co-operates closely with the University Summer School in making available, wherever possible, the services of Festival artists and lecturers to student and faculty groups and community audiences on campus. *(Friesen, Personal Papers, August, 1958:1)*
In Appendix No. 11: **VIP Benefits**, the researcher has provided copies of Reports (1958, 1959, 1961) by Friesen outlining the benefits to both University and the Community which arose from cooperation with the Festival. Clearly, both benefitted from the widespread recognition British Columbia gained because of the Festival. Moreover, the University's educational content and teaching were enriched by Festival artists and lecturers. Perhaps most important of all, the bond between UBC and the people of B.C. was strengthened through the University working in cooperation with leaders in the Province's arts and business communities. By 1961, at a week-long conference "Art in the Community", leading figures in North America Arts education judged the UBC Summer program as one of the best if not the strongest of its kind in North America (Selman, 1975).

The Seventh Vancouver International Festival, held July 1 - August 1, 1964, was the last. According to one music critic (and a founding member of the Junior Festival Committee), Ian Davidson, the Festival was ahead of its time; its goals were probably too high brow for most people and the musical and other skills required, for an International Festival of this standing, beyond the capability of many local performers (Ian Davidson, Personal Communication, 1992). Whether or not this is true, the Festival established a new cultural paradigm for British
Columbia within which the arts have since been impressively stimulated.

E. COMMUNITY DEVELOPMENT

The Extension Department under Friesen had, through its off campus work, resonated with expressed and unexpressed aspirations or needs in society. Extension promoted and facilitated enterprises and programs which responded to genuine cultural, citizenship and educational deficiencies in the Province. Friesen was well aware that the Extension Department’s well-being relied heavily on the cooperation and support of the administration and faculties but he took the view that Extension’s duty was to cater to the desire for knowledge, or cultural improvement, emanating from society outside the campus. He sought to respond effectively to the legitimate aspirations of communities in British Columbia. To quote Friesen, writing on one aspect of his wide perspective:

Opportunities are not inherited; they are created. How can we, each in our own community, be more aware of, and accept this our responsibility in the days that lie ahead?...To meet this demand for information, University and various other extension departments will co-operate in recommending courses on Post-War Planning. (Friesen, Altona Echo, January-February, 1943, Re-Building the World: V. Challenge to Responsibility)

Training of leadership for community development was very important to Friesen. According to Selman:
John had this tremendous commitment to university in the community and the role of university in the cultural development of the Province. I use cultural not in the sense of fine arts or high culture, but rather the development of society in B.C. (Selman, Interview, 1992)

Kulich expressed similar feelings in saying:

John had a great sense of mission to assist the community to develop. I think it comes from the Prairie background where people were much more attuned to helping each other and helping the community. It permeates John's life, expanding the program of the university, much more into the community and becoming a part of the community. (Kulich, Interview, 1992)

During the first half of his term, Friesen progressively upgraded the department's role in the community. Changes were made judiciously; he and Selman carefully searched for and evaluated candidates for new or replacement staff. In 1956 Friesen spoke at the National Conference of Canadian Universities held in Montreal to report that he recognized that community development:

...is a program which will not pay its way and will require substantial assistance from the university or its financial friends...Will the university accept the responsibility for carefully selected pilot programs in adult education--projects a university is uniquely qualified to conduct? (Friesen, 1956:66)

A determined effort was made to enlist the support of local leaders, then to persuade and help them to implement programs within their communities, using as a resource faculty members, artists, professionals, business people and
other community leaders. To note an example: the Mayor of Penticton informed UBC years later that the birth of the Penticton Summer School of the Arts, owed a great deal to the consultations of the visiting team of Dorothy Somerset, Ian McNairn, Hans-Karl Piltz and John Friesen (Friesen, Personal Papers). The period was one of buoyant growth in every aspect of the Department’s programs and Extension became a much more sophisticated enterprise. Selman commented about Friesen’s insistence on higher standards:

How much change took place over five or six years was quite impressive. I think John Friesen was ahead of the University leadership in seeing that University Extension had to become more high level and sophisticated. Some of us were more happy with the broader based notion of what we should be doing but John was constantly pushing us in the other direction. (Selman, Interview, 1992)

In 1957, reporting on Adult Education within the communities, Friesen commented:

In conclusion, it is apparent to us that the divisions between formal and voluntary adult education are rapidly disappearing. No longer, on any basis whatsoever, can adult education be seen as confined to remedying deficiencies in the education of the young. It now exists in its own right with its own task of serving a population that feels more and more the need for lifelong learning. (UBC, Extension, 1956-1957:28)

The UBC Administration was becoming increasingly aware of Extension’s growing importance to the University. On Wednesday, February 8, 1956, President MacKenzie formally
invited Friesen "...to attend the meetings of Senate as an observer and guest" (Senate Minutes, 1956:2246).

Later, in his 1957/59 Biennial Report, John Friesen gave thought to the immense changes that were taking place in the economic and social affairs of the Province; he noted that we were following a North American rather than European form of culture with sharp lines drawn between capital and labour. With reference to a proper balance between material and cultural development, he comments:

Dr. M. M. Coady, of St. Francis Xavier University, had a stirring answer to this question: 'Man can develop on five fronts--physical, economic, social cultural, and spiritual. That civilization which develops these interests to the maximum, and which observed symmetry in its development, will be a great civilization' A ringing challenge for British Columbia's second century! (UBC, Extension, 1957-1957:4)

Some of the Extension Department's activities were dependent for existence upon stimulus from the university. Some of the department's programs would be initiated and then passed on for other institutions to develop or, in the case of programs provided on campus, they were frequently taken over by faculties as will be discussed in Chapter 6.
F. ORIGINS OF THE ADULT EDUCATION GRADUATE PROGRAM AT UBC (1956)

On the strength of his own participation over the years and in keeping with the principles quoted earlier from Cyril Houle (see Chapter 4:118), Friesen was of the view that the Extension Department must help establish a program to train future adult educators for work throughout the Province; he wanted UBC to take the lead in this field. Friesen was determined to introduce such a program at UBC, that the University would establish a graduate program in adult education, a field which was barely developed anywhere in Canada. Also, with his intense interest in international adult education, he wanted the Extension Department of UBC to seize the unique opportunity of mutually sharing experience with adult educators in other countries. Limited in his powers as Director of the Extension Department, Friesen's would have to call on his qualities of leadership and diplomacy.

Contrary to earlier folklore, credit for the origination of an adult education graduate degree program at UBC lies with the triumvirate: John Friesen, Neville Scarfe and Alan Thomas. An earlier publication on the start of graduate programs, Pioneering a Profession in Canada, (1973) had simply ignored the earlier stages and had given emphasis to the contribution of Coolie Verner. Friesen told the
researcher that his experience at Columbia University inspired his dream to, "develop a cadre of adult educators in this province" (Friesen, Interview, 1991). He went on to say:

It was quite natural for me to motivate a move for a graduate program in adult education by the Extension Department, which had frequently initiated new programs in Education. The Faculty of Education, under Dean Neville Scarfe, was the natural home faculty for graduate work in adult education. Hence in 1956, Scarfe and I, who were close associates from our Winnipeg days, agreed that a few programs in graduate adult education be tried out in summer sessions. (Friesen, Interview, 1991)

Selman said of the origins by Friesen and Scarfe:

I don't know whether there was a plan from the beginning to start a program or whether they said, 'Let's test the water. Let's invite Roby Kidd to give a course and then we'll see what kind of response we get. If there is a lively response to it then we can consider the possibility of creating a program.' I suspect that John Friesen prepared Neville Scarfe for that possibility. (Selman, Interview, 1992)

Roby Kidd was recruited to instruct the first of the courses, and his 1956 class marks the beginning of Graduate Adult Education studies at UBC. The Department of Extension helped to organize this first graduate adult education class, taught by Kidd, July 3-20, 1956. The course, as announced in the University Summer Session Calendar, was entitled Education 514, "The Administration of Adult Education Programmes". The work, thus begun in 1956,
through Friesen’s initiative and Scarfe’s ready cooperation, provided the foundation on which future graduate adult education programs at UBC would be built. Selman said of Alan Thomas’ contribution:

Alan Thomas had done all but his dissertation on his doctorate of education at Columbia University by the time he had come to UBC. He was very well informed about Adult Education and had worked for Roby Kidd at the CAAE for a couple of years before he went to Columbia. Alan was the man on the spot who was perfectly willing to give the kind of energy to the development of something in the field of adult education. Alan was here with a lot of recent knowledge about the academic study of adult education. I’m sure there was real commitment in his mind to the development of the field in Canada. He had gone to Columbia because there was no program in Canada. Columbia in those days was the most highly recognized program anywhere. (Selman, Interview, 1992)

Alan Thomas subsequently worked out the curriculum for the Masters Program in adult education. Asked about the origins of the program, he commented:

Who knows who’s idea it was? It may have come from a dozen places. Certainly, Roby [Kidd] had been tireless in promotion of that notion in Canada. But Roby wasn’t home on any campus. You know enough about University politics that ideas are a dime a dozen, but you’ve got to have someone who’s willing to do the administrative work to get it done. That’s what John [Friesen] did. John was extremely good at University politicking. He had a very shrewd sense of how you did it and he was tireless at it. (Thomas, Personal Communication, 1992)

It may be that Friesen, Scarfe and Thomas knew that it would be much easier to get the program approved if a course could be given and many people turned up. Then they could provide
evidence that interest exists in the community. See Appendix 12: *Brochure* of the first Adult Education Graduate Course at UBC, July 3-20, 1956 taught by Roby Kidd. The initial course was well attended—31 registered and 5 audited, a total of 36. (See Figure Nos. 26-28: *Class Photos*—(a) First Graduate Course—Figure 26; (b) Second Graduate Course—Figure 27; (c) Summer of 1960 Graduate Course—Figure 28).

Clearly the initial course had a lively response and building on its success, at the strong urging of John Friesen, the University went on in the subsequent year to create a graduate (Masters) degree program in adult education. The curriculum was worked out in detail by Alan Thomas (in consultation with Friesen and Scarfe) and Dean Scarfe steered the proposed program through the University Senate. The Senate approved the Master of Education program in Adult Education on Wednesday, February 13, 1957 as noted in *Senate Minutes*, 1957:2386 (See Appendix No. 13: *Senate Approvals* for adult education courses). Commenting on the close cooperation that existed between Friesen, Thomas and Scarfe in establishing this enterprise Selman said:

I see that as very much a triumvirate of interlocking abilities and readiness to go ahead. Kidd was of course the perfect person to come in he was the best known adult educator in Canada. (Selman, Interview, 1992)
Alan Thomas had a half time appointment in the Faculty of Education and half time in the Extension Department. He was appointed by Friesen to be the Extension Department’s Supervisor of Adult Education and was given administrative responsibility by Dean Scarfe for the Graduate Adult Education program. Thomas recalls spending most of his time in Extension:

I was teaching two courses in adult education because John [Friesen] and Neville [Scarfe] together had decided--I think it was John’s work basically in persuading Neville--but Neville was very supportive, that they wanted to open a program in adult education. I did the dog work, but John did the fun work. (Thomas, Personal Communication, 1992)

After the program was launched, according to Selman, Alan Thomas was the only faculty member and for the first several years it was not possible to study full time in adult education (Selman, Interview, 1992). The instructional load was carried in the main by Thomas until he left UBC for the CAAE in 1961. Two visiting lecturers were appointed each to teach full-time for seven months to a year; the first Wilbur Hallenbeck (Friesen’s former professor at Columbia) followed by Coolie Verner of Florida State University. A student at that the time, Knute Buttedahl also recalls Verner in 1959 as a one-semester-only instructor, in Education 518 Methods of Adult Education; he said "Verner didn’t return to UBC to instruct until I [Buttedahl] had already completed the program requirements" (Buttedahl,
Personal Communication, 1992). In addition, other visitors came to teach Summer Session Courses (See Appendix No. 14: *Summer Instructors*). According to Thomas:

Coolie [Verner] was a powerful figure, so a great many people assumed the program had been started by him; there is no doubt that Coolie did a great deal to flesh it out and give it a bit of structure, but it in fact started earlier. (Thomas, Personal Communication, 1992)

In 1961, when Thomas left the University, there is no doubt that Thomas was a highly regarded, partly because of his outstanding capability as a teacher; Selman said:

Alan was and is such a magnificent teacher that people who took a course with Alan early on, like my friend Bert Curtis, would simply be captured by the guy and thereby by the field. They changed their career expectations and came into the field of adult education. It is doubly inadequate not to recognize Alan Thomas, John Friesen and Neville Scarfe as the originators of the adult education graduate program at UBC. (Selman, Interview, 1992)

According to Friesen, development of the Graduate Adult Education program involved him in a cooperative endeavour with Gordon Selman and Alan Thomas. Columbia University was the model on which Friesen and his colleagues in Extension designed the Adult Education Graduate program for UBC.

In 1961 Coolie Verner was invited to return to UBC as the first full-time professor in this field. He also acted as a consultant to the Extension Department (until 1964) and in
the 1961-62 Annual Report for Extension, Friesen welcomed his appointment to the Faculty of Education saying:

In view of the growing commitment to Continuing Education by government and private agencies, and with the developing body of knowledge in this areas of study, the Department [Extension] particularly welcomed the senior appointment of a professor of adult education in the person of Dr. Coolie Verner. The continuing close association between the Faculty of Education and this Department has been strengthened through Professor Verner's outstanding work in research, instruction and consultation. (UBC, Extension, 1961-62:3-4)

G. COMMUNICATION PROGRAMS

Another area in which the Extension Department pioneered new programs was the field of broadcasting, television and film-making. Thomas directed a program series on Communication for the Department of Extension under a grant from broadcasters in B.C. In the 1956 Annual Report, Friesen describes this activity:

Mr. Alan Thomas has been active during the last year developing plans for courses for persons interested or employed [sic] in the mass media. Discussions have been carried on with the British Columbia Association of Broadcasters in this connection and it is hoped that during the coming months a five-year non-credit program in radio, television, and film will be launched with students from various parts of Canada. A major seminar on radio is planned for the spring of 1958. (UBC, Extension, 1956/57:12/13)

In his 1960 Report on Extension, after describing the help received by way of grants and the broadcast opportunities provided by the Broadcast and Television industry to the
University, Friesen stresses the fundamental importance of these media to the institution:

We consider this [television] to be one of the most urgent needs for University Extension. The television stations of the province welcome the opportunity to use University programs -- and this contribution in higher education in British Columbia could be impressive - but at present the Department requires the necessary television equipment for such an undertaking. Facilities could also be utilized in experimenting with closed circuit television for regular class instruction. (UBC, Extension, 1959-60:2)

By 1959 the Extension Department's Communication programs and courses were progressing well; interest and attendance indicated a continuing need. The Extension department reported on one particular success in this field:

A tribute to the quality of instruction, and to the ability of the students in the 1959 Summer School Film Production class, was the winning of the plaque for the Best Amateur Film of the Year and a Certificate of Merit from the Canadian Film Awards held in Ottawa. (UBC, Extension, 1959-60:14/15)

There was impressive expansion in broadcasting activity, by the Communication division. A special grant from CKWX enabled the Department to engage a full-time program producer and to broadcast more than thirty radio programs entitled "Sounds of the City". There were numerous other programs produced. In 1960 the department, in competition with other educational radio production centres from all over the continent, was awarded a Grant in Aid from the
Educational Television and Radio Centre Ann Arbor, Michigan (UBC Extension, 1959/60). A broader aim of Extension in promoting work in television, radio and film making was to organize a national network involving the University and communities of B.C. The University later retreated from much of this work. In due course, the Knowledge Network Television program on Channel 5 introduced and now provides communication facilities and study programs such as those Friesen encouraged, as a community service in lifelong learning.

H. WORK IN ASSOCIATIONS FOR ADULT EDUCATION

Friesen has a strong belief in the importance of the professional associations for adult educators. Commenting on his own early involvement in these and other institutions Friesen said:

During my prairie years (1945-53), I became involved increasingly in adult education associations; with the Director of Extension and other University faculties, through CBC and private radio broadcasts, in editorial writing and in such community endeavours as the U.N. Association, UNICEF, the Provincial Credit Society, the United Church and CAAE conferences. (Friesen, Personal Communication, 1992)

An important initiative taken by Friesen in this period was the creation of what later became the British Columbia Adult Education Council. Seeing the need for launching a provincial association of persons and agencies interested in
the field, he enlisted the cooperation of Laurie Wallace of the B.C. Department of Education and Graham Bruce of Vancouver School Board in co-hosting an organizational dinner on September 23, 1954, with Roby Kidd of the CAAE as the guest speaker (Friesen, Personal Papers). Out of this initiative came a first conference in December of that year, which was followed on a regular semi-annual basis by similar conferences, a pattern maintained until the organization changed form in 1961. The B.C. Adult Education Council was the first such provincial body for adult education created in Canada in the post-war period, and represented a further significant contribution by Friesen to the organization of the field (Selman, Personal Communication, 1992).

Speaking of the development of a provincial association for adult educators, Kulich said:

He has been the leading light in B.C. associations. When Gordon joined the Extension Department, one of his jobs was to be Secretary to the provincial organization. UBC played a great role in bringing the whole enterprise together. John played a significant role there and on the international scene. John’s leadership can be seen at UBC in building up the best department of the time. Provincially he advanced the call for adult education and its organization. His leadership was felt, through the University Extension group, culturally in the community, nationwide and internationally. (Kulich, Interview, 1992)

Friesen’s staff acknowledged that he made a determined effort to encourage them to establish and maintain active
contacts with other adult educators, personally and through the professional associations. Friesen preferred to work behind the scene in professional organizations, but it is notable that two of his proteges, Thomas and Selman, came to serve as President of the CAAE and his colleague Buttedahl became President of the Pacific Association for Continuing Education (PACE). Most of his senior colleagues were active in meetings and correspondence with their counterparts in the field.

Buttedahl commented on Friesen’s wide network of acquaintances and about his stature in the field of professional adult education saying:

He had amongst his friends and acquaintances the key people who were writing on the emergence of a profession in the field of adult education. John himself joined the ranks of those who were giving leadership in that area. John was very influential in adult education organizations during the 50s and 60s on both the Canadian and American sides, in terms of helping the associations. He took quite a number of leadership roles on boards, not as President but in an advisory capacity. He really brought together the first attempt in this province to build a professional organization for adult educators. (Buttedahl, Personal Communication, 1992)

Selman recognized in Friesen an undoubted personal capacity to lead associations of adult educators successfully; instead Friesen pressed his colleagues to do so. Selman commented:
In terms of the professional field of adult education he was content to be behind the scenes helping in whatever way he could. I wondered a bit why he was pushing the rest of us to do these things when he would have done them superbly well. The essential point I want to make is that John seemed to have a driving commitment within himself to help his close colleagues grow and develop and get every advantage possible to that end. (Selman, Interview, 1992)

Curtis also commented of Friesen's inclination to work behind the scenes in professional organizations:

John was the person who made things happen in national organizations or organizations of adult educators, but it was Gordon Selman who did the job. I don't doubt that John encouraged the doing of it, but Gordon did it. Gordon worked nationally to professionalize adult education in Canada. (Curtis, Personal Communication, 1992)

From all this comment by his colleagues it is clear that Friesen pushed his senior staff to assume leadership roles in professional associations at a Provincial and National level. In an interview, Selman expressed some puzzlement about "John's own apparent lack of interest, as a prominent adult educator, in taking up important jobs such as the Presidency of our National organization" (Selman, 1992, Interview). When the researcher enquired of Friesen about this attitude, he said:

My main interest lay in starting or in laying the groundwork for such organizations and in choosing good leadership from amongst the young blood of the profession. I was not prepared to spend any significant part of my life in chairing committees. (Friesen, Interview, 1992)
When Friesen saw a specific need for his personal involvement, he was ready to serve. Among various positions he held in voluntary associations were these: Board member of The Community Arts Council of Vancouver (1953-1955) and of the Vancouver International Festival (1956-1962); President, International House Association, UBC (1957-1958); Chairman, British Columbia Conference on Aging (1957 & 1960); Associate Chairman, Education Year Committee, Canadian Conference on Education (1960-1962). (See Appendix No. 1 - Resume for others).

I. A TIME OF FULFILLMENT

By 1959 the Adult Education Graduate program and a number of programs in continuing professional education were firmly established: Living Room Learning groups were meeting throughout the Province; a burgeoning program of non-credit courses was underway in various communities; there had been significant accomplishments by The Summer School of the Arts; the Vancouver International Festival had been launched; and UBC had started to gain recognition from Friesen’s work in International Adult Education. In that year, Extension Supervisor Bert Curtis organized 99 conferences attended by 8,377 people. The breadth of programming was evidenced in the Department’s Annual Reports. The Extension Department was well respected and progressing favourably. Selman commented on this time:
At the beginning of the 1960's, UBC's Extension program had a reputation for excellence, diversity, community-service and able leadership, and was strongly supported by the administration of the University. (Selman, 1977:12)

It is not surprising that John Friesen would feel a sense of well-being and fulfillment; reflecting about that time he shared his feelings about 1959 with the researcher:

There occurs a time in one's professional and family life when things come together and one experiences a unique joy and contentment. The mid-point of my UBC period was such a time when life seemed at its best. Life was exhilarating with no end to challenges. (Friesen, Interview, 1992)

The University of British Columbia Extension Department was active on campus and throughout the province providing adult education. Its leadership role within the community was helping to raise the general level of cultural and social development in British Columbia.
Figure 19: Friesen, 1953

Figure 20: Receiving Ford Foundation Grant. (Gordon Selman, 2nd from left, N.A.M. MacKenzie, middle, C. Scott Fletcher, 2nd from right, John Friesen, far right)

Figure 21: UBC Extension Director

Figure 22: Gordon Selman (lft) and John Friesen (rt)
Figure 23: Dr. Edmund Brunner of Columbia University visits UBC to meet Dean Neville Scarfe and his former students—Dr. Coolie Verner and Dr. John K. Friesen. (r to l: Brunner, Verner, Scarfe, Friesen)

Figure 24: Symposium on the Professions, 1961. (l to r: Coolie Verner, Leonard C. Marsh (UBC), Paul Sheats (UCLA), Roby Kidd, John Friesen)

Figure 25: John K. Friesen @ UBC
Figure 26: Adult Education, First UBC Graduate Course
Summer of 1956. Dr. Roby Kidd, Instructor (Kidd: Front Row
2nd from right; Friesen: Second Row far right)

Figure 27: Adult Education, Second UBC Graduate
Course Summer of 1957. Dr. Alan Thomas, Instructor
(Front Row: far right)
Figure 28: Adult Education, UBC Graduate Course Summer of 1960. Edward Hutchinson, Instructor (Back Row: 2nd from left)
Figure 29: John K. Friesen Family, 1958 (l to r: John, Robert, Melanie, Marta)

Figure 30: John K. Friesen Family, 1959 (l to r: Melanie, Marta, John, Robert)
CHAPTER 6: EXTENSION DIRECTOR (1960-1966) LAST SIX YEARS

Of a good leader...
When his work is done, his aim fulfilled,
They will all say, "We did this ourselves"
(Lao Tzu, 6th Century B.C.)

The sixties were to be turbulent years for the Department of Extension. For the first half of the decade success crowned success and the department was growing vigorously, pioneering programs and broadening its scope with emphases on liberal education, public issues, community development, leadership and continuing professional education programs, to name a few. Then came a serious reversal of fortune, because of a shift in policy by a new university administration, followed by an extended period of retrenchment during and after Friesen's term.

A. LEADERSHIP PROGRAMS

In discussing the proposed liberal arts programs for the sixties, the Extension Department Annual Report said that special emphasis would be given to "Education for public responsibility...this encompasses education at all levels of government, both voluntary and professional" (UBC, Extension, 1960/61). In the Spring of 1960, Friesen was invited, along with fifty-nine other Extension Directors, political scientists, and senior administrators from American universities and colleges, to a conference
sponsored by the Fund for Adult Education. At the conference, UBC Extension was acknowledged as a leader in Liberal Adult Education. The theme under study was "What is 'public responsibility', and how can we educate for informed leadership in this area of adult education?" Friesen spoke to the conference on Creating A Favorable Climate for Continuing Liberal Education. Reporting on the highlights of the meeting, C. Scott Fletcher, President of the Fund for Adult Education used the UBC Extension programs as a good example to follow; Fletcher was quoted in the editorial:

...realistic appraisal [was made] of present trends in liberal education, which were both optimistic and challenging. He pointed to such innovations as curriculum revision of liberal adult education; imaginative programs for alumni, professional, government and social groups; study-discussion programs (including the projects undertaken by U.B.C, C.A.A.E and a number of member groups)...(Food for Thought, Editorial, May, 1960)

This theme persevered for another two years. In October, 1962 Friesen attended, with UBC President MacKenzie, the University Council meeting of Presidents and Extension Directors on "Education for Public Responsibility", at University of Oklahoma (funded by the Ford Foundation's Fund for Adult Education). See Figure 33: UNIVERSITY COUNCIL ON EDUCATION FOR PUBLIC RESPONSIBILITY at end of chapter.
Later in the mid-sixties, UBC Extension was to become active in leadership training in the field of public responsibility in cooperation with other organizations. Extension's Report for 1965-1966 comments:

A program of continuing education in leadership training is being carried out by the Extension Department in association with several community groups and government departments. This year, Human Relations training projects were presented to leaders in business, government, education institutions, and voluntary organizations.

With the financial support of the Citizenship Branch of the Federal Government, the first of these was a Group Process Institute jointly sponsored by this Department and Simon Fraser University's Centre for Communication and the Arts in association with the Vancouver Human Relations Council. (UBC, Extension, 1965/6:23)

B. CONTINUING PROFESSIONAL EDUCATION

Friesen commented on the department's growing interest in the field of continuing education in the professions:

This area is becoming, and will continue to be a major concern of higher Adult Education. The Department, in cooperation with the faculties and with professional organizations, has organized a rapidly increasing number of seminars and conferences for a great variety of groups -- teachers, police officers, lawyers, agriculturalists, directors of defence, broadcasters, businessmen, physiotherapists, workers with the aging, and many others. An important new area of professional education is the recently organized Department of Continuing Medical Education, under the direction of Dr. Donald H. Williams, and working in close cooperation with the University Extension. (UBC, Extension, 1959/60:1)
On October 25, 1961, on the twenty-fifth anniversary of the creation of the Extension Department, the latter organized a Symposium on Continuing Education in the Professions at UBC which was attended by representatives of various professional organizations (Figure 24). The purpose of the Symposium was to discuss ways and means by which the Extension Department could assist in the development of continuing education in the various disciplines. President MacKenzie, in his foreword to the report of the symposium, recognized the important work being done by the Extension Department when he wrote:

> For just as preparing young men and women for entry in the professions is a major function of the regular teaching program of the University, so assisting practising professionals to continue their learning throughout life is rightly an increasingly significant part of the University's extension services. I congratulate Dr. John Friesen, Director of the Department of University Extension, and those who worked with him for organizing this timely seminar on this important subject. (UBC, Symposium Proceedings, 1962:5)

In reporting on the symposium, which was attended by eighty persons representing some twenty professional groups, Friesen commented:

> Already there are indications that the symposium has been influential in encouraging increased interest in continuing education by the professions. (UBC, Extension, 1961/62:3)

Friesen wanted Extension to engage in an ongoing cooperative enterprise, with support from the various professional
faculties. Extension's purpose would be to organize programs, with professional associations and faculties, which would promote a close association between the University and the professions, in the provision of Continuing Professional Education. Friesen had strong support from a number of deans especially those in the Faculties of the Arts and Education.

Commenting on Extension's involvement in continuing professional education in the field of medicine, Curtis recalled:

I was sent over [by John] to be a member of the original committee of UBC who founded and organized the Centre for Continuing Medical Education. This committee originated the plan and process which resulted in the UBC Health Sciences Centre, which is acknowledged to be an outstanding centre of medical and paramedical training. (Curtis, Personal Communication, 1992)

An important event for UBC in the early sixties was the creation of a Department of Continuing Medical Education. This was a clear demonstration that pioneering work by the Extension Department was leading to important developments within the University. In its 1960/61 Annual Report the department stated:

More recently, an extensive division of Continuing Medical Education was launched by its Faculty and Extension which aims in time to encompass a wide scope of advanced continuing health education. (UBC, Extension, 1960/61:3)
The early sixties provided a period of broadening scope as the Extension Department continued to grow in size and in breadth of programs. Friesen comments:

Recalling those UBC years, I found the relationship with faculties cooperative and often enthusiastic, and the administration always understanding and generously supportive....Hence, it was to be expected that UBC opened the way for a marked expansion in continuing education, by 1966 serving in excess of 20,000 enrollees in all....The Annual Report of that year (1966) noted that almost all academic schools and faculties were conducting their Continuing Education programs through the Extension Department. (Friesen, Personal Communication, 1992)

Extension organized a wide range of programs for many important organizations and institutions outside the UBC campus. Subject matter areas included: Agriculture, Commerce and Business Administration, Education, Fisheries, Forestry, Health, Sciences, Law, Librarianship, Social Work and Liberal Education. The Department conducted joint special projects with the B.C. School Trustee Association, the Provincial Council of Women, The Alumni Association, The Community Planners Association, the University of Washington and the National Secretaries Association (B. C. Chapter).

Some three years after he retired in 1962, apparently MacKenzie still held to his conviction that Extension should have a responsibility in professional training, stating:

The extension department should also have either the direct responsibility or a general interest in
refresher courses that should be offered to men and women in the professions, medicine, dentistry, law, engineering, technology;...in which new knowledge and new skills are available, but may be overlooked or by-passed in the midst of a busy professional practice. (Kidd and Selman, 1978:145)

In 1962, the Extension Department organized an Education-Extension Program to plan and administer credit and non-credit courses dealing with education, in consultation with the Faculty of Education. Jack Blaney, then supervisor of Living Room Learning, was appointed by Friesen to be head of the new enterprise. Blaney described this appointment by saying:

[The enterprise] was essentially the professional development program arm of the Faculty of Education, and was new. I worked with John and Gordon and with the faculty to establish that. It was a good experience for me in terms of developing faculty relationships that were important for establishing trust and getting the program going. The job involved coordinating, managing, the credit programs throughout the interior of B.C. and also organizing the non-credit programs: weekend seminars, conferences for principals, administrators, school teachers, etc. (Blaney, Interview, 1992)

C. LIBERAL EDUCATION AND STUDY DISCUSSION

In his 1961 twenty-fifth anniversary report, Friesen points out that throughout its existence University Extension had worked to provide opportunities for a broadly-based liberal education for adults in British Columbia:
While today's university is vitally concerned with education in the professions, it must at the same time take account of the larger community. 'To live a life' abundantly requires more than a high school education or a university degree. It implies lifelong learning. Liberal education for adults presents a very broad spectrum of activity for the university to explore and to define in terms of its unique function. (UBC, Extension, 1960/61:3)

In an erudite and penetrating address to the Adult Education Conference of the CAAE, (British Columbia Division) given by Friesen in December, 1963, he described how Canada had the opportunity to go through a process of renewal by accepting and implementing a determined commitment to achieve a high rate of adult literacy throughout the country. He described the U.N.'s proposed world wide campaign to achieve adult literacy as a momentous task. As he put it in his opening remarks: "Education is the axis on which the wheel of progress turns," and then quotes a declaration made at the 1960 UNESCO meeting in Montreal.

We believe that Adult Education has become of such importance for man's survival and happiness that a new attitude towards it is needed. Nothing less will suffice than that people everywhere should come to accept Adult Education as a normal part, and that governments should treat it as a necessary part of the educational provision of every country. (Friesen, Personal Papers, Dec. 1963)

The Department was deeply involved in expanding its Province wide, off-campus programs to the community and for a time received supporting grants from the Board of Governors for this purpose. The Report comments:
The Department, keenly aware of its responsibility to provide service to all parts of British Columbia, has during the past year continued to expand its Province-Wide Program with the continuing assistance of a special grant from the Board of Governors for this purpose. (UBC, Extension, 1961/62:7)

D. NATIVE INDIAN CULTURE AND LEADERSHIP

Friesen points out that in the early 'sixties UBC's social scientists (Hawthorn, Jamieson and others) published timely research on a wide range of Indian culture and development proposals (Friesen, Personal Communication, 1992). In 1961/62 the Extension Department organized two pilot programs for native Indian people, including a two-day residential leadership workshop for 35 chiefs and councilors from 24 bands. Looking back at years of paternalism and neglect of native communities in Canada, one can credit Extension for arranging forums in which Indians could freely express themselves:

A new field of university adult education was explored this year in the area of Indian leadership education. As a result of discussions between the Extension Department and the Indian Affairs Branch, and requests from the North American Indian Brotherhood and from Indians in the Cowichan Agency... (UBC, Extension, 1961/2:19)

John Friesen encouraged the Extension Department staff to pioneer in leadership programs throughout the Province. Supervisor Marjorie Smith did just that. Describing its
activities with the (native) Indian people, the Department's report stated:

Three-day workshops with Indian chiefs and councillors were held for the Kamloops, Nicola and Okanagan agencies. A five-day workshop at the University brought together 23 chiefs and councillors from various agencies throughout the province. The program was financed jointly with the Federal Indian Affairs Branch. (UBC, Extension, 1962/63:14)

Curtis confirmed the importance of Friesen's support in stimulating leadership training for Native Indians:

John would encourage us to do leadership training with Native Indians. Some twenty years later some of these same individuals have become the Indian Band leaders of today. (Curtis, Personal Communication, 1992)

Thomas, speaking of the work done by Marjorie Smith and others added:

Marjorie did a lot of work in establishing cooperative day-care education way ahead of the fashion. In Indian affairs, I don't think there was another Extension Department in the country doing anything like UBC did at the time. So I think in terms of the imaginative programs, the scope, the number of different groups that saw the University as a resource, UBC had a claim of having a very good Extension Department. (Thomas, Personal Communication, 1992)

For financial reasons, the department had to discontinue its work in human relations and family life education, but with the financial assistance of the Federal Branch of Indian
Affairs, Extension was able to continue some of its work with the Indian people:

Prior to March 1964 the work on the Indian Leadership Development Project continued on a limited basis, with financial support from the Federal Indian Affairs Branch. Commencing April 1, 1964 the Branch provided a substantially increased grant for this project. This coincided with the change in emphasis in the Extension Department, with the result that the work on Community Organization and Family Life was discontinued, with the supervisor [Marjorie Smith] of this section devoting practically all of her time to the Indian Project. (UBC, Extension, 1963/64:10)

Marjorie Smith, Tom Brown, Bert Curtis and other colleagues reached out to the Indian people. As noted in the Department’s Annual Report:

The aim of these programs was to assist chiefs and councillors to understand more clearly their functions, responsibilities and authority, and to learn how to understand and solve problems in band affairs, in the context of their Indian communities. (UBC, Extension, 1961-62:20)

Speaking of Marjorie Smith and of others working in this area through Extension, Friesen observed:

On campus the later fifties witnessed a growing concern over the continuing desperate conditions of our native population. Professor Harry Hawthorn and colleagues were producing much needed research on Canadian Indians. Dean Geoffrey Andrew encouraged Bill Reid, a future famous Canadian artist, to teach and practice totem and other art forms. In the Extension Department the supervisor who launched Indian groups study was Marjorie Smith. Rendering assistance to the disadvantaged by fostering self-help had always been her commitment; hence it was no surprise to find her
organizing an extended series of leadership programs in the interior solely for and with Indians. (Friesen, Personal Communication, 1992)

During 1965-66, the Extension Department’s emphasis shifted from providing short-term workshops to an intensive program with selected Indian bands. The Annual Report states:

At the request of the Federal Indian Affairs Branch, which provided financial support, the major part of the year was spent in a concentrated program with bands in the Stuart Lake and Burns Lake Agencies. The objective was to expand community leaders’ understanding of Band Council functions and develop leaders’ self-confidence in assuming increased responsibility for the management of band affairs. Many informal meetings took place, culminating in workshops held for bands in each agency. (UBC, Extension 1965/66:22)

E. EXTENSION ADVISORY COUNCIL

Friesen recognized the need to get added support for Extension in its negotiations with the University administration and with the faculties. He introduced a ‘Town and Gown’ Extension Advisory Council. This broadly based Advisory Council contained a number of community members with the expectation that this would strengthen the Department’s position, but it proved in practice to be somewhat unproductive and was allowed to lapse. While the idea of such a council appeared attractive, Friesen and his colleagues found the committee, as structured, toothless. Thomas said of the Council:
That never worked; it never amounted to much. People weren't really interested in relating to the University as a whole, they wanted to relate to the parts they were interested in. (Thomas, Personal Communication, 1992)

Friesen acknowledged the Advisory Council did not, as it turned out, work as successfully as had been hoped:

It consisted of six persons from campus, a few deans, and six people from the business community, labor, etc. It met a few times a year. Members were asked their opinions on continuing education; however the advice was too general to be useful to the university's program. The Council was disbanded after a few years. (Friesen, Interview, 1992)

The reasons for initiating such a committee appeared to be mainly political. Jack Blaney describing Friesen's strategy, said:

No doubt about it, John saw himself first as an adult educator, as opposed to a university faculty member. This is an important distinction. John did not plan in a way manuals tell you how to plan; but in terms of his development of a strategy or of directions for the future, he was a master at it. Strategy is a craft. His strategy was built on a vision, taking advantage of opportunities, actually feeling it. (Blaney, Interview, 1992)

Kulich, speaking of what he saw as John Friesen's unwillingness to be confrontational, perhaps provided some relevant insight:

John would have an idea about what he wanted to do, but he was also politically aware and astute. John would never, ever, have a confrontation or meet anyone head on. He would try to persuade and he may, if it was a matter of a body--Board of Governors or Senate for example--he would try to
get someone on board before he launched onto something. Then he would go with a really good kick, but if it didn’t go he would back off. (Kulich, Interview, 1992)

Probably the Council was too cumbersome to provide a satisfactory vehicle between Extension and the other parties involved. In any event, it did not appear to add to the influence of the department within the Administration or the Senate.

F. THE QUEST FOR A UNIVERSITY POLICY CONCERNING CONTINUING EDUCATION

The Extension Department, reporting on its first session under new UBC President Macdonald, described the year as one of self-evaluation, stating:

The Department completed four studies on aspects of continuing education which our staff felt would be significant in future development. The reports were presented to and discussed with the President and the Committee of Academic Deans. The studies dealt with the following aspects of University Extension:

1. A coordinated plan for administering University continuing education.

2. The extra-mural program.


4. A Centre for continuing education.

...The policies of the foregoing studies, after confirmation and amendment by the President and faculties, will result in some basic changes and new directions for continuing education at this University. (UBC, Extension, 1962/63:2)
The Extension Department wanted to centralize the administration of continuing education under its auspices. But, as it turned out, this was not to be. Not all Deans shared this view, favoring instead the provision of continuing education by their own faculties. Commenting on this matter, Kulich explained that after Friesen took the initial risks and inaugurated Continuing Education for the Professions, a few Academic Deans wanted and took ownership of this prestigious, and potentially lucrative field (Kulich, Interview, 1992). He said that Commerce led the opposition. Although, from the Extension Department's viewpoint, Kulich considered these raids on programs unfair, he understood and to some extent sympathized with the Deans' ambitions. Whatever the inequities of this situation, clearly problems in reviewing, planning and continuity were created for the Extension Department. Perhaps more importantly, the department lost revenues that supported the liberal arts and community development programs which were at the heart of Extension's work.

Following an example set by the Faculty of Medicine, a few professional faculties were to demonstrate an increasing desire to take over adult education for their graduates. In the period 1961-1963, Friesen pushed hard to get the department's four-point initiative accepted by the Senate and proposed a major reorganization. The reports,
collectively, recommended that continuing education and extra-mural programs be centralized at UBC under Extension.

They also stressed the need for a residential adult education facility to be built on the campus. The department’s timing proved to be unfortunate, because some of the Senate were at odds with the idea of the centralization of continuing education, and against the Extension Department’s growing involvement in community development and non-degree activities. Jack Blaney, speaking of the difficulties the Extension Department faced in presenting a plan for reorganization said:

Within the University context that plan for Continuing Education Reorganization was flawed because it would never work. It did not respect the realities or power that rested within the University and how you ally yourself with that power to get things done. Power is never in transition. The power is always held by the faculties. (Blaney, Interview, 1992)

The Extension Department’s reports were "tabled" for consideration by faculties and committees or otherwise shuffled within the bureaucracy. In consequence, it was to be several years before even a somewhat coherent policy would emerge from Senate.

Beginning in the MacKenzie years, the Extension Department opened up Continuing Education programs for several professional disciplines. As these enterprises prospered,
the faculties took an increasing interest; it soon became apparent that the Deans were going to take over more and more of continuing education. The University administration (under Macdonald) appeared unconcerned that the field of continuing education was becoming uncoordinated and decentralized.

G. PROPOSAL FOR CAMPUS RESIDENTIAL CENTRE OF CONTINUING EDUCATION

One project Friesen favoured, but was not able to bring to completion, was his plan for the creation of a residential centre for continuing education, serving both the University and the community. Once again, in 1963 Friesen stressed the need for action on a Centre of Continuing Education, stating:

One of the most pressing problems remains the lack of suitable facilities in which to conduct continuing education activities, especially during those periods of the year when the University is in regular session.

In view of the lack of response for the University's submission to the provincial centennial authorities for a Centre for Continuing Education on the campus, other means must be found to meet this pressing need. (UBC, Extension, 1963/4:2)

Unfortunately Friesen's request for a 'Centre' came during a period in the sixties, when funds for new buildings at UBC
were severely constrained. Further, it came at a time when much of the Extension Department’s work in general community service was discouraged by the Macdonald administration. Friesen envisioned such a centre as having up-to-date technology, the media, etc. to link the University with communities throughout British Columbia. The building plans were drawn, a model was made with the support of President MacKenzie. Friesen pushed hard for these facilities during his term at UBC, but the necessary funds were not forthcoming. Speaking of the need for a centre, Curtis said:

What we wanted was a residential conference centre and we worked like hell to get it, but it never happened. I went to Minnesota; we went to Kellogg; but I think we were three years too late. (Curtis, Personal Communication, 1992)

The University continued, to build residence halls for regular students, but little if any regard was given to the needs of Extension students and programs. Selman, however, in writing about the struggle to get such a centre wrote:

The Extension Department had for years been seeking the construction of a residential adult education facility on the campus. A new opportunity presented itself in 1963 when the University established a committee to adopt a project to be presented to the Provincial Government as a possible centennial project. The University committee adopted the residential centre as its project. It was subsequently presented to Victoria but was not in the end funded by the senior governments. (Selman, 1975:16)
The need for such a Centre was evidenced by the growing educational work of the Extension function in the liberal arts and training for citizenship responsibility, the increase in continuing professional education programs and the large number of conferences being arranged. In the program year 1962/63 Extension organized 102 conferences attended by 11,094 people, a strong indication that a conference facility was merited.

Again UBC’s Ex-President MacKenzie, three years after his retirement, continued to extend his support, this time for such a centre:

As the work of the university and of the extension department developed I would consider and support the establishment of a special centre for extension and continuing education which might include lecture rooms, studios, an auditorium, too, and film libraries, record libraries,...I might in due course even include residential accommodation which,...would facilitate the holding of conferences and seminars throughout the year...(Kidd and Selman, 1978:146/147)

It wasn’t until after Friesen’s departure that Extension’s quarters in huts on the East Mall were moved to a wing of the newly acquired residence halls of St. Mark’s College on the northeast corner of the campus (UBC Reports/Oct. 1, 1970). It would seem, however, that Extension was not the sole victim of a moratorium on new buildings. Waite’s Lord of Point Grey: Larry MacKenzie of U.B.C., which claimed research into the private papers of Geoffrey Andrew and
MacKenzie, reporting on the absence of many new building initiatives under President Macdonald and commented:

In 1966, when John Barfoot Macdonald announced he would retire from U.B.C. the next year, Larry asserted privately that there wasn’t a building under construction in 1966 (except the Institute of Higher Education) that had not been planned, approved, and financed before he [MacKenzie] left in 1962. (Waite, 1987:222)

H. RECOGNITION IN INTERNATIONAL ADULT EDUCATION

From the outset of his term as Director of Extension in 1953, Friesen had remained active in international work. His network of international contacts was progressively widening. In addition to his membership in the Canadian delegation to the UNESCO Second World Conference on Adult Education held in Montreal August 1960, he was also a member of the official delegation to the twelfth session UNESCO General Biennial Conference, held at UNESCO’s Paris headquarters in November-December, 1962. Friesen participated in many international conferences on educational matters. One of the practical outcomes of Friesen’s peripatetic existence was that he came to rely more and more on his deputy, Selman, to oversee day-to-day administration. Through the work of several campus units, UBC was gaining recognition as an important contributor to Third World development programs. In consequence, Friesen became involved in considerable travel related to advisory work on
international adult education, within Canada and in other countries.

Reporting on the Department's increasing involvement in international matters, he declared:

In all developing countries adult education is seen to be an urgent need in resource development and democratic citizenship. (UBC, Extension 1961/62:4)

In 1962, he was abroad for half of the year. Starting in January, Friesen undertook a four month leave-of-absence from UBC and, as a member of a U.S./Canada team (funded by the Carnegie Foundation of New York), worked intensively with African educators. In February through April, 1962, Friesen participated as a Fellow in UNESCO's project "Mutual Appreciation of Eastern and Western Cultural Values." On this study-tour he also observed and discussed continuing education with educators in India, South-east Asia and Japan. In November to December he was a member of official Canada delegation to the UNESCO General Biennial Conference in Paris.

In consultation with Indian authorities and the Canadian External Aid Office, Friesen helped to establish a multi-year aid project for the University of Rajasthan in India. The UBC/Rajasthan Universities' project was designed to assist that institution in initiating much of its university
extension work. In October, 1964 - July, 1965, Friesen was Director of this Project in Continuing Education between UBC and University of Rajasthan, India and became resident in Jaipur. Friesen inaugurated the project, and headed up the team made up of himself and James Draper, which was based in Jaipur for the year 1966-67. The project organized three adult education conferences for Vice Chancellors and faculty members. The Canadian team were nationally influential in India, augmenting the leadership provided by Rajasthan's Vice-Chancellor, Mohan Mehta.

One of several goals of the Rajasthan project was to be the building of a Centre for Continuing Education. While UBC Extension efforts in India, on the Rajasthan Project, were achieving success in many directions, back home in British Columbia Extension was battling to maintain its position. It was somewhat ironic that Canada's High Commissioner was laying a "corner stone" for a Centre for Continuing Education in an Indian University at the same time as urgent requests for such a facility fell on deaf ears at UBC.

I. TURBULENT TIMES: PRESIDENT MACDONALD

On December 31, 1959, N.A.M. (Larry) MacKenzie sent a confidential memorandum to UBC's Chancellor, Dal Grauer, indicating he had finally settled on a date for retirement:
To avoid misunderstanding and uncertainty and to prevent the circulation of rumours, I feel it useful to state that I proposed to announce formal retirement...on the 1st of July 1963, to take effect one year from that date, i.e. 1st of July, 1964. (Waite, 1987:185)

These dates were not acceptable to some members of the Board, who decided to expedite matters. A committee of six members of the Board was formed to find a successor to MacKenzie on his retirement. The Presidential Search Committee had in mind John Barfoot Macdonald (Waite, 1987). Former UBC Chancellor and Chairman of the Board of Governors, Nathan Nemetz, recently confirmed in conversation with the researcher that he was one of the board members who sought out Macdonald in Boston, where he was a professor of dentistry in charge of a large research institute at Harvard (Nemetz, Personal Communication, May, 28, 1992). Macdonald had met Senate members earlier as a visiting consultant at UBC in Dental Education. The minutes of the Senate Meeting of December 14th, 1955 confirms this (Senate Minutes, 1955:2241).

Waite (1987), describing President MacKenzie's retirement in 1962, two years earlier than he wished, and commenting on these difficult times, wrote:

He [MacKenzie] always thought it was a conspiracy of Phyllis Ross and G.T. Cunningham, both of whom continued to go from strength to strength. On July 27, [1962] the Board agreed that in view of Grauer’s illness, Cunningham, the chairman of the presidential search committee, would be acting chancellor. Grauer died the next day. His dethronement of Larry [MacKenzie] and [Gordon]
Shrum on June 29 was his last official act for U.B.C. (Waite, 1987:190)

After the appointment in 1962 of John Barfoot Macdonald as President of UBC, John Friesen and the Extension Department encountered difficult times. Macdonald proved to have very different views about the Extension function than had been held by his predecessor. Macdonald did not support the broad "community-based" type of Extension program which had been built up at UBC and at other Western provincial universities. He was from the "East", where the Extension tradition was based more on part-time degree completion and continuing professional education. Macdonald was anxious to expand graduate study and other academic priority areas at UBC and he framed his budgets accordingly. He cut the Extension budget in 1964 by twenty-five percent (Selman, Interview, 1992).

The trend which Friesen had initiated towards higher academic standards was not moving fast enough to satisfy President Macdonald. Certainly there was room for expansion in the two areas of Extension work which Macdonald was prepared to support, part-time studies towards a degree and continuing professional education. Macdonald had in mind that UBC should concentrate on achieving a high reputation for its degree granting and professional education functions (Macdonald, 1962). Under President Macdonald's concept, UBC would become more elitist than before and confine its
activities to fields that could not effectively be served by other educational institutions. The President and the Extension Director differed as much on program content as in style. John Friesen had always firmly believed that issues were best settled by discussion, not by mandate and that education for public responsibility was an important part of the process. In his words: "Jack Macdonald cut our budget all to pieces, without asking, for which later he expressed regret" (Friesen, Interview, 1992).

Jack Blaney confirmed this:

That evening of Friesen's farewell, John Barfoot Macdonald came to it and said to me and two other people, I can't remember who they were, that, "I made a mistake about Extension. You really do very, very good work. I really appreciate the quality of what you are doing." (Blaney, Interview, 1992)

Following on his report on Higher Education, commissioned by the provincial government, Macdonald recommended that the B.C. Government establish a number of two-year colleges in several regions of the Province. In addition, he wanted it to develop four-year colleges in the Lower Fraser Valley, the Okanagan and Victoria. Within the hierarchy of higher education, Macdonald wanted UBC to be recognized as the senior educational institution (Macdonald, 1962). Against his ambitious program for expansion, Extension appeared unimportant to Macdonald, who wanted to sweep away much of the non-degree, citizenship education and cultural
development work. From the actions he took, it was apparent that on joining UBC, Macdonald was not much concerned with, impressed by or in favor of, what the Extension Department was doing in communities throughout the Province. Macdonald just did not accept these endeavours as being properly the work of a university, nor in his opinion did they meet required academic standards. Perhaps, also the university had increasing reservations about becoming involved in controversial social issues.

Reflecting on Extension’s budget cuts in his 1975 paper on "The Decade of Transition" Selman pointed out that a move towards higher standards in degree credit work already was underway in the department. He commented:

The 1960’s would have been a period of change and reassessment for the Extension Department even without the crisis produced by the budget cuts. Dr. Friesen had made this clear by his actions before and during the early Sixties that he was attempting generally to upgrade the intellectual level of the Extension program and to create closer links between the Extension work and the academic community. (Selman, 1975:31)

As described earlier Friesen had clearly recognized emerging trends and sought to accelerate the development of credit degree and continuing professional education programs during the second half of his term, but held to his conviction that the University also had a broad responsibility in citizenship education. Selman said of this:
John saw what was going on very quickly, he was meeting with the President [Macdonald] and sending him reports and information to try to inform him and to win him over to a point of view sympathetic to a broadly based Extension function for the university. But it probably was a lost cause from day one. John knew that, but he had to try. Macdonald in the end said 'I am going to chop you guys.' It was a miserable process all around. (Selman, Interview, 1992)

On October 9, 1963, Macdonald wrote to Friesen making his position absolutely clear and setting out three principles on which he believed the Extension Department should be working:

* The University should accept financial responsibility for credit courses offered through the Department of Extension.

* The University should not commit funds to support non-credit courses....

* The University should not accept responsibility for courses in continuing professional education offered to groups who are in the position to pay the full cost. (J.B. Macdonald Letter to Friesen, Oct. 9, '63)

Speaking of the implications of Macdonald's directives concerning the scope and nature of Extension Programs, Selman said:

The principles outlined in this letter were to become the basis for policy in the next few years and signaled a sharp change in the University's approach to adult education. The only part of the Extension program which Dr. Macdonald and the Board of Governors (which accepted his view) were willing to support financially was degree credit work... (Selman, 1975:19)
In explaining his motive for withdrawing financial support for the Extension Department's non-credit courses, President Macdonald wrote to Friesen:

...The reason for this is that in general non-credit courses are offered as a service to the community, a *fringe benefit* to the community in having a university. It can be expected that such courses will not be offered at the usual level of an academic discipline ...

[bold mine] (See Appendix No. 15: J.B. Macdonald Letter to Dr. J.K. Friesen, October 9, 1963:1)

It appears the new President considered that "having" a University should be reward enough for the community, i.e. the people of the province. Selman commented:

In his famous letter [Macdonald wrote] to the Extension Department in [October 9] 1963, that Extension work is a fringe benefit to the community for the fact that there is a university. If they were going to enjoy that fringe benefit, then they [the community] were going to have to pay for it. John Macdonald was playing the same game as the Senate. (Selman, Interview, 1992)

By refusing to fund Extension's non-degree activities, Macdonald cut much of the "substance" out of the Extension Department's work; the cut was particularly damaging bearing in mind that the department's mandate to do degree related work was limited by existing regulations of the university. Macdonald's directive also cut the "heart" out of the department, by foreclosing plans it might have to promote education for public responsibility, community and
cultural development off-campus. In one devastating move, Macdonald struck at the very essence of the work being done, even though at the time the UBC Extension Department was highly regarded throughout North America and internationally for the work that was being cut.

During the last years of Friesen’s term, the administration sought to abandon UBC’s ongoing commitment towards the provision of a broadly based educational service to the community. Although it soon became evident the university was on a new course, Friesen did not change his personal convictions and retained his sense of commitment to the interests of citizens living outside the limits of the campus. Although an overall shortage of funds may have been a factor in the administration’s shift in policy, it appears that the cut in Extension funding was not forced, nor necessarily desired, by the government of the day. Selman, on the basis of working in the President’s office explained:

>The university didn’t take a line-by-line budget to government; it by and large just got a big pot of money. Then, the battle over who got the money and how much Extension got was fought out within the university. In the end the administration decided, not only were they not going to put more money in, but would take money out. (Selman, Interview, 1992)

In his 1963/4 report to the administration, Friesen commented on the consequences which resulted from these policy changes:
In the year under review in this Report the Extension Department's programme has been strongly influenced by two major policy changes in the University. The creation of new universities in the province and the increased emphasis at the University of British Columbia on graduate work and professional training have accelerated the trend within the Extension programme to focus to a greater extent on professional and liberal education courses for the university graduate. In addition, the decision by the Board of Governors that the Extension programme must become substantially more self-supporting has made necessary both a revision of the Department's fee structure and the elimination of curtailment of some important aspects of the programme. (UBC, Extension, 1963-64:2)

Even Extension's Extra-Sessional Credit Course offerings were under fire. In the Senate Minutes on September 8, 1964, the Senate Executive Committee reprimanded Extension for listing credit courses without prior discussion with the Departments concerned, particularly with respect to prerequisites and timetables. Justice Nemetz and S. Friedman (Faculty of Medicine) presented a motion (which was carried) that the list of credit courses to be offered by UBC away from the campus, or available in extra-sessional classes must be submitted to Senate for approval through the respective Faculties.

In 1965, the department provided a graph (UBC, Extension, 1965/66:30) illustrating that 75% of all attendance at Extension programs was in non-credit courses, 11% in Correspondence courses and only 14% in Extra-Sessional Credit Courses. These percentages demonstrate how deeply the redirection of priorities for Extension would cut into
the substance of the department's work, both province-wide and to a considerable extent, in the evening classes concerning the humanities.

Although President Macdonald appears as the person who influenced a reversal of fortune for the Extension Department, more correctly his action can be viewed as an expression of a much deeper shift in power and direction taking place within the University of British Columbia. At UBC one outcome of the increased emphasis on academic degree related studies had been a shift in power from the President's Office and the Board of Governors to the Senate. The academic Deans have become more powerful and exercise discretion as to which programs are acceptable. Selman, discussing this shift in power, commented:

The leadership in the University shifted over the years from the President's Office and the Board of Governors, who used to be the powers within the University, to the faculties, the academic community as symbolized by the Senate. When that kind of shift is going on then if you have built your strength on the support from the President's Office and have done a lot of things that the academic community, academic departments weren't enthusiastic about then in the long run they are going to come and get you...so they cut Extension to strengthen graduate work. The Deans are more inclined to do that if what is going on in Extension is not seen by the Faculty as truly an extension of the University. (Selman, Interview, 1992)

Selman, who worked in President Macdonald's Office from December, 1965 until 1967, observed:
Macdonald was a very intelligent administrator. But he was of the same view, by and large, as the Senate and the Faculties. He wanted to pull back from Extension and other things as well, in order to get as much money together as he could so as to get on with graduate studies. (Selman, Interview, 1992)

The shift towards a strictly academic agenda was not simply a manifestation of a change within the University or in the Province. Rather it was part of a phenomenon in which educational money was becoming increasingly focussed on economic development. The government in Victoria had been telling the University for some time to put more emphasis on such things as commerce, engineering and the professions. Similarly, pressures came from the Federal government which was much concerned with manpower training, technical and vocational studies. The University has rightly defended its independence in deciding how to spend the monies given to it, but clearly University policy was subject to being steered since the two governments control the educational purse strings. As Selman put it:

Government money is going very heavily into vocational/technical training. The humanities and the liberal arts are getting squeezed out, except where they fit into the academic approach. (Selman, Interview, 1992)

Despite all Friesen's personal efforts to provide encouragement to the team which had built the Extension function with such care and commitment, they became somewhat demoralized. Friesen reported with regret that a few
senior colleagues had resigned to take other positions or to resume their studies (UBC, Extension, 1963/4).

The termination of the Living Room Learning project which by 1964 had grown to have nearly 1600 participants in 131 groups serving 47 communities was discussed in Chapter 5. The ending of the worthwhile and successful Living Room Learning program was symbolic of UBC's abrupt departure from the field of education for public responsibility, community development and studies in liberal education. There was a good deal of public concern expressed about UBC's curtailment of its community development work and the researcher has provided copies of several newspaper articles of the time criticizing the University for its policy changes regarding Extension (See Figures 36-40, Media Criticizes UBC). As a consequence of 1964 budget cuts, the number of non-degree programs offered to the public declined steadily from 250 in 1962/63 to 195 in 1965/6 and registration in courses around the Province fell from 5753 to 2707 (Selman, 1975).

In November 1964, the Board of Governors instructed the department to cease offering the Summer School of the Arts program in Opera and Theatre and ordered that further staff positions in the fine arts should be eliminated. This could be justified in part by the Faculty of Arts expanding the
Music and Theatre departments. As Selman has pointed out, "So not only was the budget cut, but the department was receiving specific instructions as to how, in part, to adjust to the cuts" (Selman, 1975). Nonetheless, reporting in 1964/5, Friesen pointed out that his view of the University's proper role within society remained unchanged as he tried to convey to the UBC Administration the vital importance of a commitment to citizenship education and community service:

In our day another dimension has been added to teaching and research, namely that of directly sharing the fruits of learning not only with the students on campus but with the community at large. National and international growth are contingent upon an adequate supply of educated citizenry and trained manpower; without it progress in developing and developed societies would come to a halt and rapidly decline.

What are the concerns of adults for further education? We submit that they are threefold: to make a living, to enrich experience and purpose in life, and to participate actively in citizen affairs. University Extension interprets these areas as civic, liberal and professional education. (UBC, Extension, 1964/65:5)

Despite the restrictions put on Extension's non-degree activities, the department was working hard to renew itself. In adapting to new policies Extension sought to retain all it could of its commitment to community service. In 1965, 6325 adults enrolled in its Humanities programs. This high demand indicated a continuing desire for Liberal Arts Education by the general populace of British Columbia.
In steering the Extension function away from an involvement in non-degree, education for public responsibility and other community oriented work, the administration was satisfied that it was in tune with the wishes of those faculty members who were suspicious that Extension's work was too far out in left field or not at a sufficiently standard intellectually. Also, the administration assumed that any vacuum caused by the University's departure from community education work would be filled. It may have expected the work would be picked up by the new community colleges, School boards or other institutions. As it turned out, this proved not to be the case (Selman, Interview, 1992 and Selman, 1991).

J. LIFELONG LEARNING

When the annual report of 1964-65 of the Department had been circulated to Senate, Friesen made a further attempt to gain attention from the Senate for the three guideposts according to which he believed continuing education should proceed. His report was received for information only.

* An endeavour to create a climate and purpose for lifelong learning.

* A commitment to higher education.

* Developing a broad base for leadership.
  (Senate Minutes, December 20, 1965:20)

The year 1966 was Friesen's last as Director of Extension at UBC. He had made the changes in priorities required by the
administration, but continued to emphasize the Extension Department’s determination to provide whatever community service it could manage, despite limitations put on its budget. He described the department’s work by stating:

Continuing education at the University of British Columbia is a response to community and regional needs. Higher education should not be all things to all men; instead, it endeavours to serve generally the more advanced levels of professional, social and cultural leadership. Continuing education seeks to create a climate and a purpose for lifelong learning. In all its efforts the goals of University Extension is [sic] to stir the imagination and increase the capacity for self-renewal through individual growth, and for community and national development. (UBC, Extension, 1966:8)

Under the new budgeting terms, Extension non-credit programs had to be funded by fees from students. Also, courses offered were increasingly directed to those students with the ability to pay. In consequence, many of its courses tended to focus on very practical matters involving instruction, rather than intellectual exploration. Friesen reflected on the changes which took place:

On returning to Vancouver [from India in 1965], I met up with several formidable problems. UBC President John B. Macdonald, who succeeded Extension enthusiast Larry MacKenzie, had earlier announced [October, 1963] a reduction in the Extension grant. He also co-opted my stalwart associate, Gordon Selman, as his Executive Assistant. Gordon later returned to succeed me as Director. We admittedly lost some ground, but with the timely, competent efforts of colleagues Blaney, Matthews, Buttedahl et al, on the safe prediction [made to the administration] that the proposed programs would yield a satisfactory
return, the Department, on the advice of the faculties and professional bodies concerned, managed to appoint three more supervisors, for legal education, the sciences and engineering.

A second challenge was the defeat in Senate, mainly by a vote of one faculty, Commerce and Business Administration, of a well-researched policy and plan for a future, thoroughly integrated, faculties/Extension facility. (Friesen, Personal Communication, 1992)

The administration's demand that Friesen put emphasis on degree and professional work was reasonably in line with Friesen's own drive to have Extension achieve higher intellectual standards. But gone was the opportunity to work off-campus, in helping to equip citizens to bring independent critical and objective thinking to their consideration of social and other community issues. Gone was the opportunity to follow Friesen's deep commitment to cultural development and community service.

K. REORGANIZATION OF CONTINUING EDUCATION

The mid-to-late sixties was a period of great uncertainty for the Extension Department as it moved within the narrowed mandate which had been imposed upon it. On returning from India in the Summer of 1965, Friesen tried to resolve the matters of Organization and of University Policy concerning Extension. On March 1, 1966 (Revised on April 25, 1966) he submitted to the Administration and the Senate "A Revised Organization of Continuing Education at the University of British Columbia" (Senate Records) proposing once again a
policy of centralized administration for Continuing Education. There was however considerable opposition from some of the professional faculties. After the recommendations had been put forward by Extension, they were discussed with the Senate, which then referred them to the faculties for comment and to the Senate Committee on New Programs. President Macdonald, in a letter of March 15, 1966 to the chair of this committee, commented:

Adoption of such a policy might very well be wise, although I feel that it would need to exclude Continuing Medical Education because of the very specialized problems which exist in this area and because of the success of that operation as presently organized. (Senate Records)

It became clear, however, that the suggested Extension policy was not acceptable to several deans, especially to the Faculty of Commerce which was in the position to benefit from a large share of the income generated from continuing education programs for the business community. Blaney comments:

John always wanted to do programs in business and Phil White [Dean of Commerce] wouldn't let him do them. Phil White fought very hard against the Centre becoming a School for Continuing Studies. We tried to establish it prior to John leaving and after John left. (Blaney, Interview, 1992)

It appears the opposition was led by the Dean of the Faculty of Commerce and Business Administration. Commenting on Friesen's decision to press this whole policy question to a clear conclusion, Selman commented:
He [Friesen] may have felt that forcing the issue in this way was not likely to produce what he wanted--and he has been criticized for doing it--but he also may have felt that the Extension Department's future (and his own commitment to it) depended on his being able to bring about some clearer definition of University policy in this area. (Selman, 1975:25)

Friesen was in the eyes of Selman, "an inspirational leader, but not a hard nosed negotiator" (Selman, Interview, 1992). Evidently, it was not in Friesen's character to become involved in a power struggle over departmental territory. What mattered most to him was, "...the knowledge that the public would be well-served wherever the responsibility finally lay" (Friesen, 1992, Interview). The proposal for reorganization languished with the faculties until it was revived, two years after Friesen had left, by his successor, Gordon Selman on January 23, 1968 in a new document Recommendation to the Senate Concerning the Organization of Continuing Education (Senate Records). This issue remained unsettled until 1970 (Selman, and Kulich, Interviews, 1992).

L. FRIESEN'S REACTION

The administration's decision to depart from UBC's commitment to community development, leadership endeavours and Liberal Arts Education ran directly counter to Friesen's personal convictions about the University's role. He is, however, quite emphatic in stating that the change in administration policy was not a consideration when he
decided to leave the University. Nevertheless, Friesen did leave with considerable regret; of this he said:

Resigning from my position at UBC after many rewarding years was a difficult decision. Perhaps it was time for a change and there was the assurance of a first-rate staff to carry on. The collection of tapes and letters of appreciation from near and far and, the farewell parties by a staff I loved--these mementos and events have remained an enduring treasure. (Friesen, Personal Communication, 1992)

Friesen was deeply committed, by then, to international service and more particularly to the proposition that the "population time bomb" was a threat to world peace second only to the threat of a nuclear holocaust. Friesen explained that in the Summer of 1966, he received an invitation to join the Population Council of New York, a respected international research body, as a resident adviser based in Turkey:

During several weeks of vacation I visited that country. My knowledgeable guide there and later valuable colleague was Dr. Lewis Anderson, former Medical Health Officer for North Vancouver. Turkey, it was to be! We enrolled the children in the Cambridge School of Weston (near Boston) and took off for Ankara. My new challenge and purpose were never in question. After all, disturbing evidence of the world's population explosion I had already observed many times in India and Africa (Friesen, Personal Communication, 1992)

So in September 1966, Friesen departed from UBC and joined the staff of the Population Council in Turkey. The issue he was to tackle was and is of vital importance to the world;
Friesen felt he could not refuse such a challenge, however modest the contribution of the any single person could be.

M. FAREWELL

Friesen was to be very much missed, and at his farewell dinner there were moving expressions of respect, admiration and personal loyalty given by many of his colleagues including President Macdonald (Friesen, Personal Tapes). There could be no doubt left with any listener about the deep trust he had inspired in his associates. No person could have experienced a greater outpouring of fun, warmth and friendship from his co-workers. Also, John Friesen received many letters (too numerous to acknowledge in this thesis) from prominent people who were sorry to see him leave UBC. A few of these letters are included in Appendix No. 16 - 1966 Farewell Letters. Selman expressed his personal sense of loss when Friesen left:

His policies on how we should apply our energies in university Extension were an expression of the man, his priorities and his values. Those policies I found wholly admirable. That is one reason why that work was so compelling for me...something I missed very badly when I left University Extension and went into the President's [Macdonald] Office [as Executive Assistant to the President]...the job didn't grab me the way my work in Extension grabbed me. But I didn't know that until I left and got into a situation where that emotional, philosophical dimension wasn't there. (Selman, 1992, Interview)

Friesen was to carry these values, emotional and philosophical dimensions, into his international work.
Since the Friesen era, the tides of change at the university have increasingly flowed against the kind of Extension function he believed to be important to the future well-being of an incredibly resource-rich society. There is now a concentration on academic, professional, vocational and other non-controversial matters; not on--"a persistent striving for the abundant life for the many." That was John Friesen's ultimate shining goal.
Figure 31: John K. Friesen Family, 1960
(l to r: Melanie, Robert, Marta, John)

Figure 32: One-time Extension Directors attend Department’s 25th Anniversary on November 23, 1961. [left to right: Dr. Robert England (1936-37); Dr. Gordon Shrum (1937-53); Dr. John K. Friesen (1953-66)]
Figure 33: The University Council on Education for Public Responsibility, October 28-29, 1962.
Figure 34: John & Marta meet Prime Minister Nehru in India, 1962. Nehru expressed enthusiasm for University of Rajasthan/UBC Project in Adult Education.

Figure 35: Mohan S. Mehta visits UBC, Sept. 1966 UBC/University of Rajasthan Project (l to r: Knute Buttedahl, Mohan Mehta, John Friesen, John Macdonald, Roby Kidd)
'Extension chops cut UBC throat'

UBC is cutting its own throat by chopping the extension department program, two department supervisors have charged.

They say UBC is failing in its duty to the community and is jeopardizing its support among the public.

The UBC contribution to the department will be cut by half to $100,000 over the next two years.

All departments have been told they must make their program self-supporting.

"This is ridiculous," said one supervisor. "How can a thing like a seminar make a profit."

"It is like telling a professor he will get paid on the basis of the number of people who are in his class."

"I could put on programs that would make money, but what are we, hucksters or educators?"

One supervisor said the department as it is today will probably be disbanded in a few years.

He said it is being sacrificed to the university's desire to build primarily a graduate school.

"It all depends on what the role of a university will be," said another.

"Is it to serve a national elite or is it to serve the community?"

"And how can it legitimately ask for community support financially if it is not involved in the community?"

He said extension department activities are the only contact many people in the interior have with the university.

The cutback on community programs may well alienate them from it.

"And this at a time when UBC is looking for public support for its program."

The department will continue with its education program for doctors, lawyers and teachers, and continue its present evening credit courses.

But cultural activities, such as the province-wide home study discussion program, have come under the axe.

More than 1,500 persons have been involved in the program, which is to be ended at the end of the month.

"Continuing education for the professions is the fashionable thing to do these days, but cultural programs like this are felt unnecessary," said one employee.

"Where is the old ideal of the liberal education?"

He said increase in fees for courses will make it impossible for low-income families to benefit.

Both supervisors asked not to be quoted by name, because they have not yet left the department.

Figure 36: 'Extension chops cut UBC throat' (Ubyssey, March 17, 1964)
Carriage trade seems UBC target now

By ORMOND TURNER

Does UBC plan to concentrate on the carriage trade with a view to putting the new Simon Fraser University a notch down the academic ladder? Will only prestige-type seminars be held by UBC? Does UBC plan to weed out departments that aren't profitable and let SFU (a new competitor for grants) pick them up? The answer, judging from the reaction of UBC officials to an item here yesterday, which revealed drastic cuts in its extension department, is yes.

The extension department, budget has been cut by $100,000 and any program or project that doesn't pay its own way is out. Four supervisors have left UBC and officials admit they don't know how many more will follow, or how many projects will suffer.

Figure 37: 'Carriage trade seems UBC target now' (Province, March 10, 1964)

Cost cutting on the campus

By ORMOND TURNER

UBC president John B. MacDonald says extension services have doubled in the past seven years, with 23,000 persons registered last year. But campus reports say at least four extension supervisors have either quit or been fired in the past few days and salaries have been cut from something like $220,000 to $80,000 for the next three-year period. On top of that, most extension departments have been told they must pay their own way as of April 1. The only sections that look as if they might be self-sustaining are the photo, printing and audio-visual departments.

Extension fees are being increased and the word is that UBC is more interested in prestige-type professional seminars than in housewives and loggers.

Figure 38: 'Cost cutting on the campus' (Province, March 9, 1964)
There is much to mourn in the economy wave in University of B.C.’s extension department.

It occurs at a time when ever-increasing values are being placed on continuing education.

UBC has been particularly proud of its 28-year record in this valuable field; its program probably was the largest among Canadian universities. Its leaders used to say it was imperative for the university to reach out to the community. Surely it still is.

Yet this year the $200,000 annual grant of the university to its extension program will be pared to $160,000. Next year it will go down to $130,000. The following year, $100,000, or half of the present grant.

An immediate casualty appears to be the department’s Study Discussion Program, nee Living Room Learning, which last year attracted more than 2,000 members in more than 50 province-wide groups. This is reason in itself for mourning.

But the whole field of general liberal education and fine arts is vulnerable. And where courses aren’t discontinued, fees will go up.

Only courses for professional and business people seem really secure. They pay their way.

The consolation that Vancouver School Board’s vast night school program will fill the gap isn’t convincing. The board admits it cannot approach the high academic level of the university extension programming.

If this were simply an internal rearrangement, a matter of pruning out weaknesses, there could be no criticism. The same would be true were Simon Fraser University in a position to offer a substitute.

Neither is the case.

For reasons of economy, it appears, continuing education is relegated to the role of such other pay-their-own-way operations as the parking lot and the cafeteria.

In a booming province, such a depression-type cutback is all rather sad.

Figure 39: 'Mournful Decision'
(Vancouver Sun, March 14, '64)

Sure, chief. I cut the extension grant to UBC in half. After all, if we allow the people to get too educated, they might find out that there are other parties.

Figure 40: Ubyssey Cartoon,
March 20, 1964
CHAPTER 7: COMMENTARY ON JOHN FRIESEN: THE MAN AND HIS POLICIES

Cooperation has been and is a great spiritual factor in man's upward march. It has meant mutual aid, amity, peace, concord. It has united men, not divided them; it has conserved life, not destroyed it. Its law is the law of love....It has a place in all religions and in every system of ethics....It is the yardstick by which we measure civilization. (Friesen, Personal Papers on J.T. Hull, philosopher, press editor for the Wheat Pools of Western Canada)

A. INTRODUCTION AND FRIESEN'S LEGACY

Friesen credits his ease of association with people, at every level of society, to his supportive family/community background. He acknowledges "community" as his middle name. John Friesen is a gentle and compassionate man of considerable wisdom; he has a deep understanding of adult education and of the important contributions it can make in society. He believes that it is incumbent on all citizens to make provision for disadvantaged people; Friesen looks at each community in this context, whether international, national, provincial, or local. In each instance he sees it as the duty of the more affluent to assist the less fortunate. Friesen does not view the provision of such help as a charitable act, but as the manner in which any civilized society, including the world community, can preserve its own best interest. He has a conviction, fostered by his upbringing in rural Manitoba, that much
power lies within the reach of ordinary people if they can learn to work collectively to achieve a purpose. All of his experience, in war and peace, has reinforced this conviction. He believes that where communities are in trouble a cooperative approach in leadership is, all too often, the missing ingredient. He sees adult education as a means to stimulate such leadership. Curtis commented:

Because of his experience in co-ops and the whole cooperative movement in Manitoba, he understood the self-help movement, advocated it and worked at it.

John encouraged me to understand what adult education was all about; and a lot of it was directly from John. But much was from being in the department of 45 professional staff, who ate, drank coffee, took courses in adult education together, and lived adult education in one form or another all day long. (Curtis, Personal Communication, 1992)

Friesen can best be described as an outstanding founder and promoter (in the best sense of the term) rather than simply as an administrator. John Friesen acted as an entrepreneur when he saw opportunities to take action, but his approach was always moderated by a belief in the worth of each individual. It was his nature to encourage people, never wishing to see them fail. Though Friesen is personally modest, he has always had far reaching goals and the capacity to inspire others to great achievement. Above all, he was a leader who insisted that discussion be followed by action. His life experiences forged a stability of character and personality while his personal capabilities
and qualities fitted Friesen well for his work as an adult educator and mentor.

Friesen’s first 10 years at UBC as Director of Extension were, as it turned out, the glory years of the Extension function. They were years in which the department was thriving, and placing the university’s resources of knowledge and skill at the disposal of society. Selman said of this time:

This was a period of growth and success for the Extension Department. It was of course not known at the time, but the early 1960’s were the high point of the development of UBC’s extension program along the lines which had been followed since the late 1930s. (Selman, 1975:17)

In discussing Friesen’s approach to planning and looking ahead to the future, Kulich said:

Very obviously his whole thrust was to enrich in whichever way he analyzed or perceived best to meet the needs of adults in British Columbia and further afield. (Kulich, Interview, 1992)

Interviews with Friesen’s colleagues and staff revealed a somewhat nostalgic wish, if not a longing, for the old days under his leadership. Without exception, his close associates referred to a sense of commitment and excitement Friesen had generated in them for their work. All of his colleagues had experienced an expanded sense of purpose, a higher measure of self-worth and had resonated with the
compassionate view of life Friesen had led them to accept.

Buttedahl said:

I was much impressed as he was a compassionate person, very concerned about humanity and people. He was trying to better the community, to improve the quality of life for people; his concern was for the less fortunate. His whole personal and professional life showed he was concerned to help people.

Occasionally, he would reveal some of the harrowing experiences over Europe, on the bombing missions. I felt a kindred spirit with him when I returned from the service. We lost friends, yet we had both come through unscathed, we had done it all. Maybe we have a little responsibility to the world as we were spared. I have that same feeling with John to make life better for people. I really feel that. (Buttedahl, Interview, 1992)

When asked by the researcher about the legacy left to the department by Friesen, Selman, who was to be Friesen’s successor said:

In terms of legacy over the operation when he had gone, I would say his influence was very strong as long as I was there, because I was partly what he made me. After that conditions changed so. Eventually I left because I couldn’t take it. The university’s attitudes and policies towards continuing education had changed so that I couldn’t live with it anymore.

Perhaps one of the most important human legacies of John Friesen’s work at UBC lay in the enrichment he brought to the lives and potential of those who worked with him. (Selman, Interview, 1992)

Talking of Friesen’s compassionate approach to life, Selman went on to say:
If you put together all the qualities of John and the philosophy of John about wanting to make our work count in the improvement of people's lot in life and their development you get an idea of the depth of understanding he brought to the department. Added to this level of understanding was his belief in the cooperative movement, which he also applied to the activities of University Extension. The consequence was a broad and compassionate approach to community work. There was always something else to be done. There was always another step or horizon to move on to.
(Selman, Interview, 1992)

The mission of University Extension appears as essentially different from the role of the academic and professional faculties. The faculties seek to develop a growing body of knowledge, teach programs and carry out research. All of these can be recognized and built upon after a particular leader has gone. A legacy for successors is created through the enduring nature of a faculty's work, measured in the size and reputation of the faculty. An Extension department does not seek such a tangible goal. As society changes, Extension seeks to discover how best the department can adapt and respond to the new requirements of the community, in enhancing the quality of life for its citizens. To use an analogy, Extension is not one ship in the great armada of the University sailing at the command of an admiral. Rather Extension is a fleet of small pinnaces, exploring the sea of the community's adult educational needs. Occasionally, a pinnace commander will cry "Eureka", and provide a new direction for the Armada to sail.
Thomas pointed out that Friesen fully recognized and enjoyed the exploratory, yet somewhat transitory, nature of Extension work:

There would always be something to do; he knew better than anybody that Extension was a very fragile blossom. It was very much a day-to-day, week-to-week affair. So you did something good last week, you do something else next week. There is no guarantee what you will be doing after that. It is very much a matter of seizing an opportunity.

That's the nature of Extension. It isn't based on chairs, endowments, and huge libraries; it is based on programs and a program is very ephemeral. John better than anybody else could live with that. He understood it and he liked it. (Thomas, Personal Communication, 1992)

Buttedahl commented that Friesen had both expanded and upgraded Extension’s work and reputation in this arena:

I think there is little doubt that he raised the stature of Extension within UBC, giving it recognition in North America for its breadth of programming in the liberal arts, professional development and leadership. He gained recognition from other University Extension Departments all over North America. They were very laudatory about UBC Extension programs’ reputation. We were very proud to be identified with UBC by our colleagues. (Buttedahl, Personal Communication, 1992)

Curtis affirmed Friesen’s contribution in gaining a high reputation in the field of adult education:

The most important contributions of John were first, attracting and retaining professional staff, second, the encouragement of ideas. Then there was the whole business of his personal association with the staff and his encouragement of the staff to associate with the top ranking people in the field. He did that, all the time,
A major legacy of Friesen's term at UBC was the team of capable people he left in place. These were creative individuals he inspired and assisted in their personal growth. There was a measure of brilliance in the manner in which he encouraged people to reach their highest potential. This legacy benefitted not only UBC but also other universities and colleges because some of his colleagues and proteges moved on to assume important roles and responsibilities elsewhere. When Friesen left to do international work, he left behind a talented group of people to lead Extension at UBC. One enduring testimony to Friesen is that of the people he assisted in their personal development, some became his successors who led the department effectively, despite difficult times. Although faced with change because of shifting policies, both UBC Extension and its successor the Centre for Continuing Education, remain highly respected in the field.

B. PERSONAL/PROFESSIONAL INFLUENCES

In the interviews, all Friesen's colleagues described a heightened sense of enthusiasm and an increased feeling of
self-worth through association with him. In part this came from the type of person he is and in part from his conviction that in every individual lies an ability to perform beyond an habitual level if challenged. To release this personal drive and energy a person requires the granting of freedom to act, in the knowledge that support will be given whatever the outcome. Friesen was particularly well fitted to use a non-directive style of management because he believed strongly in a democratic approach to action. This attitude toward his colleagues fulfilled Lindeman's proposition:

...if we faced every conflict in life as an opportunity for creativeness, most of the drabness, futility and wastefulness of human intercourse could be transmuted into exciting adventures. (Lindeman, 1961:57)

His ego did not stand in the way of promoting the welfare of his colleagues; rather Friesen took pride in their accomplishments. Friesen had the ability to stir up enthusiasm for an idea, then get a commitment and watch his colleagues expand on an enterprise and bring it to fruition. The approach certainly worked. His colleagues felt enhanced and the Extension Department gained widespread recognition for the quality of its work. The above style is by no means restricted to individuals of Friesen's calibre; it can be learned. Friesen's colleagues, for example, described how they had successfully adopted his style in their own approaches to leadership. The essence of his
style lay in the establishment of a trusting relationship in which he and his colleagues would, as a team, agree on aims or goals and the dimensions of a task to be undertaken, after which the colleagues would take action. Sometimes Friesen's colleagues felt they were venturing beyond their own depth or capability, but given freedom and unqualified support from him, found they could operate successfully beyond self-conceived limitations. Kulich concluded:

> It was a great time. If you had a feel for it and a vision, the sky was the limit. You saw the needs of your community and you could do something about it; John inspired a number of people to do that. He saw very strongly that the university, especially UBC with its tradition, has a role to play in continuing education for its community in all these aspects at an appropriate University level....John's leadership can be seen at UBC in building up the best department of the time. (Kulich, Interview, 1992)

Blaney, discussing the significance of Friesen's influence on his life, commented:

> John Friesen was one of the two or three major mentors in my life. I credit a lot that I have learned about management...to John Friesen in terms of how he worked with people; he enabled people to be free to work, to challenge themselves, to work 80 hours a week. He's had the enormous capacity to make people feel good about what they were doing. (Blaney, Interview, 1992)

In discussing Friesen with his ex-colleagues the researcher found that each described, in differing ways, how they had been enriched as individuals through association with him.
Thomas spoke of the enduring lesson to take risks and not give up one's beliefs in the face of obstacles:

John never let up on his efforts to convince the establishment of its [adult education's] importance. Never! When you are young and excited about the ideas of adult education, as I was intellectually, sometimes the spirit flags when you know it [adult education] always is living on the margin. John knew that, but never gave up. That's a very powerful lesson for a younger person when you see a guy, as serious as John, willing to keep on taking the risks in developing something that isn't central to the function of the [UBC] administration. For me, I'm quite sure that the example that John had set, about keeping the faith, was much of what sustained me in the nine years that I was at the CAAE. (Thomas, Personal Communication, 1992)

Speaking of his close professional relationship as Associate Director, Selman said of Friesen:

I would describe it as an absolutely perfect model and perfect relationship as far as I was concerned. I came to admire John as a person and as a leader and as administrator of our Extension Department. (Selman, Interview, 1992)

Selman goes on to describe his understanding of Friesen's approach to society:

John was a person of great commitment to the development of society, to politics, to international affairs to playing a leading, certainly a responsible part as a citizen. (Selman, Interview, 1992)

Curtis, spoke of his personal experience with Friesen:

What John did was, he put me in touch with the best people in adult education in the world, some
were in Canada, Great Britain and some were in the United States. John knew them all. He really encouraged me to get to know what adult education was all about, in all sorts of ways.

The way John encouraged people to get their work done well was to use their own self-evaluation. This approach helped me no end with the rest of my career, both in my work in Ottawa and after I went into college in Ontario. John would come along with ideas and ask: 'What do you think of them? What do you think we should do?' He would ask questions, so you had to improve on them. (Curtis, Personal Communication, 1992)

MaryFrank Macfarlane described in vivid terms the transformation that came into her life upon coming to work for Friesen in Extension. She said:

I thought I must be dreaming, and I pinched myself. Here I was just straight out of the home with four kids, pregnant with the fifth, and thirty-five years old. I was changed, thought I was an old woman, but had a belief in continuing education. I was suddenly shoved into administration, for the University, of lecturers from around the world, for the Summer. I just couldn’t believe it. He [Friesen] made a judgement and pushed you out of the nest. I would tell people I started the May-June Session Credit Programs; I really didn’t. John told me what he wanted and then we went over and saw a Dean and a Dean said ‘sure,’ so we started to do it. (Macfarlane, Interview, 1992)

Sometimes Friesen’s personal example set standards his colleagues thought might be too high for them to achieve. Buttedahl commented a little ruefully:

Personal example was quite important and he set high sights for everyone, the staff would sometimes say, ‘That’s okay for John, but the rest of us were not quite that able, that ability that he has for reaching for the sky.’ I picked up his leadership skills over the years, how he handles
people. He knew how to get the best out of people. That they would have a part to play in important developments. (Buttedahl, Personal Communication, 1992)

Talking of the inspiration he received from Friesen, Kulich said:

I see John’s unbounded enthusiasm and energy. The vision he has of the whole field influenced me very much. I was inspired by the broad scope of his vision. Certainly by his very strong sense of the responsibility UBC has to the communities throughout the province. (Kulich, Interview, 1992)

Friesen’s compassionate regard for his fellow human beings, his personal energy and drive were the source of his ability to fire the imagination of his colleagues. Blaney said of this charismatic leadership style:

The most important thing to me about John Friesen was his ability to help people get a sense of excitement about what they were doing. Making them feel that they could do it and then giving them the freedom to do it. He may, or may not have faults as an administrator but as a person who could create a vision and excitement, and make you feel good about your job; he was absolutely outstanding. For me, he was my first mentor. I was very fortunate to work with him. (Blaney, Interview, 1992)

Selman, in commenting on Friesen’s commitment to achieving higher academic standards in the department’s work, described his influence:

One of the Houle’s [see Chapter 4:118] points is that university work in the field of adult education should be conducted at a fairly advanced level intellectually in terms of its programs and activity. I think it was abundantly clear to John
at the time, and abundantly clear arising out of his actions, that he saw it as important that Extension raise its sights intellectually. (Selman, Interview, 1992)

Blaney spoke of the high reputation achieved by Extension in the mid-sixties. He explained how, because of an insistence by Friesen on high standards in all activities, the representatives of the department were highly respected at conferences of adult educators:

We just knew that he expected everything to be done right, the program, the whole activity. He expected a very, very high standard. He had an enormous interest in things international, those things which were cultural, and our programs reflected that. We did pioneering work in Professional Adult Education. At that time, the mid-sixties, the Extension Department was the best in the country. I would go to an international conference as a representative of the Department of Extension, UBC. Quite frankly, I then had the same status as a Director from any other of the places represented. We were clearly a premier [Extension] Department. You had a certain kind of authority. You received a certain kind of respect because you were from UBC. We did things that were pioneering, that other people weren't doing. (Blaney, Interview, 1992)

C. RELATIONSHIPS

Friesen inspired a deep sense of loyalty in his colleagues and staff, but it did not manifest itself as devotion to a leader. Rather, it was a loyalty arising out of an association among equals and the loyalty was returned by Friesen. There was a feeling of brother- and sister-hood between him, his colleagues and staff. It is apparent that
most of the people with whom he worked have been enhanced by
the experience and all recognize an enduring change in
themselves and in the approach they took to the rest of
their careers.

In talking with his colleagues and staff it became apparent
that his leadership success was not just an artifice of
acquired style or adopted methods. Rather it came from deep
convictions Friesen held about the power of a democratic and
cooperative approach in achieving shared objectives.
According to his associates, he never sought to limit the
task or goal an individual or a team had to accomplish.
Instead, he would discuss the general objectives he thought
society might want to achieve, then would describe the
importance of the issue. Thereafter he would set the person
or team free to work on the task. Before he did allocate
tasks in this way, however, Friesen invariably inspired a
personal commitment to achieve the best result possible. It
proved to be a very effective form of leadership. Selman
comments:

He was skillful at taking part and working within
groups, at providing leadership which was not the
domineering, top down variety at all, but he would
be part of a group and give leadership to that
group. The group could come out feeling it had
done it. But the most important thing about that
was that it was not just a consciously developed
set of professional skills on John's part; it was
based on a real conviction about other people and
the kind of relationship he wanted to have with
them. (Selman, Interview, 1992)
Buttedahld described the process through which Friesen gained support of the people with whom he worked:

He was always able to set an example; he reached out in some of the directions. He was very much functionally working in a participatory manner. He gave all sort of opportunities for the people who worked with him. He was so liked wherever he went, a pleasant personality. No other word would describe him. I don't ever remember him giving orders to anyone. (Buttedahl, Personal Communication, 1992)

Talking of the sixties and of the freedom Friesen gave his colleagues during that period, before the strictures of the Macdonald years were imposed, Thomas said:

These were years in which enormous struggles were going on at the University of California, for example, where [U. of Cal] Extension Department began to do such wild and wonderful things that the rest of the University lowered the boom on them and said you can only do things that are approved of by internal faculty. That was never the case with us. (Thomas, Personal Communication, 1992)

As previously mentioned, Friesen's ability to encourage his colleagues and staff to achieve their highest personal potential was legendary. All agreed that staff development was one of his greatest strengths; his capability in this area appears as outstanding. He took to heart Bertrand Russell's wise advice about the exercise of authority: "When you have power, use it to build up people not to restrict them" (Friesen, Interview, 1992). Blaney comments on Friesen's leadership style:
His leadership style was one of envisioning things and empowering people. He wasn't a linear thinker. He saw things as to how they are and how they could be. He would encourage you to do the same thing. He would drop into your office and you would talk about things. He just made you feel so special. (Blaney, Interview, 1992)

Selman, commenting on the bold experimental nature of some of Extension's programs, described how Friesen would take risks many educators and administrators would seek to avoid:

Many people in University Extension would not go beyond what the faculty thought was a wonderful idea. John came with a strong sense of community needs. It didn't worry him too much in those circumstances if the internal faculty groups or departments were not producing the related kind of programs or enterprises. It did not bother him too much to turn around and say that's too bad, they're not with it yet, so we'll go ahead and do it. Whereas many people in University Extension wouldn't take that second step, they would say--'Oh that's too bad; that limits us because the faculty doesn't see that, therefore we can't do it.' John's conclusion was that if the faculty doesn't see that yet, they will someday; meanwhile we will do it. Here was John Friesen the community based person and the inheritor of an adult education tradition taking the leadership responsibility. (Selman, Interview, 1992)

Curtis described the wonderful sense of freedom and flexibility he experienced with Friesen:

I don't know of a place where I have worked where there was more freedom to experiment and try things. There were a lot of bright people around us to test the ideas. John wasn't afraid of new ideas or different ways of doing things. John wouldn't so much as raise his eyebrows. When asked if anyone has tried it that way John would say--'not that I know of, maybe we should give it a try, but come back when you have a more
organized plan.' He wouldn't flinch if you came out with some outlandish idea. That's a leadership style that's very useful....He wouldn't knock it just because it was a different idea. He allowed everybody in the place the freedom to create anything they wanted to as long as it related to adult education. Some of the creations were really wonderful.  (Curtis, Personal Communication, 1992)

Kulich has commented on Friesen's personal dedication and the level of commitment he expected of his colleagues and staff:

He would not order you do to anything, but in his mind he had a demand on your total time and total resources. He could not understand that on a Sunday afternoon you were not available because you wanted to be with your family. He would tell somebody Monday morning that 'I was trying to get hold of you yesterday, where were you?' John was so much into it, that when something occurred to him you had to be there.  (Kulich, Interview, 1992)

Thomas reacted along a similar line when he said:

He let his own excitement run away with him. He didn't always bring his staff along with him. Occasionally, we found ourselves committed to things that we were not willing or able to do--human resources. John's enthusiasm took us beyond resources and hours.  (Thomas, Personal Communication, 1992)

Despite the qualification made by his colleagues that Friesen could stretch them beyond the usual demands of a job, there was a general, perhaps, universal satisfaction in his leadership. Selman summed up the feeling:
I found something that I had a real commitment to and I think I worked desperately hard in subsequent years in that job, but it all felt so worthwhile. (Selman, Interview, 1992)

Curtis fondly recalls the lasting friendships developed:

I look back on the place [Extension] with a great deal of awe and with this joy and delight. The experience switched my life around so much. It gave me so much self-confidence....I respect everything that had happened to me while I was there; I was treated extremely well. I think of the people who were there; they were super people. Gordon, Alan, Marjorie Smith are really my best friends in the country still. I'm still very close friends with them. That says something about the department because there was so much working together. (Curtis, Personal Communication, 1992)

MaryFrank Macfarlane was entrusted by Friesen with responsibility for the organization and administration of the Extension Department Evening Courses and Lectures in 1961 and later (1966) Credit Courses as well. Macfarlane explained the manner in which the tasks were assigned to her:

For twenty minutes he spoke with me at one of these courses about visiting Oklahoma and of their Liberal Education. For twenty minutes I thought he wanted me to read a book, and only after the twenty minutes did I realize that he wanted me to go visit all these places: New York, Berkeley, UCLA, and Syracuse [Extension Departments].

He shoved you out, into the world, and gave you the responsibility. Most, all, of the ideas were really his, but I thought they were mine. You were out way over your depth, but you did it. Marvellous way to train staff.

I was passing things out at lectures one time when Gordon asked me if I would like to do that job for the Credit Program. I asked which way is
up? Credit Programs! So I took it, but it wasn’t as much fun as the Evening Classes [non-credit]. It was straight administration; there was nothing creative about it; a credit course is a credit course. Creativity came only in the non-credit courses. (Macfarlane, Interview, 1992)

Macfarlane explained how, after Friesen sent her to look at the Extension Departments of N.Y.U., Berkeley and UCLA, he arranged for her to attend a World Conference in Denmark, as UBC’s representative. She paid for her own travel and accommodation, but Extension financed her conference fees. Speaking of the conference Macfarlane stated:

The conference was great, it changed my [personal] life dramatically. I felt a weight lifted off my shoulders. All my experiences were like that. I changed from knit suits that women wore then and I proceeded to become more casual. I think housewives, married women, profoundly need continuing education. John moved me. I had been wasting years; I knew what I was really going to do now. (Macfarlane, Interview, 1992)

Selman speaks warmly about Friesen’s retirement and the personal influence on him:

Now that I have seen John in retirement I just feel that he is the most successful retired person I know. This is just another revelation of my witnessing the kind of resources and human quality within him. One of the best things that ever happened to me was that I came into association with John Friesen both professionally and personally. I just feel that it was one of the luckiest things that ever happened to me. (Selman, Interview, 1992)
D. SERVICE TO THE FACULTIES

When he arrived at UBC, Friesen came to the conclusion that a primary function of the department was to act as a service arm of the faculties, to organize and administer programs required by these major clients. Extension ably administered and considerably expanded continuing education with and for the faculties. In practice, Extension frequently took the lead in originating programs and/or enterprises. Indeed, Extension, under Friesen’s leadership, proved to be very much the ‘initiator’. In some instances, pioneering work by Extension led to the enrichment of existing programs. The Extension Department was particularly influential in working with professional associations; it initiated programs, with faculty collaboration, in continuing education for areas such as medicine, law, fisheries, engineering, pharmacy, business (in the earlier years), education, planning, and forestry. It was involved in funding and expanding departments for the fine arts, music and especially theatre.

Kulich took strong exception to Friesen’s perception of the Extension Department’s function as a service arm or unit of the faculties. Kulich believed Extension should stand as a distinct entity, on its own merit and integrity, that it should operate beyond the normally accepted levels of university work. Kulich said:
What is happening now is an increased pressure for approval. Through this you become the service unit of the faculty, the organizer of what the faculty wants to do. Then it becomes university Extension. Logically, by definition, you can only extend that which is internal. I think it is very significant that a number of universities are changing the name [of the function] back to Extension. I have less trouble with extended studies than Extension; it means extending beyond the normal frame of the university, where [the name] Extension doesn’t have that. (Kulich, Interview, 1992)

Although Kulich is perhaps overly concerned about semantics, he provides an interesting insight into the alternative perceptions available: either seeing the department’s function as an Extension of the internal work of the University, or viewing it as a response to a desire for knowledge, or cultural improvement, emanating from society outside the campus. Kulich saw the Extension Department as an academic entity in its own right, not as a servant to the faculties. Kulich said of Friesen’s approach:

One of his aims was in striving for the Extension Department to become an excellent service department to the academic units and I abhor that. We are not a service unit to anybody. We are their equals. I felt that through our actions, through our work, we had to get into the position to become equals. It cannot come by fiat. This is where I disagree with John; the title [Dean of Extension] changes nothing. It’s only through your work that you prove your worth and gain recognition especially in the academic community. (Kulich, Interview, 1992)

In considering Kulich’s viewpoint, bear in mind that although, under Friesen, Extension did seek to cooperate
with and serve faculties wherever possible, he did not see its role as subservient. As reported earlier in this chapter, Selman and Curtis point out that if the faculties were not ready to move on a program, Friesen would do so if he felt it was worthwhile.

Macfarlane saw this issue differently. In the years 1957 to 1966, she took an ever increasing responsibility in organizing and administering lectures, evening classes, and correspondence courses. By 1966 she was supervisor of the Credit programs and these were not affected by the budget cuts. Fortunately for Macfarlane, her job was not in jeopardy as result of the budget cuts because the university was still prepared to finance the credit courses she administered. Macfarlane was, therefore, able to take a somewhat objective view of the Macdonald years. She said:

I always felt the Extension Department should be an extension of the University and subsequently, when some of my colleagues would get all upset about the School Boards and colleges, I took the view that if the colleges could do it then you passed things over. You improved it and then if someone else could do it as well as you, that's fine, go back and find something only the university can start. (Macfarlane, Interview, 1992)

E. PIONEERING CONTINUING EDUCATION FOR THE PROFESSIONS

Friesen's interest in pioneering and developing programs for various professional disciplines is well reflected in the
record. It shows that the Extension Department was very active in establishing links between the University and the professions through, for example, personal contact and seminars. Friesen saw a growing need for adult education in many professional disciplines, if members were to keep abreast of changes within their areas of competence. Because of technological advances and rapidly shifting socio-economic circumstances there would be a continuing call for education during a professional’s life time as a practitioner. Friesen and his colleagues initiated and promoted Continuing Professional Education programs for a number of disciplines. They achieved this in cooperation with university faculties and the leadership of the professional organizations concerned. Continuing education for the professions has become, and remains today an essential growing enterprise within UBC.

Macfarlane said of Friesen’s work of service to the faculties in promoting continuing education for the professions:

I had all the evening courses, not agriculture, but business, real estate, the whole schmier. It was amazing! Then gradually someone would come in for Pharmacy, Business etc. It got to become a bigger and bigger department. I think the mind behind all this was John Friesen. (Macfarlane, Interview, 1992)
Kulich described how Friesen took great care in lining up the faculties in setting up programs for the professions. Apparently, it was a sensitive matter. Kulich said:

John felt very strongly that whatever we do had to be approved by faculties and be of an "appropriate academic level." Gordon followed the same line, but he wasn't working as much with the deans as John was. The reason was in John's time he was working hard to convince the professional faculties to come on board and do professional programs. (Kulich, Interview, 1992)

Curtis talked very candidly about the financial consequences to the Extension Department when some of the faculties, particularly Commerce, proceeded to take over programs in continuing education for their professions. Extension had pioneered this field of education for the University and thought of the programs as part of its own work and responsibility. Curtis recalled:

John got along with just about everybody. He was a polished person himself. He would do and say the right things on every occasion. The only exceptions would be the faculty of Commerce, and for a time Medicine. We were at open warfare with Commerce, mostly because they wanted their own Extension Department. Commerce had taken all the lucrative courses and they kept them to themselves. They made a lot of money. All of that should have been done through Extension. (Curtis, Personal Communication, 1992)

Blaney, commenting on the legacy of programs inherited by UBC from the Friesen years, first spoke of the department's wide ranging work in international, cultural and artistic
matters and then said of the department's achievements in pioneering professional development work:

Clearly, Extension was responsible for the emergence of professional continuing education programs in Law, Engineering, Education, Architecture, Pharmacy and started a few others; those were the legacy. He created a foundation. (Blaney, Interview, 1992)

The Extension function was considered by the University administration, starting with President Macdonald, as secondary or even peripheral to the University's purpose as an educational institution. In consequence, the Extension Department constantly has been faced with the problem of gaining appropriate recognition and financial support for its programs. Friesen tried to remedy this situation and during MacKenzie's presidency made some progress in attracting program and project funds from governments, foundations and other private sources. However, he met with obstacles in his attempt to achieve a level of autonomy for the department equivalent to that enjoyed by faculties.

Friesen wanted the head of Extension to have a status commensurate with responsibility, equivalent to that of a Dean. He saw such status as necessary if the department was to have the power to negotiate, for funds and on other matters, on an equal footing in Senate. Not all of his colleagues agreed; Kulich in particular felt very strongly on the matter:
I read John's idea that he fought very hard to become a dean, because that gave you stature in the community, especially in those days. It is the one point I have always disagreed with John. He was and still is much concerned about levels of people and where they fit with job title. I have always brushed this aside. My opinion is that your status depends on the job you are doing. John felt the title must be there in order to do a better job, because you will be perceived by people that way. I don't think it's that important, it may help, I don't know. It may open some doors, but I felt that is what I left behind in Europe. This is a much more open and egalitarian society. I may be fooling myself. (Kulich, Interview, 1992)

On the other hand, Thomas took a different view and saw that greater influence was needed in the Senate. He has described Friesen’s efforts to achieve a better position for the department:

He was tireless in that; he was basically involved in protecting the Extension Department’s back in the University. (Thomas, Personal Communication, 1992)

F. SUMMATION

It is clear from the information gained in the interviews conducted with Friesen's senior Extension colleagues that they had a uniformly high opinion of John Friesen's personal qualities and leadership style. All express admiration and gratitude for his influence on their own development. There are clearly shades of differences in their views of his handling of aspects of campus "politics", but at a more personal level, all his colleagues who have been consulted
in connection with this study have expressed strongly the affection and admiration they hold for their former colleague and "boss".

A management style like Friesen's can prove valuable where pioneering work or creativity is required. The style benefits from the capabilities and creativity of the entire team and is not reliant solely on the qualities of the leader. John Friesen's non-directive management method appears particularly appropriate in the development of adult educators.
CHAPTER 8: THIRD WORLD ADULT EDUCATOR

Man cannot discover new oceans unless he has the courage to lose sight of the shore. (anon)

A. INTRODUCTION

Throughout his term as Director of Extension for the University of British Columbia, Friesen was active in international adult education through various bodies and associations. On leaving Extension in 1966 at the age of 54 to join the Population Council, he embarked on a career of full-time international service. In doing so, he took on the toughest challenge of a lifetime that had been marked by demanding work. He had no illusions about the difficulties he faced, because he had previously observed at first hand the suffering and deprivation that results from overpopulation.

From childhood days in Manitoba, when returning missionaries brought intriguing news of far away places, John Friesen's imagination had been stirred by the thought that one day he too would journey there and serve. His days at International House at Columbia had filled him with excitement and knowledge about the important tasks to be carried out in the Third World. From then on he knew that he would be able to use his talents, as an adult educator, in helping to shape a better world. His career led him inevitably to full-time service in the international arena.
Now he was faced with the practicalities of the daunting task he so much wanted to assume.

In 1966, Friesen saw the impending population explosion as a threat to humankind second only to the nuclear bomb. Today, as the danger of a nuclear war has diminished, Friesen ranks over-population above all other dangers, in terms of the devastation it may cause.

In this century much progress had to occur before a manageable family size in Canada was achieved. The same scenario holds for the Third World today, only within a short time frame. National development is their imperative, including a determined commitment to family planning. (Friesen, Personal Communication, 1992)

He offers no quick solutions, and contends that a massive change in prevailing conditions is essential before the danger of over-population can be contained. Friesen warns:

Population growth in such areas as Africa and India is like a runaway train, but no solution to the problem can be imposed from outside the country involved. (Friesen, Personal Communication, 1992)

Some of those who wield economic, political and religious power in poor countries are yet to be convinced of a need for population planning if they are to turn their countries away from the existing situation. To compound this problem, the people themselves want large families for a variety of personal, religious and economic reasons.
According to Friesen a reversal of existing negative attitudes toward population planning will of necessity have to emerge from within the particular countries involved. In counselling caution he says: "donors and advisers must be overly sensitive to the whole culture they hope to serve" (Friesen, Personal Communication, 1992). He believes it urgent to promote adult education in population planning at every level of political and social leadership, because of "a runaway population growth" in certain underdeveloped countries. There is some incongruity between themes of caution and urgency; admittedly a lack of sensitivity will be counter productive, but undoubtedly, time is running out in such a runaway situation. According to Friesen donor countries will have to respond promptly and generously to requests for assistance in adult education, contraceptive research, training and supplies. Friesen claims:

To change this state of affairs will also require, in socio-economic development, urgent and effective adult education at every level of leadership. If the poor populous countries fail, the world is heading for a disaster of colossal proportions. (Friesen, Personal Communication, 1992)

B. BUILDING A FOUNDATION FOR OVERSEAS WORK

Before describing Friesen’s work in the international field of population planning, it is worthwhile to review the international experience already gained by him in adult education. During the Manitoba years, his positions in farm
and co-op grain organizations allowed him the opportunity for work in international associations. Friesen took leadership responsibility in presiding over the UNICEF campaign and serving as Vice-President of the Provincial UN Association. He promoted a wide range of endeavours through the media aimed at bringing the needs of underdeveloped nations to the attention of Canadians. At UBC a wider potential for overseas service opened up to John Friesen. As Director of Extension at UBC, he worked on many committees, councils and congresses, and served overseas on a number of occasions, sometimes for several months at a time.

The University's need for international recognition and his personal mission to provide adult education in less developed countries, were mutually supportive. Friesen set about building a network of contacts with adult educators from other countries. He established contact with many like-minded people working to aid poor countries. He gained assistance and grants for this work from large philanthropic trusts in the United States (Ford, Carnegie) as well as from UNESCO, government and voluntary sources in Canada. In 1954, shortly after joining UBC, Friesen was appointed to the U.S./Canada team which attended European seminars in cooperation with adult educators in Scandinavia, the UK, Austria, Switzerland and Italy, a project funded by the Carnegie Foundation of New York (Friesen, Personal
Communication, 1992). These European seminars served a double function because Friesen as an adult educator was able to share experiences, offer advice and assistance, and at the same time build a cooperative network with adult educators from abroad.

Friesen's mentor and strong supporter, UBC President Norman MacKenzie, became the Chairman of the National Commission for UNESCO (1957 and 1958). MacKenzie also was appointed Chairman for the Board of Trustees of the Carnegie Foundation for the Advancement of Teaching (Senate Minutes). The latter was a significant philanthropic organization in the U.S.A. It helped that the two men held similar beliefs.

The Friesens (John and Marta) were among the first to promote the building of International House on the UBC campus--hardly surprising, as their own lives had been so much enriched by their International House experiences at Columbia (Friesen, Interview, 1992). In 1958, International House, financed by the Vancouver Rotary and Zonta Clubs, was opened on the campus with Eleanor Roosevelt as an honoured guest. Friesen was then President of the International House Association.

The sixties showed Friesen undertaking an ever increasing involvement in international work. In 1960, he was appointed a delegate to the Second UNESCO Conference on
Adult Education held in Montreal; and in 1961 he was a delegate to the founding International Congress on Continuing University Education held at Sagamore, New York. He began the year 1962 with four hectic months of an overseas study-tour, with a U.S./Canada team to the All-Africa Conference on university adult education held in Accra, Ghana. Each member of the team then visited a selection of countries in order to meet with, advise and learn from adult educators. Friesen chose Nigeria, Southern Rhodesia (later Zimbabwe) Tanganyika (later Tanzania), Kenya, Ethiopia and Egypt. As an East-West Fellow of UNESCO, he journeyed to India in late January, 1962 where his meetings with prominent leaders in that country were to have a particularly important outcome for UBC (Figure: 34). Subsequently he visited Singapore, Malaysia, Thailand and the spent the month of April in Japan.

Also in late 1962, External Affairs appointed him a member of the official Canadian delegation to the UNESCO General Biennial Conference in Paris enabling him to establish further international contacts and friendships. So during 1962, Friesen spent six months abroad. In discussing his increasing commitment to international work in adult education Friesen observed:

The adult education project initiated in India by our Department in 1964 had, for me, a much earlier start. A long list of international experiences included World War II, my broadcasts on CBC.
International from U.N. sessions in Chile, associations with universities abroad, meeting delegates from many countries at UNESCO meetings in Montreal and Paris, and that memorable four-month study-tour to Africa, India and the Far East. (Friesen, Personal Communication, 1992)

C. RAJASTHAN PROJECT, INDIA (1964 - 1966)

Through his efforts in India and other countries Friesen was able to establish enduring connections for the University of British Columbia in the international field of adult education. Following closely on Friesen’s visit to India, the Vice-Chancellor of the University of Rajasthan, Dr. Mohan S. Mehta, came to UBC (Figure 35) and also visited government officials in Ottawa. The result of Dr. Mehta’s visit was the launching of the Rajasthan Project. Friesen gave his account:

In India, initial discussions in Jaipur with Vice-Chancellor Mohan S. Mehta and the State’s Chief Minister concerned a proposal for a UBC/Rajasthan University Project in Adult Education. Also I was privileged to meet Prime Minister Nehru at his residence who heartily endorsed the Rajasthan project. I was also granted an audience with the Vice-President, the eminent Indian philosopher Dr. S. Radhakrishnan (later to be President). (Friesen, Personal Communication, 1992)

Canada’s External Aid Office (later renamed Canadian International Development Agency--CIDA) financed the Rajasthan Project under the Colombo Plan. Friesen became the first Director of the project, which was for the purpose of devising and developing the continuing education program of the University of Rajasthan. He lived and worked in
Jaipur, India from October '64 - July '65, while Gordon Selman managed the Extension Department work back home. Roby Kidd was to serve on the Project staff from December 1966 to August 1968.

Friesen was accompanied during his year in India by James A. Draper, who stayed on a second year. In the initial year the UBC advisors, supported by a Rajasthan research team, conducted a State wide needs-survey concerning adult education. The Rajasthan project was one from which other Universities in India might learn, and they did. Fifty other Indian Universities were to follow the example set by Rajasthan (Friesen, Interview, 1992). Discussing his experience in India Friesen said:

My memories of India include the sharp contrast of our affluence in the face of their poverty, our relatively recent Renaissance compared with India's rich cultural heritage over millennia. More than once we met with greatness in India. In the cool and quiet chambers of the distinguished Vice-President, Dr. Radhakrishnan opened doors to an understanding of Hinduism and to 'the mystery and immensity of human existence.' In Prime Minister Nehru, who heartily endorsed our project, Canadians would find a charming host, his calm belying his constant concern for over half-a-billion people. (Friesen, Personal Communication, 1992)

In Friesen's Annual Report for 1965/66, he emphasized the important outcomes that had resulted from UBC Extension's international work in India. He reported that the second year of the Colombo Plan Project had been completed
successfully. The Canadian teams including Friesen, Draper, Buttedahl, William Day and Kidd helped the University of Rajasthan draw up a plan for a comprehensive system of adult education which Rajasthan University submitted for government acceptance in 1964/65. On its approval, Kidd and Draper advised Rajasthan University on implementation of the first phase of the plan. Friesen reported on a timely and significant action by India’s National Education Commission:

In a monumental report of their [Commission Report] recently concluded two-year study, on all aspects of education in India, the National Education Commission [India] has called for drastic reconstruction of the present education system. On several occasions, the UBC advisers were invited to advise the Commission on aspects of continuing education. The Commission recommended a stepping up of Adult Education at all levels of education, both public and voluntary. It called for a widespread organization of correspondence courses and other forms of home study. With respect to universities, the Commission stated they should assume a much larger responsibility [sic] for education of adults and that institutions of higher education should now proceed to set up formal departments of adult education and should be given the finances to conduct this work effectively.--(UBC, Extension, 1965/66:7)

Friesen also reported on progress made in India towards a National Policy for Continuing Education, then under development, on which the UBC advisors had acted as consultants. The priorities established for the Jaipur project were as follows:
**PROGRAM PRIORITIES**

-- college extension services through the training of selected staff members in some 25 Rajasthan colleges affiliated with the University;

-- professional training courses for personnel in community development, literacy, co-operatives, teachers, women's groups, business and various [other] community leaders [organizations];

-- an institute of correspondence study at the University;

-- plans for the first of several new evening colleges in Rajasthan;

-- a determined effort to raise adult literacy through special training and research at the University. (UBC, Extension, 1965/66:7)

Friesen also took the opportunity, when submitting his 1965/66 report, to advise the administration at UBC about the proposed building of a Centre for Continuing Education in Jaipur:

On December 23, 1965, an event of special interest at the Jaipur campus was the cornerstone laying of the residential Centre for Continuing Education, by the Honourable D. R. Michener, Canadian High Commissioner for India....The Centre will [aim to] provide a base for professional and leadership training and many forms of continuing education in Rajasthan and the Western Region. (UBC, Extension, 1965/66:7)

The obvious inference that UBC should not lag behind Rajasthan in building such a centre apparently failed to excite the interest of the UBC administration. No action was taken then or since to build such a facility on campus.
Friesen acknowledged that Rajasthan’s University Vice-Chancellor Mehta was at all times an invaluable adviser on the project. Highly respected in India, a one-time close disciple of Gandhi, a Chief State Minister, an ambassador to several European countries Mehta was a long-time president of the Indian Adult Education Association (Friesen, Interview, 1992). Friesen said of the association with Dr. Mehta:

It was our good fortune, in the very first year, to assist Dr. Mehta in organizing three national adult education conferences in Bhopal, Mount Abu and Rajasthan attended by half of India's Vice-Chancellors. To his credit, Dr. Mehta thus arranged for a maximum sharing of East and West ideas and activities. That was a major objective of the Colombo Plan Project. It was this dissemination that soon revealed to universities in other more prosperous states the nature and the scope of the Rajasthan program. (Friesen, Personal Communication, 1992)

Twenty years later, long after Friesen had left UBC, he received a letter (dated March 6, 1984) from Dr. Mehta (written at the age of 90) requesting help for the depressed tribal Villages surrounding his home city, Udaipur. In a direct, yet simple appeal, Mehta wrote:

Please keep up your effort and try to secure support for one of the four or five objects which I am keenly pursuing—as Projects of Seva Mandir:

1) Health Education...
2) Nursery Schools...
3) Finishing the Rural Workers Training Centre...
4) Building Community Centres in all our Villages...
5) Provision of training and establishing cottage industries...

....Each one of the Projects will need a sum of money between twenty-five thousand and forty thousand dollars... (Friesen, Personal Papers, 1984)

This letter, from just one of many outstanding and committed adult educators in a country of over 800 million people, revealed how basic needs of the masses remained unfulfilled and how desperately they seek assistance from abroad. How enduring Friesen's earlier work with Mehta and in India must have been, for Mehta to reach out 20 years later.

Friesen found India a fascinating country to visit. Recounting some of his experience he said:

Unusual incidents were numerous during these activities in out-of-the-way places, with its unfamiliar food, at one time restricting oneself to a single diet of bananas; on occasion sleeping virtually in the open and in the morning being informed that, under my charpoy (cot) the sand curves suggested some crawling creature's visit; a Maharaja's guest on his wild duck-shoot, replete with entourage of palace servants; the warm hospitality in Delhi of the Micheners at the Canadian residence. Marta, adapting readily, felt at home in Indian apparel and with Indian food and revelled in the discovery, in Indian villages, of Rajasthan's lively art forms. She also assisted in the founding of the University Women's Club of Jaipur. (Friesen, Personal Communication, 1992)

Yet, Friesen explained, the problems involved in such developing countries as India are immense, complex and will
not be readily resolved. The Rajasthan Project embodied the idea of Adult Education as one key progressive element. It resulted in a well structured state-wide plan for Adult Education and many Indian Universities have benefitted from the Rajasthan’s efforts. (See Appendix 17: Rajasthan Courses for First year programs) Friesen observed however, that many years will pass before Rajasthan’s educational programs can significantly alter existing conditions. Nevertheless, it is through the implementation of effective programs of child and adult education, and development of a level of economic self-sufficiency that Friesen sees a possibility of avoiding a cataclysmic disaster in countries such as India. Friesen’s experience in India reinforced his commitment to promote Adult Education. Kulich said of this:

One very strong influence that had a real impact on John and everyone involved came when UBC had the Rajasthan Project in India. Roby Kidd went there. Roby has never been the same since. John went there. John has never been the same since. Knute Buttedahl went there and has never been the same since. Jim Draper went there and Bill Day [later President of Douglas College in B.C.] and all of them ever since that time have a strong commitment to international development. (Kulich, Interview, 1992)

By 1966, some Extension programs had been redesigned in response to the new policies required by the University administration. Friesen wondered whether he should pursue a new challenge. Certainly the most urgent mission would be to engage in promoting adult education as one defense against a portending population explosion in the Third
World. The Rajasthan Project could be managed by the current adviser, Knute Buttedahl. The three adult education conferences that were organized with the help of the Canadian team, for the Vice Chancellors and faculty members throughout India, had a lasting national influence (held at Mount Abu, Rajasthan on April 7 - 11, 1965; Bhopal on July 5, 1965). It was really not surprising that, at a turning point in his career in 1966 John Friesen moved from UBC Extension to service in international population planning.

D. POPULATION COUNCIL, TURKEY (1966 - 1968)

In 1966, Friesen visited Turkey, at the invitation of the Population Council of New York, to tour population research projects. The Population Council was founded and chaired by John D. Rockefeller. Years before governments and the U.N. also joined the cause, the Population Council was responding to requests from developing countries and providing research teams and post-graduate fellowships for study abroad. It funded medical research, especially in the areas of mother-and-child health care and contraception. Population Council studies were launched in demography, the social sciences, communication and education. Foremost among assisting agencies was the pioneering, voluntary International Planned Parenthood Federation (IPPF), which had members and services in most countries (Friesen, Personal Communication, 1992).
Friesen took on his new job as Associate Representative in Turkey for the Population Council in December, 1966 and remained until October 1968 (Figure 41). Turkey showed a high annual rate of population increase. What were to be his duties?

My services were in adult education, communication and rural sociology, with a thorough induction, over the years, into research in health and contraceptive technology. I shall spare the reader a detailed account of my collaborative work with universities and ministries abroad as that might fill a volume or two. Briefly, I spent two years in Turkey, followed by nearly five years in Iran as Representative of the Population Council. (Friesen, Personal Communication, 1992)

He worked with Dr. Lewis Anderson, formerly Director of Public Health for North Vancouver, and became associated with the Turkish Ministry of Health and with the Universities of Ankara, Ataturk and Haceteppe. One interesting achievement in 1968 was the production of a film on family planning. He adds with pleasure:

I was a consultant to the production team of the Turkish family planning film "Elif's Sorrow" which was awarded first prize at the Tehran International Film Festival. (Friesen, Personal Communication, 1992)

During his stay, Friesen was much impressed by Turkey, feeling that it is a beautiful country with a rich West/East history:

It is a land stretching from the source of the Euphrates and Tigris with its often lingering traditional regional culture compared with the
more westernized Mediterranean and especially
Aegean areas - the latter having adopted more
readily the social influence of the great Ataturk,
Father of modern Turkey. (Friesen, Personal
Communication, 1992)

E. POPULATION COUNCIL, IRAN (1968 - 1973)

Friesen moved on to Iran in 1968 and was resident in Tehran
for the next five years. As the Population Council’s
Representative he advised the Ministry of Health and
research institutions, and in addition became a visiting
lecturer at the School of Public Health at Tehran
University. Iran, with a strong Shiite clergy, and
considerable poverty and illiteracy, had a high annual rate
of population increase. Friesen arranged for a number of
Ministry-recommended physicians from Iran to study (on
Population Council fellowships) for their Masters degree in
Public Health, mainly at Johns Hopkins University and the
Universities of North Carolina and California (at Los
Angeles). Within the Iranian government’s staff structure,
he cooperated in family planning approaches--often
experimental--through education, publications and other
media. He worked closely with the United Nations
Development Program and other agencies conducting aid
programs (Friesen, Personal Communication, 1992).

In 1969, when working for the Population Council in Iran,
Friesen was appointed Chairman of the first UNESCO
International Seminar on "The Mass Media and Family Planning Programs", held in Paris. Also in 1969, he returned briefly to Turkey as adviser to the First Inter-ministerial Conference on Adult Education held in Ankara. Dr. Coolie Verner of UBC, Head of Adult Education Program at UBC, was a guest lecturer at the conference. In 1971, while still working for the Population Council in Iran, Friesen became a member of a CIDA mission to India. Its purpose was to survey the needs for assistance in the development of film production resources. Also in 1971, Friesen co-authored with Richard Moore, *Iran Profile*, a research survey in demography, cultural patterns, government policies and international agencies. The study considered population growth set against the back-drop of burgeoning socio-economic development.

In commenting on the development of population studies and planning, Friesen has paid tribute to some of the pioneering figures:

Since the early 1900’s, fearless men and women had braved public opinion by advocating and later initiating consultative and contraceptive services in family planning. A roll of honor of these pioneers would include, to name but a few: Jawaharlal Nehru and Lady Rama Rau of India, Julian Huxley, H.G. Wells, Sinclair Lewis, Mrs. Thomas Hepburn (Catherine’s mother), Mrs. Shidzue Kato, Dr. Abraham Stone, the Cadburys and the indefatigable Margaret Sanger. (Friesen, Personal Communication, 1992)
F. IDRC, ASIA REGION (1973 - 1976)

In 1973, John Friesen left his interesting job with the Population Council, and the Friesens moved to Singapore to serve a new Canadian agency. He became a Senior Adviser for the Asia Region, in the Population & Health Sciences Division, of Canada's International Development Research Centre (IDRC), serving there from 1973 to 1976. Friesen's regional duties included stimulating and monitoring research into both population and public health. He commented on this work:

After Iran I was invited to join the field operations of the International Development Research Centre (IDRC), in Asia. My first duty was to help organize the Asia Regional Office in Singapore, headed by an Asian. In my three years in the Far East I noted often encouraging progress on the population front. Field research in South Korea, Hong Kong, China and Singapore indicated a gradual drop in family size, matching that in western countries. However, densely populated India, Thailand, Indonesia and the Philippines continued to show critically high rates of population increase exceeding 2 per cent.

One soon learns that the basis for a successful national family planning program calls for a determined political will, an effective organization of trained government and volunteer staffs from the grass-roots up as well as the assurance of a generous response from the developed countries, when requested, for family planning expertise and contraceptive supplies. One overall goal to be kept constantly in mind is that family planning is not achieved in isolation, but is an integral part of national development, priorities being literacy and economic progress. (Friesen, Personal Communication, 1992)
Friesen commented on the organization of IDRC:

Lester Pearson, Maurice Strong and David Hopper were key figures in establishing IDRC. An important innovation was the provision that half the Board of Directors be selected from Third World countries. An additional major departure from many other aid agencies is IDRC’s committed policy to help the developing world grow its own crop of researchers in agriculture, health, population planning, communication, social and educational fields. Among aid agencies in research, IDRC ranks high. (Friesen, Personal Communication, 1992)

G. IDRC, EAST AFRICA REGION (1976 - 1978)

In 1976, Friesen took up a similar post with the IDRC for the East Africa Region and was resident in Nairobi until 1978. He commented on the current failures in population planning in many African countries:

The African population scenario is all too often an alarming one. Surveys would often indicate women’s expressed desire to have four or more children--this in a generation of lower infant mortality! As the media have revealed to the world, abnormal population increase anywhere, aggravated by poverty and recent famines, can spell disaster beyond belief. (Friesen, Personal Communication, 1992)

H. IDRC, MIDDLE EAST (1979 -1980)

Friesen served with IDRC until he returned to Vancouver in 1978 when theoretically, he was to retire at the age 66. However, he was persuaded to take on two more assignments. The first, in 1979, was the task of reorganizing the Middle East Office of IDRC. The Friesens lived in Cairo for a
year. While there, he also coordinated a Survey of the National Human Resources Program in Egypt, 1970-1980, which had been financed by IDRC over the decade. Residing in Cairo was both difficult and interesting:

At one stage during the year, I was director of both the Middle East and East Africa Regions. Among the difficulties encountered was the case of the unresponsive telephone—not a single phone call all year—and this handicap in a suburb, an office located miles from central Cairo. The city, hopelessly overcrowded, also presented long delays in transportation. Those were among some of the darker experiences. However, as a country with huge store of historic treasures of endless interest, Egypt offered many compensations. (Friesen, Personal Communication, 1992)

I. WORLD TOUR

His second undertaking, after he was supposedly retired, was to head a team of consultants who were to make an appraisal of the recent history and present program of the International Planned Parenthood Federation (IPPF), based in London. This involved a study of IPPF activities both at Headquarters and in member countries. It called for interviews with related private and public international agencies. The project was funded by CIDA. He recalls:

My associates were two Canadian health experts—Nancy Garrett and James Chauvin; we had the benefit of consultation of IPPF advisers on request. Ours was an ambitious task as the IPPF had a long history of world wide service. At headquarters we reviewed the program activities and results of recent years and decided to look more closely into the program of selected
countries in four regions abroad: Sri Lanka, Peru, Madagascar and Ethiopia. A very knowledgeable adviser was Mr. Bong Soo Kang, a trustee of South Korea's model family planning program. In commenting on the Report, CIDA stated the report was a rewarding project, which employed an unusual evaluation process in subjecting IPPF to examination by outside consultants in a participatory and collaborative manner. (Friesen, Personal Communication, 1992)

J. FRIESEN'S SUMMATION OF HIS INTERNATIONAL WORK

On the basis of his fifteen years of international experience, Friesen points to a direct relationship between low levels of literacy and a lack of success in population planning. In those countries with the lowest literacy rates, population growth is ominously high. To compound this problem these countries do not have adequate resources to sustain even present populations.

Based on his long experience in developing countries, John Friesen maintains the problem of over-population, has now reached frightening proportions (Friesen, Personal Communication, 1992). He points to difficulties that persist in some quarters because of strongly held beliefs against planned parenthood. In many countries, (both donor and receiver) programs which aim to restrict the rate of births, are seen as threatening to the dogmatic beliefs of certain religions.
If the world's population is gradually to level off, leaders in the critical countries will need to become much more flexible and open minded. Friesen contends that an energetic but sensitively planned and administered adult education enterprise coupled with judiciously designed projects in family planning, offers the only realistic hope of preventing unsupportable growth in the population of certain countries. Friesen stresses the need for an understanding approach,

The people of these countries often view the West as lacking in knowledge about the deep religious, social and economic issues involved. Attempts to impose Western ethics, mores and solutions, as a condition of granting aid, appear as counter-productive and altogether unwise. (Friesen, Personal Communication, 1992)

He insists the solution is education, education, education!

Friesen comments further on his extensive experience abroad:

What have I learned from my fifteen years in the Third World? A great deal! I had embarked on this venture with qualified optimism, obviously essential in meeting up with problems that seemed insurmountable. The past few decades had witnessed a growing concern of mass starvation and other disasters, increasing unemployment at home and abroad, economic exploitation of poorer countries, the headlong exodus from rural to urban settlement, and a huge and persisting international arms trade. These are very distressing trends; but let us briefly look at, not the effect, but a root cause of this grave international concern--the frightening increase of the global population, of disadvantaged peoples who, it is forecast, will no longer be able to provide their own food supply by the year 2000. (Friesen, Personal Communication, 1992)
What is being done to stem a runaway population increase, mainly in the critical countries? Friesen’s experience leads him to the following conclusions:

Family planning has been proven the most effective of the various measures. Since the mid-century family planners have rightly emphasized maternal and child health and medical science has advanced contraceptive technology. The truths in Northern countries have long learned is that education, employment and later marriage are primary factors in helping parents plan the family they want and can support. That is the message to the South in striving to achieve the good life in all the global village.

It is estimated that by 2025 we may have increased today’s population by 50%. The Earth Summit in Rio [United Nations Conference on Environment and Development] in June [1992] graphically revealed and documented a dilemma that can ultimately endanger our very existence; namely, the threat of over-population to the environment. The message is unmistakable; nature does not spoil the environment, people do; and with present resource practices, the more unplanned populations increase, the greater the plunder of earth and air. The awareness is there viewers and readers everywhere are presented with vistas of eroding hillsides in the Himalayas, trashed evergreen jungles in Brazil, polluted waters and a depleted ozone layer in the industrial countries. The very atmosphere we breathe can cause disease. (Friesen, Personal Communication, 1992)

The relationship of population to environment presents an increasingly unsettling prospect; hence the sooner we take bold measures to slow the grievous global damage, the more choice we will have to eventually halt it. Friesen believes the promise exists that we will move, eventually, from
massive relief measures to blueprints for preservation and development.

He sees it as inevitable that Third World countries of the South will become increasingly dependent on the industrialized nations of the North, if their people are to survive. Friesen explains that short-term famine relief, however necessary, does not provide a solution. He sees population planning as the critical policy to pursue for the entire world. But he acknowledges there is a woefully deficient supply of teachers available in underdeveloped countries. Friesen expects these countries will invite cadres of Canada’s more experienced adult educators for consultation. Also Friesen suggests these developing countries may want Canada to provide increased opportunities for their students to undertake non-formal and graduate study in Canada.

In describing his experience in Asia Friesen shared a memorable insight he gained from a colleague:

On monitoring population projects in Asia I would occasionally meet an older colleague, a man both well-informed and wise concerning national development. I owe my conviction to his indomitable belief, expressed in his riveting words:

Whatever your cause, it’s a lost cause unless population planning is a success.  
(Friesen, Personal Communication, 1992)
In the Third World his work had come full circle, back to problems similar to but more severe than those which faced rural Manitoba when crushed by a great depression. Friesen found, however, there is always an additional overriding concern in these countries; survival itself is dependent on the halting of runaway population growth, before it is too late. The conviction he held then about the need for a compassionate and cooperative approach, in assisting these underdeveloped countries, remains unchanged.

Friesen believes that adult education offers a measure of hope for survival in the Third World. It may be the rekindling of an idealist missionary urge, but if he could do it all over again John Friesen would want to be out there in the Third World helping the disadvantaged to help themselves so that one day they or their children too might enjoy the life abundant.
Figure 41: John meets hospitable Turkish Villagers on family planning, 1968

Figure 42: Family Reunion in Singapore, 1976
Figure 43: Marta & John in Jordan, 1980

Figure 44: John & Marta Friesen Celebrate Canada Day, Vancouver, 1983
CHAPTER 9: DISCUSSION AND CONCLUSIONS

Fortiter in re, suaviter in modo
(Strong in deed, gentle in manner) Anon.

A. THE PURPOSE OF THE THESIS

The purpose of this biographical study was to provide new material about John K. Friesen's character, goals and influences with a particular focus on his work and approaches as Director of Extension for UBC, 1953-1966. In addition, this study gives both an outline of his life and career before this term and a synopsis of his international work after leaving the University. The researcher came to believe that many of the ideas, ideals, commitments and convictions held by Friesen as well as his approaches to leadership training and adult learning have value for contemporary society.

B. FRIESEN AND A REVIEW OF HIS CAREER

John Friesen's early upbringing demonstrates how his strong, compassionate nature was founded on a stable family, church and community life. Friesen recognized that the means to further his beliefs lay in the education of adults, because the source of democratic power was in the people of small and larger communities. His life experience as an educator
and leader during the great depression and his war service in the RCAF deeply effected Friesen, a man of compassionate disposition. These times served to strengthen his resolve, test his courage and reinforce his determination to serve humankind through education. Friesen's perspective of the world expanded continuously from his youth in a small town until, following a rich scholastic and cultural experience at Columbia, he saw how the lives of people like him could transcend national barriers. Columbia generated in Friesen an urge to serve in the broadest of international arenas, an impetus which has remained through all his years. He built a network of contacts with people in many countries who were influential in the field of adult education and has taken a world view of his responsibilities as an adult educator.

In 1953 when Friesen joined UBC, not only did a long tradition of service to the communities of the province exist, but a strong momentum had been developed in that direction. The administration of the University was convinced that Extension service was of importance to the future recognition and strength of UBC. Through experience, intellect and conviction Friesen was well equipped to carry on in this tradition for the aggressively growing young university. Also he was broadly educated in the humanities and had a very strong philosophy of commitment to his fellow human beings.
Friesen recognized that Extension must become more sophisticated and raise its sights intellectually if it was to meet the needs of the University in a changing society. He had, however, a firm conviction that because the whole idea of democracy was strongly rooted in the community, the University must work to strengthen its ties with people outside the campus. Friesen did not choose to follow a single route aimed at upgrading educational programs on campus; he decided instead to emphasize intellectual content, but not to the extent UBC would neglect its important community development role.

For the first ten years of Friesen’s term at UBC the Department expanded vigorously, broadened its scope in community development and put emphasis on liberal, citizenship and leadership education. On campus, Extension played an important role in the origination of a Graduate Program in Adult Education. Also it pioneered in a wide range of continuing professional education programs. The department expanded and enriched the University’s base in the fine arts; outstanding among the many cultural contributions of UBC, during Friesen’s term, was the part played by the Summer School of the Arts both in its own right and in laying foundations for the Vancouver International Festival. The Department had developed Living Room Learning, a popular, widespread and successful study
discussion program covering a range of liberal, cultural and social topics.

In 1964 a new administration cut the Department's budget and directed Extension away from many of its traditional forms of service to the community. Under this changed vision of the University, the Extension Department was not to engage in activities which could be carried out by other educational institutions, but was required instead to concentrate on achieving a higher standard in its academic activities (Selman, 1975). The cuts seriously disrupted and in some areas stopped the Department's work of citizenship education and community development.

Friesen suggested a reorganization under which the administration of continuing education for the university, would be centralized in the Extension Department. Despite considerable effort by Friesen and his colleagues this proposal was not accepted. Friesen made the changes in priority required by the new administration and ensured that good leadership was in place to guide the Department in its new directions.

At this juncture he left UBC to join the staff of the Population Council. The new challenge for Friesen was to help tackle the problem of over-population. He saw the "population time bomb" as a threat second only to that of a
nuclear holocaust. Friesen had no illusions about the difficulties he faced; he had seen the terrible suffering which results from over-population. He believes it is urgent to promote adult education for population planning in certain underdeveloped countries. To this day Friesen considers population planning as a cause, above all others, essential to the survival of civilization. Although his international work is not a focus of this thesis, the topic warrants urgent research and action.

C. COMMENTARY AND DISCUSSION

The changes in University policy, announced in 1963, were, in part, the result of rapid growth and an increased institutionalization at UBC. The cuts were a signal of much deeper changes than those dictated by financial stringency. A philosophical watershed had been crossed and as a result the nature of the University's role within the community had been changed. The changes were symptomatic of an altered world view in which education was seen as a tool for economic advancement. For the last two or three decades the pursuit of lifelong learning and the quest for an abundant life have tended to be seen from an economic perspective. As Selman put it:

Between the two governments you end up with a system that is heavily focussed on academic training, adult basic education and degree studies, because it is perceived as an investment
in economic development. The focus is on technical and vocational development, a better work force, a more successful economy. "Lifelong learning" is seen through an economic set of glasses. (Selman, Interview, 1992)

We are now at a juncture in the growth of our civilization at which this materialistic view of education is being called into question. Social, spiritual, cultural and environmental considerations are now being given weight in judging the quality of our lifestyle. One could speculate that we are now at a turning point, when those people who are dissatisfied with the present state of affairs will again become interested in some of the ideas, convictions, values and methods advocated earlier by Friesen. One might ask to what extent the ideals he expressed about democratic action and cooperation are in step with the needs of today? Could elements of Friesen's approach and methods be re-framed so as to be useful in solving some of our contemporary problems?

1. Citizenship Responsibility

We are becoming increasingly concerned about a breakdown in some of those family and community values which allow nations to grow and prosper in a civilized way. All too often we try to remedy the consequences of such dysfunctions, yet fail to discover, or accept, the causes which underlie the condition. In a recent publication
Selman (1991) comments on current attitudes towards citizenship education:

Adult educators in the public educational institutions appear to have retreated from a role in public affairs or citizenship education. In some cases, there is an assumption that the mass media can do the job better....such adult educators find themselves in a financial squeeze and frequently are not able to program in the field of public affairs even if they were inclined to do so. (Selman, 1991:145)

Admittedly, Friesen’s approach was developed at an earlier time, but not in a gentler age; he and his contemporaries faced equally tough challenges. Today hard decisions have to be made about issues related to social concerns, drugs, alcoholism, violence, abuse, sexual attitudes and AIDS; all will require an educated and informed citizenry. Moreover, a balanced response to such things as Canada’s immigration policy, constitutional change and a rapidly shifting world political economic scene will call for critical objective thinking by our people. This study of John Friesen’s work at UBC raises questions, for example: Does the University today have a responsibility to help the community prepare for the resolution of issues, through adult education? Does the University presently have the will to tackle the job? The researcher concluded that such a duty does exist, but although before and during Friesen’s term the Extension Department was making a significant contribution, it does not appear as committed to this work today.
2. Study Discussion Groups

As mentioned earlier, Selman (1991) points out that adult education for public responsibility appears to have been abandoned to the media and to activists in the New Social Movements. Would it not be beneficial to now re-examine the wisdom of this abdication? Based on this study of Friesen’s work it would appear that serious consideration is merited of a return to community based programs in adult education, in view of Extension’s earlier success in this area. For example, further research might indicate whether or not a well-conceived and managed series of discussion programs on contemporary issues involving study groups, in communities throughout B.C., could be implemented at an acceptable cost. If so, such an enterprise would provide a practical means of cultivating communication skills, critical objective thinking, and a tolerance for other people’s opinions and ideas. The research could examine the extent to which it is desirable that programs in this area be funded and organized through the University; government, other institutions and private organizations might also play a part.

3. Community Leadership Education

According to Friesen, if people are to develop as a great civilization, it must have balanced social, cultural,
spiritual, physical and economic growth. It cannot ignore education as food for the soul; society is witnessing many ills. One may ask why are so many adults making self-destructive decisions? Throughout his career Friesen held to high ideals, convictions, values and commitments which were important at that time. Today the country is hungry for the type of community leadership and responsibilities he exemplified. One could speculate that a valuable model, for a program in education for public responsibility and leadership, could be developed based on the cooperative approaches he employed, as well as through an examination of the experience and outcomes seen during his time.

4. Non-Credit Courses

Friesen implemented a broad array of non-credit courses, which in the mid-sixties constituted the lion’s share of the Department’s work. Extension exercised widespread influence throughout the province while working within a limited budget. The work was exploratory, experimental and encouraged self-reliance within communities. In speaking at the National Conference of Canadian Universities held in Montreal in 1956, Friesen recognized that community development cannot be expected to pay its way and that it will require substantial assistance from the university or its financial friends. He asked, "Will the university accept the responsibility for carefully selected pilot
programs in adult education—projects a university is uniquely qualified to conduct?" (Friesen, 1956:66). Seven years later, he learned that UBC's answer was to be no. Curtis, commenting bluntly on the damage done to Extension by the administration, said:

It was not just that the budgets were cut, but the university diminished the role of the Extension Division. (Curtis, Personal Communication, 1992)

There was a clear departure in 1964 from the policy under which Extension provided non-credit courses on a range of subjects related to cultural matters, public affairs and personal development. At that time, a strong commitment to community development was still held by Friesen and his colleagues. In consequence, after an initial period of discouragement and uncertainty, the Extension Department started to rebuild. Kulich, commenting on the department's response to the cuts, observed:

The first reaction was demoralization, but the main difference was that, when the President [Macdonald] decided against Extension in the mid-sixties it became a challenge to which the people responded. (Kulich, Interview, 1992)

Extension began a new period of growth, pioneering new programs in the humanities and fine arts. Selman said of this period of recovery:

This was accomplished in spite of the blows which had been dealt to these aspects of the
Department's work by the University and constitutes one of the finest achievements of the Department in its history. (Selman, 1975:33)

The general administrative climate, however, remained unfavorable and unresponsive to the financial needs of the Extension function. Today there is an apparent reluctance on the University's part to become involved in matters which may become controversial. Selman, in pointing out that the mandate of the Centre for Continuing Education in strikingly different from the Friesen years, comments:

I recognize what they are doing, but they are not doing a lot of adult education for citizenship responsibility and community development, things that I feel they should be doing. Nobody is doing them; it is a tragedy. The Colleges aren't doing community work; they are all doing economic stuff too. If you look for a serious effort in general public affairs or citizenship education, no one is doing that. If it is happening at all, it is happening in the action groups, the social movements, etc. (Selman, Interview, 1992)

In directing Extension work away from community development, the University administration appears to have assumed that much of this work would and more properly should be undertaken by other institutions. In a recent study conducted into the range of offerings that were collectively advertised by the Universities' Continuing Education Departments, by the Vancouver Community Colleges and by the School Boards within this area, Selman found that at the time:
Out of several thousand courses listed in those brochures not one course, not one, had anything to do with community or citizenship kind of concerns. That used to be a major part of Extension's work. Now nobody is doing them, because they can't be paid for. I would say 90% of the things the Extension Department did in John Friesen's first ten years in the department could not go on now for financial reasons, much less for policy reasons. (Selman, Interview, 1992)

The researcher was led to speculate that an investigation into the likely cost, method of organization, content and possible sources of financing, of a series of non-credit programs, aimed at a revival of community development and citizenship training, would be merited. The potential value of such work in helping citizens respond to today's pressing concerns may justify the expense involved.

5. The University-Community Relationships

Although individual professors do provide articles to the media or appear on talk shows, there does not appear to be any organized ongoing educational effort to establish common ground between the community and the University. Generalizing about the different attitudes prevailing in Friesen's time and the University's current approach to community involvement, Jindra Kulich said:

On the whole, the climate of the faculties in those days was much more Extension-friendly. They [the faculties] saw it as part of their job in the early fifties; some of the professors, not all, were delighted to travel to different parts of the Province and lecture there. Today you are hard pressed to get a full professor to go off campus,
nevermind into Terrace. It is a totally different climate, now. (Kulich, Interview, 1992)

Selman commenting on the move away from a broadly defined community based education system said:

Extension has been totally transformed. There are no advocates in the Senate for a point of view that Extension people might put forward. It has become simply a cash register operation. Those over in Extension have to make all their costs, including their salaries, plus twenty-five percent and that is how far we have gone. (Selman, Interview, 1992)

An ethical question arises: Is University Extension only to be made available to members of the community who can afford to pay the full cost of its courses? Kulich commenting wryly on a lack of bonding, evident today, between the community and the University:

All that happens is that the community gets frosted and fed up with academics. The people see them as obstructionists; they [academics] have no clout, so they cannot change anything. When there is a council of any sort, the community representatives always push us [University] for more involvement; the academics often frustrate that. (Kulich, Interview, 1992)

The University's departure from community involvement appears to have been ill-advised; as quoted earlier, Corbett asserted, "...the closer the bond between the university and the community it serves, the stronger and more secure its position becomes" (Corbett, 1952:7). The Extension Department's Living Room Learning program was particularly successful in forming a link between 'town and gown' and in
stimulating open discussion throughout the province. One can speculate whether such a program could now establish such a bond and whether it could be introduced into the community today without bringing a fear of undue bias. The question of bias pivots on whether an independent critical consideration of an issue by the public is viewed, by government and the university, as acceptable. Also whether it is acceptable that an original proposition be allowed to survive, or fail, or be changed in the process of discussion, based on its intrinsic worth. What a useful contribution Living Room Learning could have been making in the current period of study and debate over the Canadian Constitution!

6. Adult Education and Democracy

It was and is John Friesen's belief that adult education is of critical importance if we are to maintain the well-being of our democracy. He acknowledged that this may require a change in the way in which British Columbia and Canada allocate educational resources. Thomas, in a report to the Canadian Commission for UNESCO, said that one of the findings of the Faure Commission Report 1972 was that, "...it was an error to concentrate [educational spending] exclusively on the education of the young" (Thomas, 1983:3).
Institutionalized education tends to become resistant to change, to be conservative and to maintain a status quo. By contrast the constantly changing nature of extension work provided fresh insights for the university into a changing society. Without a close engagement in life outside the campus, is it not likely that a University’s sensitivity to social change will become impaired? In Jensen, Gale, Liveright and Hallenbeck (1964), the editors contend that an attempt to institutionalize adult education within a structured curriculum may serve to make the field less adaptable and flexible to the contingencies of change. During his term, Friesen wanted Extension to resonate with needs for learning identified, from time to time, within various communities. This cooperative method used by Friesen towards community development appears to offer a democratic approach which would now assist the University in coping with the formidable challenge described by the editors.

7. Lifelong Education

As commented earlier, the joint committee of the NCCU and CAAE pointed to the low cost of adult education relative to its value in society (see Appendix 9). Unfortunately the budgetary and administrative handicaps under which the field operates today have resulted in adult education being considered a marginal activity and vulnerable to cuts.
Often lip service is paid to the theory of lifelong learning, but in practice what evidence exists that the university is interested in providing lifelong education for all seriously minded men and women? Selman commenting on his experiences after he succeeded Friesen as Director pointed out that the University and the general public held differing views about the proper role of an Extension function. He saw the Department as caught in the middle of the disagreement:

Many of the faculty of the university tend to look at the world of subject matter from the perspective of the academic disciplines. Many members of the general public--and therefore the Extension program directors, who are responding to public needs and interests--see the world of skills and knowledge from the perspective of their [community] concerns and problems. The Extension staff member builds educational programs in response to public interests and tries to draw upon the knowledge of the relevant disciplines and bring it to bear on the topic in question. This can easily appear to the faculty members--especially those who have had little or no connection with the Extension program--as a miscellaneous collection of odds and ends, as "soft" pedagogy. This difference in point of view with respect to judging the appropriateness of many non-credit continuing education offerings remained as a...major problem facing the Centre for Continuing Education as it entered into a new decade. (Selman, 1975:34)

This issue was a significant consideration when the Senate declined to adopt the proposals Friesen and his colleagues submitted in 1966 regarding a re-organization of the continuing education function on the campus. Is it not appropriate now that initiatives and programs again be
introduced to make available to society at large, the
knowledge and experience of the University and not restrict
its use to those people who have the good fortune to work
within the university's walls?

D. A POOR BARGAIN FOR THE PEOPLE OF B.C.

The savings, achieved by the University in abandoning its
traditional community based approach, appear to have been
relatively insignificant; a matter of two or three hundred
thousand dollars was saved, about 0.66% of the University's
annual budget in 1964 (Selman, 1975). The University's
change in direction appears to have been based on the notion
that the Extension function should derive solely from
academic work already conducted within the University. Such
a limited view of Extension was contrary to Friesen's
conviction that, at its best, adult education is based on an
adult's life experience and is responsive to community needs
and interests. This study of the achievements of the
Extension Department during the first 10 years of Friesen's
term led the researcher to conclude that the small saving in
annual operating cost achieved, by the University
administration, through the cut in Extension budget was more
than offset by a serious decline in the University's
commitment to society and a consequential weakening of the
bond between the Community and the University.
E. SUMMATION

John K. Friesen is a visionary, a humanitarian and a man of action. At UBC he proved to be the right person, in the right place at the right time. He has been an adult educator and mentor to many people throughout his life. Friesen was daring in pioneering new ground in each of his career paths. He has deep convictions about democracy and the value of a cooperative approach in adult education. He maintains that the university, in addition to its valued service in extra-mural studies, has responsibilities in citizenship, leadership and liberal education as well as in lifelong learning generally. Friesen recognized the need to improve academic standards in adult education. He took prompt and successful action in promoting Undergraduate and Graduate programs of study in the field of Adult Education at UBC. The pioneering work by Extension in providing Professional Continuing Education resulted in an important new and growing area of work for UBC, often undertaken by the faculties themselves.

John Friesen was a charismatic and dearly loved leader with boundless energy and a determination to strengthen the bond between the University and society. He believes an ultimate goal for adult education is the provision of an abundant life for all. During Friesen's time at UBC the Extension function flourished and became important in the lives of
many people throughout British Columbia, in Canada and in other countries. Circumstances have changed for Extension; but now it would appear both timely and wise to reconsider the ideas, philosophies and enterprises promoted by John Friesen and his colleagues, many of which may have value in contemporary society.
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APPENDIX NO. 1

RESUME OF
JOHN K. FRIESEN
710 - 1445 Marpole
Vancouver, B.C. V6H 1S5
(604) 734-7676

Place of Birth: Altona, Manitoba, Canada
Date of Birth: June 11, 1912
Marital Status: Married, two children

EDUCATION

1985 L.L.D., Simon Fraser University, Burnaby, B.C.
1948 Ed.D., Columbia University, New York
   Major: Rural Sociology and Adult Education
1947 M.A., Columbia University, New York
1936 B.A., University of Manitoba
1929 - 1930 Provincial Normal School, Winnipeg
to 1929 Public Schools of Manitoba

EXPERIENCE

Present Author, film advisor and occasional broadcaster on such topics as: continuing university education, rural adult education, health services, community development, credit unions, population planning

1990 - 1991 Chairman, Council of Patrons, UNICEF, B.C.
1982 Chairman, Consultant Group on CIDA-funded appraisal of the International Planned Parenthood Federation, London (including surveys in Madagascar, Sri Lanka, Ethiopia and Peru)
EXPERIENCE - CONT.

1979 - 1980 Directed reorganization of International Development Research Centre (IDRC) Middle East Office, Cairo


1973 - 1976 Senior Advisor, Population and Health Sciences, International Development Research Centre (IDRC), Asia Region, Singapore

1968 - 1973 Project Council Representative in Iran: visiting lecturer, School of Public Health, Tehran University

1966 - 1968 Population Council Advisor, Turkey

1964 - 1966 Project Director in Continuing Education between UNIVERSITY OF BRITISH COLUMBIA, Vancouver & RAJASTHAN UNIVERSITY, Jaipur, India (External Aid Office & Colombo Plan)

1962 Canada delegate to UNESCO General Conference, Paris; Participant, Africa Conference on University Extension, in Accra, Ghana (Carnegie Foundation funded)

UNESCO East-West Fellow to India & Far East

1956 - 1962 Board Member, Vancouver International Festival

1957 - 1958 President, International House Association, University of British Columbia, Vancouver

1954 Seminar participant in continuing education in Scandinavia, U.K., Austria, Switzerland, Italy (Carnegie Foundation funded)

1953 - 1966 Director, University Extension Department, UNIVERSITY OF BRITISH COLUMBIA, Vancouver
APPENDIX NO. 1 - continued

EXPERIENCE - CONT.

1948 - 1953 Director, Field Services, Manitoba Pool Elevators (Agriculture, Co-operatives, Community Services)

1949 Chairman, Manitoba UNICEF Committee

1945-1946 CEO, Manitoba Federation of Agriculture and Cooperation.

1946 Secretary Pro tem, "Manitoba Royal Commission of Adult Education"

1942 - 1945 Officer, Royal Canadian Air Force, DFC Award

1940 - 1941 Adult Education Director, Manitoba Federation of Agriculture: (Rural Development, Credit Unions, Manitoba Director of CBC Farm Radio Forum)

1938 - 1940 President, Manitoba Conference, Young People's Union, United Church of Canada

1930 - 1940 High School teacher, Manitoba: Haskett, Gretna, Hargrave, Virden
CURRICULUM VITAE

ACADEMIC & PROFESSIONAL EXPERIENCE

April to Sept. 1982
Head of consultant team in an international appraisal of the Programming Process of the International Planned Parenthood Federation based in London, and of four LDC Member countries

1979 - 1980
Regional Director of Middle East & East Africa Regions, Population & Health Sciences, International Development Research Centre (IDRC), Cairo

1978 - 1976
Senior Advisor, Population and Health Sciences, IDRC, East Africa Region, Nairobi

1976 - 1973
Senior Advisor, Population and Health Sciences, Asia Region, IDRC, Singapore

1973 - 1968
Representative in Iran of the Population Council

Adviser of Population Council, (New York) to the Ministry of Health, Turkey

1963 - 1962
President, Canadian Association of Directors of Extension and Summer School

1958 - 1953
Honorary Lecturer, Department of Sociology, The University of British Columbia

1966 - 1953
Director, Department of University Extension, The University of British Columbia

1951 - 1950
Research staff member, Provincial Health Survey Government of Manitoba

1953 - 1948
Director, Field Services, Manitoba Pool Elevators

1947 - 1946
Lecturer, Barmore College, New York

1946
Staff Member, Film Laboratory Committee, Columbia University

1946
Secretary Pro tem, Manitoba Royal Commission of Adult Education

1946 - 1945
Executive Secretary, Manitoba Federation of Agriculture & Cooperation
APPENDIX NO. 1 - continued

ACADEMIC & PROFESSIONAL EXPERIENCE - CONT.

1942 - 1940 Adult Education Director, Manitoba Federation of Agriculture

1942 - 1941 Manitoba Secretary, CBC Farm Radio Forum
1946 - 1945

1940 - 1930 Principal in Manitoba of two high schools and teacher in two collegiate institutes

INTERNATIONAL SERVICE

1982 Chairman, Consultant Group on CIDA - funded appraisal of the International Planned Parenthood Federation, London (including surveys in Madagascar, Sri Lanka, Ethiopia and Peru

1980 - 1979 Directed reorganization of IDRC Middle East Office, Cairo

1978 - 1976 Population and Health Sciences Representative IDRC, East Africa, Nairobi

1976 - 1973 Senior Adviser, Population and Health Sciences, IDRC, Asia Region, Singapore

1973 - 1968 Lecturer in Communications at Tehran University’s School of Medicine; occasional lecturer at Ankara and Singapore Universities

1971 On CIDA Mission to India (with John Grierson, Chatwin, McCready) for study & report on Canadian assistance with film and other audio-visual aids to family planning

1970 June. Consultant to Population Planning Conference: (ECAFE) Iran Ministry of Health Family Planning Div. and University of North Carolina

1969 Nov. On Planning Committee of First Inter-Ministerial Conference on Adult Education in Turkey

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<tr>
<th>Year</th>
<th>Event</th>
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<td>1967</td>
<td>Sept. Consultant to Population Planning Conferences in Singapore (ECAFE)</td>
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<tr>
<td>1966-1964</td>
<td>Project Director in University Adult Education (EAO/Colombo Plan) between the University of Rajasthan, Jaipur, India, and the University of British Columbia</td>
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<tr>
<td></td>
<td>Feb. - April. UNESCO Fellow in the East-West Project, in India, Southeast Asia, and Japan</td>
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<td></td>
<td>Jan. Carnegie Foundation Grant to participate in African University Extension Conference at Accra, and study tour in East &amp; Central Africa</td>
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<td></td>
<td>Aug. Delegate, UNESCO Conference of Adult Education, Montreal</td>
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<tr>
<td>1954</td>
<td>Carnegie Foundation Grant for participation in Continuing Education Seminars in the U.K. Scandinavia, Switzerland, France &amp; Italy</td>
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**Membership in Professional & Other Societies**

Canadian Association for Adult Education
Honorary Life Member; Member since 1938

Adult Education Association (U.S.A.), 1946 - 1966

Rural Sociology Society (U.S.A.), 1948-1963

Canadian Political Science Association (Sociology Section), to 1966

Pacific Association for Continuing Education
Honorary Life Member and Trustee, Bursury Fund
Vancouver Art Gallery, Member
Open Learning Agency, Member
Vancouver Symphony Society, Member
Vancouver Opera Association
Board Member, Planned Parenthood Association of British Columbia
Friends of the Asian Centre, UBC
University of Manitoba Alumni Association, Continuous Member
Canadian Society for Asian Arts
Canadian Institute of International Affairs, Member
Museum of Anthropology, UBC, Member
World Federalists of Canada, Member
Dr. Sun Yat-Sen Garden Society (Life Member), Vancouver and the Soong Ching Ling Children Fund, Beijing, Founding Member
Indian Adult Education Association, Life Member
India International Centre, Delhi, Member
International House of Japan, Tokyo, Member
United Nations Association of Canada, Member
Peoples Educational Association of Ghana, Life Member
International Congress of University Adult Education, Member
Indian University Association for Continuing Education, Member
Seva Mandir, Udaipur, Rajasthan, India, Life Member
APPENDIX NO. 1 - continued

Service in Armed Forces
Instructor in Flying Training School, Canada RCAF service over Europe; officer, awarded DFC in 1945

Public Service in Canada
The John K. Friesen Lecture Series in Gerontology at Simon Fraser University, 1987 to present

Awarded PIONEER Medal by VANCITY Credit Union (now largest Credit Union in Canada) 1986


Board Member, Canada/India Village Aid Society, 1981-1985

Executive Member, Project 100 (British Columbia) Canada Centenary, 1966

British Columbia Chairman, India Adult Education Campaign in Canada

Associate Chairman, Education Year Committee, Canadian Conference on Education, 1960-1962

Board Member, University Club of Vancouver

Member of Executive, British Columbia Natural Resources Conference, 1957-1959

President, International House Association, UBC, 1957-1958

Board Member, Men’s Canadian Club of Vancouver, 1959-1961

Chairman, British Columbia conference on Aging, 1957 and 1960

Board Member, Vancouver International Festival, 1958-1962

Board Member, Community Arts Council of Vancouver, 1953-1955

Trustee, British Columbia Credit Unions Headquarters, Vancouver, 1953-1960
<table>
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<tr>
<th>PUBLIC SERVICE IN CANADA - CONT.</th>
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<tr>
<td></td>
<td>Research Staff Member, Manitoba Government Health Survey, 1950 - 1951</td>
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<td></td>
<td>Manitoba Chairman, UNICEF, 1950</td>
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<td></td>
<td>Board Member, Manitoba Cooperative Credit Society, 1950 and Pioneer Award in 1977</td>
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<td></td>
<td>Chairman, Manitoba Joint Committee Presenting Brief to Massey Commission in Arts, Letters and Sciences, 1949</td>
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<td></td>
<td>Chairman, Building Campaign for Crawford Park Youth Camp, Riding Mountain National Park, 1945 - 1946</td>
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<td></td>
<td>President, Manitoba Conference of Young People's Unions, United Church of Canada, 1938 - 1940</td>
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<td></td>
<td>Board Member, Virden and District Music Festival 1938 - 1940</td>
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APPENDIX NO. 2

HIGHLIGHTS OF JOHN K. FRIESEN’S LIFE

When John K. Friesen was asked by the researcher: "What were the obstacles/challenges that you had to overcome?," he found difficulty in answering the question. However, he stated that if he were asked something like: "What were the peaks that needed climbing so that I can smell the roses on the other side; then I can respond." True to Friesen’s nature of viewing life from an optimistic perspective, he prepared these highlights of his life.

BACKGROUND

A very early flashback was during my boyhood, readings or events that would often stir my imagination in picturing far and luring horizons, very different from the home setting; however life was contented in Altona in those years. To begin with, I have been generally fortunate in socializing easily with people of virtually any class or interest. Groups and organizations, whether in clubs, sports, cultural or other community endeavors, I sought them out and enjoyed taking part. The best later example was, of course, University Extension which involved a variety of interests as broad as life itself. The desire to participate no doubt influenced me in choosing the study of applied rural sociology -- observing and problem solving in education, community, political and socioeconomic movements.

1930-1936

However distant the goal, some day I hoped to attend the university. My parents provided the opportunity for me to attend an excellent residential high school, and to my older brother David’s credit, I was grateful in his going "the extra mile" in applying himself in the family business. During the great depression, climbing the educational ladder was easier wished than done; for example, rural living expenses and college tuition would have to be paid out of an annual teaching salary of some $700. Fortunately, there was a way out -- extra-mural classes, correspondence courses and Summer School. The immediate reward, on obtaining the B.A. degree, was the qualification to teach in a collegiate, a step above the high school position.

If the Haskett experience had opened doors for more community involvement, and times to reflect on one’s personal growth and dream about the future, the university experience had revealed many more new horizons. My studies, keen participation in campus activities, making a host of friends, obtaining a university degree -- all added up, in my early ’20s, to the prospect of exciting things yet to
come. This was the period of time when: "A dream can be the highest point of a life." (Ben Okri)

1937 - 1942

Participation in United Church programs was an involvement of great personal value. The lingering depression and the war years had made the church's mission all the more relevant. My two-year term as Manitoba President of the Young People's Union (YPU) offered a large membership to take part in various fields of youth education, a benefit I was soon to appreciate even more on joining the staff of the Manitoba Federation of Agriculture.

On many weekends, I traveled the province as a volunteer in the cause of a strong YPU membership. Our annual conference, attracting as many as 300 delegates, was always a highlight. The sessions featured outstanding speakers and discussants, among them: United College President W. C. Graham and Professors E. G. D. Freeman (father of Dr. Lois Wilson) and A. R. Cragg, and Ministers George Goth, Ernest Howse, Stanley Knowles, Robert Elliott (a staunch friend to this day), Harold Frame and Frank Milligan.

What memorable days they were -- the sunrise services and quiet forest strolls amid autumn glory, the joy of "sweet singing in the choir", the clarion call to dedicated service by a visiting missionary from China, or Dr. F. G. Stevens ministering to the prairie Crees by learning Cree, creating their first dictionary and teaching Cree children in their mother tongue! Over the years I have seen groups in action espousing this cause and that; seldom have I observed an association so zealously committed to self-development to community betterment as was the United Church YPU.

1940-1942

In July, 1940 after a decade of high school teaching, I left it, rather reluctantly, for an appointment in the renamed Manitoba Federation of Agriculture (M.F.A.) as Director of Adult Education. My indispensable mentor was Fawcett Ransom, longtime Secretary of Manitoba Pool Elevators. Since the early 'twenties, Ransom had been an activist for rural community development, a pioneer adult educator on many fronts; for example, the Pool established the first travelling libraries in Manitoba. Ransom served on the University's Board of Governors and was consulted by the CAAB. Throughout most of his life, he inspired and informed many an organizer of credit unions and cooperatives. Today his name is inscribed in Manitoba's Agricultural Hall of Fame.

It was Ransom more than any other person who urged me to join the M.F.A. How fortunate, I soon found, to have him
as a friend and advisor. He had unbounded faith in the educational dynamics of the study group. The M.F.A's travelling folk schools, launched and directed by very able young Helen Watson, also derived much benefit from Ransom's understanding of rural communities.

The organization of an M.F.A. network of more than 300 study groups was a new approach for the Federation. For the preparation of study guides, we had engaged a number of writers. Fortunately, the considerable costs of printing them was borne by the Office of the Minister of Agriculture and later Premier, Douglas Campbell. In late 1940, I was also appointed Manitoba Secretary of the CBC National Farm Radio Forum, again, the prospect for more study groups now to be linked coast to coast. With rural Canada only now beginning to emerge from the great depression, the new role of radio for adult education was significant.

In retrospect, I found that organizing for group action was usually a rewarding undertaking for the participants and at times high adventure for the organizer. It called for my travelling, often on lonely, snowbound roads, to a round of far off meetings held in schools or halls. Arriving for such a meeting, I would connect the car battery to the 16mm film projector and hoped the current would hold out for the hour. A talk and discussion were followed by a showing of several National Film Board productions. At the conclusion, the hospitable farm women served welcome refreshments. For farm communities that had faced trying times for a decade, the annual schedule of local, district and provincial forums and conferences boosted both economic and social cooperation.

1942 - 1945

By late 1941, Canada had already contributed impressively in manpower and supplies to the war effort. The role of agriculture was a crucial one. What was my own unexpressed attitude toward actual combative service? Although I was brought up in a pacifist family, the thought whether or not to enlist in the active forces was a constant worry. How to make the Deed and the Word agree! I had never doubted that declared genuine conscientious objectors were a brave lot in facing a wartime society's daily daggers of criticism. But would a life of devotion and compassion, dedicated to community service, however noble, help in any way to eventually crush the ambitions of Hitler and the monstrous killings by his legions?

What undoubtedly tipped the scale in my deciding to join up was the news of ever mounting casualties among former students and other friends. Initially, I served for several months in the civilian-managed Commonwealth Air Training Plan, and after a few months enlisted in the RCAF,
eventually graduating as a navigator. For my parents, the thought of my joining the fighting forces was a very sad experience; I knew their thoughts and well wishes would always accompany me.

Following training in Western Canada and in Northern Britain, we collected as a crew, four Canucks and three Brits. It was fortunate that we were posted to Waterbeach, a permanent RAF base in bomber command in East Anglia -- a half-hour bicycle ride to historic Cambridge.

As was critically essential, our McDonald Lancaster crew developed strong cooperative bonds. The esprit de corps never faltered throughout the tour of thirty-five missions over enemy territory.

War is hell! Our crew survived, physically unscathed, thank God! And the less fortunate crews of our squadron -- Kathleen Raines' lines in "Heroes" expresses the bitter loss:

This war's dead heros, who has seen them?
They rise in smoke above the burning city,
Faint clouds, dissolving into sky.

And who sifting the Libyan sand can find
The tracery of a human hand,
The faint impression of an absent mind,
The fade-out of a soldier's day dream?

You'll know your love no more, nor his sweet kisses -
He's forgotten you, girl, and in the idle sun
In long green grass that the east wind caresses
The seed of man is ravished by the corn.

They are remembered, on duty and on leave, as young and venturesome, not infrequently plagued by a premonition of no return, and buoyed up at the thought of a bright future back home.

1946 - 1948

A cultural and academic peak in my post-war period was Columbia University. Since it was granted its charter as King's College by King George II, the University had achieved an enviable reputation, a member of the distinguished company of Harvard, Princeton and Yale. My subjects were rural sociology and adult education, both directly applicable in later years in continuing education at the University of British Columbia, and in a better understanding of rural societies in Asia and Africa.
New York City itself presented a rich array of interests. Favorite among them was attendance at the Metropolitan Opera (standing room was affordable). An event of note was the popular address by distinguished Thomas Mann, then resident in California, and whose works I had studied, as an extra course, under Professor von Gronicka. There was also the 1948 Presidential Election to follow, the media predicting certain victory for Tom Dewey over Harry Truman. Marta [wife-to-be] and I attended a political meeting that remains a vivid recollection. FDR's former Secretary of Agriculture, Henry Wallace, was running as the Third Party candidate. While waiting for Wallace to arrive at the large meeting hall in Harlem, the audience was led in a sing-song by none other than Paul Robeson. Then Wallace arrived; his entourage was led by Joe Louis.

It was also my good fortune to reside at International House, a spacious, attractive Rockefeller-gifted centre accommodating more than five hundred graduate students from around the world. The daily association with such a student body was in itself an education to be prized. One eagerly participated in the weekly rounds of international events, among them occasional discussions with United Nations delegates, concerts, film shows, and galas displaying extraordinary talents of House residents. Today the "Who's Who" of most countries can list prominent men and women who, over the past seventy years, were alumni of I-House, New York.

1948 - 1953

Shortly after my return to Winnipeg, Marta and I were married. A European "linguist" and later graduate of the Universidad de Chile, Marta lost no time in taking part in community activities. She taught Spanish at United College evening classes, became president of the Women’s Cooperative Guild and soon began her broadcasts on CBC International Service to Latin America. In the following year, we welcomed our first-born Melanie and later in 1953 a son, Robert.

Before leaving Columbia, I had accepted, from President Parker, the post of Director of Field Services for Manitoba Pool Elevators (MPE), the province-wide and expanding grain growers cooperative. Bill Parker’s outstanding career was at its peak, a friend from whom I would learn a great deal, and as well as from the Board and staff representing a broad range of economic and social interests. An impressive annual event was the MPE delegate convention with its exhibit of paintings, and performances in dances and ethnic choirs, held at the Royal Alexandra Hotel. Among the guest speakers were FAO Directors General Sir Hugh Boyd-Orr and Norris Dodd, and Harvard’s John K. Galbraith, who was at the
time writing speeches for Presidential candidate Adlai Stevenson.

My duties at MPE permitted time to follow up on two new urgent provincial developments; hospital construction and enlarged school administration units. I assisted the Ministry of Health with implementation of their comprehensive hospital plan, both in research and in its advocacy through community meetings and later presenting MPE grants for equipment to each Board of a new hospital. Equally significant was the promotion of a pressing need for expanded school units of administration, the greater goal, of course, being a considerably enriched curriculum. Having studied school reorganization over some years, I felt confident in addressing this concern and cooperated eagerly with other advocates. The political process seemed lethargic at times but eventually the larger unit was adopted.

During this five-year period (1945-53), I became involved increasingly in adult education associations; with the Director of Extension and other University faculties, on occasional CBC and private station broadcasts, in editorial writing, in many community endeavours, among them the U.N. Associations, UNICEF, and the Provincial Credit Society, et al. It was also a time of strengthening bonds with the CAAE through its director, E.A. (Ned) Corbett and his successor Roby Kidd. National CAAE conferences in those years were prominent occasions, attracting foremost figures in education and the media--Ferguson of the press, Coady of St. F.X., university presidents MacKenzie and James, and Shrum and Andrew of UBC, Cameron of Alberta, Brockington a celebrated broadcaster, Grierson of the NFB, et al. In these activities, the CAAE, through its national journal and its close association with Farm and CBC Forums, was strengthening the ties of adult education as a national movement and in supporting adult education as an emerging profession.

1953 - 1966

The post-war prairie years would be often recalled, both the MFA period and my field supervisory role in the extensive Wheat Pool operations. On my arrival at the University of British Columbia (UBC), President Norman (Larry) MacKenzie informed me that University Extension was a responsible position which held promise for considerable expansion and far greater responsibility. Undertaking such a position, as I gradually discovered, was for any director a colossal dare. Extension would first and foremost need to maintain close links with the faculties, and as their time and resources permitted, help in sharing the impressive resources of higher education with the professions and other alumni, and with an array of organizations -- from farms and
the market place to schools, cultural groups and social services. One soon found that the only stability in any academic field was the exciting and unflagging pursuit of the fleeting boundaries of knowledge.

Many former activities in Manitoba now appeared as a prologue to more extended programs in B.C. An example: my lively interest and earlier participation in music and other arts seemed less significant in scope when compared with our association with world famous performing and teaching artists in all art fields at the rousing annual Vancouver International Festivals (VIF), held both downtown and on campus. One still hears former VIF patrons recalling, with a light in their eyes, "What a rich legacy the Festival left us!"

Recalling those UBC years, I found the relationship with faculties cooperative and often enthusiastic, and the administration always understanding and generously supportive. The Extension staff was an exceptional group with a special encomium to my stalwart deputy, Gordon Selman. Hence, it was to be expected that UBC opened the way for a marked expansion in continuing education, by 1966 serving in excess of 20,000 enrollees in all. While the development of a much broader extra-mural program, and the potential use of the media were still in the future, the Annual Report of that year (1966) noted that almost all academic schools and faculties were conducting their continuing education programs through the Extension Department.

As these programs expanded in the province, our staff explored new cooperative endeavors in Canada, the United States, and to some extent in Europe and Asia. The 'fifties and 'sixties' were surely a peak period for continuing education, and personally, for the growth and happiness of the Friesen family in Vancouver.

1964 - 1965

The adult education project initiated in India by our Department in 1964 had, for me, a much earlier start. A long list of international experiences included World War II, my broadcasts on CBC International from U.N. sessions in Chile, associations with universities abroad, meeting delegates from many countries at UNESCO meetings in Montreal and Paris, and that memorable four-month study-tour to Africa, India and the Far East.

Memories of India: our affluence in the face of their poverty, our relatively recent Renaissance and India's rich cultural heritage over the millennia. More than once we met with greatness in India. In the cool and quiet chambers of the distinguished Vice-President, Dr. Radhakrishnan opened
doors to an understanding of Hinduism and to 'the mystery and immensity of human existence.' In Prime Minister Nehru, Canadians would find a charming host, his calm belying his constant concern for half-a-billion people.

In Rajasthan’s Vice-Chancellor Mehta, the Canadian team were associating with a one-time close disciple of Gandhi, a Chief State Minister, an ambassador to several European countries and a long-time president of the Indian Adult Education Association. Hence it was our good fortune, in the very first year, to assist Dr. Mehta in organizing three national adult education conferences attended by many of India’s Vice-Chancellors. To his credit Dr. Mehta thus arranged for a maximum sharing of East and West ideas -- activities which was the objective of the aid project. Also in the initial year the UBC advisers, supported by a Rajasthan research team, conducted a state-wide survey of expressed needs in adult education.

Unusual incidents were numerous during these activities in out-of-the-way places, with its unfamiliar food, at one time restricting oneself to a single diet of bananas; on occasion sleeping virtually in the open and in the morning being informed that, under my charpoy (cot) the sand curves suggested some crawling creature’s visit; a Maharaja’s guest on his wild duck-shoot, replete with entourage of palace servants; the warm hospitality in Delhi of the Micheners at the Canadian residence. Marta, adapting readily, felt at home in Indian apparel and with Indian food and revelled in the discovery, in Indian villages, of Rajasthan’s lively art forms. She also assisted in the founding of the University Women’s Club of Jaipur.

In meeting up with a great variety of people and conditions and glimpses of India’s heritage, I am sure our Canadian teams benefitted far more than they could have ever contributed.

1965 - 1966

On returning to Vancouver, I met up with several formidable problems. UBC President, Dr. John B. Macdonald, who succeeded Extension enthusiast Larry MacKenzie, had earlier announced (October, 1963) a reduction in the Extension grant. He also co-opted my stalwart associate, Gordon Selman, as his Executive Assistant (Gordon later returned to succeed me as Director). We admittedly lost some ground, but with the timely, competent efforts of colleagues Blaney, Matthews, Buttedahl et al, on the safe prediction that the proposed programs would yield a satisfactory return, the Department on the advice of the faculties and professional bodies concerned managed to appoint three more supervisors, for legal education, the sciences and engineering.
A second challenge was the defeat in Senate, mainly by a vote of one faculty, Commerce and Business Administration, of a well-researched policy and plan for a future, thoroughly integrated faculties/Extension structure.

Resigning from my position at UBC after many rewarding years was a soul-searching decision. Perhaps, it was time for a change and there was a first-rate staff to carry on. The collection of tapes and letters from near and far, and the farewell parties by a staff I loved, these mementos and events have remained an enduring treasure.

1966-1982

In the Summer of '66, I received an invitation to join the Population Council of New York, as a resident adviser based in Turkey. During several weeks of my vacation I visited that country where my invaluable guide and later colleague there was Dr. Lewis Anderson, former Medical Health Officer for North Vancouver. Turkey, it was to be! We enrolled the children in the Cambridge School of Weston (near Boston) and took off to Ankara.

Disturbing evidence of the world's population explosion (that second threatening bomb) I had observed many times in India and Africa. Since the early 1900s, fearless men and women had braved public opinion by advocating and later initiating consultative and contraceptive services in family planning. A roll of honor of these pioneers would include, to name a few: Jawaharlal Nehru, Lady Rama Rau, Julian Huxley, H.G. Wells, Sinclair Lewis, Mrs. Thomas Hepburn (Catherine's mother), Mrs. Shidzue Kato, Dr. Abraham Stone, the Cadburys and the indefatigable Margaret Sanger.

The Population Council, founded by Mr. John D. Rockefeller, years before governments and the U.N. joined the cause, was responding to requests from developing countries to send research teams and provide post-graduate fellowships for study abroad. In addition to medical research, studies were launched in mother-and-child-health, demography, social sciences, communication and education. Among assisting agencies, the foremost was the pioneer International Planned Parenthood Federation with its national members and services in most countries. Both the Federation and later the United Nations Population Division, along with Canada, and other aid-giving governments, made substantial annual contributions for family planning to disadvantaged countries.

My services were in adult education, communication and rural sociology, with a thorough induction, over the years, into research in health and contraceptive technology. I shall spare the reader a detailed account of my collaborative work with universities and ministries abroad as that might fill a volume or two.
Briefly, I spent two years in Turkey, followed by nearly five years in Iran as Representative of the Population Council. In 1973, I was asked to join the field operations of the International Development Research Centre (IDRC), in Asia. This research organization was founded in 1970 by retired Prime Minister Lester Pearson in consultation with Maurice Strong who headed the Canadian International Development Agency (CIDA), David Hopper who later became the first Director of IDRC, and other colleagues of Pearson’s in Ottawa. An important innovation was the provision that half of IDRC’s Board of Directors be selected from Third World countries. An additional major departure from many other aid agencies was IDRC’s committed policy to help the developing world grow its own crop of researchers in agriculture, health and population planning, communications and social and educational fields. Among aid agencies in research, IDRC ranks high.

My first duty at IDRC was to help organize the Asia Regional Office in Singapore, headed by an Asian. In my three years in the Far East, I found progress on the population front often encouraging; field research in South Korea, Hong Kong, China and Singapore indicated a gradual drop in family size matching that in western countries. However, densely populated India, Thailand, Indonesia and the Philippines continued to show critically high rates of population increase—over 2%. One soon learns that the basis for a successful national family planning program calls for a determined political will, an effective organization of trained government and volunteer staffs from the grass roots up and the assurance of a generous response from the developed countries, when requested, for family planning expertise and contraceptive supplies.

In 1976 I was posted to Nairobi to face the African population scenario that is all too often an alarming one. Surveys would frequently indicate women’s expressed desire to have four or more children, this in a generation of lower infant mortality. As the media have revealed to the world, abnormal population increase anywhere, aggravated by poverty and recent famines, can spell disaster beyond belief.

After retirement in 1978, I was persuaded to take on two more assignments. One was the Middle East Office of IDRC in Cairo which required reorganization. At one stage during the year I was myself the director of both the Middle East and East Africa Regions. Among the difficulties encountered was the case of the unresponsive telephone—no single phone call all year—and this handicap in a suburb office located miles from central Cairo. The city, hopelessly overcrowded, also presented long delays in transportation. Those were among some darker experiences. However, as a
country with its huge store of historic treasures, Egypt offered many compensations.

The second undertaking was to head a team of consultants who were to evaluate the program of the International Planned Parenthood Federation, based in London. The project was funded by CIDA. My associates were two Canadian health experts--Nancy Garrett and James Chauvin and indispensable IPPF advisors on request. Ours was an ambitious task as IPPF had a long history of world wide service. At headquarters, we reviewed the program activities and results of more recent years, and decided to visit and look more closely into the program of four selected countries: Sri Lanka, Peru, Madagascar and Ethiopia. A very knowledgeable adviser was Mr. Bong Soo Kang, a trustee of South Korea’s model family planning program. In commenting on the consultants’ Report, CIDA stated the study had been a rewarding project, employing an unusual evaluation process in subjecting the Federation to examination by outside consultants in a participatory and collaborative manner.

What have I learned from my fifteen years in the Third World? A great deal! The period of the ’seventies had witnessed a growing concern of a weakening environment, of malnutrition and new incurable diseases, increasing arms trade and nuclear weapons, large scale disasters and unemployment--all factors affecting the developing countries in particular. Tackling such formidable setbacks in isolation is hardly the solution. The central problem is surely the frightening increase in the world’s population, with woefully inadequate resources to sustain it. In the past, much of our foreign aid has aimed at relief, when in fact, the imperative goal should be prevention. On my Asian travels I occasionally met an older man wise in experience. He gauged progress and defeat in macrocosm. I owe my conviction to the belief he expressed in his riveting comment:

_Whatever your cause, it’s a lost cause unless population planning is a success._
APPENDIX NO. 3

CHRONOLOGY OF JOHN K. PRIESEN

1912 Born in Altona, a small town in southern Manitoba, mainly a Mennonite community. Father church elder, businessman and broad-minded citizen. Skipped a grade at school.

1923-26 The arrival of waves of Mennonite refugees from revolution-torn Russia. Basic instruction in violin and piano. Keen on sports, especially tennis.

1927-29 Grade 11 and 12 at the residential Mennonite Collegiate Institute (MCI) in nearby Gretna.

1929-30 Attended the Provincial Normal School in Winnipeg. Awarded a medal for writing a one-act play. Class valedictorian.

A slow drift in church denominational persuasion to the United Church.

1930-35 Principal, Haskett School, 25 miles west of Altona. Taught Grades 7 to 11 (all subjects). Some of students older than him. By term end, eagerly looked forward to University of Manitoba Summer School.

1935-36 Late night's study by correspondence in Haskett, and attending a few summer schools, earned the Bachelor of Arts degree in Sociology and History from University of Manitoba. After five years at Haskett, took a position with old school at Gretna, the MCI.

1936-40 A year at Hargrave as principal (in western Manitoba) preparatory to beginning a three-year term at the much larger Virden Collegiate. Led the United Church Choir and operettas. Secretary of the Rural Youth Training School (Western Manitoba Region)

1938 Took out CAAE membership. Elected representative and then president of the United Church's Young People's Union for Brandon Presbytery.

1939 Elected President of the Manitoba Conference Young People's Union (YPU) chaired for two years.

1940 During the last months in Virden, helped organize Credit Union study group; a charter member of the Credit Union.
1940 to 1942 Appointed Director of Adult Education for the Manitoba Federation of Agriculture (MFA). A summer's visit with Father Coady and colleagues at St. Francis Xavier University (St. FX) in Antigonish, Nova Scotia. At peak organized 400 MFA study-groups in Manitoba in one year.

1941 Appointed Manitoba Secretary of CBC Farm Radio Forum cooperating with MFA.

1942-45 Many friends and YPU stalwarts had enlisted in the armed forces. Joined the air force services, first five months as a basic navigation instructor at Virden's Elementary Flying Training School, then with RCAF in England. Flew Lancaster Bombers, 35 trips over enemy territory. Officer, awarded Distinguished Flying Cross.

1945-46 CEO at the Manitoba Federation of Agriculture and Cooperation, Manitoba Pool Elevators. Assisted Premier Garson in drafting terms of Manitoba Royal Commission on Adult Education.

1946 June. Attended Columbia University, New York City residing at International House with 525 graduate students from around the world.

1947 Summer. Field research in rural Ohio, on Neighborhood Councils of the Ohio Farm Bureau. Granted Master's Degree.

1947 November. At International House met Marta Korach of Chile, wife-to-be.


1948-53 Director of Field Services, of the Manitoba Pool Elevators. Mentor, Bill Parker, President. In addition to main duties with field operations, also devoted increasing time in: 1) helping to get out the local vote on provincial hospital construction plan; and 2) promoting the larger school unit; and 3) participating in the UN Association and other provincial organizations as well as in the CAAE.

1949 Offered Director of Extension post by President, University of Manitoba, but much involved in MPE activities at the time. Suggested Professor Stuart Tweedie of Alberta, who was appointed.

July 20. Daughter Melanie was born.
<table>
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<tr>
<th>Year</th>
<th>Event</th>
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<tr>
<td>1949</td>
<td>Chairman of Joint Manitoba brief to Massey Commission on the Arts, Letters and Sciences.</td>
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<td>1949 - 1950</td>
<td>Chairman of UNICEF Manitoba</td>
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<td>1950</td>
<td>Vice President, United Nations Association (Manitoba)</td>
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<td></td>
<td>Board Member, Manitoba Cooperative Credit Society (the bank of the credit unions)</td>
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<td>Wrote frequent articles in the <em>Manitoba Cooperator</em> and broadcasts over Radio Station CKY, 1948 - 1953</td>
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<td>1952</td>
<td>Awarded Leadership Scroll from Credit Unions North America (CUNA) with which Canadian credit unions were associated through insurance services.</td>
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<td>1953</td>
<td>April 12. Son Robert born</td>
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<td></td>
<td>Farewell to the Friesens from the Premier and other of government, Manitoba Pool Elevators, the University, media and many cooperatives and community organizations</td>
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<td>August. Arrived in Vancouver: Director of Extension Department, University of British Columbia, succeeding Dr. Gordon Shrum</td>
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<td>1953-58</td>
<td>Honorary Lecturer, Dept. of Sociology, UBC</td>
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<tr>
<td>1953-60</td>
<td>Trustee, VANCITY Savings Credit Union</td>
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<tr>
<td>1954</td>
<td>July - August. On U.S./Canada team at European seminars in cooperation with adult educators in Scandinavia, UK, Austria, Switzerland and Italy: funded by the Carnegie Foundation of N.Y.</td>
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<td></td>
<td>August. President MacKenzie emphasized importance of the Extension Department on its fine work (Senate Minutes, August 27, 1954:2079)</td>
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<td>1954</td>
<td>September. Gordon R. Selman returns to Vancouver from Ottawa and appointed to Extension Dept. Over subsequent years was frequently Acting Director.</td>
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<td>1954</td>
<td>September. First dinner meeting of adult educators from the Vancouver School Board, the Community Programmes Branch of the Dept. of Education, and Extension Departments of UBC and Victoria College. Regular conferences would be held beginning Dec. 1954 until 1962, to become future B.C. Division of CAAE.</td>
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1956  
Summer. Extension Dept. cooperated with Faculty of Education offering first graduate course in adult education with Roby Kidd, instructor.

1956-62  
Board Member, Vancouver International Festival (VIF). Festival began in 1958 headed by former UBC Summer School Director of Music, Nicholas Goldschmidt.

1957  
February 13. Master of Arts in Adult Education degree approved by UBC Senate.

1957  
Summer. Alan Thomas instructs second graduate course in adult education.

Alan Thomas launches Communications Program in Extension with a grant from the private broadcasters.

Accompanied prominent U.S. Cooperative official and former popular Congressman Jerry Voorhis to anniversary meetings in Prince Rupert of various fishermen’s cooperatives.

September. Three-year grant from the Fund for Adult Education to set up Study-Discussion Programme in Liberal Arts, Living Room Learning organized by Knute Buttedahl.

Engaged Bert Curtis, Supervisor Short Courses & Conferences.


1958  
February 12. UBC Senate motion carried to issue letter of commendation to be sent to the Director of Extension Report of the Department of University Extension, 1956 - 1957.

March 4. Eleanor Roosevelt honored guest at opening of UBC International House (financed by Rotary and Zonta Clubs)

President, International House Association

April 1-2. Conference on "B.C. Indian Studies Business Opportunities" (50 attended)

1958-59  
Dr. Wilbur Hallenbeck of Columbia University, first full-time (visiting) professor in adult education.

1958-59  
Dorothy Somerset established the Theatre Department in the Faculty of Arts.
1958-59
May 29-31. Leadership Conference, Fund for Adult Education (40 attended)

Dr. M.M. Coady invited to address Prince Rupert Fishermen's Cooperative/credit union 25th Anniversary, but he died some weeks prior to the event.

Residential Dominion-Provincial Youth Training Program, launched in the '30s, discontinued by the federal and provincial governments.

1959
"The mid-point of my UBC period was a time when life seemed at its best. Life was exhilarating and no end to challenges." (Friesen, Interview, 1992)

1959-61
Board Member, Men's Canadian Club of Vancouver

1960
Five year grant from the Ford Foundaition Fund for Adult Education to continue Living Room Learning and to experiment with effective programs in humanities, fine arts, and social sciences.

Extensive programs in humanities directed by Lillian Zimmerman, including special events at VI Festival.

1960
June 1-3. Second Conference on Aging (110 attended).

1960
August. Delegate to Second UNESCO World Conference on Adult Education, Montreal.

1961
September. Dr. Coolie Verner appointed head of graduate program in adult education in the Faculty of Education.

1961
Alan Thomas departs UBC to succeed Roby Kidd as Director of the CAAE; remained Director until 1969.

1961
September. Delegate to the founding International Congress on Continuing University Education, held in Sagamore, New York.

1961
October 25. A Symposium on Continuing Education in the Professions.

1961
November. UBC Extension Dept. celebrates its 25th Anniversary (1936-61). Present were Directors: Robert England (1936-37); Gordon Shrêm (1937-53); and John Friesen (1953 -1966).

Board Member, University Club of Vancouver until '62.
1962

January 2 - 10. On U.S./Canada team to All-Africa Conference on University Extension, held at the University of Ghana at Legon, Accra. Funded by the Carnegie Foundation of New York.

January 14 - 29. Visits in Africa for discussions with adult educators in Nigeria, Southern Rhodesia (later Zimbabwe), Tanganyika (later Tanzania), Kenya, Ethiopia & Egypt.

February - April. Fellow on UNESCO East-West Project titled "Mutual Appreciation of Eastern and Western Cultural Values".

1962

January 31- March 16. India, including initial discussions in Jaipur with Vice-Chancellor Mohan S. Mehta and the State's Chief Minister about proposal for a UBC/Rajasthan University Project in Adult Education. Also met Prime Minister Nehru who heartily endorsed the Rajasthan project, and Vice-President and eminent Indian philosopher Dr. S. Radhakrishnan.

March 17 - 31. Bangkok, Kuala Lumpur, Singapore

April 1 - 27. Japan. Two prized memberships (and continuing for next 30 years) in the India International Centre in Delhi and the International House of Japan, Tokyo.

Report on Foregoing Asian Study Tours Submitted to UNESCO

1962

May. B.C. Division of C.A.A.E. formed. Bert Wales was founding president, followed by Gordon Selman 1964-65.

June 4 - 6. Ninth Annual Meeting of Canadian Association of Directors of Extension and Summer School (CADESS), Dundas, Ontario. Elected Chairman.

July - June 1963. President, CADESS. (now called Canadian Association of University Continuing Education CAUCE)

October. With UBC President MacKenzie attended the University Council meeting of Presidents and Extension Directors on "Education for Public Responsibility.", at University of Oklahoma (funded by the Ford Foundation's Fund for Adult Education).
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1963</td>
<td>Marjorie Smith, Supervisor, Indian Leadership Development Project. June 2 - 5. Tenth Annual Meeting of CADESS, Laval University, Quebec. Theme: What Kind of Society is the University Creating?</td>
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<tr>
<td>1963</td>
<td>October 3. Correspondence from President Macdonald to Friesen on change in university policy regarding Extension.</td>
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<tr>
<td>1964</td>
<td>July. Member of First Convocation at Simon Fraser University.</td>
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1966

September. Appointed Extension supervisors in Law, Sciences and Engineering. Department’s total supervisory program and services staff now numbered 23 in addition to secretaries and assistants.

September. Rajasthan University’s Vice-Chancellor Mohan Mehta, Meena Dandiya of Adult Education, and Registrar L.R. Shah visit UBC.

Life member, Indian Adult Education Association, Delhi and Member, Indian Universities’ Association for Continuing Education.

November/December. Final visit to India on UBC/Rajasthan Project. Briefed Knute Buttedahl on transferring the director’s role to him.

John K. Friesen resigns as Director of Extension.

Mementos and cordial farewells from staff and many friends at home and abroad.


1967

Former Associate Director, Gordon Selman was appointed Extension Director. [In 1991, the position of Director upgraded to Associate Vice-President, Continuing Education; appointee Dr. Walter Uegama]

1968

Consultant to production team of Turkish family planning film "Elif’s Sorrow" awarded first prize at the Tehran International Film Festival.

November. Representative in Iran of the Population Council, resident in Tehran.

1969


November. Adviser on first Inter-ministerial Conference on Adult Education in Turkey, Ankara.

1971

Member of CIDA Mission to India with John Grierson, former Director of Canada’s National Film Board.

October. Co-author of "Profile of Iran" a research survey in demography, cultural patterns, government policies respecting family planning, UN and other cooperating agencies.

1976-78 Senior Adviser, Population and Health Sciences, IDRC East Africa Region. Resident in Nairobi.

1979-80 Directed reorganization of IDRC Middle East staff and office, based in Cairo. Also, coordinated the Survey of the National Human Resources Program in Egypt, 1970-1980, offered and financed by IDRC over the decade.

1980 John & Marta Friesen again residents of Vancouver May. Honorary Life Member, Pacific Association for Continuing Education (PACE).

1981-85 Board Member, Canada-India Village Aid Society.

1981 November. A founding and Lifetime Member, Dr. Sun Yat-Sen Garden Society, Vancouver and Soong Ching Ling Child Fund, Beijing, China.

1982 Addresses in Vancouver on the world population explosion to: The Canadian Institute of International Affairs, Brock House assembly, UBC Forestry class, etc.

April - October. Chairman, Consultant group on CIDA-funded program appraisal of the London based International Planned Parenthood Federation (IPPF); respecting world wide activities, and soliciting opinions from related international agencies. Consultant visits to survey family planning programs in Madagascar, Ethiopia, Sri Lanka and Peru.

Trustee of the Pacific Association for Continuing Education (PACE) Bursary Fund (1982 to date).

1985 Honorary L.L.D. from Simon Fraser University (SFU). SFU established the Annual John K. Friesen Lectures in Gerontology.

Credit Union Pioneer Award by the B.C. Credit Unions

1989 Board Member, Planned Parenthood Association of B.C.

1990 June. 50th Anniversary of the now regional Virden & District Credit Union (A charter member in 1940).

1990-91 Chairman, Council of Patrons, UNICEF, B.C.
APPENDIX NO. 4

JOHN K. FRIESEN'S PUBLICATIONS,
TALKS, REVIEWS OR CONSULTATION

1940
Why Organize? Co-operation, Credit Unions,
Wheat Studies, Homemaking, Foods and Health
Public Speaking. Co-authors H. Watson, J.W. Ward,
John K. Friesen, F.W. Ransom. Study pamphlets
prepared under direction of a Study Group
Committee appointed by Premier of Manitoba.
Manitoba Federation of Agriculture.

1945
Rural Health Centers
Dept. of Agriculture, Winnipeg

1945 to 1955
Frequent Contributor to "Manitoba Cooperator"
Book reviews for "The Canadian Forum"

1946 to 1947
 Contributor to "Film Forum Review"
Teachers College, Columbia University

1948
Feb. "Ohio’s Advisory Councils and Adult
Education" (pp. 16-20, 36) Food for Thought, CAAE

Talk. May 15. "Cooperatives and the Family
Farm: Report on a Survey of a Manitoba
Community." Rural Life Seminar, Columbia
University.

Talks. July 7-8. "The Community We Want to Live
In" and "Achieving Community Goals in a Dynamic
Community". Talks at Community Life Conference
and Camp, Dept. of Extension, University of
Alberta & District Community Organizations.

Talks. Sept. Psychology of Leadership: Why Adult
Education? How do Adults Learn? Leadership
for what? Who is a good Leader? To the
Catholic Seminar, St. Mary’s Academy,
Winnipeg, Manitoba.

The Role of Ohio’s Advisory Councils in
Rural Adult Education. (unpublished doctoral

Speaker at Greater Winnipeg District Credit Union
Federation, First Annual Credit Union Day &
APPENDIX NO. 4: - CONT.

1948

Centennial Celebration. Honored guests were Lt. Governor & Mrs. McWilliams and Winnipeg's Mayor Garnet Coulter.

Oct. "Folk Schools Take Root in Manitoba", (pp. 9-12) Food for Thought CAAE

1949

March. "Teaching About Cooperatives: A Survey of Canadian Schools, Colleges, Universities, and Teacher-Training Institutions". The Research Committee Co-operative Union of Canada: J. K. Friesen (Chairman), A. S. Laidlaw, Dr. J. C. Murphy, Miss Betty Orr, E. F. Scharf.


1950

Nursing Services in Manitoba (co-author Sec'y Lillian Pettigrew) Manitoba Health Survey.


Nov. "The Wheat Pools also Educate" Food for Thought CAAE

1951

Jan. 23 The Larger Unit of School Administration. Manitoba School Trustees Annual Convention.

1951


1952


1952


Talk. Dec. 9 *Food and Freedom*. Address to Winnipeg Kiwanis Club.


March._"Folk Schools in Canada". Co-authors John K. Friesen & John M. Parsey. *The School Review*. (pp. 141 - 150)

Talk. Mar.30. #4 in a Series of Radio Talks - CKRC, 8:00 PM United Nations Association, Winnipeg Branch.

Film. Consultant in production of film *Episode in Valleydale*. (award winning)


Autumn. "Trends in European Adult Education" *Adult Education*, U.S.A.

1954 Film. Consultant in production of film *People with a Purpose*. (award winning)

1955 Mar. "Europe Looks to Adult Education" *Food for Thought* CAAE


1956

April. "Education Unlimited". UBC Reports.


1957

March. "Labour Education and the Universities". Food for Thought


Talk. May 7. The Challenge of the Changing Community: Changes in Educational and Cultural Areas. 35th Annual Conference, Association of the Junior Leagues of America, San Diego, California


1958


Mar. 18 "Through Extension Dept.: UBC Graduates Seek Further Education." UBYyssey


1960

Addressed Canadian Clubs in the region in Okanagan and eastern B.C. centres (separate series of talks by Marta Friesen).

1960


Feb. "The Scope of Activities Proper to a University Department of Extension". Presented to Meeting of the Canadian Association of Directors of Extension and Summer School held at the University of Saskatchewan on June 11th and 12th, 1959. No. 6, Occasional Papers on Adult Education, UBC, Feb. 1960
1960


1961


Talk. Dec. The Organization of Adult Education. Presented to the New Year School at the University of Ghana, Accra, Ghana.

1962
Report to UNESCO. Three month study tour East-West Cultural Project.


Autumn. "Enough Challenge to Last a Lifetime". Alumni Chronicle, University of B.C.

1963

1963
1963
Talk. June 3. President's Address to the Tenth Annual Meeting Canadian Association of Directors of Extension and Summer School, held at Laval University, June 2 - 5.


1964
Talk. Feb. To These Tasks... In Proceeding of the 7th Annual Seminar, Leadership in University Adult Education. Kellogg Center. Michigan State University, Lansing, Michigan.


1964
Oct. The Indo-Canadian (A Quarterly Magazine) Richmond, B.C. "Partners for Progress" pp. 3-5


1965

April, 7 - 11. Professional Adult Education as a Discipline. Camp Conference on Adult Education. Held at Mount Abu, Rajasthan, India. Report. Sponsored by the Indian Adult Education Association and the University of Rajasthan.

1965
Talk. Aug. 17. Changing Face of India. Vancouver Lions Club. Also spoke to Mt. Pleasant Lions Club on Sept. 16; and in October.

1966
1966


1968

Fall. "Turkey’s Battle of the Birth Rate". University of B.C. Alumni Chronicle.

1969

Film. Consultant in production of Turkish film Elif’s Sorrow. Won prize at Tehran’s International Film Festival of Educational Films. Directed by Ugur Tuncer, production assistance Lewis Anderson and John K. Friesen. First family planning film to be made in Turkey.

1968 - 1972
Numerous reports and publications of the Population and Family Planning Division, Ministry of Health, Tehran including:

* Edited Iran Family Planning Bulletin (English quarterly)


1970


APPENDIX 5: QUESTIONS TO JOHN K. FRIESEN

INTERVIEWS on October 1, 2, 7, 9, and 10, 1991

1) Why is adult education important to you?

2) From reading your resume, it appears that after 10 years teaching in high school you became captivated by the field of adult education and after serving in WWII you returned to pursue this interest throughout your life. Do you recall how and why this field caught your interest?

3) Is it correct to think of your adult education career as falling into three stages?

   a) Cooperative Movement in Prairies

      What were the dynamics in this movement when you first entered the field and what was it like when you moved to UBC?

   b) Director of Extension UBC (1953 - 1966)

      What was the state of the Extension Department when you joined in 1953?

      How much did it grow; and did it become more complex?

      Are you pleased with how it is going today?

   c) International Work in Adult Education

      Did your work stem from the Carnegie Foundation or was it something you decided philosophically to pursue?

4) I noticed you were teaching high school (1930 - 1940) and got your B.A. from University of Manitoba in 1936. Did you attend university full-time during this period?

5) Did your interest in rural education come from your own background or result from your academic studies?

6) Can you identify the major influences in your life that contributed to your adult education career path?

7) Could you please describe the situation you faced at the outset of your adult education career at each of the three stages in furthering your objectives?
APPENDIX 5: - cont.

a) Cooperative Movement in Prairies
b) Director of Extension UBC
c) International Work

8) What were the obstacles/challenges that you had to overcome at each of these three stages?

9) What support and opposition did you have in seeking to create change?

10) Who were (are) some of your allies?...your opponents?

11) How do you see government and senior government officials in this context?

12) What do you see as the special role of the adult educator in today’s world?

13) Do you see this as an expanding field and do the greatest opportunities lie here in Canada or abroad?

14) Were there lessons to be drawn from abroad and did these provide an important part of your concept and motivation to achieve change?

15) What literature, institutions or associations you saw, or subsequently discovered as being key to the development of your own objectives?

16) What do you consider as your philosophy of adult education; has it changed over time?

17) Who were your mentors and what specifically about their teachings and/or writings helped create that philosophy?

18) Are there scholars in other disciplines who have influenced your philosophy; if so who?

19) What methodologies have you derived from your philosophy and which have you found most valuable in practice?

INTERVIEW QUESTIONS FOR OCTOBER 18, 1991

20) How would you answer those critics who say there is no such thing as Adult Education - or would you agree with them?

21) What do you see as the special role of the adult educator in today's world? How has this differed from the past?
22) How would you identify your guiding ideas?

23) What do you see as your commitments over time?

24) How would you describe your fundamental beliefs that guided your actions?

25) What do you consider as your philosophy of Adult Education; has it changed over time?

INTERVIEW QUESTIONS ON October 25, 1991
while Director of Extension at UBC (1953 - 1966)

26) How would you have described the mission statement for the Extension Department in 1953 prior to your arrival?

27) In 1966, would the mission statement for the Extension Department have remained the same as on your arrival in 1953; or how did it differ and did the change happen immediately or over a period of time?

28) Would you describe in some detail the nature of the support President MacKenzie gave you?

29) How did other faculty members react to his support?

30) How did this support change with the arrival of President Macdonald in 1962?

31) How did the faculty members in other departments and the administration react to the cuts President Macdonald made in budgets?

32) How did your department go about finding what the community's needs were? Who defined these needs? Did your department respond with offering certain kinds of programs? What were they?

33) What do you consider as your most significant policies which altered the outcomes of the Extension Department; did these policies alter programs only?

34) What do you consider as the University's most significant policies that influenced the leadership you gave the Extension Department? (Are there stages?)

35) What transpired at the end of your term when you moved on to international work? How did you feel about the Extension department's future? Did you think the essential foundations you laid were still in place? Did you think your colleagues would be able to build on all that you had achieved?
36) How would you describe your leadership style with colleagues and staff; also, within the community?

37) How would you describe your leadership style in programming in the fine arts, etc?

38) Do you consider the Vancouver International Arts Festival as one of the major accomplishments of the Extension Department? What happened to it? What replaced it? What are other major accomplishments?

39) Please describe your vision for continuing professional education adult education?

40) What steps had you taken to meet this increased professionalism?

41) Gordon Selman refers to your arrival as Director of Extension resulting in "striking changes to the direction of the Extension Department --first full-time Director; amount and kind of program development and to the nature of the supervision of the staff; your advanced training and that you saw career expectations in the field of adult education. He goes on to say you had a different point of view with respect to the kind of staff members you wanted (to be more administrators rather than teachers) and the methodology of the field, and a greater interest than Dr. Shrum in the study of adult education as a field of knowledge. Could you expand in some detail on the above "striking changes" and add any other important factors that may have been omitted?

42) Who founded the British Columbia Adult Education Council in 1954? What was to be accomplished by this body through its semi-annual conferences?

43) What contributions did you make to the Canadian Association for Adult Education?

44) Can you admit to any changes you would have liked to made while you were Director of Extension?

45) How would you describe your job satisfaction as Director?

46) In the recorded Farewell addresses to you in 1966, reference was made to the "Friesen Magic." How would you describe this magic?
INTERVIEW QUESTIONS for January 23, 1992

47) How would you describe your "game plan" as Director of Extension?

48) Who were the persons and/or organizations you sought out and made contact with and for what purposes: To inform, to convince, to associate, etc.?

49) Would you have considered your job a sales mission?

50) How did you execute this plan? What were the messages you wanted to give?

INTERVIEW QUESTIONS for February 4, 1992

51) How did you see the University's role in providing lifelong education while you were Director of Extension?

52) Do you see any changes in the University of B.C. fulfilling that service now?

53) In your itemization of nine most significant policies of the Extension Department at UBC under your leadership, I make reference to Gordon Selman's thesis in which he reported that your...

"view of the University's role in adult education coincided very largely with the expressed in a UNESCO volume on Universities in Adult Education which had appeared the year before he came to the University of British Columbia and which he accepted as a useful guide to the Department's work. In the introduction to that book, Dr. Cyril Houle of the University of Chicago suggested five rules for universities with respect to their role in the field." (p. 165)

The universities should restrict themselves to complex subject matters....

The universities should be pioneers. They should be daring in experiment, willing to attempt the pilot study, the first survey, the initial course....

The universities should train leaders ... This kind of service is the historic task of the university and if it ever fails, by allowing a separation of knowledge and ability to occur, the consequences may be expected to be grievous ....
APPENDIX 5: - cont.

The universities should collaborate with the many other agencies in society which provide adult education ....

Finally, the universities should master adult education as a field of knowledge." (Selman, 1963:265/6)

Q: Would you comment on Houle's item:

The universities should be pioneers. They should be daring in experiment, willing to attempt the pilot study, the first survey, the initial course....?

INTERVIEW QUESTIONS OF MARCH 19, 1992

(Not responded to as of August, 1992)

Concerning "A Revised Organization of Continuing Education at the University of British Columbia" submitted by the Department of University Extension on March 1, 1966.

54) What were the circumstances under which you were motivated to submit this plan?

55) Had you previously discussed these proposals with faculty members, and other "powers-that-be", prior to your submission of this document on March 1, 1966?

56) A revision of "A Revised Organization of Continuing Education at the University of British Columbia" was submitted on April 25, 1966, along with your letter dated April 28, 1966 stating, "...I have made the changes you (Dr. David C. Murdoch, Dept of Math.) suggested in our submission of March 1st..."; do you recall what these suggestions were from Dr. Murdoch?

57) It appears from the Senate Minutes that the proposal was sent to the faculties for comment and also referred to the "New Programmes Committee". No action appears to have been taken. Gordon Selman wrote January 23, 1968 (almost three years later, as the new Director of Continuing Education with no result).

58) What are your observations about this non-action?
APPENDIX 6: QUESTIONS FOR GORDON R. SELMAN

Interview on January 16, 1992

PERSONAL

1) What contributed to your decision to join UBC Extension being a research officer in the Communications Branch, National Research Council in Ottawa?

2) How soon did you arrive at UBC after John K. Friesen's arrival?

3) What did you know of UBC's Extension Department and of John K. Friesen when you arrived?

4) What was your professional relationship to JKF? Under him, what responsibilities, job titles, etc. did you have?

J. K. FRIESEN'S BELIEFS

5) What do you see as the central ideas, beliefs and purposes which guided John K. Friesen's actions?

6) Was John K. Friesen conceptually innovative or did he primarily build on the theories, ideas or structure of others? If so, whose?

7) How do you now see John K. Friesen? What influences did he have on you both professionally and personally?

JOHN K. FRIESEN'S LEADERSHIP

8) To what extent/in what ways did John K. Friesen have influence over the spheres in which he worked and will these influences endure?

9) In discussing his career with me, John K. Friesen dwells on his upbringing, his experience in Manitoba and as a graduate student at Columbia as being key to his success at UBC. Do you see it that way, or were his personal qualities such as thinking, personality, determination, organization skills, perceptivity more important?
JOHN K. FRIESEN’S LEADERSHIP - CONT.

10) How would you describe John K. Friesen’s leadership style? Consider alternative styles such as:
   * Command
   * Personal Example
   * Consensus
   * Persuasion
   * Other

11) What is your opinion about JKF’s capabilities in perceiving and planning for future needs, requirements and opportunities?

PERFORMANCE

12) How would you describe the goals of the Extension Department in 1953 prior to John K. Friesen’s arrival?

13) In your Master’s Thesis dated October 8, 1963 on the history of the Extension and adult education services of the UBC you mentioned that John K. Friesen’s "...view of the University’s role in adult education coincided very largely with that expressed in a UNESCO volume on Universities in Adult Education which had appeared the year before he came to the University of British Columbia and which he accepted as a useful guide to the Department’s work." (p.265)

How much did the Extension Department change within John K. Friesen’s first year as a result of his initiative?

14) Did he simply adopt the ideas within this UNESCO volume or did he adapt/change the suggested approaches because of...

   ... His own ideas?
   ... His perception of the future?
   ... Canadian imperatives?
   ... B. C. imperatives?
PERFORMANCE - CONT.

15) In your thesis you commented that the arrival of John K. Friesen brought certain striking changes.
   a) First full-time Director
   b) Differences in the amount and kinds of program developed.
   c) Differences in the nature of supervision provide to his staff.
   d) His graduate training and experience
   e) JKF saw career expectations in the field of adult education.
   f) JKF had a different point of view with respect to the kind of staff members he wanted & the methodology of the field: the staff person less as a teacher and more as the program organizer & planner, with the University faculty member as a teacher.

These comments were made during his first two years in service. Would you please expand on these comments and give your observations on his entire 13 years service?

16) Do you think John K. Friesen had completed his intended mission at UBC? If not, why do you think he decided to change his career pattern?

17) Which of his programs/policies/structures did you find most valuable as his successor?

18) In your thesis you stated that John K. Friesen brought striking changes to the direction of the Extension Department. You mentioned that this was due to"...in part a response to the changing pattern of adult education services in the province." (p. 265) Do you think John K. Friesen’s success in building the Extension Department were largely the result of:

... Canadian or B.C. Governments independent decisions to increase funding in the area of continuing education?

... Policies and ideas JKF introduced and then persuaded governments to fund?
19) By 1966, did the goals of the Extension Department remain the same as 1953? If changed, how did they differ? Which changes happened immediately? Which over a period of time?

20) When John K. Friesen left UBC, apart from missing a loveable friend/leader, was there a "hole" in the Extension Department or did the structure and content and momentum he created remain intact?

21) If a "hole" was left, what was its nature? How did you seek to fill it?

22) When John K. Friesen left UBC, what sort of legacy did he leave? Was there a good structure in place? Was it necessary to make major changes/improvements in...

... direction?
... policies?
... programs?
... staff?
... organization?
... faculty?
... morale?

23) In your view, was John K. Friesen one of the giants of UBC? If so, why? If not, why not?

POLITICS

24) How do you rate John K. Friesen's skills in getting along with...

... students
... faculty
POLICTICS - CONT.

... Administration and President
... Senate and Chancellor
... Political leaders
... the media
... other

25) Did the budget cuts by President MacDonald seriously distress John K. Friesen?

How did he react/cope in your opinion; were the cuts a factor in his decision to leave UBC?

26) Did John K. Friesen find it easy to adapt to political and other leadership changes affecting his department at UBC?

27) How successful was John K. Friesen in pursuing his goals against changes imposed by his superiors?

28) How did John K. Friesen generally react towards impediments?

* create a change in his goals?

* seek to persuade others to remove the impediments?

* create a change in his own direction or approaches in order to pursue his original goals?

29) Did any impediments cause serious changes in JFK’s plans and policies for building the Extension Department?

If so, what were the most serious of such impediments?

30) Were any people or groups of people glad to see him go? If so, who were they and why?

Did he have enemies, detractors, rivals? If so, who were they and what did they do and did they prevail?
31) Was there any "undermining" taking place before JFK left, if so what was its nature and did it effect his decision to go?

32) I have read that Larry MacKenzie felt somewhat betrayed by his superiors when he left the University. Did any of this "rub off" onto John K. Friesen?

PROFESSIONALISM

33) Using your knowledge of the UBC faculty as a yardstick, how do you rate John K. Friesen scholastically and his capacity to teach?

34) At what point in the UBC Extension Department's history was the Graduate Adult Education program introduced?

Was John K. Friesen involved?

If so, what was his role and what were the roles of others?

35) In your view, what was John Friesen's most serious weakness or failure?

36) Were there any issues/matters John Friesen left outstanding which you thought he should have resolved before his departure?

Please consider both the graduate adult education program and also other spheres of his responsibility?

37) In your view, what were John Friesen's most important contributions to UBC?
Interview on January 30, 1992

FAX TRANSMISSION TO GORDON SELMAN, ADULT EDUCATION, UBC
FAX# 822-6679 FROM KATHRYN ANNE KENNEDY ON JANUARY 28, 1992

RE: REQUEST COMMENTS ON JOHN K. FRIESEN'S POLICIES AS DIRECTOR OF EXTENSION (CONTINUATION OF INTERVIEW ON JANUARY 16, 1992) FOR ANY ADDITIONS, OMISSIONS, AND POSSIBLE ELABORATIONS.

(TO BE INCLUDED IN INTERVIEW QUESTIONS)

1) Keep constantly in mind the University’s purpose as an institution of higher learning committed to the social and economic progress of B.C.

2) As the service arm of the faculties, organize and administer programs for these major constituents:

   a) Extramural courses on campus and in selected communities, as well as through conferences;

   b) Education for the professions; individuals and groups including to establish an adult education profession with its centre of graduate studies. Also to create a professional organization for adult educators.

   c) To urge and assist the faculty of education.

   d) Offer a wide selection of courses to the general public, in some cases providing programs not yet offered by the faculties.

3) After consultation with the faculties and administration, submit a plan for a town-and-gown Extension Advisory Council.

4) Director of Extension aim for status commensurate with responsibility equivalent of that of a dean or its equivalent to assure effective working with the University Administration and its Deans and Department Heads.

Director of Extension to become Dean of Extension, but did not happen. Do as Simon Fraser University did (i.e. Dean Jack Blaney, some years later). Now UBC has an Associate Vice President of Continuing Education which is even a higher rank. Cooperation on the whole from the deans was good.
5) In consultation with faculties concerned, appoint staff with a strong sense of self-motivation and warm personal relations. With the Director bearing in mind Bertrand Russell's advise: "When you have power use it to build up people not to restrict them." Encourage staff to continue their personal development through graduate studies. "Don't get in their way, build them up, encourage, be very proud of your staff. Give all the encouragement you can."

6) Encourage and expand staff interest and relations with their counter-parts (other adult educators) in B.C., nationally (CAAΕ), and internationally. Not previously done by any Extension Department in Canada. (Helped put into action the International House @ UBC Campus which was opened by Eleanor Roosevelt). Set up International programs through continuing education.

7) Plan for a campus residential centre for Continuing Education to serve University and community equipped with up-to-date learning media, etc. (made plans but never occurred, looked for possible benefactors from the community.) Minnesota was the oldest but Kellogg Foundation grant helped build Oklahoma U., Athens, Georgia Continuing Education Residential office Center)
APPENDIX 7: QUESTIONS TO UBC COLLEAGUES

By Kathryn A. Kennedy, M.A. Candidate
UNIVERSITY OF BRITISH COLUMBIA, Adult Education
Thesis Supervisor: Prof. Gordon R. Selman

1) What was your professional relationship to John K. Friesen? Under him, what responsibilities, job titles, etc. did you have?

2) What do you see as the central ideas, beliefs and purposes which guided John K. Friesen's actions?

3) How do you now see John K. Friesen? What influences did he have on you both professionally and personally?

4) How would you describe John K. Friesen's leadership style? Consider alternative styles such as:
   * Command
   * Personal Example
   * Consensus
   * Persuasion
   * Other

5) In your view, what were John K. Friesen's most important contributions to UBC's Extension program?
   Also, his most important contributions to the field of adult education?

6) In discussing his career with me, John K. Friesen dwells on his upbringing, his experience in Manitoba and as a graduate student at Columbia as being key factors to his success at UBC. Do you see it that way, or were his personal qualities such as thinking, personality, determination, organization skills, perpectivity more important?
APPENDIX 7: QUESTIONS TO UBC COLLEAGUES

7) What is your opinion about John K. Friesen’s capabilities in perceiving and planning for future needs, requirements and opportunities?

8) By 1966, did the goals of the Extension Department remain the same as 1953?

If changed, how did they differ?

Which changes happened immediately?

Which over a period of time?

9) When John K. Friesen left UBC (1966), what sort of legacy did he leave? Was there a good structure in place? Did you perceive any necessary major changes/improvements to be made in...

... direction?
... policies?
... programs?
... staff?
... organization?
... faculty?
... morale?

10) How do you rate John K. Friesen’s skills in getting along with...

... students
... faculty
... Deans of faculties
... Administration and President
... Senate and Chancellor
... Political leaders
... the media
... other
11) In your view, was John K. Friesen one of the giants of UBC? If so, why? If not, why not?

12) Did the budget cuts by President Macdonald seriously distress John K. Friesen?

   How did he react/cope in your opinion; were the cuts a factor in his decision to leave UBC?

13) How successful was John K. Friesen in pursuing his goals against changes imposed by his superiors?

14) How did John K. Friesen generally react towards impediments?

   * Create a change in his goals?
   * Seek to persuade others to remove the impediments?
   * Create a change in his own direction or approaches in order to pursue his original goals?

15) Were any people or groups of people glad to see him go? If so, who were they and why?

   Did he have enemies, detractors, rivals? If so, who were they and what did they do and did they prevail?

16) At what point in the UBC Extension Department's history was the Graduate Adult Education program introduced?

   What was your role?

   Was John K. Friesen involved? If so, what was his role and what were the roles of others?

17) In your view, what was John K. Friesen's most serious weakness or failure?

18) Do you think John K. Friesen had completed his intended mission at UBC? If not, why do you think he decided to change his career pattern?

19) Are there any other important issues that I may have overlooked that you would like to share?

20) Would you comment on John K. Friesen's perception of his role on joining UBC as Director of the Extension Department as related to me by him and described below? Are there any omissions and/or additions?
John K. Friesen's most significant perceptions and policies of the Extension Department at UBC: Seven Points as he saw them when he arrived or shortly thereafter. (Taken from Transcripts—Tape #21 January 14, 1992 and updated February 27, 1992 by Friesen)

(Included with Interview Questions)

1) Keep constantly in mind the University's purpose as an institution of higher learning committed to the social and economic progress of B.C.

2) As the service arm of the faculties, organize and administer programs for these major constituents:
   a) Extramural courses on campus and in selected communities, as well as through conferences;
   b) Education for the professions; individuals and groups including to establish an adult education profession with its centre of graduate studies. Also to create a professional organization for adult educators.
   c) To urge and assist the faculty of education.
   d) Offer a wide selection of courses to the general public, in some cases providing programs not yet offered by the faculties.

3) After consultation with the faculties and administration, submit a plan for a town-and-gown Extension Advisory Council.

4) Director of Extension aim for status commensurate with responsibility equivalent of that of a dean or its equivalent to assure effective working with the University Administration and its Deans and Department Heads.

Director of Extension to become Dean of Extension, but did not happen. Do as Simon Fraser University did (i.e. Dean Jack Blaney, some years later). Now UBC has an Associate Vice President of Continuing Education which is even a higher rank. Cooperation on the whole from the deans was good.
5) In consultation with faculties concerned, appoint staff with a strong sense of self-motivation and warm personal relations. With the Director bearing in mind Bertrand Russell's advise: "When you have power use it to build up people not to restrict them." Encourage staff to continue their personal development through graduate studies. "Don't get in their way, build them up, encourage, be very proud of your staff. Give all the encouragement you can."

6) Encourage and expand staff interest and relations with their counter-parts (other adult educators) in B.C., nationally (CAAE), and internationally. Not previously done by any Extension Department in Canada. (Helped put into action the International House @ UBC Campus which was opened by Eleanor Roosevelt). Set up International programs through continuing education.

7) Plan for a campus residential centre for Continuing Education to serve University and community equipped with up-to-date learning media, etc. (made plans but never occurred, looked for possible benefactors from the community.) Minnesota was the oldest but Kellogg Foundation grant helped build Oklahoma U., Athens, Georgia Continuing Education Residential office Center)
APPENDIX 8: CONSENT FORM, ETHICS COMMITTEE

Date Sent:

Participant:

Researcher: Kathryn Anne Kennedy, M.A. Candidate

Supervisor: Professor Gordon R. Selman
Faculty of Adult Education, U.B.C.

Project: M.A. Thesis: A Biography of John K. Friesen's career history with a particular focus on the period when he was Director of Extension at UBC (1953 - 1966).

In accordance with the requirements of Ethical Review Committee at the University of British Columbia, Kathryn Anne Kennedy, Master of Arts Candidate in the Faculty of Education, respectfully requests the consent of __________________________________________________________________ to interview(s) and/or questionnaire to assist in her research into the above project.

This research is qualitative by nature using primary sources to include oral evidence. Arrangements for interview(s) will be made at the participant's convenience. The participant's oral history and/or documentation will be limited in time and quantity as defined by the participant and the right exists to refuse to participate or answer specific questions or withdraw at any time.

The above participant grants permission to Kathryn Kennedy to use quotations and/or materials provided by the participant for the purpose of her degree and/or any other scholarly publications. The researcher also requests permission to utilize tape recordings on condition that it will be used strictly for the use by the researcher to ensure accuracy. These recordings will not be used to inform media of any kind without specific advance permission granted by the participant.

_________________________________________________________________________ Dated: ____________

The above signature and date acknowledges the agreement to participate in this research. This form is to be returned to the researcher: Kathryn Anne Kennedy, M.A. Candidate
APPENDIX 9: 1953 Resolutions - Report of NCCU & CAAE

ADULT EDUCATION IN THE CANADIAN UNIVERSITY

In 1953 resolutions were approved both at the annual meeting of the National Conference of Canadian Universities and the Canadian Association for Adult Education, calling for an enquiry concerning adult education in the university. A grant for this research was provided by the Carnegie Corporation and the chief responsibility for the survey was assumed by J. R. Kidd. In presenting this report to the National Conference of Canadian Universities and the Canadian Association for Adult Education we wish, on our own part, to draw special attention to a number of observations.

OBSERVATIONS AND RECOMMENDATIONS

Because the voice of each Canadian can be freely heard in the affairs of his country, the nature of the political, social and economic entity that is Canada depends upon the judgment and will of all its adults. If their judgment is to be intelligent in the rapidly changing world of the 20th century they must make use of new knowledge to revise their attitudes and opinions as long as they are alive. There are other good reasons for adult education, such as the economic and cultural improvement of the individual, but the demands of citizenship are perhaps the most compelling.

The experience of many countries within recent memory is before us to show that if the citizen is to be assured of education, rather than indoctrination, his enlightenment cannot be left entirely to agencies of the state. He must have access to independent sources of truth—a free press and radio, freely organized associations and religious bodies. Of this there can be no doubt. Should he have access, too, to the universities? And if so in what ways and to what extent? These are the questions that have prompted the present survey.

1. Actually, almost all Canadian universities have accepted some responsibility in the present century for meeting the educational needs of more than the small percentage of persons able to spend several years on their campuses. Adult education has become a recognized and established part of the university's task. We believe this is as it should be.

2. Looking ahead, we find the universities expecting that the number of their full-time students will double in the short space of ten or twelve years. Such an increase must be expected to strain their resources severely. We hope that it will not oblige them to reduce their concern for the continued education of those who have graduated and of other serious-minded adults who have not been able to attend.

3. It is apparent that the university cannot be "all things to all men", cannot alone bear full responsibility for the education of adults. We look with satisfaction on the increasingly effective efforts of departments of education, school boards and voluntary organizations in providing educational facilities for more men and women. Some of the activities that universities have pioneered in the past, for lack of other auspices, may from time to time now perhaps wisely be left in their hands. But we believe that the university can give encouragement and leadership to the work of these other agencies, which in number of participants will generally be many times greater than its own.

4. The traditions and circumstances of individual universities vary widely. It is apparent that each university must itself decide what fields or forms of adult education are consonant with its special character and purposes, and its resources. But in deciding whether a particular activity has a strong claim on a university's limited resources, the following considerations seem to us to have particular point:

   (1) Is the subject matter complex or difficult?

   (2) Is the project of a pioneer nature, not yet fully conceived, explored or developed?

   (3) Does the proposal offer the hope or promise of training leaders?

5. We do not consider that adult education is naturally the concern of one department of study more than another. Any single course or project may require the special attention of one or a few departments, but the services of all departments should be potentially available to those who are mature in years and have intellectual needs that only the university can meet.

6. We believe that every part of a university should be alert to the important educational needs of the off-campus population, and should be encouraged to make proposals for meeting them. All faculty members who have the taste for it, and the competence, should be able to have some part in the policy-making, planning or teaching. For administrative convenience it may be necessary to have a department of extension or other office whose special concern is the off-campus constituency; but we do not believe that its possibilities can be realized except as it shares responsibility with other departments and receives cooperation from them.

7. It must be apparent that we do not conceive of the extension department as the university's bargain counter, with cut-rate wares or baubles to offer. It follows that if men or women are appointed to a university staff primarily
for adult education they should not be strangers to the best academic traditions of the institution. It follows, too, that they should enjoy and be protected by the same conditions of tenure, salary, pension and advancement as apply to other faculty members.

8. Administrative arrangements for adult education vary considerably from university to university. Probably no uniform plan is practicable or desirable. We believe it is important, however, that there should be clear channels of communication to and from the office that carries the main responsibility for extension. Any faculty member ought to feel that his interest is welcome there; and the extension officer ought to have ready access to the president, the senate and all faculties and schools.

9. Many of the universities provide evening or summer courses for credit toward degrees, and such courses are among the more generally accepted forms of extension. We look forward to an increase in the volume of this kind of work, comparable to the increase expected in full-time enrolment. And when adults undertake courses for credit, we believe that the requirements should be as exacting for them as for regular students.

10. We are of the opinion, however, that there are other activities just as significant, just as much the responsibility of the university as work for formal credit. We refer specifically to the further education of university graduates, and to liberal education for other adults who are capable and responsive. A physician who returns to the university to learn a recently devised surgical technique, or an engineer who comes back to study literature, philosophy or political science, is not likely to be interested in credit. For many adults who desire higher education of good standard, formal credit has no relevance. In some fields where no credit is given or sought the university may have its best opportunity for developing a curriculum of imagination and excellence.

11. "Adult education is not a costly part of university work. Even in the universities that provide for it on the most generous basis, it does not occupy more than a small fraction of the budget. In the development of it that lies ahead we believe the following considerations should be kept in mind:

(1) Even though some large classes may do better than pay their way in fees, the determining factor in offering courses should not be their promise of a contribution to the general revenues of the university.

(2) Adult education is, comparatively speaking, inexpensive but it is a fact that good education costs money, and excellence should not be sacrificed for expediency.

(3) The nature of adult education is such that a flexible policy needs to be adopted regarding the preparation and administration of its budget.

(4) In the development of programs for scholarships and other forms of student aid, the claims of worthy and needy adult students—especially those whose education has been unduly protracted—should not be overlooked."

It is with pleasure that we present this report and commend it for study and action.

W. A. Mackintosh  H. J. Somers
J. E. Robbins  Andrew Stewart
JOINT COMMITTEE OF THE NCCU AND CAAE
November 26, 1959.

Mr. K. F. Harding,
General Manager,
Prince Rupert Fishermen’s Co-operative Association,
P. O. Box 340,
Prince Rupert, B. C.

Dear Mr. Harding:

It occurred to some of us here that you might be interested in getting a copy of some notes that Dr. Coady jotted down last spring after he received Dr. Friesen’s invitation to speak at your annual meeting in December. The enclosed is a copy of the notes around which he had planned to build his speech. You understand, of course, that this is merely a rough draft which had not been edited by Dr. Coady.

The day before Dr. Coady died he was speaking about you and Dr. Friesen. Even at that time we hoped he would recover but when we mentioned the B.C. trip to him he merely shook his head and said, “No. I’ll never make that trip.” So I would love to see all my friends on the west coast again. I want you to write Dr. Friesen and Mr. Harding and tell them I’ll not be able to go. They are fine men and have been always very kind to me. I am sorry I cannot be with them to celebrate their 20th anniversary with them.” The next day he seemed better and was not suffering the nausea that he had experienced for several months. I was talking to him by phone just half an hour before he died and he said he felt better than he had in a long time. Less than an hour later we got word from the doctor that he had passed away very suddenly around 5:20 on July 28, 1959.

On behalf of the St. F. X. Extension family here, I should like to express our very best wishes for the continued success of your association. We know the interest that Dr. Coady always took in your co-operative organization and how much he admired your alertness to modern methods of processing. Under separate cover we are sending you a copy of a speech he made in Madison, Wisconsin (this was his last public speech) in which he refers at some length to your success.

Yours very sincerely,

[Signature]

Mrs. H. E. Arsenault,
Secretary.

APPENDIX 10: EXTENSION DEPT. ST. F. X. UNIVERSITY LETTER
EXTENSION DEPARTMENT
ST. FRANCIS XAVIER UNIVERSITY
ANTIGONISH, N.S.
NOTES FOR SPEECH AT PRINCE RUPERT - DECEMBER 1959
written in March, 1959 by Dr. M. M. 'Coady.

1. Title: The Secret of the Better Social Order
   a) The role of material things or the material environment in determining the better cultural and spiritual life.
   b) Food - poison - disease and their effects on animals similar effects on man. The significance of these material things in determining the lives of men.
   c) Similarly, the effect of a good material economic system on man's spiritual and cultural life.

2. The secret of the better social order could be stated as an adult education movement for the release and guidance of human energy
   a) This postulates, first of all, human energy in people. But this is a sick world where people have not the normal human energy they should have - low standards of living - strife - disease - the great majority of the human race living in a state that gives a minimum of human energy.
   b) Our first proposition, therefore, is to build the energy in human beings.
   c) This is to be done primarily by proper food which supplies human energy and conditions - all life.

3. Man in his love of making money vitiates food with chemicals: stilbestrol injected into the necks of chickens, bleach in flour, etc. etc.
   This is a pertinent question for me to discuss before you fishermen because the food of the sea is, above all, the ONLY FOOD that the money-makers cannot get at - they cannot vitiate it at least until it is out of the water...

4. YOU, therefore, HAVE A VERY IMPORTANT FUNCTION TO PERFORM for the human race - not only by providing this food but by the example you give here in your co-operative by passing this food, pure and unadulterated, on to the world.

5. Human energy in people should be guided and released on worthwhile activities. Individuals and nations will be great as their people so release their energy. If Canada is to be great its people have to do this.

SUMMARY: YOU are doing a job in the creation of energy WE are doing the job of releasing that energy through education The translation of that philosophy and that education into action through cooperation: when the world is co-operative we will have a better world.
APPENDIX 11: VIF BENEFITS

The relationship between the University of British Columbia Summer School of the Arts and the Vancouver Festival Society in 1958

The Vancouver International Festival, which grew out of the experimental UBC Summer School of the Arts is unique among world Festivals in at least two important aspects:

1. the Festival looks to the University to provide instruction for many of its artists, particularly in the younger age-groups;

2. the Festival co-operates closely with the University Summer School in making available, wherever possible, the services of Festival artists and lecturers to student and faculty groups and community audiences on campus.

The statement following lists briefly some of the major examples of Festival/University co-operation prior to and during the 1958 Festival.

Organization — University representation on the Festival Board (Miss Dorothy Somerset, Dean Geoffrey Andrew and Dr. John Friesen) assures year-round contact with Festival affairs. As Festival Vice-President, Dean Andrew has taken a leading part in every phase of the Society's organization and programme. Mr. Goldschmidt's role as consultant to the University summer music programme (which he directed for eight seasons) and as instructor in the Extension evening classes during the winter months, offers opportunity for the closest collaboration.

Theatre — The UBC production "The Salzburg Everyman", directed by Dr. John Reich, was included in the Festival programme. Incidentally, the playwright, producer, composer and designer of the Festival's play "The World of the Wonderful Dark" were all former members of UBC Summer School staff. A good number of the cast and production staff of Lister Sinclair's play were former Summer School students. The UBC Anthropological Museum provided some stage materials for the Festival play. Marcel Marceau gave four lecture-demonstrations on mime at the University. Mr. Leo Ciciri participated in the premiere of Paul McIntyre's "Judith", performed at a Festival Symphony Concert. Miss Dorothy Somerset acted as Chairman of the Festival's Drama Committee.

Music — UBC engaged the Festival Quartet (Babin, Primrose, Goldberg and Graudan) for three weeks of instruction in master classes. Dr. George Schick, the University's guest director of Opera, was conductor of one Festival/UBC Concert and stand-in for Mr. Goldschmidt's conducting of "Don Giovanni". The Aksel Schiotz recital was a Festival Event. The UBC chorus organized and directed by Mr. Goldschmidt in 1957-58, formed part of the chorus for the Festival performance of Verdi's "Requiem". Various Festival artists also gave noon-hour performances at UBC.
APPENDIX 11: VIF BENEFITS - CONT.

- 2 -

Art - The Festival obtained the exhibition for the UBC Art Gallery of "The Changing Landscape of Holland" and the services of Dr. A.B. de Vries, Director of the Mauritshuis Museum. Professor Ian McNairn, Gallery Curator, was in charge of organizing the Gallery Exhibition.

Film - The Audio-Visual Supervisor in the Extension Department assisted in the world-wide collection of films for the International Film Festival. Mr. Alan Thomas, Communications Supervisor, served on one of the preview committees. One of the Festival judges was Professor Stanley Read. Mr. Rohin Pearce, Supervisor of Arts and Crafts, reviewed the Festival films for CBC. The Extension Department, in conjunction with the Film Festival Committee, is planning a film seminar and a number of film programmes for late 1958.

Courses, Seminars, Lectures - The general lecture series of the Summer School included panelists Gunther Remnert of Hamburg, John Reich of Chicago and Douglas Seale of England. The Marcelleau lecture series was a popular event and it is planned to expand it into a longer summer course in future. The Critics' Seminar proved of value both for the invited participants of the Northwest and the general public. The panel of critics included Irving Kolodin, Albert Goldberg, Arthur Jacobs, Eric McLean and Malcolm Ross. Mr. Phil Barnard, one of the Film Festival judges, lectured on the USC noon-hour programme "The Seeing Eye", a series which made frequent reference to Festival events.

Finance & Scholarships - Through the good offices of the VIF, the previously mentioned Festival artists were made available to the University and augmented their income through these engagements; e.g. The Quartet, Marcel Marceau, and for single events, George London, Oscar Peterson, etc. A very much appreciated contribution by the Festival Society was their $2,500 scholarship grant to UBC. VIF also arranged for scholarship funds provided by the Vancouver Symphony Society and the Friends of Chamber Music.

Publicity and the Box Office - Considerable publicity material was exchanged between UBC and VIF. The Festival included announcements of "Everyman" on their give-away programmes. UBC provided box office assistance at the first CBC Concert, sold Festival Souvenir programmes and distributed tickets for four CBC Concerts. The University displayed VIF brochures at all their major events and distributed many in response to mail requests. It also handled some mail order tickets for the Festival. Certain VIF events were listed in the weekly bulletin of the Summer School Association.

Accommodation - Brook Hall and the UBC Auditorium were used for six Festival performances. The University Hill School was engaged for rehearsals of "Don Giovanni" and the Quartet Classes. UBC facilities were used for rehearsals and production purposes by "The World of the Wonderful Dark" and "Don Giovanni".

Entertainment - Among University entertainment events, which often included VIF artists and officials, were President MacKenzie's reception, The Critics' Seminar Luncheon and the reception for the USC Opera cast. The University also entertained informally a large number of summer visitors to the Festival and to B.C.'s Centennial celebrations. The Festival organized the open-night reception for "Everyman". UBC generally benefited greatly by the extensive Entertainment Programme carried out with impressive efficiency by several VIF committees.
In Appreciation - The foregoing revisor has indicated what a rich resource and exciting stimulus the First Vancouver International Festival proved to be for the University. UBC wishes to express its hearty appreciation to the Festival's President, Board of Directors and Management for their personal interest and generous assistance in the summer programme on campus. The University Summer School of the Arts looks forward to continuing and increasing its co-operation with the Festival in 1959.

August, 1958

John K. Friessen, Director
Department of University Extension.
APPENDIX 11: VIP BENEFITS - CONT.

THE UNIVERSITY OF BRITISH COLUMBIA
DEPARTMENT OF UNIVERSITY EXTENSION
VANCOUVER 8, CANADA

A REPORT ON THE RELATIONSHIP OF THE
UBC SUMMER SCHOOL OF THE ARTS AND
THE VANCOUVER FESTIVAL SOCIETY IN 1959.

The second Vancouver International Festival, and the 20th UBC Summer School of the Arts have once again demonstrated a unique and worthwhile form of artistic co-operation. The following statement outlines the nature of this co-operation in the 1959 season and concludes with a brief recommendation of ways in which it can be developed still further in 1960.

University Representation on Festival Board. The University is represented on the Festival Society's Board of Directors by Miss Dorothy Somerset, Chairman of the Drama Committee; Dean Geoffrey Andrew, the Festival's Vice-President; Professor Ian McNairn and Dr. John Friesen. In addition, Dr. Walton Marquis is Chairman of the Music Committee.

Theatre. The Summer School of the Theatre's production, "Caucasian Chalk Circle", was included in the Festival programme for 1959, and among the cast of the Festival play "Mary Stuart", in addition to the stage manager, and assistant stage manager, there were several actors who had received training and experience in the past in the U.B.C. drama classes and production. The director, John Reich, had come to the Festival staff through his association, in 1958, as director of the Summer School production of "Everyman".

Music. A close link was maintained between music "on the campus" and music "at the Festival". Classes given by Mr. George Schick, conductor at the Metropolitan Opera, included students who were also members of the chorus of the Festival opera "Orpheus and Eurydice". These same students took part in a Summer School recital programme and in the Summer School production of two short operas. Many Festival musical events took place on the U.B.C. campus, including the C.B.C. Chamber Orchestra series, concerts by the Montreal Bach Choir, the Hungarian Quartet, as well as an open-air performance by the Cassenti Players. In addition, through agreement with the Festival Society, pianist Rudolf Firkusny, the Montreal Bach Choir, and the Spanish Dancers performed for Summer School students on a noon-hour series.

The U.B.C. Chorus also took part in a major Festival event - the Bruckner Mass in F Minor, under the direction of Nicholas Goldschmidt - who instructed the Chorus throughout the previous University session as an Extension Evening Class.
Lectures and Interviews. An innovation this year that served as a further vital link between University and Festival was a series of noon-hour events, Festival Previews. Conducted by playwright and broadcaster Lister Sinclair, the Previews furnished interviews with distinguished Festival artists including Eva Le Gallienne, Viveca Lindfors, Lloyd Bochner, Kerstin Meyer, Mary Costa, and John Reich. The series, open to students, faculty, and to the public, without charge, was made possible by a grant to the University from the Centre for the Study of Liberal Education for Adults in Chicago.

In addition, an evening series of lectures "Contemporary Trends in the Fine Arts"—included among its speakers, Festival personalities Donald Oenslager, Walter Ducloix, and Jan Rich.

Both series proved very popular and made a stimulating contribution to the U.B.C.-Festival programme.

Art. In conjunction with the Festival exhibition "The Arts of French Canada", two prominent artists from Quebec instructed at the Summer School this year—painter Jacques de Tonnancour, and sculptor Louis Archambault. Mr. de Tonnancour was interviewed by Lister Sinclair on the Festival Preview series, and also gave the opening address on the evening lecture series.

Films. The University was represented by two of its staff members on the Film Committee of the Festival this year—Professor Alan Thomas, Director of Communications for the Extension Department, and Mr. Graydon Roberts, Supervisor of the Audio-Visual Department. Mr. Roberts was responsible for the pre-selection and showing of all 16 mm films presented during the Festival.

Finances and Scholarships. Again, as in 1958, the Festival Society made available to the Summer School of the Arts the services of Festival artists as performers on the noon-hour series—an arrangement that was of immeasurable value to the Summer School students as well as augmenting the income of the artists. Special mention should be made of the grant of $2,500.00 from the Festival Society to the Summer School of the Arts for scholarships and bursaries—an investment in the artists of tomorrow! Letters of enthusiastic appreciation were received from the scholarship winners and were forwarded to Mr. Mainwaring.

Publicity and the Box Office. The sharing of selected publicity between the Festival and the Summer School of the Arts was of mutual benefit. The complete Festival programme was listed in the Summer School bulletin, and all public events taking place on the campus, were listed in the Festival brochure which received world-wide distribution. The Festival called attention to the University in countless press releases, special stories, and displays and the University in turn undertook to distribute Festival brochures, posters, and general information. Critics covering the Festival for out-of-town journals attended Festival and Summer School events on the campus, and frequent
favourable comments from them on the Festival/University link went to
readers everywhere.

It should be mentioned here that in one case only, attendance
was disappointing. The major theatre production, "Caucasian Chalk Circle",
suffered in relation to the Festival programme – perhaps from "box office
fatigue". The problem of scheduling is being given careful study for the
future.

With the aid of a grant from the Leon and Thea Koerner Foundation,
the Summer School of the Arts this year arranged for a one-week visit to
Vancouver of twelve representatives from other Universities. They came
from the Universities of Washington, Oregon, California, Minnesota, Manitoba,
Manchester (England), Saskatchewan, Victoria College, and the Centre for
the Study of Liberal Education for Adults in Chicago. The visitors observed
the University's liaison with the Festival, attended a host of Festival and
Summer School events – individually and as a group – met and exchanged ideas
with Festival and Summer School officials, and were welcomed and entertained
in Vancouver. It was felt that the story taken back by these university
representatives was a valuable contribution to the furtherance of the
University-Festival concept.

Accommodation. Brock Hall and the University Auditorium were
used for Festival performances, and the quadrangle of the Buchanan Building
was the scene for an out-of-doors concert by the Cassenti Players. The
U.B.C. fieldhouse was also used for rehearsals of the ballet for "Orpheus"
and for production purposes of the opera.

Entertainment. The University was in a position to extend
hospitality to Festival visitors this year in an even more effective way
than in 1958. The new Faculty Club served as an ideal place to entertain
Festival artists following their noon-hour recitals and on other occasions.
The Krajinas also entertained at the Club for Rudolf Firkusny and the Don
Adams for the Montreal Bach Choir. The Festival Hospitality Committee
arranged for the reception by Mr. and Mrs. Ronald Graham following the
opening of "The Caucasian Chalk Circle". In addition, many out-of-town
visitors to the Festival were welcomed to the University and entertained
both officially and privately. Reciprocally, the Festival Hospitality
Committee included many Summer School guest artists, lecturers, and staff
in the guest lists of receptions and other social events.

Some Suggestions for 1960. The following are a few suggestions
respecting continuing close relationship of the Festival and the University;
these might be discussed at the appropriate time with the Festival Committees
concerned:

A plan of discounts on tickets for students to attend
Festival events would be welcomed.

A series of noon-hour "Festival Previews" to be given
both downtown and on campus.
APPENDIX 11: VIF BENEFITS – CONT.

- 4 -

A downtown performance (one or more) of the major dramatic production of the Summer School, during the Festival period, especially if such a production is of an experimental character with a ranking guest star.

A Film Festival Seminar – similar to the Critics Symposium of 1958 – to be offered as a joint University/Festival event.

A solo dance recital to be given as a Festival event by a leading dance choreographer/instructor in conjunction with the dance programme of the Summer School of the Arts.

A Festival programme event representative of the Orient and capable of co-relation with the annual Summer School on Public Affairs.

The attendance of University students at Festival rehearsals – music, opera, theatre – is something that might be put on a more systematic basis.

In appreciation. In conclusion, the Department of Extension wishes again to express its warm appreciation to the Festival Board and its various committees for the exceptional co-operation it has received during the past year. We will do our best to make 1960 a banner year for both Festival and Summer School.

J. K. Friesen.
Director.

October 16, 1959.
APPENDIX 11: VIF BENEFITS - CONT.

University of British Columbia

PRESIDENT'S SUB-COMMITTEE ON THE SUMMER SCHOOL OF FINE ARTS

Liaison with the Vancouver Festival Society, 1961

The following is a brief outline of co-operative arrangements between the Vancouver Festival Society and the U.B.C. Summer School of Fine Arts in 1961.

BOARD MEMBERS

The University is represented on the Festival Society's Board of Directors and its committees by Dr. N.A.K. MacKenzie (Honorary Patron); Lieut.-General Sir Ouvry L. Roberts (President); Dean G.C. Andrew (Chairman, Tattoo Committee); Dr. G. Walton Marquis (Chairman, Music Committee); Dr. J.K. Friesen; Mr. John Haar, and Prof. Ian McNairn.

MUSIC

Two Festival events took place on campus - Les Disciples de Massenet in Buchanan Quadrangle and the Cassenti Players in Brock Hall. In addition, through arrangements with the Festival Society, two members of the cast of "A Midsummer Night's Dream" - Ilona Kombrink and Jan Rubes - gave a noon-hour recital, and thirty-five members of the Red Army Choir performed to an over-flow noon-hour audience of Summer School students.

PUBLICITY

The Summer School of Fine Arts received prominent mention in the Festival Brochure, and we in turn gave wide distribution to Festival Brochures, posters, and general information. For the second year, a Festival Ticket Office, operated in the University Book Store.

ENTERTAINMENT

Co-ordination of the entertainment of Summer School personalities and guests at the campus conference "Arts in the Community" was greatly facilitated by the co-operation of the V.I.F. Entertainment Committee. The University is indebted to Mrs. Mary Roaf, Mrs. Jack Shakespeare, Mrs. Jack Larsen and Mrs. Eric Webb for their invaluable assistance.

LECTURES AND INTERVIEWS

Through the joint sponsorship of the Summer School under Dr. Kenneth Argue's direction, the Summer Session Association and the Summer School of Fine Arts, Mr. Alan Jarvis presented a continuation of the popular noon-hour series of Festival interviews. For the first time since this series was established three years ago, a complementary series was given downtown in the Vancouver Art Gallery under the auspices of the Festival Society. Festival personalities interviewed by Mr. Jarvis on campus were: Irmgard Seefried; Ninon Tallon Karlweiss; Mrs. Kawakita; Harry Horner; Meredith Davies; Herman Weinberg; George Balanchine;
APPENDIX 11: VIF BENEFITS - CONT.

- 2 -

Hal Holbrooke and George Voskovec. In addition, the Belgian sculptor, Olivier Strebelle, visiting instructor for the summer school, discussed Picasso and, on the final interview, a panel of critics (David Wathamough, Ken Winters, Mike Tytherleigh, Desmond Arthur) reviewed the Festival. The evening series of Fine Arts lectures was opened by Mr. Harry Horner, designer and producer of the Festival opera.

ART

In co-operation with the Vancouver Festival, an Exhibition of Ontario Painters was presented in the University Art Gallery.

FILMS

The University was represented on the Film Festival Committee by Mr. Graydon Roberts, Supervisor of Audio-Visual Services in the Department of University Extension. Mr. Roberts also chaired a pre-selection committee, as did another staff member, Miss Jessie Stewart, Audio-Visual Film Librarian.

FINANCES AND SCHOLARSHIPS

The Summer School of Fine Arts was fortunate in again receiving a scholarship grant from the Festival Society, this year in the amount of five hundred dollars ($500.00). This money was allotted as follows:-

Summer School of Opera:
- Miss Stephanie Brown, Vancouver $50.00
- Miss Marcelle Zonta, Richmond 50.00
- Miss Patricia Smy, Vancouver 50.00
- Mr. Richard McDairmid, Vancouver 50.00

Summer School of Arts and Crafts:
- Miss Carolyn M. Wright, West Vancouver $100.00

Summer School of Theatre:
- Miss Barbara Brown, Esquimalt $100.00
- Mr. David Newman, West Vancouver 100.00

Through the co-operation of the Festival Society, Miss Ilona Kombrink and Mr. Jan Rubes participated in the first annual "Scholarships Awards Ceremony" held in Buchanan Quadrangle, July 20th.

IN CONCLUSION

The U.B.C. Summer School of Fine Arts wishes to express its appreciation to the Vancouver Festival Society for its assistance in providing artistic talent which enriched the summer school program on the campus. The University also wishes to express its gratitude to the Festival Society for the tangible assistance given through its scholarship grant of five hundred dollars. The expanding
programme of instruction in the arts by the University is of paramount importance for British Columbia and the participation by former students in Festival events and in artistic endeavours in other Canadian centres and abroad is most encouraging. Much credit for this heartening development must go to the contributors of scholarships and bursaries. It is our hope that, if their funds permit, the Festival will consider some increase in their Summer School grant for 1962.

Ian Docherty,
Fine Arts Co-Ordinator,
Department of University Extension.

August, 1961.
Tan Uwinn'sssin or Bunisa Cotummo
SUMMER SESSION
announces a course in
THE ADMINISTRATION OF
ADULT EDUCATION
PROGRAMMES
JULY 3-20, 1956

EDUCATION 514. ADMINISTRATION OF ADULT EDUCATION PROGRAMMES

COURSE OUTLINE: This course on the administration, principles and methods of adult education is planned for school teachers, principals and superintendents who have a particular interest in the education of adults. It will also be of value to others who are concerned with adult education in correctional or rehabilitation institutions, libraries, social agencies, trade unions or business associations, voluntary organizations, information services and other adult education agencies.

The course will consist of the following units:
- Historical review of the development of adult education in the Scandinavian countries, the United Kingdom, the United States and Canada.
- Organization and administration of adult education in Canada.
- Philosophy — review of some of the significant beliefs and objectives.
- Adult learning — psychology of learning, motivation, attitude change.
- Methods and techniques — some of the forms and devices used in the education of adults.
- Communication theory — use of the mass media in adult education.
- Group development and its application to adult learning.
- Some major agencies in adult education:
  - The public and high school
  - The university
  - The library

WHEREVER POSSIBLE ADDITIONAL UNITS WILL BE ADDED BASED ON THE INTEREST OF PARTICIPANTS IN THE COURSE.

FIELD TRIPS TO OBSERVE SPECIAL PROGRAMMES AND INSTITUTIONS WILL BE ARRANGED. LECTURES, DISCUSSIONS, DEMONSTRATIONS, FILMS AND RECORDED CASE MATERIAL WILL ALL BE USED.

TIME: Ten hours lectures a week (3:30 - 5:30 P.M.) July 3 - 20.

CREDITS: 3 units.

FEE: $22.00 credit; $11.25 non-credit

REGISTRATION: Preferably in advance, open to graduate students. Others by permission.

STAFF: The course will be directed by:
J. ROBY KIDD — B.A., B.A., Ed.D., Director, Canadian Association for Adult Education, and Lecturer on Adult Education at the Ontario College of Education.

Other Lecturers Include:
LAWRENCE J. WALLACE — Director, Night Schools and Community Programmes Branch, Department of Education, Victoria.

GRANT BRUCE — Director, Department of Adult Education, Vancouver School Board.

JOHN L. FRIESEN — Director, Department of University Extension, University of British Columbia.

REGISTRATION:
- Preferably in advance.
- The course is open to graduate students. Others by permission.
- Please complete the registration form below and send to:
The Director
Extension Department
University of British Columbia
Vancouver, B.C.

EDUCATION 514. ADMINISTRATION OF ADULT EDUCATION PROGRAMMES

Vancouver, B.C.

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APPENDIX 13

SENATE APPROVALS

FOR ADULT EDUCATION COURSES 1957

Education 515 "Historical and Comparative Foundations of Adult Education"

Education 516 - "Communications in Mass Media in Adult Education"

Education 518 - "Psychology of Adult Learning"

Education 583 - "Advanced Seminar in Adult Education"

Education 412 - "An Introduction to Adult Education"
(3 credits) The undergraduate course

In 1957 two of the above five adult education courses approved by Senate, were offered during the Summer Session: Education 412 a prerequisite for graduate courses and Education 516. A list of the summer instructors for these and subsequent courses approved by Senate in the years 1956 to 1966 follows dates in this Appendix 14: Summer Instructors.

The demand in each of the initial courses in Adult Education 514 in 1956 and Adult Education 516 and 412 in 1956 was strong with enrollments of 31, 26 and 37, respectively (Enrollment figures were found in Senate Minute Reports on Summer Session). Also, See Figure Nos. 27 & No. 28 for photo of Thomas' and Hutchinson's classes, the latter provided by Buttedahl.
In the publication, Pioneering a Profession in Canada, CHAPTER II - "Graduate Programs and Graduates" by James E. Thornton writes:

"The courses conducted during those formative years and the numbers of students enrolled in them are not known with any certainty. The early records are lost in the files of the university and nowhere could relevant data be found to describe accurately the developments from 1957 to 1961. In any event, enrollments were quite small in the courses offered and it was not until 1966 that the program was established sufficiently to allow all courses to be available every year."

(p.19)

This researcher points out that University records of enrollment were available for the Summer Sessions '56 and '57, class photographs and other evidence of enrollments was discovered indicate that adult education graduate course work began in 1956 and courses were offered continuously thereafter in the Summer Sessions. This information provides evidence which brings into question the earlier proposition that, "...enrollments were quite small in the courses offered and it was not until 1966 that the program was established sufficiently to allow all courses to be available every year" (Thornton, 1973:19). By current adult education graduate standards, the earlier programs would appear to have been successful. Enrollment figures for courses provided after 1957 were not explored by this researcher who limits the scope of her study to determine the origination of the Adult Education Graduate Program, at U.B.C. in providing addition evidence.

Source:  (Senate Minutes, 1957:2393/4)
APPENDIX 14

GRADUATE ADULT EDUCATION

UBC SUMMER COURSE INSTRUCTORS (1956 - 1966)

1956

Roby Kidd - Administration of Adult Education
Programs Education 514

1957

Alan Thomas - Communications in Mass Media in Adult
Education - (Education 516)

1957

Stuart Tweedie - An Introduction to Adult Education -
(Education 412)

1958

Beaugrand-Champagne - The Philosophy of Adult Education -
(Education 514)

Alan Thomas - Communications in Mass Media in Adult
Education - (Education 516)

1959

Mr. Boyes - An Introduction to Adult Education -
(Education 412)

Mr. Waller - Historical and Comparative Foundations
of Adult Education (Education 515)

1960

Edward Hutchinson - Advanced Seminar in Philosophy of
Education (Education 518)
UBC SUMMER COURSE INSTRUCTORS - CONT.

1961
Alan Thomas - Foundations of Adult Education
(Education 514)

1962 - no summer courses

1963 - no summer courses

1964
Roby Kidd - An Introduction to Adult Education
(Education 412)

1965
unknown - An Introduction to Adult Education
(Education 412)

1966
Credit Correspondence Course -
An Introduction to Adult Education
(Education 412)

(Source: UBC Summer Session Calendars 1956 - 1966)
Dr. John K. Friesen, Director
Department of Extension
The University of British Columbia

Dear John:

I have been thinking more about our discussions yesterday in relation to the budget for Extension and particularly concerning the further development of continuing professional education. May I first reiterate the principles toward which I believe we should be working:

1. The University should accept appropriate financial responsibility for credit courses offered through the Department of Extension.

2. The University should not commit funds to the support of non-credit courses. The reason for this is that in general non-credit courses are offered as a service to the community, a fringe benefit for the community in having a university. It can be expected that such courses will not be offered at the usual level of an academic discipline.

3. The University should not accept financial responsibility for courses in continuing professional education offered to groups who clearly are in a position to pay the full costs. The reason for this is that such groups already will have been heavily subsidized by the University to obtain their education and will have been placed in a position to earn adequate professional incomes. Since the University in perpetuity will have more urgent responsibilities
facing it than it is able to finance, it is logical that professional groups should support programmes of continuing education offered in their interest.

Having stated these principles, may I now suggest that in respect to your immediate concerns, i.e. the development of continuing professional education programmes in law and engineering, you seek to have these supported by the professions involved. I suggest that this support should be designed to pay the total cost of the programmes. If this would result in fees too high to attract students during the initial stages, I suggest that you seek a subvention from the professional bodies themselves e.g. the Law Society in the case of the lawyers.

If your efforts to gain support are unsuccessful due to professional apathy or other causes, I believe that we should then examine the individual programmes proposed to assess the urgency of the need and to determine whether in the interests of initiating a programme the financial resources of the University should be made available. In preparing the estimates and in line with the above comments, I am asking Mr. White to transfer the items allocated to continuing professional education to the President's Contingency Fund where they will be earmarked for continuing professional education should a convincing need arise to use them in this way.

In respect to Mr. Matthews' contention that the agency paying the cost of salary is likely to be tempted to influence the programme, I think the answer is that the University should resist any such attempts. Mr. Matthews felt also that the Director of the programme should not feel obliged in the interests of his own security to make the programme a financial success. This is obviously important as any such Director must be assured that his position in the Department of Extension will be related to the quality of his work and not to the financial success of any programme.

I hope these comments will be useful in permitting a start to be made on the further development of continuing professional education without prejudicing the University's limited resources.

Sincerely yours,

John B. Macdonald
President

JBM/1w
c.c. Dean D.M. Myers
Dean G.F. Curtis
Mr. J. K. Friesen, Director
Department of University Extension
The University of British Columbia
Vancouver 6, CANADA

Dear John:

First, many thanks for another highly interesting and reassuring installment in your ever-faithful reporting on activities under the FAE grant. This time I guess the two things that stood out especially, as I went over the report, were the revival of Study-Discussion Activities and your experimental program in Independent Study. It is strange what uneven fortunes the study-discussion format has experienced in different situations. As you know, the Fund never lost its conviction that somehow it ought to have appeal and ought to work. Perhaps it is one of those things that will always have a relatively small but perhaps loyal following. At any rate, I am pleased to learn that the flame on that particular lamp of learning is burning a bit more brightly at the University these days. As for the financial accounts, everything seems to be in order and I do thank you.

Most gratifying of all perhaps is the word that the University will continue with all salaried positions at present on the FAE grant when the latter terminates in December of this year. Sic semper UBC!

And now let me turn to the dramatic news just received about your joining the staff of the Population Council. I think this is simply splendid and I congratulate you wholeheartedly! As soon as I had read through the announcement with your thoughtful personal footnote I grabbed the phone to try to reach Barney Berelson to congratulate him on his excellent judgement and good fortune. Unfortunately, he was out of the office for the day, but I shall try again.

Forgive me if in my response to this my regret over your leaving a spot in which you have served so importantly for so long is overshadowed by my rejoicing over what this new opportunity will mean for you and for
Mr. J. K. Friesen

September 19, 1966

a cause whose importance I am convinced we cannot exaggerate! I think your statement about the "two bombs" is exactly right. If only there were something on the "population front" that could register as vividly in the imaginations of the world's peoples as the mushroom clouds over the Pacific and the devastation of Hiroshima!

My own feeling about this you will know from the fact that I began to worry about it when I was in graduate school at Columbia thirty years ago and, as recently as the other day, I told Bud Harkavy that in my view he runs the most important program in the Foundation. I might also add that one of my bookshelves groans under the weight of the voluminous Woytinski study.

It is given to few men to devote their talents and energies to enterprises which beyond any reasonable doubt have an ineradicable and fundamental relationship to the possibility of the good life for man on earth. That you should be engaged in that task is appropriate in every way and I salute you.

Once you are in the East we must get together for a lengthy comparing of notes. And it will be good to know that while some of us peck away among the twigs and branches of things you will be in there dealing meaningfully with the trunk and the roots.

All the best.

Sincerely yours,

G. H. Griffiths
October 11, 1966

Mr. J. K. Friesen
Director
Department of University Extension
The University of British Columbia
Vancouver 8, Canada

Dear John:

All of us here at the Center are extremely sad that you are leaving the field of Continuing Education. You will be missed as much in the United States as in Canada.

We have always thought of you as one of the small number of outstanding leaders, innovators and thinkers in the field, and the imagination and quality of the program at the University of British Columbia testify to the way in which you have transferred ideas and thoughts into action.

In addition to all of the formal and official reasons for bewailing your departure from the field, I will be especially sad to lose one of my favorite drinking companions. I am afraid that the meetings of the various adult education associations just won't be the same without you there.

I am sure that you know that this letter brings you the warm greetings of all of the staff on your new and challenging assignment.

Best regards,

A. A. Liveright
Director
Dr. John K. Friesen, Director  
University Extension  
University of British Columbia  
Vancouver, British Columbia, Canada

Dear John:

The personal and professional international friendships which have developed among our staff members in Oregon and yours in British Columbia during the past ten or twelve years are the direct outcome, I sincerely believe, of the especial quality of leadership you have consistently provided as Director of the Extension Department at UBC.

We, in Oregon, think of you as a leader who treats all staff members as equals--as one who works with his colleagues and friends on a person-to-person basis. We think of you as a sincere and relaxed person--yet one who is constructively aggressive and who does not hesitate to innovate when to do so is appropriate.

These qualities of leadership have been recognized by those who have asked you to work with the Population Council. We know that with each passing day, they will know the wisdom of their choice. For this, we congratulate you.

We thank you, too, for the educationally and personally delightful associations we have enjoyed together. Our best wishes go with you and your family. And who knows, perhaps someday as you spotted me in Hawaii, I shall single you out in Turkey.

Most sincerely,

Viron A. Moore  
Director

VAM:io
Dear John:

On my return to the office this week from home leave followed by attendance at UN meetings in Geneva I learnt of your appointment to the Population Council in New York. Marie and I hasten to send you our warmest congratulations and wish you every success in your new appointment.

I must confess that I received your news with mixed feelings, as you will be greatly missed, not only at UBC, but also in Canada where we have come to rely so heavily on your leadership. On the other hand, the work which you have decided to undertake is also of crucial importance and it is gratifying to know that someone with your abilities is going to be involved in it. From a somewhat selfish point of view, we are glad that you are going to be in New York as it will be easier for us to get together in future. I do hope, therefore, that you will keep in touch with us and give us your new address when you move to New York.

With kindest regards to you and Marta,

Sincerely yours,

Lewis Perinbam

Dr. John K. Friesen
University of British Columbia
Vancouver 8, B.C.
October 13th, 1966.

Dr. J. K. Friesen,
Director,
Department of University Extension,
University of B.C.,
VANCOUVER 8, B.C.

Dear John:

I am a little uneasy writing a "formal" presentation letter for you. I suppose we have exchanged hundreds of letters over the last 20 years, and most of mine were blunt, colloquial, full of requests to you, full of explanations why I hadn't done something, sometimes profane, and between the lines always full of affection and admiration. But they were meant for your eyes only.

It's not possible now to relapse into a more formal style nor will I ask my secretary to correct my spelling and grammar.

This is just a note to tell you what you know already, that I think you are a remarkable person and that I have enjoyed very much our association, in fact our partnership, from the earliest days at T.C. Enjoyed and profitted by it; you are a stimulating character. (My choice of the word character is my only concession to good taste.)

Just as important, or more important, you care about things and about people and don't try to hide that lamentable weakness though it has never robbed you of your sense of humour.

From time to time you have got yourself, and sometimes me, into some difficult situations. I expect you will again and I honour you for it. And wherever you and Marta are, I hope that we can be in close touch.

Anyway, when I am in Toronto, or Kapuskasing, or Khartoum, or Udaipur, or Alice Springs, wherever I land, I will look around the airport and in the bazaar and there sitting on a suitcase, or meandering through the stalls I may see you or Marta. Or just as likely I may find you in the office of the Prime Minister, if they ever let me in to such a place.

Your new job will represent at least one change. For the first time you will be working at a job designed to improve quality but limit quantity. Always before your efforts have led to vast increases in number, size, and effectiveness.

This country is very lucky to have the Friesens representing us where it counts most.

All the best.

Sincerely,

J.R. Kidd,
Head,
Department of Adult Education.

JRK/em
Dr. J.K. Friesen,
Director,
Extension Department.

Dear John,

I have been privileged to work more closely with you than has anyone else at U.B.C. For this reason, I appreciate perhaps more than anyone else the extent of the splendid contribution you have made to the University and to the Province. More particularly — and this is what is foremost in my mind on the eve of your departure — I have been able to observe the exceptional and special character of the leadership you have given to the Extension Department.

Your leadership has been of the type which many of us write about but which very few indeed achieve. It has consisted in part of creating a climate within which your colleagues have been free to develop and grow — freedom to experiment and protection when needed. But most of all your leadership has rested on your unique ability to develop relationships with individual staff members — myself included — which are attuned to the personality, strengths and limitations of each. There are a large number of your colleagues who are bigger men and women, and who know themselves better, as a result of your work.

You must be gratified by what Extension has achieved here since 1953. It is a fine record. Your many friends and colleagues congratulate you on that achievement.

These accomplishments are important. But for me, what I am going to miss most is John Friesen the friend and advisor. Your wise and steadying counsel over the last twelve years have been an important influence in my life, one I feel immeasurably richer for.

My best wishes go with you, John, for a rewarding and satisfying career in your new work. There is no more important work in the world today.

Good luck. I hope to see you again soon.

Sincerely and affectionately,

Gordon R. Selman.
October 13, 1966.

Dr. John Friesen,
Director,
University Extension,
University of British Columbia,
Vancouver 8, British Columbia.

Dear John,

It is a great pleasure and honour to have the opportunity of saying a word to you on the occasion of your departure from the University of British Columbia to take on your new and important duties.

I well recall the first time I met you at an adult education conference in Winnipeg just at the end of the war -- in Ned Corbett's day. You were one of those who, coming back from your war service, made an immediate impact on the adult education movement in Canada. I was naturally delighted when later on it became possible for you to join the official family of the University of British Columbia in charge of University Extension.

As Dr. MacKenzie made the Extension Department one of my particular concerns, it was my pleasure and delight to work with you over the years and to help as much as I could to realize the plans you had for extension development in British Columbia and in Canada as a whole. Those were very exciting days. There was lots to be done, there were too few people to do everything that had to be done, and as a consequence, we were frequently allied in the University, in the Arts Council of Vancouver, and in the Vancouver Festival Society.

I would like to pay tribute to your intelligence, energy, enthusiasm and zeal, certainly for all the things we had in common, and I have no doubt for a great many others that I didn't have the privilege of sharing with you. It is always particularly happy when an official relationship is bolstered by personal friendship.

Margaret and I join with the host of your other friends in paying tribute to the exciting hospitality we always enjoyed at the Friesen home. We also join in extending to you both and to all members of your family every good wish for continued high adventure in the future.

Yours sincerely,

G. C. Andrew,
Executive Director.

GCA/js
Mr. John Blaney,  
Extension Department,  
The University of British Columbia,  
Vancouver 8, B.C.  

Dear Mr. Blaney:

It is with a mixed feeling of pride and regret that I received word that John Friesen had resigned from his present position for work with the Population Council.

I feel proud that I have been associated with Dr. Friesen's work from my first years in the adult education field and that this field has produced persons so eminently qualified for international service as is Dr. Friesen. I cannot escape feeling some regret at the same time that Dr. Friesen will no longer be working in Canada.

Here is a man who has contributed successfully to a great many developments not only in Manitoba and British Columbia, in which he resided most of his life, but throughout the country. Indeed, it was always reassuring to know that John had accepted to serve on a national committee or board as we knew he did not take any of his responsibilities lightly.

As he leaves for international service those of us who knew him wish him much success.

Sincerely,

Jean H. Lagassé,  
Director of Citizenship.
Dear John,

I wrote to you when I had the official information about your impending departure from U.B.C., but I would not have missed a chance of joining in this collective greeting to you on the occasion of so momentous a change. The years slip by all too quickly but my six weeks in your company in 1960 remains fresh and vivid in my memory. I do not think I ever spent a happier time or had a stronger sense of being incorporated into a community of people who knew what they were doing and thought that it mattered. You had a grand group of people around you and it seemed to me that you led them in the very best way, by giving each person every opportunity to develop his or her contribution to a common task.

There is not a more important problem in the world than the one to which you are now going to address yourself. On the face of it it is one of those impossible missions but I know that you will bring to it just the quality of commitment and enthusiasm that can, in fact, move mountains. If I can help you to shift a load or two, you know that I shall be glad to do so.

The very best of luck, and may the Extension Department at U.B.C. continue to flourish, even without you.

Yours sincerely,

[Edward Hutchinson]

Mr. John Friesen,
The University of British Columbia,
Department of University Extension,
Vancouver 8,
Canada.
My dear John,

What is this earth resounding news about you? I heard it at Delhi on Friday but refused to believe it. How is it possible and how can such a thing happen? You are identified in my mind (and in that of hundreds of other people) with U.B.C. you are the sun in the firmament of University Extension. The news has upset me, my dear friend, I am impatient to have further particulars, reasons and circumstances leading to this big decision.

Wherever you are, you will be an asset to the cause of progress. You are so dynamic in action, so wise in judgment and so far-sighted in vision that you will make a solid contribution to the good of the human family - its achievement and its prosperity.

I feel confident that the change in the sense of your operations does not make any difference to our personal relations. You are a dear friend and a close colleague for me - and this you will remain - in my desire to render some service in the field of social and educational work. And in this regard you as my fellow-worker, a true comrade.

Your visit to India stands as before, I feel sure, and this has to include your coming here and spending sometime with me in this new home - a simple monastery, if you like, a temple for worship and contemplation, a workshop for labour for the less privileged. You should stay with me here although it is not going to be comfortable as compared to a hotel. But you belong to this place and this 'Centre' belongs to you! Roby was here when the building was under construction.

I met the new bunch of CUSO Volunteers at Delhi at a supper party given by the Acting High Commissioner of Canada. They are a fine group, within half an hour I am expecting here Brian Marson who will succeed Bob Fiske in India next year to take over charge of the CUSO office at Delhi.

How is dear Marta? I hope quite well. Please do bring her here. She must come. We need you both together.

I have now shifted to this new home - "SEVA MANIR". Please write soon. I am impatient to hear from you.

I have received today a copy of the excellent programme which you organised in July at the International House, U.B.C. Many many thanks. It must have been a great success.

Yours

P.T.O.
Dear John:—It has been a privilege and a pleasure to know you and Matta and to work with you in many projects of mutual interest. Adult education is of major and increasing importance in "our world" and you have made and will continue to make an outstanding contribution to this in Canada and abroad. Under your leadership, the Extension Department at U.B.C. grew and flourished and became, I believe, the best and most exciting in Canada.

We will all miss you both very much and somehow, for your friends,
V. B. C. and Vancouver will not be the same, without you.

In the new and important work to which you go, you carry our best wishes, and we hope that you will find this work stimulating and rewarding. In particular, we hope you will both find happiness in it.

Don't forget us, and do come back to Canada and Vancouver soon and frequently - for we all love you and will miss you.

Sincerely,

Norman MacKenzie
Dr. J.K. Friesen
Director
Department of University Extension
The University of British Columbia
Vancouver 8, B.C.

Dear Dr. Friesen,

Those years as your secretary were good ones for me, John. It was fun working for you because you allowed me to make the most of my limited capabilities and to overlook my shortcomings. I never had any illusions about the latter, you know. Let's just say that you must even now heave a sigh of relief because I am not presently operating an "helectric jj typewriterj" nor mis-interpreting my dubious shorthand.

I am confident that your new undertaking will be at least as gratifying as the one you are departing. You are leaving many obvious legacies to which the Extension Department will always bear witness. But the one for which many beside myself will be personally grateful is your willingness to assist others in developing their particular potentialities. It is a gift that travels well and one that will be as welcome in Turkey as in Canada.

May your new adventure be as satisfying to you and Marta as it is sure to be for those who will have the good fortune to work with you.

Sincerely yours,

Mrs. C.M. Campbell
Secretary & Administrative Assistant

/alc
Dear John:

I hoped to see you late Friday afternoon, but just missed by inches. Perhaps it is just as well since I don't like goodbyes anyway.

However, I can't let you go without saying (inadequately) how very much I've appreciated the opportunity of working with you over these years.

As you may have guessed (though others may not) I actually had a pretty free hand in Gordon S's reign, as it would have been a shock if you had been more restricting. Instead, you were able to combine a rare quality of inspirational guidance with trust in your staff which I find entirely admirable.
APPENDIX 16: 1966 FAREWELL LETTERS - cont.

To me, our last talk was typical of your unselfish, consistent support. The fact that you took time to listen to our problems meant a great deal to us, whether or not you actually manage to see JFK. We'll certainly understand if this is impractical.

Your decision to join the air force of the world doesn't surprise me at all—the need is urgent. I only hope you will manage enough self-discipline to stay healthy. You won't be able to help anyone if you don't, so take care!

May you suffer minimum frustration that could be avoided—There will be plenty that cannot! I know that if success depends on your own efforts, it will come.

Please give my regards to Martha—my sincere good wishes to all of you in your new phase.

Yours,

[Marjorie Smith]
Dear John:

Here's a very warm wish that you will find the new work to which you are going highly satisfying.

And what a splendid record you are leaving behind! In your official capacity and through your participation in a great variety of activities that might be considered outside the University Extension orbit, you have touched the lives of most communities in our Province and of many much farther afield.

From the personal standpoint, I shall always look back with pleasure at my associations with you, where your concept of Adult Education was indeed so broad and where your spirit of cooperation was always so strongly in evidence.

Happiness and success to all the Francis family!

Sincerely,

The Graham Bruce
APPENDIX 17: RAJASTHAN COURSES

DEPARTMENT OF ADULT EDUCATION
UNIVERSITY OF RAJASTHAN
JAIPUR

INVITES YOU TO

COURSES IN
CONTINUING EDUCATION
July-Sept. 1965
GENERAL INFORMATION

The following regulations apply to non-credit courses. These are open to persons interested in continuing their education. No pre-requisite qualifications required, except where stated.

Fees & Enrollment

1. Application forms are available from the office during working hours.
2. Admission to a class will be allowed only after the completed application form and the registration fee have been deposited in the office.
3. The last date for enrollment will be adhered to and relaxed with permission.
4. Persons enrolled or enrolling for a course are requested to report on the first day, as per time, date and place stated in the programme brochure. No further intimation will be given except in cases of change deemed necessary by the Department.

Refund & Cancellations

5. Short courses and lectures will be held only with minimum enrollments as stated in the brochure. In the event of a course being cancelled the fee will be refunded.
6. In exceptional circumstances the Department reserves the right to cancel a course.

Further Information:

Any further information required may be obtained from the office of the undersigned.

Office Hours:

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<td>May &amp; June</td>
<td>7 A.M. — 12 P.M.</td>
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<td>July to April</td>
<td>10.30 A.M. — 5 P.M.</td>
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Phone: Office: 72102

Toll: 173333

Director

Dept. of Adult Education

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SHORT COURSES

Archaeology in Rajasthan.
Consultant: Dr. Satya Prakash
Director, Archaeology & Museums.

A short course on the Archaeology of Rajasthan revealing valuable excavations and throwing light on the history and culture of the state. Informative series for people interested in art, culture and history as well as for special groups like teachers, journalists and writers. The lectures will be generously illustrated with colour slides and other aids. Tours will be arranged to important sites. The course will cover the following.
(a) History.
26-7-65 Pre-historic & proto-historic
Shri B. B. Lal
Director, School of Archaeology
New Delhi.
2-8-65 Early History.

(b) Excavations
Spades Reveal
3-8-65 Bairath, Sambar, Raich Naggar
Dr. Satya Prakash
9-8-65 Ahar, Noh
Shri R. C. Agarwal
Curator

As stones speak
16-8-65 Forts & Palaces,
Dr. Satya Prakash
23-8-65 Temples.
Dr. Satya Prakash
30-8-65 Coins too tell a story
Shri P. S. Parmar
Munismat.

Inscriptions
6-9-65 Early:
Shri J. N. Asopa
University of Rajasthan
13-9-65 Late:
Dr. Gopinath Sharma
University of Rajasthan
20-9-65 Sculptural Heritage of Rajasthan.

Nb. of lectures: 10 (once a week.)
Time: 7 to 8.30 p.m.

Minimum enrollment: 15
Registration fee:
(Total Course): Rs. 11/-
Per lecture: Rs. 1.50.
Tours: to be announced.
Place: Maharaja’s College.
Course Begins: 26th July ’65

Rajasthani Painting
Consultant: Kr. Sangram Singh
Director, Jai1ur Maharaja Museum.

This course will introduce the students to the salient features of Rajasthani painting, one of the most important schools of Indian Miniature painting. Emphasis will be given to the four major schools. Where possible, lectures will be illustrated through coloured slides and original paintings.
The Series is as follows:
30-7-65 Marwar Schools. Kr. Sangram Singh.
26-7-65 Mewar Schools. Dr. Gopinath Sharma
29-7-65 Hadoti Schools. Shri Mohan Lal Gupta
2-8-65 Dhubdar Schools, Kr. Sangram Singh.
6-8-65 Murals & Frescoes. Shri Ram Gopal
Vijayavargia
10-8-65 Technique

Registration fee: Rs. 7/-
(For the Course)
Per lecture: Rs. 1.50
Time: 7 P. M. to 8-30 P. M.
Place: Maharani’s College.
Minimum enrollment: 20
Course begins: 20th July ’65.

Indian Classical Dancing.

Indian classical dance performance can best be appreciated with a certain knowledge of the technique and language of the dance
GENERAL OBJECTIVES
OF THE PROGRAMME
OF ADULT EDUCATION

1. To improve continually the
standard of knowledge
and general information
of the people in the
community and to broaden
their mental horizon;

2. To enable them to func-
tion as alert and efficient
citizens as also to meet
the challenge of rapid
social, economic and
political changes;

3. To stimulate and sustain
their interest in leisure-
time activities including
reading, and to create
appreciation of Art;

4. To help people to acquire
such elementary technical
knowledge and skill as
would contribute to effi-
cient living in an age of
science and technology;

5. To provide opportunities
for better careers through
academic pursuits, acqui-
sition of professional ability
and, in general, through
continuing education.

University Consultative Committee
on Adult Education

1. Dr. M. S. MEHTA,
   Vice Chancellor, Chairman
2. Dr. S. P. VARMA,
   Dean Faculty of Arts
3. Dr. R. C. MEHROTRA,
   Dean Faculty of Science
4. Dr. OM PRAKASH,
   Dean Faculty of Commerce
5. Dr. G. S. SHARMA,
   Dean Faculty of Law
6. Dr. M. C. SINGHAL,
   Dean Faculty of Education
7. Shri V. G. GARDE,
   Dean Faculty of Engineering
8. Dr. R. M. KASLIWAL,
   Dean Faculty of Medicine
9. Dr. R. J. CHELLIEH,
   Head of the Dept. of Economics &
   Public Administration
10. Dr. T. K. N. UNNITHAN,
    Head of the Dept. of Sociology
11. Dr. G. S. SATYANDRA,
    Head of the Dept. of Hindi
12. Dr. SATISH CHANDRA,
    Professor in the Dept. of History
13. Shri S. S. SAXENA,
    Director, Rajasthan College
14. Shri N. N. GIDWANI,
    Librarian, University Library
15. Shri C. L. SINGHAL
    Registrar
16. Shri U. S. GOUR,
    Director, Dept. of Adult Education,
    Member Secretary

DEPARTMENT OF ADULT EDUCATION

STAFF

Shri U. S. GOUR,
   Director

Smt. C. K. DANDIYA,
   Asstt. Director
   Coordinator Non-credit Programmes

CONSULTANTS

Dr. J. K. FRIESEN,
   Colombo Plan — Project Director

Dr. J. A. DRAFTER,
   Colombo Plan — Project Adviser
REFERENCES


...... (1946). "Secretary Federation of Agriculture Talks on Small World Community." *Brandon Sun.* April 11.


..... Personal Papers.

..... Personal Tapes.


Kidd, J. R. (1956). Adult Education in the Canadian University. Toronto: Canadian Association for Adult Education.


..... (1966). *A History of Fifty Years of Extension Service at the University of British Columbia 1915 to 1965*. Toronto: Canadian Association for Adult Education.


Stewart, David A. M.D., LL.D, Director Ninette Sanitarium, Ninette, Manitoba. Learning and Living. An address to a meeting to encourage a Movement for Adult Education, held in Winnipeg: Sept. 25, 1934. Friesen's Personal Papers.


..... Senate Records and Reports. (1952-1966). Vancouver: UBC.


Interviews and Personal Communications.


He was employed from 1961 and until August 1963 as supervisor of the Study-Discussion Program (Living Room Learning). During 1962-1965 he supervised the Education Extension Program. In 1966 he became Assistant Director of Extension and later Associate Director until 1974. Then he joined Simon Fraser University as Dean of Continuing Studies a post he held until 1981, when he was appointed Vice-President of University Development. Today he is Vice President of Simon Fraser's Harbour Centre Campus and of External Relations.

Knute Buttehahl, tape-recorded personal communications, long distance phone conversations, March 18 and 19, 1992.

He was employed by Extension and given responsibility for the Study-Discussion Program in the Liberal Arts 1957-1960 (Living Room Learning). He subsequently directed the University Conference Office and became Assistant Director of the Extension Department (Centre for Continuing Education) 1965-1975. During 1966-1968 he was Director of the Colombo Plan funded UBC/Rajasthan Project and was resident in India for one year. He left UBC in 1975 for international work. Today he is a consultant and training specialist in "Buttehahl Research & Development Associates, Inc.", Ottawa.

Bert Curtis, tape-recorded personal communication, long distance phone conversation, March 10, 1992.

He supervised Short Courses and Conferences for Extension from 1957 until 1959 when the supervision of Short Courses grew to an extent that it demanded his entire attention. He was Director of the Leadership in Education project for the B.C. School Trustees and Assistant Director, Leadership Development for Indian Chiefs and Councillors in B.C., holding both positions for three years. In 1960 he became Assistant Director of Extension until his departure in 1964. He subsequently served as Director of Adult Education for
the Ottawa Collegiate Board, Dean of Applied Arts for Algonguin College, Ottawa and then became President, Confederation College, Thunder Bay, Ontario, retiring from the latter position in 1989. Currently he is a consultant, teacher and program organizer for industry, business and government, in the areas of adult learning and communication theory.

Ian Davidson, Personal Communication, Vancouver, B.C., April 15, 1992.

A music critic and a founding member of the Junior Festival Committee of Vancouver International Festival. Currently an architect in private practice.

John K. Friesen, tape-recorded interviews, Vancouver, B.C., October 1, 2, 7, 9, 10, 18, 22, and 25, 1991; January 8, 14, 23 and 27, 1992; February 4 and 27, 1992; and March, 11, 1992.

Interviews and Personal communications, Vancouver, B.C., March 19 and 27, 1992; April 23, 1992; May 11, 1992; June 1 and 18, and July 15, 20, 21, and August 7, 1992.


He served as Vancouver volunteer coordinator for the Study-Discussion Program (Living Room Learning) from 1958-1961, and became Extension’s Director for the Office for Short Courses and Conference 1966-1974 and also was the financial administrator of the Department. He administered the Diploma Program in Adult Education at UBC 1966-1985. He served as Assistant Director of the Centre for Continuing Education 1974-1975, and as Acting Director during February - June, 1975 and also from 1976-1978. Kulich was appointed Associate Director 1975-1978, and then served as the Centre’s Director 1978-1988. From 1988-1990 he was Director of Special Projects for the Centre for Continuing Education at UBC. Kulich, who speaks seven languages, is knowledgeable in the field of adult education in Europe, Scandinavia and Eastern Block countries where he is also recognized as a leading scholar.


She joined the staff as Lectures Secretary in 1959 and held this position until 1961 when she became Supervisor of Evening Classes. In 1964 she was given additional responsibility in administrating Correspondence Courses. In 1965 she became Supervisor of the
Credit Courses for part-time students in the evening and Spring Session. She took on other enterprises such as the Language program in 1969, which is now known as the Language Institute. She started the Department's non-credit Weekend Programs and Field Studies activities and organized them until her retirement in 1985, a total service of twenty-seven years.


He joined the Extension staff as a programmer in 1954, became Assistant Director in 1955 and Associate Director in July 1, 1960. He left the Department on November 30, 1965 to become Executive Assistant to UBC President J.B. Macdonald, returned as Director of Extension in January 1967, leading the Department as Friesen's successor until 1974. Selman then served as Associate Professor of the Graduate Program in Adult Education at UBC until his retirement in June, 1992. He is the foremost historian of adult education in Canada.

Alan Miller Thomas, tape-recorded personal communication, long distance phone conversation, March 5, 1992.

He was at UBC 1956-1961, with a half-time appointment in the Faculty of Education, and half-time as Supervisor of Communications Studies and General Administration in the Extension Department. Thomas was the architect of the Masters degree program in Adult Education at UBC. He pioneered and developed an Extension program in the field of broadcasting, television and film making. Earlier he instructed volunteers for the Study-Discussion Program (Living Room Learning). In the period 1961-1969 he was Executive Director, Canadian Association for Adult Education (CAAE). In 1982 Thomas was honoured by Canada as an Officer of the Order of Canada. For over twenty years he has been Professor of Adult Education, Department of Adult Education, The Ontario Institute for Studies in Education, Toronto, Ontario. He is a leading intellectual in the field of adult education.