UBC ALUMNI
Chronicle
SPRING 1973

The Open University:
An Idea Whose Time Has Come

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UBC ALUMNI
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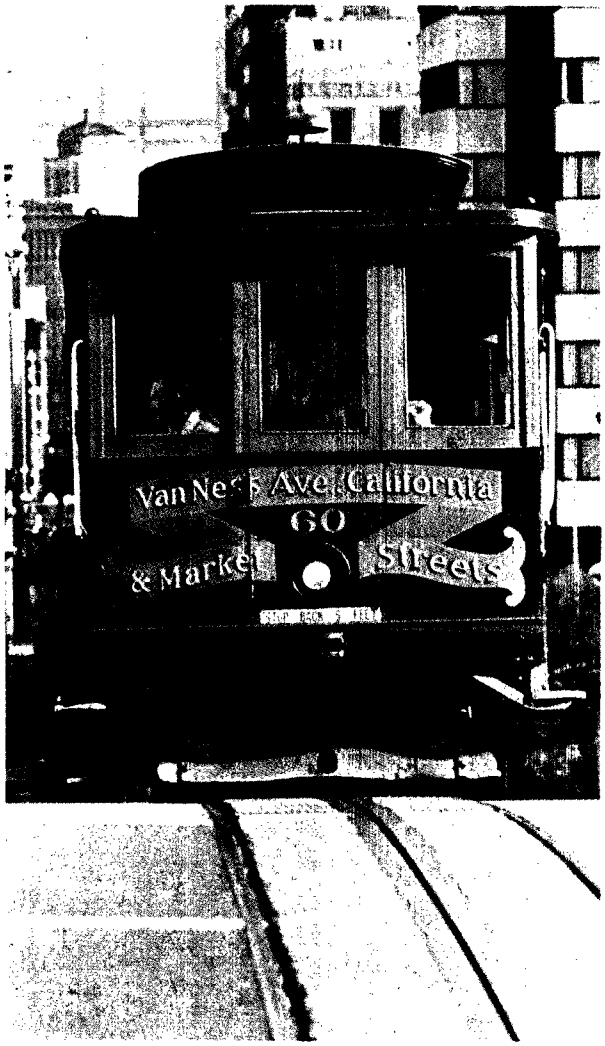

Neil Libbert

The Open University

THE MAN WITH THE MAILBAG, pictured here, symbolizes the new direction emerging in higher education today: the drive to deliver educational services to more people at more convenient times and places than ever before. The mailbag contains sophisticated learning packages to be mailed to students. It is part of a regular despatch from Britain's Open University, the one institution which has had the greatest influence on this new direction.

Universities around the world, in increasing numbers, are beginning to break out of their traditional academic cloisters and — by means of everything from flexible entrance requirements to storefront colleges — are providing educational opportunities to many more people who can benefit from them.

This new wave, however, has yet to be felt in university education in British Columbia. In the case of UBC, the educational style is as it has always been: lecture-dominated, full-time, day-time study from September to May each year.

Yet it is not as though many of the needs and pressures which have led to innovations in approach to university education elsewhere do not exist in B.C. They do exist here; they are, in large measure, reflective of modern urban life. It appears likely, in fact, that there will be increasing public pressure for greater flexibility and accessibility to our university system. As one example, a UBC Alumni Association survey of alumni opinion a year ago revealed a very strong feeling that the University should do more in continuing education.

In the interest of more public awareness of the increasingly important issue of accessibility to university education, the *Chronicle* offers on the following pages a discussion of Britain's Open University, its record to date, what aspects of it might profitability be implemented in B.C. and, in general, what needs to be done to make university education available to more people in B.C. We would welcome hearing your views on this issue.

Walton Hall, the humble headquarters at Bletchely, outside London, of Britain's pioneering new 'second chance' university, the Open University.

BRITAIN'S OPEN UNIVERSITY

The Sneers Have Changed To Respect

Peter Wilby

THE LARGEST UNIVERSITY in Britain is now the Open University, with over 40,000 students. Now in its third year, it has just produced its first graduates: 867 men and women who were able to complete their degrees in the shortest possible time because previous successes in higher education gave them some exemption from Open University courses. For better or worse, the Open University — which requires no formal entry qualifications and whose students include dustmen and labourers, as well as a former Lord High Chancellor of Great Britain — is an established part of the British educational scene and, from now on, its role will become more and more important. Whether that role is the one envisaged for it by its founders is another matter.

But the wonder of the Open University is that it exists at all. It is arguably the greatest political miracle of post-war Britain. The idea of a "University of the Air", as it was called through much of its planning stage when getting a degree through television and radio seemed the most distinctive and exciting aspect, was first mooted publicly by Harold Wilson in a speech in Glasgow in September 1963. The notion was wholly typical of those heady days, when the new Labour leader was launching an election campaign that, a year later, was to end in narrow success.

It combined, in a single slogan, the chief passions of that remarkable campaign: education, technological progress and equality. Wilson's speech, in the language of the time, envisaged "a dynamic program providing facilities for home study". As a department of education publication put it some years later, the Open University "both resulted from scientific progress and will, it is hoped, contribute to it."

The years of Labour government — 1964 to 1970 — were, for the most part, years of disillusionment for British radicalism. Many of the grand designs described in the election campaign were shelved. Yet the Open University survived those six years of economic crises, cuts in public expenditure, freezes and squeezes. It even survived the election — six months before its first broadcast lecture — of a new government which had threatened, on several occasions, to strangle it at birth.

The OU survived, not merely because it was part of Wilson's technological revolution, but also because the idea had a place in the very soul of the Labour Party. After Labour's return to power, Wilson appointed Miss Jennie (now Baroness) Lee as Minister of Arts at the Department of Education. It was her job to establish the OU.

Miss Lee was the widow of Aneurin Bevan, a fiery, impassioned Welshman, who was the leader and the conscience of Labour's left-wing during most of post-war Britain until his death in 1960. Like many early Labour stalwarts, he was a self-educated man and had left school to work in the mines at 14. Partly by voracious reading in

his spare time and partly by a period of study at a Labour College in London, Bevan, said his university-educated wife, came to know "a great deal more about history, philosophy, poetry, economics, than I did." This convinced her that "there is a group of natural scholars at every income level", that there were thousands like her husband who did not have university degrees only because they had never had a chance.

This deeply-held conviction sustained Miss Lee through six years of struggle to bring the OU to birth. According to one of her colleagues in the government, the Open owed nearly everything to Miss Lee's "utter unreasonableness — you can say 'No' to her until you're blue in the face, and she assumes you've said 'Yes' and carries on."

There was a powerful argument, on grounds of social justice, for the OU's establishment. Britain's higher education system is essentially elitist. Even now, only 15 per cent of 18-year-olds go on to higher education; in 1961, it was only seven per cent. Every year, thousands of students — including those with qualifications well above the minimum — fail to get into university. Others drop out even earlier: according to one government report, nearly half the pupils in the top 10 per cent of the ability range, during the 1950s, were leaving school at 16. On a fairly conservative basis, it was estimated that a million people in Britain who had never had a higher education were capable of getting a degree. And opinion surveys suggested that at least 10 per cent would be willing to study through an Open University.

Despite these encouraging signs, there was widespread scepticism, both political and academic. In 1965, for example, a Conservative MP described the projected OU as "just another of the Prime Minister's gimmicks." Even after a White Paper setting out the government's plans had been published in 1966, Sir Edward (now Lord) Boyle, the Conservative spokesman on education, was calling the proposed University of the Air "a non-saga of considerable length." A correspondent in *The Times* said it seemed "likely to remain a pious aspiration." But the establishment of a Planning Committee, which included the Vice-Chancellor of Cambridge University, the present and former Vice-Chancellors of Sussex University, the best-known of the new universities created in the 1960s, and the ubiquitous Lord Goodman, chairman of the Arts Council and solicitor and confidante of the Prime Minister, confirmed that the government's intentions were serious. By 1969, the University had a Vice-Chancellor, a Royal Charter and the outlines of an academic syllabus.

Hostility in established academic circles, however, grew as the University became a reality. A university, it was argued, must be a community of scholars — the OU could not possibly be anything of the sort. "Broadcasting is certainly an educational instrument, but not an educational institution", remarked one commentator. Dr. Walter Perry, the Vice-Chancellor, has recalled that when he gave talks about the OU in late 1968 and early 1969, "there was profound scepticism, garnished with ridicule and hostility. The idea of the 'University of the Air' had been far too long thought of as a political gimmick to remain a respectable and credible academic proposition. The very name suggested 'taking a degree by watching the telly' — and no academic could believe in that."

There were, however, 1,200 applications — all from very well-qualified people — for the top 30 academic jobs. The quality of these first appointments silenced many critics. The quality of the course materials that were later turned out changed them into friends.

By now, the shape and direction of the University were clear. The basic original vision had not been altered. The late Lord Crowther, the OU's first Chancellor, saw it catering for those who "drop out through failures in the system, through disadvantages of their environment, through mistakes of their own judgment, through sheer bad luck."

But the Open was to be, in every sense, a *university* and it would offer *degrees*. Those degrees would be every bit as good as those offered by other British universities. There would be no compromise on standards. This meant that it would not offer, at first, some of the things Harold Wilson had talked about in 1963, such as one-year modern language courses that could be taken not only by overseas sales executives in industry but also by families planning to take a holiday abroad. Nor could it make concessions to those who had left school at 14 or 15 and had no formal education — much less an academic education — for 20 or 30 years. The OU gave its blessing to the "Gateway" courses provided by the Cambridge-based National Extension College in 1970-71, but it did not itself provide any preparatory courses. The Vice-Chancellor believed "that it was necessary for the

Lab assistant cuts rock samples for Open University science students.

Neil Libbert

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Shipping staff test science kits prior to sending out to OU science students.

new institution to be seen to be capable of offering first-class university level courses before it could itself embark upon the creation of pre-university preparatory courses, however desirable; otherwise our reputation as a university would be in jeopardy."

But, in June 1970, with the election of a Conservative government, it appeared that these and other considerations might become irrelevant. For the Conservatives in opposition had threatened the very survival of Jennie Lee's "one glimmer of light in a dim world". Sir Edward Boyle had warned that a Conservative government could not guarantee to finance the OU at the level envisaged by Labour. Iain Macleod, the Shadow Chancellor of the Exchequer, went further. Dismissing the OU as a "blithering nonsense", he stated quite categorically that he "would not provide the money for a university of the air".

Within weeks of the Conservative election, Macleod was dead. That accident of history may well have saved the OU. But, during the election campaign, the Conservatives had begun to tone down their hostility to the University. Several thousand people had already applied to it. A decision to close it would clearly have been very unpopular with a substantial number of people, including many of the cultivated middle-classes and aspiring skilled workers who are potential but far from certain Conservative voters.

What really saved the OU, however, was the Tories' realisation that it could ultimately provide a cheap means of absorbing the fast rising demand for higher education from 18-year-olds. The "second chance" university, it was realised, could eventually provide more first chances.

Its cheapness is perhaps the most outstanding feature of the OU. The average recurrent cost per student is already down to about one-quarter that at a traditional university. Yet only when the OU has about 70,000 students will full economies of scale be achieved. It is true that it has a higher drop-out rate than the conventional university. But, even if the rate were 80 per cent, the cost per graduate would still be less.

The OU, then, far from being a drain on the nation's resources, could be turned into a vast cost-saving exercise. The government immediately made its intentions clear to the University authorities. The OU warned that teaching techniques developed for mature adults would not necessarily be suitable for 18-year-old school-leavers. Nevertheless, it agreed last year to accept 500 students under the age of 21 in 1974. Half of them will have the normal minimum entry qualification for a degree course in a conventional university, the other half will have no formal qualifications at all. Both the government and the OU stress that this is "an experiment." But no-one has any doubt about the ultimate aim. In the meantime — until the OU's cost savings can, so to speak, be built into the higher education system as a whole — the Conservatives cut its budget and the University had to reduce its planned annual intake for 1972 and 1973 from 25,000 to 20,000.

The 18-year-olds who take advantage of the new experiment will find the OU different from other universities in more ways than one. Its degrees, for example, are offered on a credit basis. Six credits are needed for an ordinary degree, eight for an honours degree.

At present, the University offers five "foundation" courses: in humanities, social science, maths, science and technology. Each course carries one credit and at least two must be obtained before the student continues to second, third and fourth level courses. The latter can either be taken all at one level to make a fairly general degree or the student can pursue a specialized degree by following the same subject through to the higher levels. At least two credits at the higher levels, however, are compulsory for the award of an honours degree. Most other British universities offer pre-packaged courses; none offer anything like as much choice as the OU.

The Open University's multi-media teaching methods are already world-famous. They are a unique combination of radio and television instruction (which, in its sophisticated use of diagrams, films, experimental equipment and other illustrative materials has gone far beyond the orthodox straight-to-camera lecture), correspondence texts (which, again, are far more sophisticated than textbooks), and face-to-face teaching. The old jibe of "taking a degree by watching the telly" has receded. In fact, of the minimum of 10 hours a week of study needed for an OU degree only

one is spent watching TV.

The OU's Institute of Educational Technology employs 25 full-time staff to develop and implement new learning methods and systems. The face-to-face teaching is provided by counsellors (who look after students' general problems) and class tutors (who deal with specific academic problems). They are available at a network of 250 local study centres, where students have an opportunity to meet and discuss their problems with each other as well as with the tutors, who are mostly lecturers in other universities or higher education colleges and are employed part-time by the OU. The study centres have tapes of all OU broadcast programs, so that students can use them for revision or to catch up when they have missed a program.

The counselling and tutoring at the study centres is voluntary. But all foundation course students are required to attend a one-week residential summer school.

Assessment is based partly on orthodox unseen end-of-course exam papers and partly on continuous assessment. The latter comprises computer-marked and tutor-marked assignments. Both types of assignment are dealt with by post and the correspondence tutor who does the marking is not the same as the class tutor.

The correspondence texts and instructional kits (which include a home experiment kit for science students) and the television and radio broadcasts have been an almost unqualified success. Established universities, at home and abroad, have expressed interest in using them. The OU is probably the only university with a Director of Marketing. Harper and Row, the American publishers, have signed an agreement with the OU, to market its course texts, which is worth at least £2million (about $4.8 million) over the next four years. Four American universities are using OU teaching material for a one-year trial.

The sneers of conventional universities in Britain have changed to respect. For OU academics have done what, ideally, all university teachers should do. They have decided on their objectives, they have planned how to attain them, they have used different media to implement them, they have researched into the effectiveness of their methods and (inevitably) they have exposed themselves to public criticism. All this has put the traditional amateurism of British university teaching under severe strain. Many conventional university academics know that students no longer attend their lectures because they can get what they want from OU broadcasts.

The face-to-face teaching and counselling has been less satisfactory. Contact between tutor and student has, inevitably, been spasmodic. Because they are part-time, the tutors are not always adequately familiar with the aims and philosophies behind the OU courses. But the main goal has been achieved: the high drop-out rate to which all part-time correspondence courses are prone has been significantly reduced. In fact, 60 per cent of the students who had started a foundation course finished with a credit. Early guesses, based on previous experience of correspondence education, had been that the proportion would be about one-half.

It is, of course, too early to know what proportion of OU students will eventually get a degree. A meaningful figure would be difficult to calculate. A student does not have to obtain his degree through three or four consecutive years of study. A student who has dropped out after gaining a foundation course credit may well return several years later for a second level course. Some students take a foundation course simply to extend their knowledge and have no intention of going further. What we do know is that, so far, (excepting the early drop-outs from the foundation courses, who clearly find that they have bitten off more than they can chew) the pass rate on both foundation and second level courses is an average of 70 per cent, with the arts students having the highest pass rate and the maths students the lowest.

Despite these successes, a large question mark looms over what many people see as the OU's fundamental aim: compensating for social disadvantage. So far, it has failed almost completely to attract large numbers of working-class applicants. The OU is very much a middle-class concern. A third of the students are teachers, a tenth are housewives, an eighth are professional men and women. Technicians — draughtsmen, computer programmers, etc, — account for another eighth. In the first two years, everything possible was done to keep the middle-class contingent to a minimum. An occupational quota system was imposed so that while a metal worker who applied was almost certain to be accepted, a teacher would only have a slightly better than even chance.

Closer analysis of OU students shows that, though few of them are working-class *now* (judged by their own occupational status) many of them came from working-class *backgrounds* (judged by their parents' occupations). Thus, it might be argued that though the OU has not dragged people up from the bottom of the ladder, it has given an extra shove to those who are already socially mobile.

But even this attractive argument must be treated with some caution. Many of the OU students with working-class origins are teachers and they are taking degrees simply because, in their profession, it has a direct cash value, as well as enhancing promotion prospects. It is doubtful if this can be described as a contribution to increasing social equality and mobility. Teaching in Britain is already a widely-recognized avenue of upward social mobility for the bright working-class youngster. It is the lack of mobility in other fields that is the problem.

If the purpose of the OU was to give second chances to the working-classes, then it has, almost certainly, failed. And that failure was probably inevitable. The level of its courses, its teaching methods and its tone are all bound to deter the working man.

The OU was founded on the assumption that a man or woman needing a second chance needs an academic degree course. But most of the drop-out from English education occurs not at the threshold to university but at the age of 15 or 16. What most working people need are second chances to obtain sub-degree qualifications. They need not an Open University, but an open high school. The OU is a good second chance for those who just missed university, as did most of the non-graduate teachers who are now taking its courses.

Furthermore, the OU's teaching

methods, excellent though they are, are hardly suitable for a man or woman who has not undergone formal academic instruction, at least since 15 or 16. OU lectures and course materials inevitably assume a common middle-class language and culture. They must adopt a subject- not a student-centred approach. Indeed, its educational approach is, in some respects, conservative, not radical. Though it can provide choice of courses, it cannot, with so many thousands involved and so little personal contact, provide any individual flexibility *within* the units. It cannot, therefore, relate the subject-matter to the student's own personal everyday experiences, particularly in the factory and the workshop. It must rest on a pedagogic approach, not on the most modern educational ideas of problem-solving and freedom for the student to determine each successive step in his studies. The OU's lecturers and tutors must direct not guide their students.

The OU still believes that, with better publicity, it can attract more working-class students. Most of the news and feature coverage it gets is in the "quality" middle-class papers. A survey carried out just before the OU's first broadcasts showed that less than one person in three had heard of it and that less than half of those who had heard of it had realised that no formal qualifications were needed for admission. Now, from its limited publicity budget, it plans an advertising campaign directed mainly at the working-class.

But we have seen that its commitment to academic standards makes the OU reluctant to undertake the preparatory and remedial work that would almost certainly be necessary if a working man, even with intelligence and aptitude well above the average, were to tackle one of its degree courses. Perhaps the OU could only have tapped large sections of the working-classes if it had operated in conjunction, not with a correspondence course, but with a local technical college course. The British technical college tradition understands the working-man and his needs in a way that the university tradition never has done.

Do I see any future role for the OU in reducing social inequality? Optimistically perhaps, I do. Its first task, of course, is to continue absorbing the backlog of people wanting second chances, regardless of whether they are middle-class or working-class. Annual applications to the OU dropped from 42,000 for 1971 to 32,000 for 1973. This was no bigger drop than expected (it may have been caused to some extent by shorter application periods) and it is unlikely that the available places will exceed the applications for several years. The OU's second task is to provide "post-experience courses" for those who do not have qualifications but need updating or retraining because their knowledge is obsolescent. Five such courses — lasting a maximum of one year and leading to a course certificate — have just started, in such subjects as computers, electronics and children's reading development.

In 10 or 20 years, says its Vice-Chancellor, post-experience courses may form the bulk of the OU's work. But another role is likely to become increasingly prominent: supplementing the higher education provision for school-leavers. Already there is talk of some British students taking a new two-year full-time Diploma of Higher Education and then being able to upgrade it to a degree through part-time OU study. Co-operation between the OU and other universities, polytechnics and colleges is likely to increase in this and other ways. This could mean that the OU, like the rest of British higher education, will find the bulk of its student entry determined by formal school-leaving examinations. But it could equally well mean that the OU's philosophy will permeate the other institutions and that British higher education will at last be freed from the tyranny of exam certificates. It might then move from an elitist to a genuinely mass system of higher education. At present, Britain provides three years' full-time higher education for a few. In the future, it may actually provide less full-time higher education but make part-time higher education available to most of its people. In any such development — and in a world where a full-time course is often obsolescent before a student completes it, it is less improbable than it might initially seem — the OU would clearly play a critical role. □

Peter Wilby is education correspondent for The London Observer.

Correspondence education is an important part of the Open University function.

Why We Should Create A B.C.-Style Open University

John Ellis

VLAD

BRITAIN'S OPEN UNIVERSITY has become the most widely endorsed educational innovation in recent years. Two Royal Commissions — Ontario's and Alberta's — have recommended the establishment of an open university for their provinces. The Honourable Eileen Dailly, B.C.'s Minister of Education, has expressed considerable interest in the concept, and the idea is under active consideration or embryonic development in many other parts of the world including California, New York State and Japan.

There is a growing body of evidence that suggests that the British experiment is succeeding. This has led some enthusiasts to recommend a quick trip to Britain — cheque book in hand — the purchase of the excellent video-tapes and teaching materials produced by the Open University, and the speedy establishment of our own open university. This just wouldn't work.

It wouldn't work for at least three reasons. First, the assumptions which are central to the Open University are not widely understood and even where they have been understood they have not been universally accepted — particularly by academics. Second, the circumstances which have made possible the British success have not been clearly identified and interpreted. And third, none of the hard planning has been done that would ensure a faithful translation of the concept to a vastly different context.

These three issues merit a serious examination. And such examination could very well lead to a sensitive, enlightened and appropriate application of the Open University *idea* to British Columbia. Of equal importance, it could give to higher education here a fresh sense of mission, now so badly lacking.

What, then, are the assumptions central to the Open University? There are two. First, there are many individuals in society who both desire and can profit from academic study but who are unable, for a variety of reasons, to attend university. Perhaps they have family responsibilities, or vocational responsibilities, or they live too far from a campus, or they are unable to meet formal admission requirements. Second, it is possible to offer learning opportunities of high quality at locations remote from a university campus — locations which include students' homes.

Accessibility to higher education learning opportunities has improved greatly in recent years. The building of new universities and colleges in B.C. and the enlarging of existing ones have increased accessibility, as have modifications to institutional practices including admissions policies (mature student entry, course challenge, etc.). The community colleges have been particularly energetic in removing artificial barriers to access. In so doing, apparently, the quality of student performance has not suffered. The investigations of Dr. John Dennison of UBC's Faculty of Education indicate that during the third year at university the achievement of students who entered as freshmen is virtually indistinguishable from those who transferred from colleges after the second year. Many of this latter group would not have been admitted to any B.C. university as freshmen.

Accessibility to further education has been improved. But the opportunity to learn is still effectively denied to substantial numbers of citizens, particularly those who live at some distance from a college or university, who have personal or vocational obligations during the normal institutional day, and especially those who desire academic studies at the third and fourth year levels.

The second assumption — that a university can offer high quality instruction without a campus — carries profound instructional, social and economic consequences. It forces an examination of curricular and instructional methodology. It denies the importance of the campus as an agency for socializing the intellectual elite. And it suggests very clearly that the fantastic costs of capital facilities — lecture halls, seminar rooms, cafeterias and parking lots need not be the concomitants of quality learning.

One can understand why many academics are less than enthusiastic about a non-campus university. For some, whose teaching program requires elaborate installations of equipment, the concern is understandable and, in many instances, legitimate. But for others, to deny the importance of a campus is to threaten a style of life which is reasonably comfortable and pleasant. And for a few (very few one would hope) the disappearance of campus instruction would lead to the incineration of some moldy lecture notes and the abandonment of some ill-prepared, fuzzy-minded seminars.

But surely this is not the point. Universities do not, or at least they should not, exist for the comfort and convenience of the faculty. They exist for two purposes: the discovery and dissemination of knowledge. If this latter function is being carried on in a way which fails to meet the needs of significantly large groups of learners, new delivery systems must be found even if it means threatening the traditional working environment of the professor.

In short, the assumptions of the Open University — beliefs, if you will — have not yet been endorsed widely. Laymen are largely unaware of them; academics are fearful of them. The universities in British Columbia, and Canada, for that matter, continue to act as though higher education is for the young, full-time student who is able to travel to a central facility. Furthermore, most professors still seem to believe that personally delivered lectures in campus lecture halls are the essential condition for learning.

It should be obvious that if an organization is to be successful it must have a "goodness of fit" with the environment in which it operates. In most respects, the Open University fits logically and naturally into the British context. The mechanisms through which it operates are sensible and harmonious, and where the environment didn't fit, adaptations have been made. What then, are the circumstances that have made possible the early success of the Open University?

First of all, it has had the vigorous and tangible support of government. In fact, it was created by government. Educators do not like to admit that they have not initiated most of the major changes in education. Certainly, if it had been left to British educators there would have been no Open University. All of the established universities were given the opportunity to sponsor it and they all refused. Government sponsorship has led to adequate funding and has not, apparently, resulted in governmental meddling.

Secondly, the Open University was made autonomous from the start. It was empowered to grant its own degrees and did not have to rely on the unlikely charity of Oxford and Cambridge. Two cases in point, much closer to home are worth noting. B.C.'s regional colleges were almost throttled by the sanctimonious and niggling behaviour of the universities in not accepting transfer courses. And Alberta's proposed version of the Open University, the Academy, is doomed to failure because, as it is planned, it will rely on the cooperation of universities to accept its transfer credit and award its degrees.

The geographic size and the population density of Britain were existing circumstances which have had a major effect in easing logistical problems. The travelling tutors have relatively short journeys. The movement of books and equipment can be accomplished relatively quietly and inexpensively. In contrast, B.C. has one twenty-fifth the population in an area at least four times as large.

Similarly, the already existing network of communications and institutions provided the Open University with a ready-made distribution and support system. Television and radio signals reach virtually all of Britain. Institutional and public libraries of high quality are accessible to support the learning needs of the vast majority of potential students. In contrast, the proposed Alberta Academy will rely on yet another proposed agency, the Access Network. This latter will require the installation of twenty-nine microwave facilities and several television studios all at a cost exceeding $30 million dollars. Assuming that a British Columbia "Open" university were to make use of television, similar exorbitant costs could be anticipated. And, of course, the existing library services throughout British Columbia and Alberta are minimal.

A fifth circumstance which has contributed to the early success of the British experiment has been the existence of substantial numbers of potential students. Even today, after a period of very rapid expansion in the conventional universities, places are available to only one of every two qualified applicants. Not long ago the proportion of applicants admitted was significantly lower. Thus, it seems likely that the Open University will continue to have large numbers of applicants. Not only is there a pool of potential students but there will be continuing additions to the pool. In British Columbia, the number of potential students would have to be determined. It might prove to be proportionately smaller. But then again, levels of aspiration and need differ from country to country and make straight line projections dangerous.

Finally, and most important of all, the nature of the curriculum of the Open University has contributed to its success. Its three-year BA degree consists of only six courses (eight for honors) and the total number of undergraduate courses offered is not likely to go much beyond 30. Admittedly each course is larger in scope than its North American counterpart (two and a half times a UBC course or five times a semester course). But even taking that into account, it is drastically different from Canadian and American practice.

A restricted curriculum has had a number of beneficial consequences. It has produced an economy of scale because, obviously, if there are fewer courses, enrollments will be higher in each. Thus, the considerable costs of television and print production can be achieved at a lower unit cost. Furthermore, course production has been undertaken by professors and technologists working together — a novel and beneficial "first" in higher education.

Those who would question this relative lack of free course selection for students should ponder two of Clark Kerr's witticisms. "To determine the size of an institution's faculty, count up its courses and divide by two" and "A university faculty is a group of entrepreneurs held together by a common concern over parking." Perhaps our curriculum smorgasbord is less an honest

effort to meet the learning need of students and more a kind of academic territorial imperative.

The foregoing discussion indicates very clearly that the British Open University in its existing form could not be transplanted successfully to British Columbia. This should not be surprising because the British have developed a method of operation that fits well with local conditions. The B.C. context is vastly different.

However, simply because the Open University's *means* may not be appropriate to B.C. should not imply that its *ends* are inappropriate. To put it the other way, if we assume (with the British) that there are citizens who desire the opportunity to learn but are unable to take advantage of our existing educational arrangements, then we must devise new ones.

If we could achieve a coordination of effort among the universities and colleges of B.C. the idea of "open universities" could be realized relatively rapidly and without undue expense. Naturally, this would call for a commonly agreed upon and suitably lean curriculum which would meet the aspirations of a good many potential students. It would also call for free transferability of certain courses within the system of higher education, the modification of instructional methodology and institutional hours to meet the requirements of learners living nearby, and the programming of various courses through, perhaps, print and audiotape for those in more remote locations. It might mean that a professor would take up residence in Burns Lake or Osoyoos. It might mean that tutorials were conducted by telephone or that certain classes met once every three weeks for several hours rather than three times each week for one hour. It would probably not mean TV teaching because television instruction is expensive, inflexible and awkward, given our topography. But it would certainly mean that the quality of instruction would improve because courses would have to be carefully planned.

All of this is possible — but it is unlikely to happen. Arrangements like those suggested could serve learners very well and they are within our capability. But they would infringe on current perceptions of academic freedom and institutional autonomy. University senates move at an incredibly slow pace, reflecting the professional conservatism of the academic and the ponderous decision-making process of the faculties.

One would hope that our senior educational institutions would adapt their operating procedures to meet the learning requirements of more of our citizens. This could be done, as the British have shown, without the sacrifice of academic quality. But it seems too much to hope for.

Perhaps, as in Britain, the enlargement of educational opportunity will require external pressure. If that occurs we will have once more demonstrated that education is too important a matter to be left solely to the educators. □

SFU education professor John Ellis has visited and studied the Open University. A member of Capilano College council, he has a special interest in increasing accessibility to higher education.

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VLAD

New Conditions Dictate New Directions For Universities

Clive Cocking

BRITAIN HAS A POPULATION 25 times that of British Columbia jammed into one quarter the area of this province. This basic fact, in the opinion of A.E. Soles, BA'51, MEd'68, superintendent of post-secondary services in the B.C. department of education, will determine how far B.C. goes toward adopting the Open University concept which has recently caught the imagination of many educators.

"We could not adopt wholesale the Open University concept from Britain because we simply do not have the population base for it — it's entirely dependent on a very large population base," said Soles. "But we could adopt some of its qualities or some of its practices."

In fact, Soles is convinced that for a variety of reasons, B.C. must move in the direction of some form of Open University. For one thing, it is an accepted responsibility of the department of education to provide the opportunity for post-secondary education to as many people as possible, and while equality of educational opportunity has been expanded recently with the development of community colleges, much more remains to be done. There are, for example, people living in sparsely settled outlying areas who are not yet reached by present post-secondary education services. And the situation has now arisen where, in the college regions, many older people, housewives, and working people who have completed two years of college work on part-time study find themselves at an educational dead-end because they cannot get away to live in Vancouver or Victoria to complete university degrees.

Not only is there a social need to provide more flexible, accessible post-secondary education throughout the province, but Soles believes the demand for it is also growing. Young people seem to be adopting new approaches to education, interrupting their studies with periods of work and shifting more into vocational and technical programs than the purely academic — perhaps seeking a general education after they have prepared themselves for jobs. And on top of this, there is in B.C. a tremendous, growing interest in continuing education. "We have a quarter of a million people engaged, in one way or another, in continuing education programs," said Soles. "It's time that we began to take them very seriously."

Soles pointed out that there is a good foundation in B.C. now on which to build a form of Open University. There are three public universities, one private university and a provincial institute of technology. There are, as well, nine community colleges located in the various regions of the province. The Open University would likely ultimately have to be a separate institution, as it is in Britain, with its own central campus and its own provincial media centre. It could be organized around the community colleges as regional study centres where students enrolled in the correspondence courses could go for help or short courses, and where some of the Open University programs could be given.

Much of the expertise also exists for developing the learning packages — which are much different from the old correspondence courses — for people to study by mail. Almost all of the community colleges have developed some learning packages. These packages include textbooks, assignments, slides and cassette tapes. Soles believes university faculty could make a valuable contribution in developing learning packages for an Open University and contributing,

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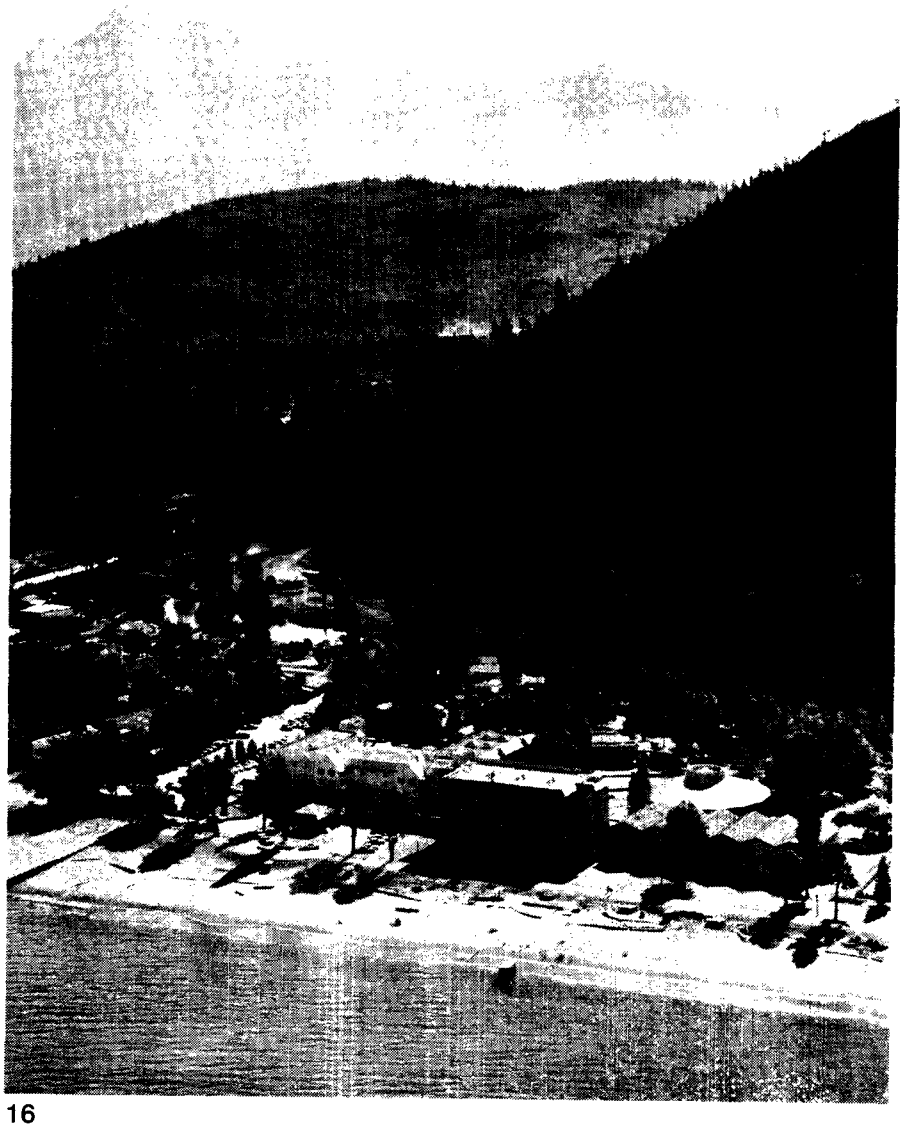


eventually to TV and videotape programs.

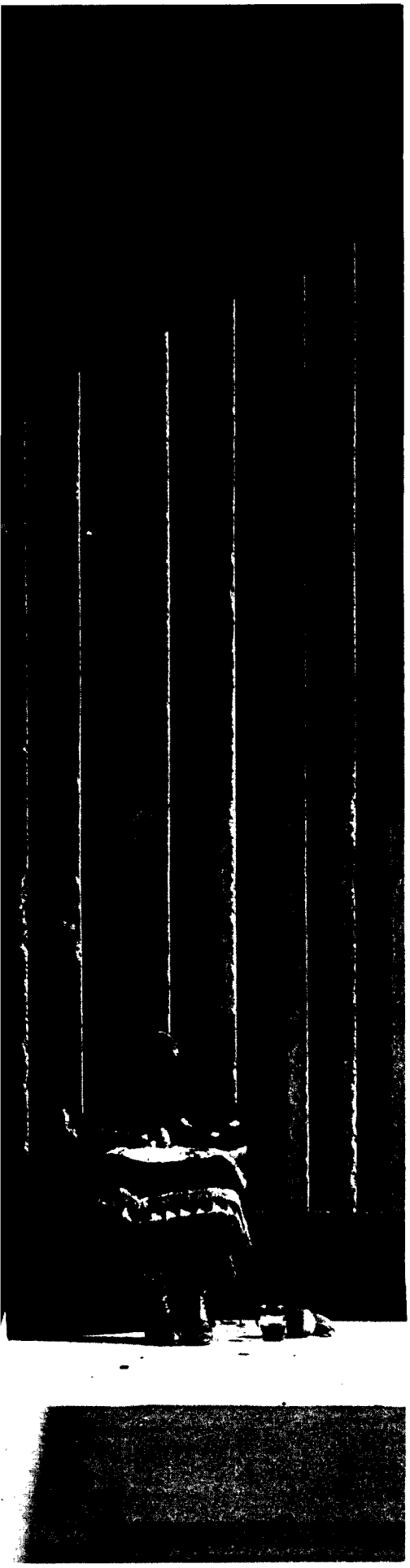
As for the courses to be offered through a B.C. Open University, Soles says he would be inclined to follow quite closely the British example of integration of courses. "One thing an Open University here should do is integrate studies in a more direct way than has been the case in the past," he said. "We shouldn't be dealing as much with the inviolate, sacrosanct course, but offering more integrated study patterns."

For example, he said, one of the foundation courses offered at Britain's Open University is a comprehensive program called, Understanding Society. It brings together studies in economics, political science, sociology, psychology and so on into a meaningful structure. Similar integrated programs are offered in mathematics, history and literature.

Soles believes, however, that it would be a mistake to develop a B.C. Open University just for the purpose of producing more people with university degrees. Its purpose must be broader than that. He argues that such an institution should also be a means for making some technical and vocational programs more accessible, as well as offering general interest education programs to more people.

The approach to developing a form of Open University for B.C., he believes, should be cautious and carefully-considered. Aside from the importance of establishing the best organization and creating good educational programs, the cost factor dictates caution. For while it is true that the operating cost of Britain's Open University per student is much lower than that of traditional universities, the cost of starting the OU was enormous. Development of the OU's courses and learning packages was very expensive and a similar institution in B.C. would be confronted with similar high costs. British Columbia's problem, Soles said, is that the institution's initial enrolment would not likely be as large as Britain's OU had to bring the costs into line.

But once an organizational framework is established for a form of Open University, Soles maintained that it's the sort of institution that could be allowed to evolve and grow as conditions warrant. □



Time For A Change In UBC's Educational Philosophy

Clive Cocking

THERE IS A VAST DIFFERENCE in educational philosophy between Britain's Open University and the University of British Columbia. Whereas the Open University specifically caters to part-time students seeking degrees, UBC, by regulation, specifically prohibits students from obtaining degrees by part-time study alone. This narrow approach to higher education by UBC is outdated and must be changed, according to Gordon Selman, director of the Centre for Continuing Education. UBC must open its doors wider to part-time students.

"UBC is way behind most major universities on this continent from the point of view of making degrees available on the basis of part-time study," says Selman. "I don't suppose there's another city the size of Vancouver in North America where such opportunities are not available."

Simon Fraser University, Selman points out, has more progressive policies in this regard than UBC. SFU makes no distinction between part-time and full-time students. The problem is that the part-time program, so far, is small and the offerings few, so that it isn't yet viable for students to obtain degrees at SFU by part-time study alone.

Whether or not British Columbia develops some form of Open University, Selman maintains that it's essential for UBC to make provision for students to earn bachelor degrees in arts, science and possibly a few professional programs through evening and part-time study. There is a growing social need and public demand for such a development. The Open University is indicative of the direction in which higher education is generally moving. Selman points out that recent commissions studying higher education in Alberta, Ontario and the massive Carnegie Commission on Higher Education in the United States have all come to similar conclusions. "The one theme that consistently runs through it all is that in the future people of all ages must have access to the educational process, they must be able to return to their education at various points throughout their lives. And basic to that is the need to make bachelor level degrees available on a part-time basis."

Selman notes that a year ago a UBC senate committee investigating the need for part-time degree programs recommended that the University encourage the development of such programs and called on each faculty to clear away existing restrictions and expand part-time study opportunities. The faculties are to report this spring on what they have done. Selman hopes that the result will be for the University to move vigorously into opening its doors wider for part-time degree work.

Selman, however, is concerned at the attitude displayed by many faculties toward this issue, "One of the things that alarmed me was that when the senate committee on part-time degree programs asked the faculties if there was, in their opinion, a demand for, or a need for, achieving degrees on a part-time basis, the faculties said, 'no'. The faculties

may not know there is a demand for this, but, from my contact with the community colleges and the inquiries we receive at the centre regarding credit courses, I think there is no doubt but that there is a very considerable demand."

He points out that many people who have completed two years of academic work by part-time study at community colleges want to continue to do the same at university. And there is a growing trend for young people to combine work and education. It's significant, he says, that while full-time enrolments in Canadian universities have risen 35 per cent in the last five years, the enrolment of part-time credit students has risen 120 per cent in the same period.

The opposition to providing part-time degree opportunities, he suggests, stems from the belief on the part of many academics that the part-time approach is educationally inferior. "Some people feel that to provide degrees by part-time study alone means that you are providing a lesser experience, a degree with less academic validity than one earned on the basis of full-time study. There is no evidence that I'm aware of that supports this view." The academic results of part-time students, he points out, are consistently as good as those of full-time students.

It's important, in Selman's view, that UBC move strongly into the field of part-time degree programs. But this should be considered just one step toward making the University's educational services more widely available. The Open University should not, however, be simply transplanted to B.C. Rather, Selman argues, what should be adopted is the Open University's basic attitude of making satisfactory university level study available to people throughout the province. Once that attitude is adopted, then methods suited to B.C. needs should be devised to do the job in the best way possible.

Selman suggests that, in view of B.C.'s relatively small population, the best approach might be for the three public universities to cooperate in their outreach programs. SFU and UBC, for example, should jointly establish a downtown university centre where educational programs could be offered. The universities together could develop more sophisticated correspondence courses supplemented with audio-visual teaching aids. The community colleges could be used for regional seminars and credit courses put on by college faculty under university guidance. And arrangements could be made with existing broadcasting systems for educational television.

But aside from this, the most immediate need, on the part of UBC, is to offer part-time degree programs. In a sense, UBC, as the province's senior university, has no real choice, says Selman. "I don't think UBC would be wise to try to exercise a choice and stay out of this kind of thing. Certainly the public would suffer and we as an institution would suffer. The need is there and I think it's the direction of the future that more and more university study will be done on a part-time basis and we as an institution would be making a great mistake if we didn't move with some vigour toward providing greatly increased services to the part-time degree-seeking student." □

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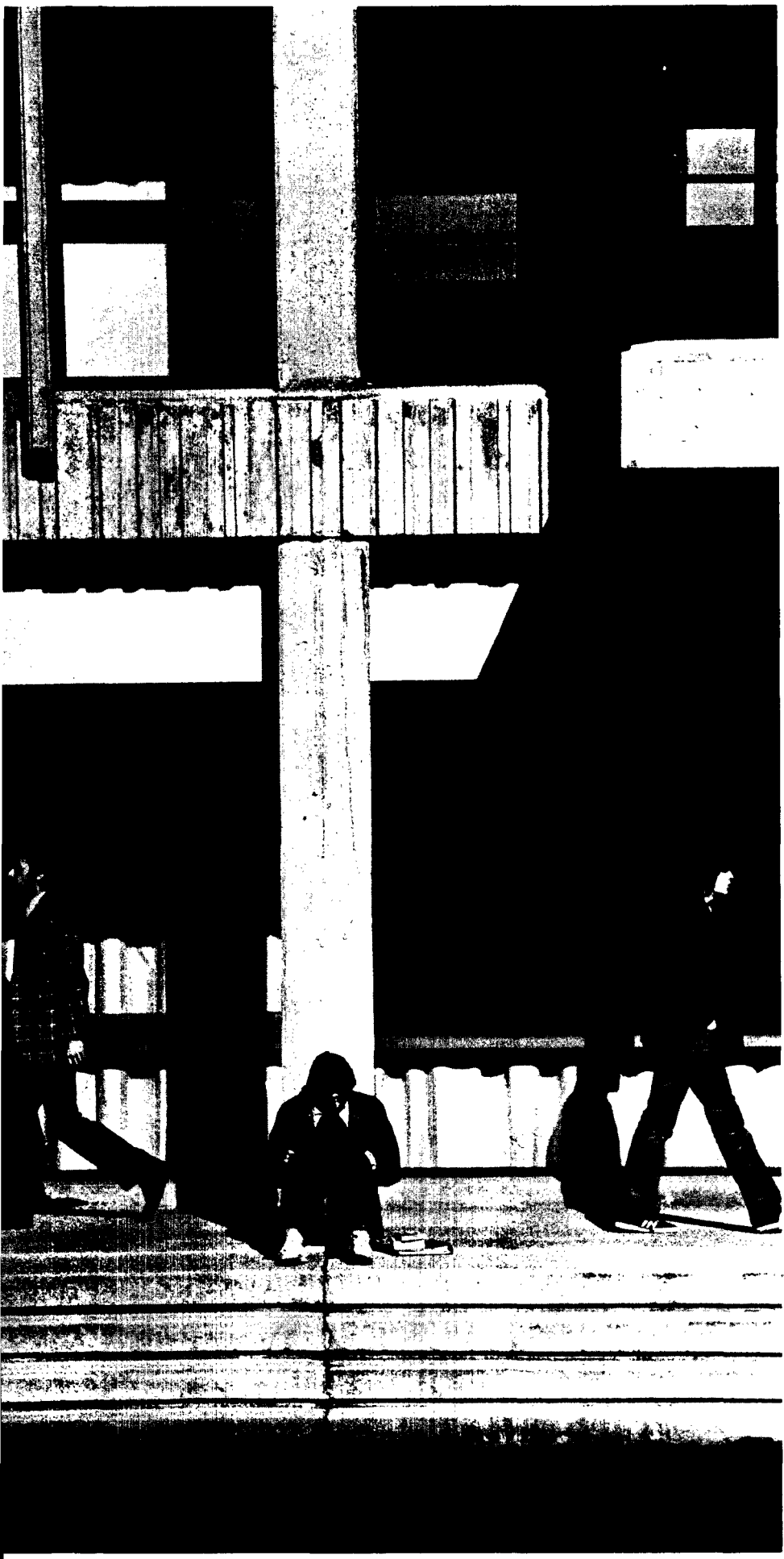


VLAD

B.C.'s Community Colleges:

The Democratization of Education

Wilf Bennett

IT IS IRONIC that the greatest change in British Columbia post-secondary education over the past decade has occurred virtually unnoticed. While public attention has been focused, through the news media, largely on the universities — their problems of growth, government and student unrest — an entirely new sector has emerged: the community colleges. The development has been extremely important since the colleges have pioneered in providing a new pattern of accessible, flexible post-secondary education. They are the closest things B.C. has to the "Open University" idea.

"The community colleges were set up to democratize education — and they're succeeding. They've created an entirely new generation of post-secondary student — different in many respects from those who have traditionally attended university." says Dr. John Dennison, UBC associate professor of education.

A decade ago there were no community colleges in B.C. Then Vancouver City College was established in 1965, closely followed by Selkirk College in Castlegar. Today, there are nine in total, the others being Malaspina College at Nanaimo, Camosun at Victoria,

New Caledonia at Prince George, Cariboo at Kamloops, Capilano at West Vancouver and the tripartriate colleges, Okanagan with campuses at Kelowna, Vernon and Salmon Arm, and Douglas at New Westminster, Surrey and Richmond. Together with the B.C. Institute of Technology, these two-year colleges have made it possible for students from various socio-economic backgrounds and regions of the province to take a wide variety of vocational, technical and academic programs, with the academic programs offering transfers to second or third-year university.

Dr. Dennison and Alex Turnner, B.C. Research Council head of operations, are conducting a thorough study of B.C. community colleges. The three-part project is being financed by the Donner Foundation with help from the UBC Alumni Association and the Vancouver Foundation.

The first two phases of the study which have recently been completed, revealed that the colleges are indeed helping to democratize post-secondary education. The survey has found that the colleges are attracting many students who would not formerly have gone to university and they are opening up educational and career opportunities for students who would otherwise have simply taken a job at the end of Grade 12 — and they are encouraging people who have been working for years to return for more education.

"Students seem to select the colleges for a variety of reasons," says Dr. Dennison. "They are closer to home, have lower fees than universities, offer academic programs that are easily transferable to universities and career programs leading to jobs. Unlike the fairly traditional entrance patterns of universities, students can attend colleges virtually on their own terms. They can go as part-time students, take evening courses only or attend two or three days a week. They can work out timetables that enable them to hold down regular jobs as well as attend college. This is almost impossible at a university."

Fees at most colleges are $200 per year as compared with first-year university fees of about $450.

The basic idea behind the comprehensive curriculum, which the colleges offer, is that all programs are located under one roof. This fact allows students to explore alternative programs and, if they so desire, change their educational goals without a total reorganization of their life style. Colleges also practise an "open admission" policy which enables a student to enter irrespective of his previous academic background, and begin study at the level for which he is best suited. He may, in fact, choose a set of courses equivalent to first-year university, a welfare or school aide career program, or a vocational program such as auto mechanics or welding.

A comprehensive survey of Grade 12 students by college district conducted by Dennison and Tunner last June revealed the same pattern every time — students are increasingly being attracted to the nearest college. In Vancouver, 29 per cent of graduating high school students listed Vancouver City College as their first choice for further studies, with slightly fewer choosing UBC. In the Capilano (North Shore) district, 27 per cent opted for the college with 25 per cent for UBC. In the Okanagan, 25 per cent chose Okanagan College with 11 per cent selecting UBC. In the Kamloops area 37 per cent chose Cariboo College first.

When Vancouver School Board counsellors made a check this year of the city's 1972 high school graduating class of 4,629 people, they found that 18.35 per cent had enrolled at Vancouver City College. UBC had attracted 17.95 per cent of the students, B.C. Institute of Technology 1.86 per cent, Simon Fraser University .84 per cent and a further 1.32 per cent were at other universities. Of the remainder, 3.14 per cent were taking other training, 42.97 per cent were working, 5.1 per cent were unemployed and 2.66 per cent were completing high school requirements.

The survey showed that the top factor in attracting students to attend the colleges is the program offered (24.8 per cent), while closeness to home ranked second (19.7 per cent) and the teaching reputation third (10.4 per cent).

But what is perhaps more significant, the survey showed that the college "clientele" is drawn from a much wider socio-economic basis than is the university student population where the upper middle class is over-represented. In B.C. this is not a result of restrictive policies, just a socio-economic fact: college students generally come from families whose income and education levels are lower than those of the average university student. For example, whereas approximately 15 per cent of the university students come from families whose income is over $20,000, only nine per cent of college students come from such backgrounds.

There was also a tendency for first-year college students to be older (nearly half were over 20) than first-year university students, reflecting the college function in assisting people to upgrade their education after a period of unemployment or some years in the work force.

The relatively flexible timetabling of the colleges is important to this function. Alfred Glenesk, principal of Capilano College, points out that the ability to take courses for shorter periods, to leave the college and return, makes it easier for people to hold jobs while improving their education. "Ten years ago, a young person who couldn't afford a solid year in a university was out of luck. He had nowhere to turn, so he often went no further."

It is true that because of the relatively easy college entrance requirements, there had been concern expressed by educators initially that the colleges would become a "dumping ground for the academically inept", or nothing more than, as others disparagingly put it, "high schools with ashtrays". These concerns, according to Dr. Dennison, have proved unfounded. A study which he made of students who had transferred from colleges to universities showed that the academic achievement of such students was as good or better than other third-year university students.

The flexible approach of the college, however, seems to bring with it a difficult problem in attrition — students dropping out during their second term, or failing to return for a second year. At Capilano College, for example, the 1973 spring term enrolment is down 22 per cent from that of the fall term. The is an experience common to the colleges and has been noted for the past few years. "In some courses," Glenesk said, "colleges are finding difficulty in mounting a good, viable second year." College administrators re-

cognize that the problem is partly reflective of the minimal college entrance requirements whereby marginal students can easily begin courses and the fact that many students are now inclined to intersperse their studies with periods of work or travel.

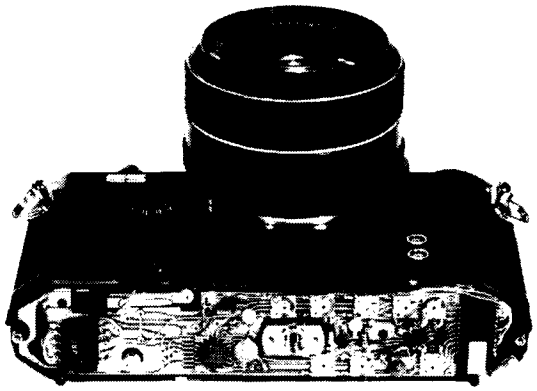
For the future, the concensus seems to be that the colleges must engage in more "out reach" programs, more programs to bring their educational services to more people who need them, but for a variety of reasons are unable, at present, to take advantage of them. This may be done through various methods, such as home study using packaged courses with tape cassettes, educators travelling to smaller centres to give classes, or, in larger cities, through "store front" education.

Vancouver City College, for example, began its "out reach" program last fall in a store front at 1691 Venables in the East End. The program is designed for those who find even the modern community college structure too confining, young people and adults who dislike going to regular school even though they need and want upgrading of their education or skills to get a job. There are 36 students enrolled in this venture, which is also assisted by the provincial department of education and Canada Manpower.

There is a basic problem, however, with this trend in the colleges. It is that while the colleges steadily become more accessible, steadily make it easier for people to improve their education and skills at convenient times and places, the universities continue to operate on traditional lines. And many college transfer students who have grown accustomed (often out of necessity) to combine work and education at college have been disappointed to find that they cannot follow the same pattern and get a degree at a university. Some positive steps, however, have been taken recently toward more part-time credit study at B.C. universities. This trend seems likely to continue, as the community college experience influences our universities to become more accessible to more people wanting to improve their education.□

A former education reporter for The Province, Wilf Bennett is currently a school board trustee in West Vancouver.

The Asahi Pentax ES:



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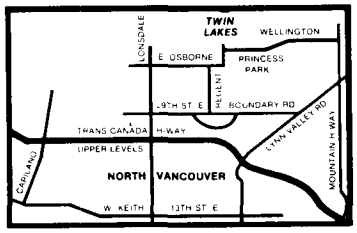

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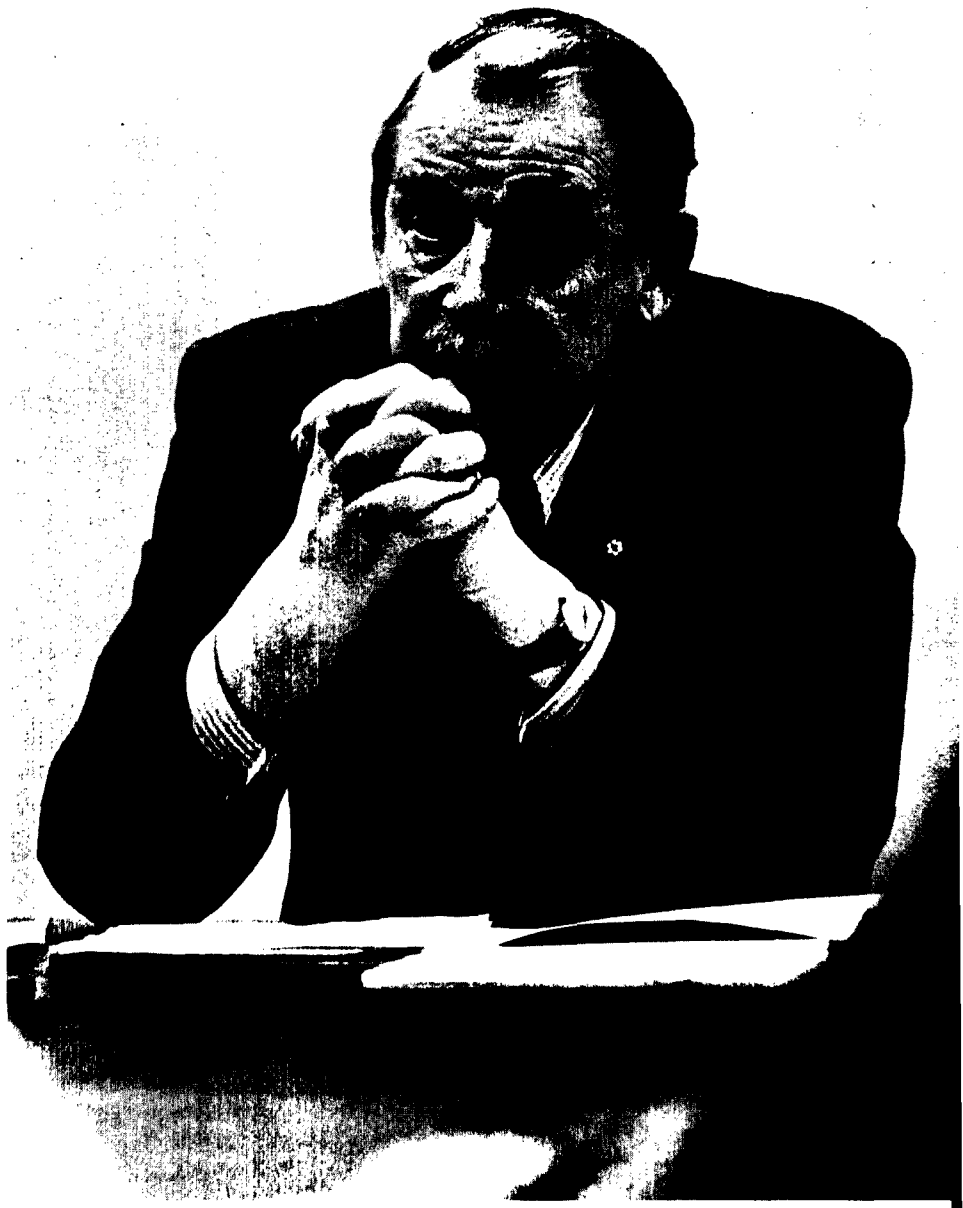
The Possibility

IT WAS THE FIRST DAY of lectures in Renaissance English literature and a round-shouldered man with wiry eyebrows and bushy grey moustache entered the classroom with an armload of books. Professor Roy Daniells placed the books on the table, paused, looked directly at the class and asked: "Who in this room needs pity?"

There was total silence. *What kind of question is that? What's he asking that for?* Silence. Nobody said anything. Finally, sensing he was testing us, I raised my hand and responded: "Well, sir, I guess we *all* need pity at some time." Professor Daniells came over and handed me a heap of books — every book I needed, and would have had to buy, for the course. They were extra copies from his library.

For a moment a generation gap had been closed. My own generation, sitting around me in the classroom, I realized, were stunned by a question they found strange and remote; they could only wonder at the motive behind it. Pity is a word that is not commonly used by my generation.

Professor Daniells was being provocative; it was — I've since discovered — a characteristic teaching strategy. But it seemed to me that deeper meanings of the word "pity" were being evoked, and we were being asked to see ourselves as potential objects of pity. I doubt that Professor Daniells remembers that moment — it was five years ago — and I am almost certain that his interpretation of it would be different. I do know that I remember it, and every time I see photographs of



VLAD

# of Triumph

ERIC GREEN

Michelangelo's *Piéta* that moment in Professor Daniells' classroom is recalled to mind.

It is the few great teachers who leave the most lasting impressions and Dr. Roy Daniells is certainly a great teacher. He is also — like many great teachers — a very learned man. One of Canada's leading men of letters, Dr. Roy Daniells, who is now 71, has written numerous articles and several books on aspects of literature, notably 17th century English literature and particularly the work of John Milton. He has been on faculty at UBC since 1947 and served as head of English for 17 years until stepping down in 1965 to become University Professor of English. A talented poet with two volumes of poetry to his credit, Dr. Daniells also functions as an unofficial campus poet laureate, often creating witty verse for university ceremonial occasions. He is a past president of the Royal Society of Canada and last year was made a Companion of the Order of Canada.

Much of this is well known to alumni; it certainly is to those who studied under him and remember him. But there is another fascinating and less well known side to his character, as I discovered recently when I dropped around to chat with him and renew our acquaintance. It is his deep concern for Canada and for the development of Canadian culture.

Professor Daniells' life and academic career form a unity. His approach to literature, his teaching, his attitude toward Canadian culture all reflect his experience of life in Canada. Images of his past remain vivid in his mind.

Life has given Professor Daniells a great sense of gratitude. Indeed the idea of gratitude is personally very important to him. If he ever writes his autobiography, he says he will call it, "A Passion of Gratitude". The projected title is an expression of goodwill toward, and indebtedness to, many people in his life. I suspect the net of gratitude also includes many of the great names from English literature. The word "passion" in the projected title is carefully chosen to suggest the depth of the emotion: there is a distinctly religious quality to his feelings about Canada, as well as literature.

To talk to Dr. Daniells about his career is to travel a great distance. It is a learning experience, rich in ideas. The discussion ranges widely, freely from "territorial metaphors" in literature to "archangels", from United Empire Loyalists to the spiritual resources in Milton's *Paradise Lost*. And yet somehow none of it seems incongruous to an appreciation of the Canadian landscape and its effect on Dr. Daniells and all Canadians. Northrop Frye, in his book *The Educated Imagination*, says that a great imagination "absorbs" the world until it becomes equal to it. That might have been written about Roy Daniells.

Professor Daniells' intellectual style has two edges. On one edge there is evocation of experience in images with a poet's vital imagination, and on the other there is appreciation of that experience intellectually with the resources of a mature, scholarly mind.

His boyhood experiences in England to the age of eight are as much with him as images from his youth in Victoria. He particularly remembers Victoria: "Victoria was absolutely filled with the British at that time. The continuity between England and Victoria was extraordinary. If you kept your ears open in downtown Victoria in those days, you would hear the Scottish, the Irish, the Cockney ... Canadians speak at a lower pitch and their voices are less emphatic. So I got a slow introduction to Canada." His visible environment was the region around Beacon Hill. He remembers the slopes of the hill being golden with broom, and the kelp-covered beaches are still vivid in his mind. "It was not very different than English holiday resorts in the southeast."

In contrast, he was "imaginatively aware of the extent of Canada". The Daniells family had come across Canada by train and in those years it took six days. The sense of expansiveness perhaps registered more deeply on his mind than he knows. Canada's physical scale requires a well-developed imagination, such as he possesses, to bring it into perspective.

Even as a boy in England he had his imagination supercharged with images of Canada by his father. His father, James Daniells, a carpenter, came to North America as a young man, travelling through Ontario, Illinois, and west to Oregon. And then he came up into British Columbia's Cariboo region. This was in 1889.

His father told him of the procedure for shoeing the oxen by the Cariboo teamsters of the time, and the image stuck. "They lifted the ox off its feet with a belly band so it couldn't kick." The imagination of the boy, recording clearly a specific detail such as this, is reflected in the scholarly mind that pays attention to details in art and literature, knowing how important they are to appreciation and interpretation. These are the qualities which form the foundation of Professor Daniells' professional life as a literary scholar.

The commonality of values between England and Canada was, for much of the past century, almost total. Professor Daniells says he personally felt, during much of his career, no conflict between being patriotically English and patriotically Canadian. He notes the ties "have been snapped with such gentleness that there has been no difficulty." The gentle breaking up of tradition testifies to something at once both Canadian and British. Shared understandings, he suggests, are both universal and unique at the same time.

Canadians have tended to look across the Atlantic for cultural nourishment and also, in more recent decades, to the United States. This is gradually changing. Professor Daniells believes the development of our own unique culture will force us to have an academic community that is vitally aware of Canadian problems and points of view, without being restricted by them or to them. Professor Daniells is himself a good example of such an academic style.

Professor Daniells is a Milton scholar, but throughout his 37 years of academic life his interests have gone much beyond that and beyond interest in Canadian literature and culture. Much of his work has been concerned with esthetics and literature and a number of years ago he published a book entitled, *Milton: Mannerism and Baroque*. But his scholarship also reflects his personal experience.

"My way into Milton was as a co-religionist," he states, explaining that he was raised in Victoria as a member of an extremely fundamentalist denomination, the Plymouth Brethren. With an upbringing of that kind, Milton, who is highly acceptable to fundamentalists, "makes easy reading. He is perfectly lucid. When I read Milton to this day I can slip into many frames of reference, and share the many states of mind in his poetry and prose."

"Milton was a bridge between religion and art, one that is immensely reassuring. When the Angel takes Adam up the mountain, shows him past history, prophesies the future and brings him down full of hope, it is possible to share the experience in some transformed way."

He remembers the experience of the child raised in the doctrinal climate of fundamentalist religion. "There were two or three gimmicks in the doctrine worse than any Spanish Inquisition. The second coming of Christ was always certain to happen very soon. A child would come home from school, and enter his home, perhaps not finding his mother there. There was a terror that she had been taken off." He says this kind of experience is far worse than a child coming home and finding his mother dead. It was destructive and agonizing. The humanism implicit in the teaching of literature contrasts with these experiences.

How did he begin a serious career as a literary scholar? "I wasn't successful at jobs like farm labouring and trying to sell vacuum cleaners. In fact, I was so bad that when the opportunity came to get back into books, I went after it."

There were seven "lost" years. Between the ages of 17 and 23, Roy Daniells worked at a number of jobs, primarily as a farm labourer. There were serious psychological difficulties and even speech problems. They were difficult years for the young Roy Daniells. Literature was for him the bridge to a fuller life and today he is grateful to the many people who helped him across it.

He feels a particular sense of gratitude toward two of his mentors, the late Garnett Sedgewick at UBC and the late Edward Brown at the University of Toronto. Roy Daniells obtained his bachelor of arts degree from UBC in 1930 and went on to the University of Toronto where he completed a master of arts in 1931 and a doctorate degree in 1936. He succeeded Brown as head of the English department at the University of Manitoba in 1937.

He has seen some significant

changes in the academic world over the past few decades. One of the most striking is the new affluence in universities. Dr. Daniells notes that when he was a young academic the facilities were much less lavish and he wonders how important the modern university's expensive apparatus is to the root processes of learning.

I asked him to define his own self-image. He says: "I am a fairly good example of the Canadian academic of my age who, inadequately trained, and with a considerable loss of learning time, finally gets into academic life and is overwhelmed with the practical problems of teaching." After World War II there were some special problems. "The academics of my generation had to deal with the great influx of war veterans into the universities, and on the side they tried to be scholars."

Professor Daniells tries to pinpoint the "limited degree" to which his kind of scholarship makes a mark. He talks of a comment in a book by an American scholar. "I thought what he said was exactly what I would want him to say. He said that books like mine succeed, despite their limitations, because they persuade people to go on." He confesses that this coincides with his self-estimate. "That is all I ask for."

We discussed Margaret Atwood's recent book *Survival,* which examines themes in Canadian literature, focusing on our concern with problems of *getting through the winter,* of being victimized by harsh circumstances, and not being destroyed by the sacrifice and discipline of the primitive conditions in a frontier society. Professor Daniells found it interesting, but the theme bothered him.

He feels very strongly that the quest for identity in Canada has taken the wrong course. We think of ourselves as survivors. Our self-image involves this struggle, merely to survive. It is the 'mere-ness' of this vision which disturbs him. Our sense of Canadianism should include the possibility of triumph.

Dr. Daniells recalls the Hans Christian Andersen story of the Ugly Duckling. "It had a hard time surviving the winter. When he finally discovers himself, he finds he is a swan. Canadians are about to discover they are swans.

"If we are going to seriously try to understand Canadian culture, we shouldn't rely on research into the past. It is necessary to rely on analysis and extrapolation into the future.

"We must look forward past survival." □

A freelance writer and editor, Eric Green is currently completing a doctorate degree at UBC.

BOOKS

A Flashback On Fotheringham's Best

Fotheringham: Collected & Bound
by Allan Fotheringham
November House
Vancouver, $1.95

IAN MacALPINE

IF YOU MUST KNOW what Alderman Rankin really whispered to the press boys at that July city council meeting four years ago, please be referred to the only place you'll find it — in *Fotheringham: Collected & Bound.*

Yes, Allan Fotheringham has a book out, and as the title unimaginatively suggests, it's a collection of his columns from the public prints, a compilation that rightfully gains him admission to that entrepreneurial band of journalistic merchandisers at *The Sun* — cartoonist Norris, photographer Oakes and others — who have discovered how to market the best of their daily works for fun and profit.

Fotheringham mockingly calls his debut in paperback a project in recycling, but it's more than simply a regurgitation of his daily journalistic diet. Freed from the constraints of executive policy that prohibit, in a family newspaper anyway, the use of words only recently recognized as legitimate additions to the English language; from editorial demands that he write to fill a space (nine by six inches); and from public dictates for contemporaniety, he has been able to resurrect the best of his past writing deeds by giving a trimmer and tangier treatment to a wide range of subjects and personalities, opinions and biases, many of which pre-date the commencement of his regular *Sun* column, and some of which first appeared elsewhere than in *The Sun.* The title of his book might better have been *Fotheringham Unbound.*

What does this slim, 183-page edition published by November House have going for it? Most of all, perhaps, it offers an insight into one of the country's best columnists, an earned status capable of question only by the incredible cortege of kooks that keeps the cards and letters coming in. ("You poor, pathological, dim-witted bastard," is the opener in one.) Fotheringham's love of travel is evidenced in the brief recollections of the market place in Marrakech and his brush with espionage in the Monkey Bar at Raffles, in mysterious Singapore — products of those distant days when he was galavanting around the globe, much to the envy of his nose-to-the-grindstone newspaper colleagues at home in search of material for his "Magic Carpet" travel column.

He can be uncomfortably analytical ("...all these shiny-faced businessmen from across the land in their 41st annual convention in the Hotel Vancouver this week busily passing resolutions, handing out awards to each other, indulging in that tiresome sophomore special, the hotel room party." — a salute to the Canadian Chamber of Commerce); disdainful ("The future means progress." — Mayor Campbell, 1971); and astonishingly descriptive ("He looks, when he grins, like a large George Gobel. When he doesn't grin, he looks like Hal Banks." — beer baron Ben Ginter). And — surprise — he's not infallible, as witnessed by the collection of excerpts from his Trudeau columns dating from 1968 to 1971. ("Who wants a prime minister who goes around in his bare feet? Exactly! I do." — Feb. 1968. "The sad fact of the Trudeau government ... is that it is not telling us the truth." — Nov. 1970. "Mr. Trudeau, drifting along on the swell of his own ego ..." May, 1971). Lawyers, the Senate, Socred womens auxiliary, royal tour planners, all feel the sting of his barb.

Why did he get it all together? Probably because he was pushed into it by a publisher searching for a marketable commodity. Perhaps, it may be speculated, as a chronicle of the past few eventful years in B.C. that will stay behind after he has finally yielded to the temptation of the Sweet City.

It's largely light and amusing, and not very likely to significantly aid his plan to retire early to Positano, Italy. Some will enjoy *Fotheringham Collected and Bound.* Others won't be happy till he's tarred and feathered.

Vancouver lawyer Ian MacAlpine, LLB'71, is a former Sun legislative reporter; Sun columnist Fotheringham obtained his BA from UBC in 1954.

Of Hewers of Limbs And Drawers Of Blood

Strong Medicine
by Robert E. McKechnie II
J.J. Douglas Ltd.
Vancouver, $8.95

N. E. OMELUSIK

UNTIL THE 19TH CENTURY, the history of man's illnesses and the methods employed to ameliorate them is very much a gallery of horrors. It was often not clear which was preferable in the choice between certain oblivion and the cure of the day. If this was the case in centres of civilization like London and Paris, a patient's prospects in a barely settled wilderness such as

the northwest coast of North America were even less enviable. The 19th century was a period of transition from quackery and near-butchery to scientific discovery and skillful practice, and this transition as it occurred in what is now British Columbia is the dominant theme of Robert McKechnie's book.

Dr. McKechnie is Woodward Lecturer in the department of the history of medicine and science at the University of British Columbia. Both his father and uncle were prominent Vancouver doctors in the early part of this century, and much of the impetus for this book seems traceable to a childhood in which exposure to the experiences of such men fostered an indelible interest in the antecedents of modern medical practice.

Most of the narrative deals with the white man's medicine, but the beginning is devoted to a description of practices prevailing among the Indians, some of whose techniques were remarkably effective and ingenious. The shaman was the central figure in native healing, and the author's account of his training, initiation and practice is engrossing. However, the squeamish are advised to proceed with caution.

The coming of white sailors and fur traders brought new diseases and new treatments. Britain eventually became the dominant power in the area, and because the embodiment of her presence was largely accounted for by the Royal Navy, its practices were the most significant aspect of the white man's early medical experience on the coast.

The afflictions of the sailor are fairly well known. Scurvy and venereal disease were the most prevalent, but smallpox, tuberculosis, shellfish poisoning, alcoholism and the effects of flogging also required frequent ministration. The medical importance of the captain was at least equal to that of the ship's surgeon, for it was the wisdom with which he made and enforced regulations on sanitation, hygiene and nutrition that determined the health of the ship. The status of the medical profession was such that the ship's surgeon "was left to his menial tasks as a hewer of limbs and a drawer of blood. The captain attended to higher matters."

By about the third decade of the 19th century, land-based activity had begun to flourish under the umbrella of military support provided by the Royal Navy. The fur traders of the Hudson's Bay Company began to take advantage of the area's commercial potential, and further stimulus was given to the growth of a civilian population by the discovery of gold in 1858. Such well known doctors as Helmcken and William Fraser Tolmie were among the members of the medical profession who came to British Columbia, and they brought with them the skills and knowledge that were emerging in Europe as medicine became more and more a science. By the turn of the century, the family physician had achieved a stature which far surpassed that of his forerunners. Dr. McKechnie describes his image as being that of "a kindly and benevolent deity."

This appreciation was to be rather short-lived, and the last chapter discusses the deterioration of the doctor-patient relationship. It closes with the over-optimistic speculation that the resurrection of general practice which is now taking place in many parts of the world will result in the extension of medical care, with all the compassion and involvement that the word implies, to patients who are now receiving mere medical treatment.

A book which does not give pleasure to its reader is a pitiful thing. *Strong Medicine* is a pleasing book. The subject is an interesting one and Dr. McKechnie clearly has the ability to write with great lucidity. The bulk of the text reflects that ability. However, a gentle slap on the wrist is in order for he occasionally indulges in that damnable propensity of doctors to keep the layman in helpless ignorance. Thus we are forced to contend with a number of passages like this one: "Vidal in 1903 went so far as to create an Eck fistula between the obstructed and distended portal vein and the vena cava."

There are some books which, having given pleasure, have done their duty and need meet no further burden of proof. A history, will be judged by criteria other than its entertainment value, and some doubts arise as to the judgment which the author has used in deciding how to cover the various aspects of his subject. One wonders why the story grinds to a halt at about the year 1930. Surely there could not have been a space problem since there are only 169 pages of text in the entire work. Hospitals are given about two pages, in contrast with the almost seven quoted pages of fine print which describe the initiation of a shaman. More space is devoted to a superfluous description of a hemorrhoid than to medical education in the province. And there is no mention of the allied professions of nursing and pharmacy.

There are, then, a few holes in the presentation. These holes, like those in a Swiss cheese, do not detract from the taste of what is there, but they do affect the amount of nourishment which a seeker after food for thought might hope to receive.

Mr. N. E. Omelusik, BA'64, BLS'66, is head of acquisitions at the UBC library.

Unexamined Heritage Not Worth Having

Articulating West
by W.H. New
New Press
Toronto, $7.50

Eric Green

THE SUBTITLE of William New's book is "Essays on purpose and form in modern Canadian literature," and it announces the writer's intentions. Dr. New, who teaches English at UBC and is associate editor of *Canadian Literature*, explains the emphasis on *articulation* and the *West* in his introduction: "The physical realities represented by 'East' and 'West' shift as the ideas of 'East' and 'West' alter, and the interaction between knowledge and imagination that affects this process of change also characterizes the method by which a writer wrestles life into artistic form. To speak the language of 'West' is not to be merely regional in bias, therefore, but to articulate the tension between order and disorder, myth and reality, that underlies Canadian writing."

The generalizations in these lines

- *Continued p. 46.*

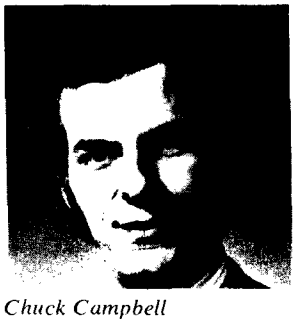
The Board of Management of the UBC Alumni Association 1973-1974

On the following pages you will be introduced to the members of the alumni association board of management for 1973-74. The positions were filled by acclamation. A change to note is that the board is now composed of officers and members-at-large, rather than the degree representative system of past years.

George L. Morfitt, BCom'58. *Alumni Activities:* 1st vice-president, 1972-73; 2nd vice-president, 1971-72; 3rd vice-president and chairman Alumni Fund, 1970-71; chairman, Reunion Days, 1969-70; member, university government and government relations committees. *Campus:* treasurer, Commerce Undergraduate Society, Alma Mater Society; Big Block, 1958. *Occupation:* chartered accountant, director and controller, West Coast Reduction Ltd., and associated companies. *Community:* president, B.C. Lawn Tennis Association, 1963; president, B.C. Squash Racquets Assoc., 1969-72; committee member, B.C. Institute of Chartered Accountants.

George Morfitt

Charles Campbell, BA'71, *Alumni Acitivities:* third vice-president; member, branches, student affairs, awards and scholarships, survey evaluation committees, 1972-73; AMS representative, member-at-large, 1969-72; chairman, graduate opinion survey. *Campus:* Alma Mater Society treasurer. *Occupation:* accountant, Deloitte, Haskins & Sells., Vancouver.



Chuck Campbell

Ken Brawner

Kenneth L. Brawner, BA'57, LLB'58. *Alumni Activities:* member-at-large 1971-73; Alumni Fund campaign chairman, 1971; deputy chairman, 1970; executive member, Alumni Fund committee. *Occupation:* lawyer, Brawner, Speton, Phillips and Stinson.

James Denholme

James L. Denholme, BASc'56. *Alumni Activities:* past chairman, alumni allocations committee; member-at-large, 1972-74. *Occupation:* certified general accountant, professional engineer, executive vice-president, Adka Industries Ltd. *Community:* past president, Certified General Accountants Association of B.C.; treasurer, Sunny Hill Hospital; former vice-chairman, Prince George Regional Hospital Board; program director, Junior Achievement of B.C., 1962-65.

Bernie Treasurer

R. B. (Bernie) Treasurer, BCom'58. *Alumni Activities:* president, commerce alumni division; degree representative. *Community:* past secretary, Men's Canadian Club, Vancouver; Junior Achievement. *Occupation:* chartered accountant; controller, A.J. Forsyth & Co.

Barbara Milroy

Mrs. John Milroy (Barbara Brown), BHE'51, *Alumni Activities:* degree representative, 1973. *Community:* volunteer work. *Occupation:* housewife.

Bel Nemetz

Mrs. Nathan Nemetz (Bel Newman), BA'35. *Occupation:* a business career until retirement in 1963. *Community:* member, University Women's Club and Faculty Women's Club; honorary secretary, The Vancouver Institute.

Peter Uitdenbosch

Peter Uitdenbosch, BCom'68, (BEd, Holland). *Alumni Activities:* member-at-large, 1972-74; chairman, Age of Gage committee; member, Young Alumni Club executive, 1968-72; chairman, branches, 1972-73. *Campus:* president, commerce undergraduate society; AMS council; intramural athletics; AMS investment committee. *Community:* board of directors, Netherlands Businessmen's Association. *Occupation:* realtor, Macaulay, Nicolls, Maitland.

Greg Bowden

Greg Bowden, LLB'70. *Alumni Activities:* degree representative; member, bylaw revision committee. *Campus:* business manager, University of Victoria student newspaper; Phi Delta Theta; member, legal aid and course revision committee; judge, UBC Student Court. *Occupation:* lawyer, Thorsteinson, Mitchell & Co. *Community:* member, tax and commercial law committees, Canadian Bar Association; X-Kalay Foundation; legal aid.

Margaret Burke

Mrs. G. Burke (Margaret Perkins), BA'64, BLS'65, (LRSM, London). *Alumni Activities:* degree representative, 1972-73. *Campus:* usher and chief usher, *Congregation:* Agricurl curling group; library school puppet group. *Community:* vice-president, B.C. Library Assoc.; editor, B.C.L.A. *Reporter;* registrar, Association of B.C. Librarians. *Occupation:* admissions co-ordinator, and placement officer, UBC school of librarianship.

Other representatives to the board:

These representatives may be elected or appointed in the following categories: the honorary president (the president of the university); the immediate past president of the association; the three board of management appointees to senate; two representatives of the Faculty Association; two representatives of the Alma Mater Society; and a representative from each active alumni division. In addition, any other individuals as the board may designate.

Fred Culbert

Frederick G. Culbert, BASc '64, (MSc, Stanford). *Campus:* Rotary International Student Exchange Program member in Japan 1970. *Occupation:* professional engineer, economic planning consultant with Swan Wooster Engineering, Vancouver. *Community:* lecturer in engineering economics, Centre for Continuing Education, UBC.

Robert Johnson

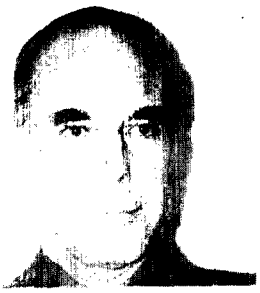
Robert W. Johnson, BA'63, LLB'67. *Alumni Activities:* president, Young Alumni Club, 1969-71; chairman, awards & scholarships committee, 1972-73; member-at-large, 1972-73. *Campus:* Beta Theta Pi; playing captain, UBC tennis team, 1959-63; playing captain, UBC squash team, 1965-67; law school legal aid chairman, 1966-67; Big Block; secretary, Men's Athletic Assoc. *Community:* director, Jericho Tennis Club, 1968; league chairman, B.C. Lawn Tennis Assoc., 1968-69; secretary, family law subsection, Canadian Bar Association, 1971-72. *Occupation:* lawyer.

Continued

UBC Alumni Association Board of Management

Skip Peerless

S. John Peerless, MD'61. *Alumni Activities:* degree representative; chairman, UBC Medical Alumni Association. *Occupation:* neurological surgeon; assistant professor of surgery, UBC. *Community:* Fellow, Royal College of Surgeons of Canada; director, Canadian Paraplegic Association.



Robert Tait

Robert S. Tait, BSA'48 (Calgary Normal School, permanent teaching certificate). *Alumni Activities:* degree representative, 1972-73. *Occupation:* consultant specializing in agronomy and overhead irrigation designing; former general manager, agricultural manufacturing firm. *Community:* member and past president, B.C. Institute of Agrologists; member and past director, Agricultural Institute of Canda; charter member and director C.S.A.E.; member, Am.Soc.Ag.Eng.

Harry White

W. Harry White, BASc'63 (MBA, Harvard). *Alumni Activities:* member-at-large, 1965-68, 1971-73; chairman, annual dinner committee; founding member, Young Alumni Club; chairman, awards and scholarship committee, 1971-72; chairman, student affairs committee, 1972-73. *Occupation:* finance director, Alltrans Express Group-North America, Vancouver.

Members-at-large 1973-75

William Baker

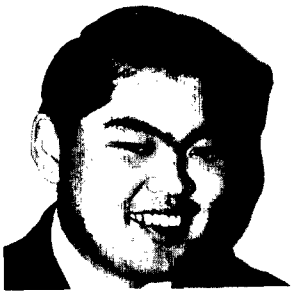
William F. Baker, BSP'50. *Alumni Activities:* degree representative, 1970-72; pharmacy representative on Dean's Council of Faculty. *Occupation:* manager and director, Macdonald's Prescriptions; clinical instructor, UBC Faculty of Pharmaceutical Sciences. *Community:* committee chairman and member, Pharmaceutical Association; president, Council of Pharmaceutical Association, 1968-69; Past Master, Masonic Lodge; chairman, Pharmacy Services Association; member, local church and school committees.

Don Currie

Donald J. Currie, BCom'61. *Alumni Activities:* treasurer, 1971-73; chairman, bylaw revision committee, 1971-72; Alumni Fund executive member; president , alumni commerce division, 1970-71; reunions chairman, 1967, 1968. *Campus:* Phi Gamma Delta; Grad Class Treasurer; chairman, Frosh Special Events committee. *Occupation;* export lumber manager, Balfour Guthrie (Canada) Ltd., Vancouver. *Community:* United Church elder; church board member, 1967-70; youth leader,1963-69;JuniorAchievement advisor 1962-63.

David Dale-Johnson

David Dale-Johnson, BA'69. *Alumni Activities:* chairman, Young Alumni Club; ex-officio member, board of management, 1972-73; member, branches committee; member, Cecil Green Park management committee. *Campus:* Alpha Delta Phi; Interfraternity Council. *Occupation:* registered representative, Midland-Osler Securities.



Ed Fukushima

Edwin K. Fukushima, DMD'69. *Alumni Activities:* degree representative, 1971-73; member, higher education opportunities committee 1971-73; member, Master Teacher's Award committee and special events committee 1972-73. *Occupation:* private dental practice in Vancouver; part-time instructor UBC Faculty of Dentistry. *Community:* committee work with College of Dental Surgeons of B.C.

David Grahame

David Grahame, BA'69. *Alumni Activities:* member, awards and scholarships committee, 1971-72; degree representative 1972-73. *Campus:* AMS, co-ordinator of activities; chairman, Student Union Building management committee; Varsity Outdoor Club; Frosh Orientation. *Occupation:* accountant, MacGillivray & Co., chartered accountants.

Charles Hulton

Charles Hulton, BSc'70. *Alumni Activities:* degree representative, 1972-73. member, government relations committee. *Campus:* science undergraduate committee, Brock Hall art committee, *Ubyssey*. *Community:* church committee, St. John's Shaughnessy; committee member, Vancouver Lawn Tennis Club; treasurer, Vancouver South Conservative campaign committee. *Occupation:* accountant, Peat, Marwick, Mitchell.

Helen McCrae

Mrs. Helen McCrae, (BA, Toronto), MSW'49. *Alumni Activities:* degree representative, 1971-73. *Occupation:* Dean of Women and professor of social work, UBC. *Community:* board member, YWCA (Vancouver); president, Vancouver Soroptimist Club; member, Vanier Institute; Canadian Council on Social Development; Canadian Association of Social Workers; University Women's Club.

Don MacKay

Donald MacKay, BA'55. *Alumni Activities:* Alumni Fund deputy chairman, 1971-72; chairman, 1972-73. *Campus:* Varsity Outdoor Club; intramural sports. *Occupation:* western sales manager, ERCO Industries Ltd.

Mary Wellwood

Mrs. R.W. Wellwood (Mary MacKenzie), BA'51. *Alumni Activities:* member-at-large, 1971-73; chairman of alumni communications committee and alumni representative on the Master Teacher Award Committee. *Occupation:* married, with four children; former radio producer, CBC International Service. *Campus:* served several years on International House board of directors and one term as president of the Association.

Liz Wilmot

Mrs. John Wilmot (Elizabeth Travers), BSR'66. *Alumni Activities:* degree representative, 1972-73; member, nominations committee. *Campus:* Delta Gamma; co-chairman, leadership conference and song-fest. *Community:* board of directors, Province of Quebec Physiotherapists Incorp. *Occupation:* part-time physio and occupational therapist, Jericho Hill school. □

CANADA LIFE

When you graduate, you may become... a doctor, a manager, a secretary, a wife, a husband, ...you hope.

"It's a funny thing, you work all your life toward a certain goal and then somebody moves the posts on you." Herb Caen.

ALUMNI NEWS

Careful Planning Urged For Future Development of Endowment Lands

THE UBC ALUMNI ASSOCIATION has called for initiation of comprehensive planning toward future development of the University Endowment Lands in a manner that is in the best interests of both UBC and metropolitan Vancouver.

The association made this recommendation in a brief presented to the President's Ad Hoc Committee to Consider the Future Use of the University Endowment Lands. The committee, chaired by Dean Philip White of Commerce, has received some 50 submissions from student, faculty and other university groups regarding the future of the 1,600 acres of undeveloped UEL land. It is expected that the report will be presented to President Walter Gage by the end of March.

The alumni brief, developed by the government relations committee, expressed particular concern that future development of the endowment lands take into account the special interests of UBC, the environmental amenities of the area and be conducted in an open manner with many public viewpoints being considered.

The following is the full text of the alumni brief, as adopted by the alumni board of management on January 22:

Introduction

The question as to how the undeveloped portions of the University Endowment Lands might best be developed in future presents a unique opportunity and a great responsibility.

Probably nowhere else in the world is there such a large tract of undeveloped publicly-owned land so close to a university and a major city. This presents a unique opportunity for a truly innovative approach to developing this land in a way which will not only enhance the University, but metropolitan Vancouver as well.

However, in view of the fact that this land is so valuable, has such great natural amenities and is so important to the University, there is also a great responsibility that there be the most careful and comprehensive land use planning — planning undertaken in consultation with the University community and the general public.

Development of the University Endowment Lands is a complex issue and, for that reason, our comments at this stage are of a preliminary nature. The issue needs more consideration in depth and, when the planning process gets underway, we trust we will have an opportunity to present our views in more detail.

UBC Chancellor Nathan Nemetz, BA'34, (left) and California alumnus Fred Hartley, BASc'39, (right) enjoy chat at November Los Angeles branch meeting. Chancellor Nemetz will be special guest at alumni branch meetings in eastern Canada and the U.S. this spring

It would be desirable if the report prepared as a result of the current submission on the future of the University Endowment Lands, together with the earlier White report on the same topic, were released to the public as soon as possible.

Essentially, we have two major concerns in this matter. We believe, first, that it is important to ensure that the special interests of UBC in the Endowment Lands be seriously considered (though not necessarily at the exclusion of other interests) in planning the development of the area. The second major concern is that of ensuring that the planning process is comprehensive and takes into account a wide range of views.

Principles

The following are basic statements of principle which should be followed in planning the future development of the University Endowment Lands:

1. The concept of the development should be oriented primarily toward enhancing UBC while at the same time not neglecting the legitimate interests of metropolitan Vancouver;
2. The aim of development must not be to maximize revenues from sale or lease of the land;
3. Development must be carried out in such a way as to preserve the natural environmental amenities of the area;
4. Before a development plan is decided on, a public commission should be established to invite briefs from the University community and the public;
5. Once the development policy is decided on by the provincial government, the government should be called on to establish a special agency, with well-defined powers, to carry out the development.

We welcome this opportunity to present our ideas and hope that they will contribute to initiating a process of careful planning of the future development of the University Endowment Lands.

The alumni association is very interested in hearing the views of alumni on this matter. Alumni should direct their letters to: The Chairman, Government Relations Committee, UBC Alumni Association, 6251 N.W. Marine Drive, Vancouver 8, B.C.

Chancellor Nemetz To Be Guest At New York, Toronto Branch Meetings

UBC CHANCELLOR **Nathan Nemetz** will be the special guest at two important alumni branch meetings in eastern Canada and the U.S. in April.

On Tuesday, April 24, Chancellor Nemetz will attend a social function for **Toronto** area alumni. Alumni in the area will receive full information in a special invitation. Local contact is Jack Rode, (o) 362-7262; (r) 822-3881.

Two days later, on Thursday, April 26, Chancellor Nemetz will be the feature guest at a function in **New York** for grads living in that area. Further information will be sent *(further details p. 34).*

President's Letter

Dear Alumnus:
The UBC Alumni Association is continuing to examine the effectiveness of its present policies and to expand its programs to meet new needs as they arise.

Last September an evaluation committee was appointed to conduct an in-depth study of the results of the Alumni Opinion Survey (see *Chronicle*, autumn 1972). This will be a continuing study and the committee is currently dealing with the role of the alumni association in fund raising and with the role of the *Chronicle*. Meanwhile, as we await possible policy changes to come out of this process, we have been guided in our program direction by what the survey indicated.

The 50th Anniversary of the Great Trek was celebrated on campus last October. Dr. Ab Richards subsequently presented the documents relating to the student campaign of 1922-23 to the UBC archives. A committee, to be known as the "Fairview Committee", has been formed to oversee these and future gifts to the archives. Graduates wishing to donate other items relevant to UBC history may do so by contacting the UBC archivist, Mrs. Laurenda Daniells in the library.

Our alumni volunteers have continued their support of alumni affairs by serving on many committees and contributing to the steady growth of association activities. The branches program, for example, has grown by about 60 per cent; divisions have gained three new faculties. The pre-senate meeting dinners have been expanded to involve student senators as well as convocation senators and alumni; they also feature a university speaker.

The government relations committee has met with representatives of the new provincial government as well as members of the opposition parties to urge continued support for the University. A joint Vancouver Parks Board — alumni delegation was successful in December in persuading the government to finance the $250,000 cost of the Point Grey cliff erosion project. Hopefully this project, a major concern for some years, will be speedily completed.

This issue of the *Chronicle* introduces the proposed governing body of the alumni association for 1973-74. The association is most fortunate in having such qualified volunteers to serve on your board of management. I am sure they would welcome receiving your ideas, suggestions or offers of assistance.

Beverly Field,
President

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737 Fort St., Victoria	384-0514

Branches Anyone?

Interested in becoming involved in alumni branch activities in your area? Here are your local branch representatives:

BRITISH COLUMBIA

Campbell River: Arthur Lightfoot (287-7111). **Castlegar:** Bruce Fraser (365-7292). **Cranbrook:** David Shunter (426-5241). **Kimberley:** Larry Garston (427-2600). **Duncan:** David Williams (746-7121). **Kamloops:** Bud Aubrey (372-8845). **Kelowna:** Don Jabour (762-2011). **Nanaimo:** Gordon B. Squire (753-1211). **Nelson:** Judge Leo Gansner (325-3742). **Penticton:** Dick Brook (492-6100). **Port Alberni:** George Plant (723-2161). **Prince George:** Neil McPherson (563-0161). **Prince Rupert:** Judith Bussinger (624-3005). **Quesnel:** David Woolliams (922-5814). **Salmon Arm:** Herbert Letham (832-2264). **Victoria:** Don South (382-7454). **Williams Lake:** Ann Stevenson (392-4365).

ALBERTA

Calgary: Frank Garnett (262-7906). **Edmonton:** John Haar (425-8810), Gary Caster (465-1437).

EASTERN CANADA

Halifax: Carol MacLean (429-8628). **Montreal:** Hamlyn Hobden (866-2055). **Ottawa:** Michael Hunter (996-7861). **Toronto:** Jack C. Rode (362-7262). **Winnipeg:** Harold Wright (452-3644). **Newfoundland:** Barbara Draskóy (726-2576).

UNITED STATES

Los Angeles: Don Garner (342-2967). **New Mexico:** Martin Goodwin (Drawer 1628, Clovis, N.M.). **New York:** Rosemary Brough (688-2656). **San Francisco:** Norm Gillies (474-7310). **Seattle:** Stuart Turner (MA 2-1754).

UNITED KINGDOM

England: Alice Hemming (35 Elsworthy Rd., London NW3), Paul Dyson (c/o Fry, Mills, Spence Securities, Wanford Ct., Throgmorton St., London EC2). **Scotland:** Jean Dagg (32 Bentfield Dr., Prestwick).

Enjoying conversation before dinner at recent Edmonton branch meeting are, (top) left to right, Lawrence Wilson, alumni field secretary Leona Doduk, Gary Caster, Mrs. June Granthana, John Haar and Mrs. Wilson, while (above) President Walter Gage chats with Sigrid and Malcolm Barrow. Later (below) at a Calgary meeting, (centre) President Gage introduces Harold Carlyle to branch president Frank Garnett (right).

in an invitation going out to New York alumni. Local contact is Rosemary Brough (o) 620-7969 (r) 688-2656.

Earlier, UBC President **Walter Gage** was special guest at two successful meetings for Alberta alumni. He was accompanied by **Robert Dundas**, alumni association second vice-president. On Thursday, February 22, President Gage was the guest of honor at a dinner at the Royal Glenora Club in **Edmonton**. On the following evening, President Gage attended a dinner dance at the Palliser Hotel in **Calgary**.

The two events represented President Gage's first official visit to alumni branches in Alberta.

Wally Wagon To Tour Interior And Vancouver Island Centres

UBC'S AWARD-WINNING urban vehicle, the Wally Wagon, will tour much of British Columbia this Spring. Alumni living in many Vancouver Island and Interior communities will have a chance at last to see — and perhaps have a brief ride in — this unique, sporty, natural gas-fired car. The tour has been arranged by the alumni association's branches committee with the cooperation of UBC engineering students and the B.C. Automobile Association.

Designed and built by a team of UBC engineering students, the Wally Wagon, in case you've forgotten, won the over-all award for excellence in a continent-wide Urban Vehicle Design Competition in Michigan last year, beating out 92 entries from Canadian and American universities. The pollution-free UBC car also won an award for safety performance and was cited for excellence in maneuverability, parking and braking per-

Alumni Association President Bev Field emphasizes point to Municipal Affairs Minister James Lorimer during February government relations committee visit to Victoria, in which university issues were discussed with all parties.

formance. A member of the engineering team travelling with the car will be able to answer all your questions.

The following is the itinerary of the Wally Wagon tour:

Monday, April 30: **Hope, Penticton**; Tuesday, May 1: **Kelowna**; Wednesday, May 2: **Vernon**; Thursday, May 3 - Friday, May 4: **Kamloops**; Saturday, May 5: **Williams Lake**; Sunday, May 6: **Quesnel**; Monday, May 7: **Prince George**; Tuesday, May 8: en route to Prince Rupert, check local newspapers for stops at **Terrace, Burns Lake** and **Smithers**; Wednesday, May 9: **Prince Rupert**; Friday, May 11: **Campbell River**; Saturday, May 12: **Port Alberni**; Sunday, May 13: **Nanaimo**; Monday, May 14: **Duncan, Victoria.**

Alumni will receive a special invitation with complete details on where, in your community, you will be able to see the Wally Wagon. Watch for announcements in your local paper.

Chronicle Squash Tourney Marked by Sober Good Taste

AN HISTORIC alumni sporting event was held on December 4 at the UBC Thunderbird Sports Centre — the 1st Annual Chronicle Invitational Squash Tournament and Bunfeed.

A motley band of a dozen individuals — alumni, university faculty, staff and friends — participated in the event, all of whom miraculously escaped injury from ricocheting balls, flailing racquets and popping champagne corks. By all accounts, the tournament combined (as it was intended to) elegance, sportmanslike conduct and good fellowship.

And when the last ball was bashed, **Steve Cropper** of Evergreen Press emerged as the grand winner, beating out **Reg Plummer** of the Canadian Council of Christians and Jews in a hard-fought finale. Cropper was awarded The Squashed Cup, emblematic of supremacy in Chronicle Invitational Squash, and a gift pack of wine; Plummer was awarded some "strengthening medicine." It should be noted here that The Squashed Cup was donated by **Dr. Bob Hindmarch**, UBC Thunderbird hockey coach, who personally created it out of materials native to the UBC athletic department.

Other awards were also distributed in an impressive, champagne-laced ceremony presided over by the tournament Founders, alumni program director **Perry Goldsmith** and *Chronicle* editor **Clive Cocking** (two stalwarts who organized the event after the brilliant idea of *Chronicle* editorial assistant **Susan Jamieson**). The Cliff Hanger Award was conferred on **Dave Grahame** "for hanging in there" and The Special Award for Sartorial Elegance went to **Ian "Scotty" Malcolm** who graced the courts in a tasteful blue and white ensemble.

The special guest at the event was **George Morfitt**, alumni association first vice-president and current Pacific North West squash champion and former Pacific Coast champion. Morfitt kindly demonstrated to the group how the game is *really* supposed to be played.

Those who played spiritedly in the tournament but nonetheless ended (with those already named) in the "also-ran" column were: **Terry Brown, Clive Cocking, Roaule Dahle, Perry Goldsmith, Rick Hewitt, Gerry Porter, Alan Ryder** and **Peter Thompson.**

The tournament was such a success that it has now been decided that it will be staged annually during the fall Reunion Days. □

Taking time out from the academic grind are members of the Young Alumni Club. Open to graduating students and alumni, the club socializes at Cecil Green Park on Thursday evenings and swings to a live band on Friday nights.

Official Notice

Notice is hereby given that the **Annual Meeting** of the UBC Alumni Association will be held at the hour of 8:30 p.m. on Monday, May 28, 1973 at the Vancouver Hotel, British Columbia Ballroom. The **Annual Alumni Dinner** with guest speaker Dr. S.I. Hayakawa, President of California State College, and noted educator and semanticist, will be held at 6 p.m. For further information call the Alumni Office, 228-3313

Harry Franklin
Executive Director

THE PROVISION OF FINANCIAL SUPPORT for scholarships and bursaries has always been a major thrust of the UBC Alumni Fund. And thanks to the many generous donations to the 1972 Alumni Fund it will continue to be a major thrust.

Gifts this year will make it possible for more than 250 students to receive scholarships and bursaries for the next academic year.

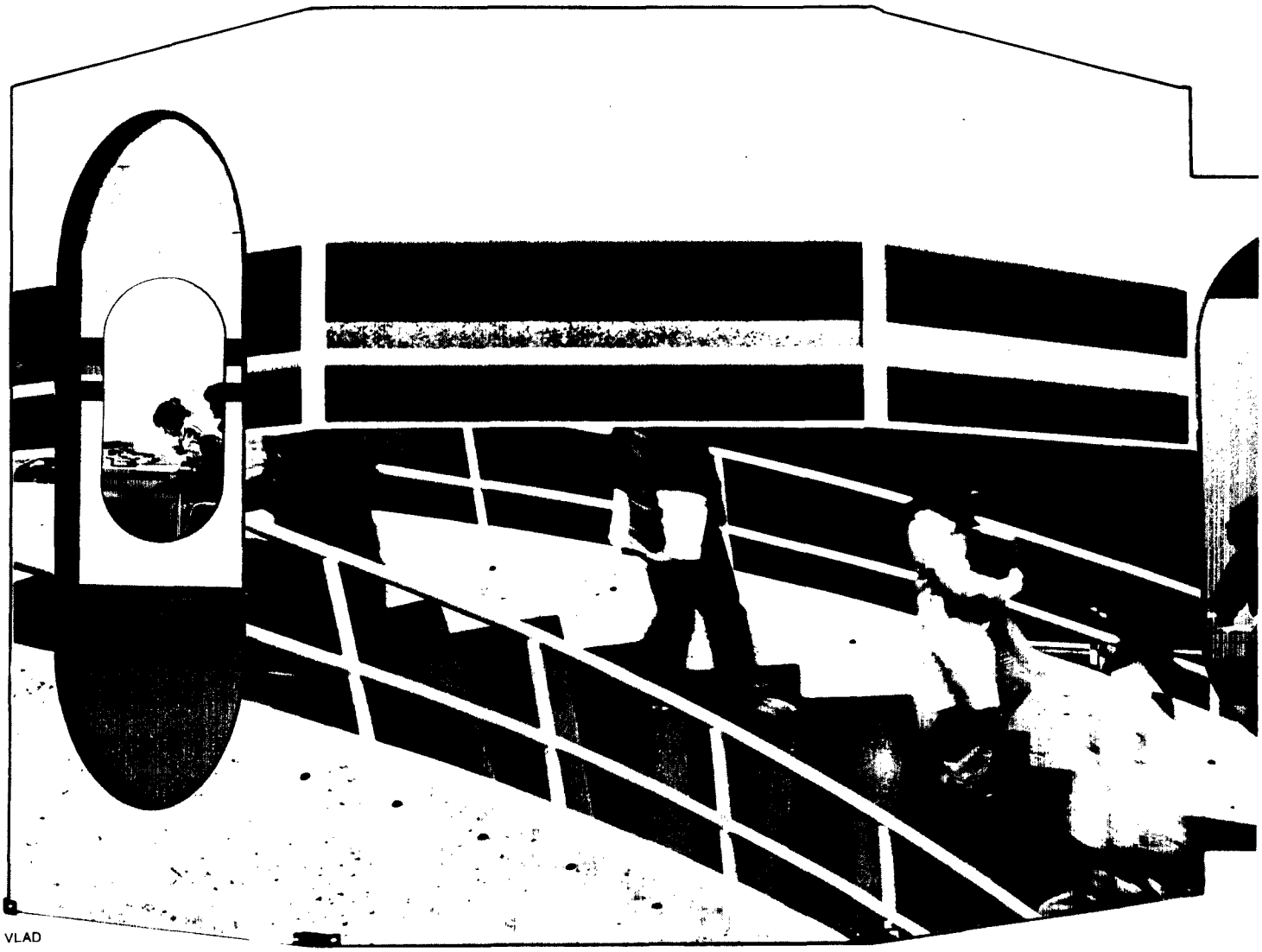
"The continuing theme of our annual fund raising has been, *In the Interest of Academic Excellence*," said Don MacKay, 1972 UBC Alumni Fund chairman. "We've tried to do this by using donations, not only to support scholarships and bursaries, but also to contribute to a wide variety of worthwhile student and faculty projects. We'd like to thank the many people who gave to the fund and thus contributed to our goal of academic excellence at UBC."

In addition to the provision of scholarships and bursaries, the other main areas which the Alumni Fund regularly assists are the library, athletics, the Presidents' Alumni Fund, and various student social and cultural activities.

The Alumni Fund is now committed to providing $60,900 annually toward the support of an extensive student aid program. The growth in donations has made it possible for this commitment to grow from $29,300 in 1967 to its present level. In addition, gifts from alumni and friends of the University have been responsible for the establishment of a further 10 scholarship funds providing annual awards to meet various academic needs.

The 1972 Alumni Annual Giving total of $339,446 represents the total

A $5,000 gift made possible these quiet, comfortable study cubicles in the new Sedgewick library.

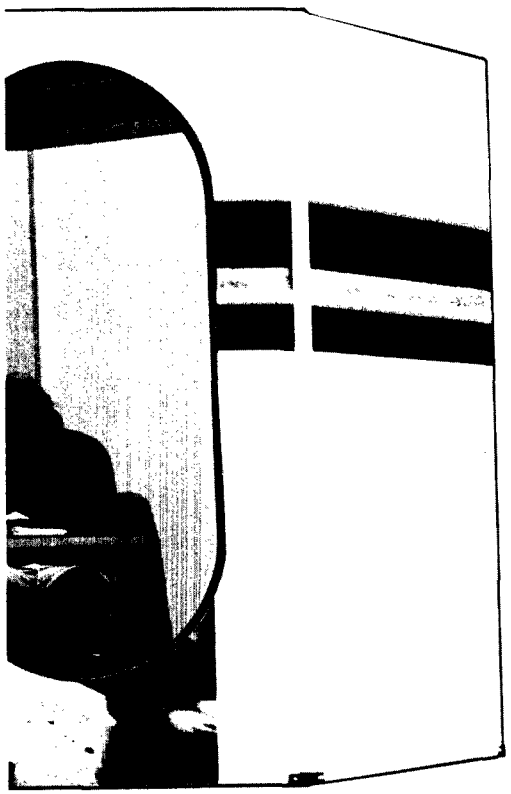


VLAD

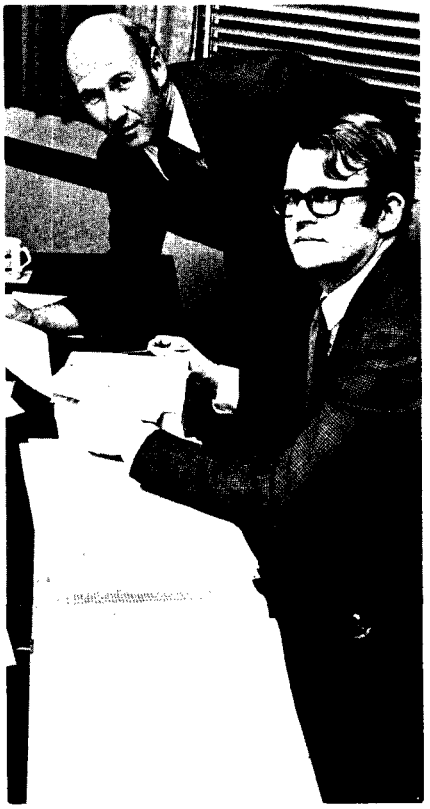
of gifts from alumni and friends of the University made during the past year through a variety of means. (See box giving breakdown).

The UBC Alumni Fund, which is a part of the broad range of UBC Alumni Association activities, is largely responsible for promoting financial support for quality student aids not provided by the University. The Fund operation is also directly, or indirectly involved, and has a rewarding and pleasant rapport with principals participating in other fund-raising projects on campus. UBC Alumni Fund activity has a very positive influence on many areas which support the University. For it either fully participates, supports, or cooperates by providing the benefit of its experience, use of its staff and equipment to building campaigns, special appeals, memorial funds, etc.

When a fund-raising project concerns UBC alumni, the UBC Alumni Association cannot avoid being involved as it is responsible for maintaining graduate records, which is the only official source of speedy and accurate information concerning alumni, by faculty, or school, by location, and by year of graduation.



The Fund staff and volunteers, in cooperation with the University Resources office, have taken an active part in the geology, agricultural sciences and law building campaigns. There are representatives of the UBC Alumni Association on both the University Resources Council, and the University Wills and Bequests committee.



Reviewing the past year's efforts and planning this year's appeal are (left) Alumni Fund '72 chairman Don MacKay and (right) Alumni Fund '73 chairman Paul Hazell.

Donald MacKay, '55, *Chairman*
Paul L. Hazell, '60, *Deputy Chairman*
Kenneth L. Brawner, '58, *Past Chairman*
M. Keith Douglass, '42, *Allocations Committee*
Michael Rohan, '66, *Phonathon Committee*
Beverley Field, '42
Donald J. Currie, '61
Alfred T. Adams
Harry Franklin, '49
Clive Cocking, '62
Ian C. Malcolm

Frank M. Johnston, '53, *President*
Stanley T. Arkley, '25, *Vice-President*
Robert J. Boroughs, '39, *Treasurer*
Directors
Nora Ottenberg '48
Frederick L. Brewis, '49
Cliff Mathers, '23
Dr. Richard A. Montgomery, '40

M. Keith Douglass, '42, *Chairman*
Donald MacKay, '55
Paul L. Hazell, '60
Kenneth L. Brawner, '58
Charlotte Warren, '58
Brenton D. Kenny, '56
Ian C. Malcolm
Harry Franklin, '49

(A report of Alumni giving to the University of British Columbia from April 1, 1972 to approximately February 15, 1973. These are unaudited figures. The fiscal year for the University is April 1st to March 31st and a final report will be issued after March 31, 1973.)

Source	Dollars	Donors
UBC Alumni Fund	$112,850	5,440
*Friends of UBC(U.S.A.)	16,567	652
Agricultural Sciences Building Fund	14,920	125
Geological Sciences Centre Fund	13,521	130
Law Building Fund	49,252	286
3 Universities Capital Fund	1,406	44
**1972 Graduating Class	20,300	3,296
*** Other Gifts	100,630	641
Total	**$329,446**	**10,614**

**The Friends of UBC (U.S.A.) is the incorporation of an association under the U.S.A. Charitable Donations Act, which allows tax-deductions for donations made to UBC by alumni residing in U.S.A. or mandate.*
***The 1972 graduating class beneficiaries were the Crane Library $4,600, Pool Study $6,000, Urban Vehicle $9,700.*
****Other gifts represent a multiplicity of areas, where the alumnus contributes directly to the faculty or school related to a specific project. These gifts are considered in lieu of donating to either the UBC Alumni Fund or The Friends of UBC (U.S.A.) and includes such major gifts as 2 for $10,000, 2 for $5,000, 2 for $2,500 and 4 for $1,000.*

UBC Reports

Conductor Akiyama leads Vancouver Symphony Orchestra in campus concert. Alumni Fund $450 grant helped make special event possible.

A grant from the Fund enabled UBC radio station to buy new playback equipment.

The UBC Alumni Association concerns itself with the total University. An excellent example of this interest, the UBC Alumni Fund participates in most fund-raising activities for UBC under the appropriate slogan, *In the Interest of Academic Excellence.*

The UBC Alumni Fund, as a service, each year reports annual giving of all alumni to the University.

The annual UBC Alumni Fund appeals are developed and conducted by volunteer alumni and a paid staff under the day-to-day supervision of Fund director Ian "Scotty" Malcolm.

It's important to note that none of the money donated to the fund is used for administration. The $28,900 annual cost of operation of the Alumni Fund is provided out of the alumni association's budget. This sum pays the Fund clerical salaries and the cost of printing and mailing information pamphlets and receipts. The Fund pamphlets are developed with the assistance of the association's communications staff and are printed at the alumni association headquarters.

The following is a review of the highlights of additional Alumni Fund grants in aid of campus programs:

- $5,000 toward Sedgewick library study cubicles;
- $3,000 to an education faculty study of the impact of community colleges in B.C.;
- $8,000 to President's Alumni Fund for aid to special campus projects;
- $5,000 to alumni bursaries — additional to annual commitments;
- $2,000 to Gallery Phenomena program assisting student art gallery exhibits;
- $1,000 to Speakeasy, a student-run counselling and information service;
- $2,500 to the Women's Athletic Committee;
- $650 to the Crane Library for blind students;
- $400 to the University Visitation '73 Committee;
- $600 to the Home Economics Undergraduate Conference Committee;
- $450 to help finance the Vancouver Symphony campus concert;
- $600 to the Engineering Undergraduate Conference Committee;
- $765 to UBC Radio Society for new equipment.

The following are the major annual commitments of the Alumni Fund:

DR. N.A.M. MACKENZIE ALUMNI SCHOLARSHIP FUND

In honour of former UBC President Dr. N.A.M. MacKenzie, 64 regional scholarships of $350 each awarded annually to B.C. students proceeding from Grade 12 to UBC.

UBC ALUMNI BURSARY FUND

A minimum of $15,400 provided annually for bursaries to qualified students beginning or continuing attendance at UBC and who are graduates of B.C. secondary schools.

JOHN B. MACDONALD ALUMNI BURSARIES

In honour of former UBC President John B. Macdonald, 16 bursaries of $350 each awarded annually to qualified and needy students entering UBC from B.C. regional colleges.

DR. N.A.M. MACKENZIE AMERICAN ALUMNI SCHOLARSHIPS AND BURSARIES

Ten scholarships and/or bursaries of $500 each, established by the Friends of UBC, Inc. (U.S.A.), as a tribute to former UBC President Dr. N.A.M. MacKenzie, available annually to students who are residents of the United States and who are beginning or continuing studies at UBC. Preference given to sons or daughters of alumni.

DANIEL M. YOUNG MEMORIAL SCHOLARSHIP

Established by the Friends of UBC Inc. (U.S.A.) in memory of the late Daniel M. Young, BA'52, an annual $500 scholarship awarded to a student from the United States who is beginning or continuing studies at UBC.

STANLEY T. ARKLEY SCHOLARSHIP IN LIBRARIANSHIP

Established in 1972 by the alumni association in honour of Stanley T. Arkley, BA'25, for his long and dedicated service to the University and the Friends of UBC Inc. (U.S.A.), an annual $500 scholarship awarded to a student in librarianship.

HARRY LOGAN MEMORIAL SCHOLARSHIP

In memory of the late Harry T. Logan for his long and distinguished service to UBC as a professor of classics and active member of the University community, an annual

Kini McDonald

$500 scholarship awarded to a student entering fourth year studies with good academic standing, achievement in sport and participation in other student activities.

UBC NURSING DIVISION ALUMNI ASSOCIATION SCHOLARSHIPS

A scholarship of $500 is given annually to a student entering third-year of the nursing program and a $250 scholarship is awarded annually to a student entering the second year. Established by the nursing division of the UBC Alumni Association, these awards are made on the basis of academic standing, demonstrated potential for nursing and financial circumstances.

THE UBC ALUMNI ASSOCIATION PRESIDENT'S FUND

Established 5 years ago the President's Fund receives a minimum of $10,000 annually. The money is an "in trust" arrangement and provided to the President of UBC for use at his discretion to support a wide range of special university projects.

DR. F.F. WESBROOK MEMORIAL LECTURESHIP FUND

To honour the memory of Dr. Wesbrook, the alumni association established an annual honorarium up to a maximum of $1,000 to be used by the Faculty of Medicine in consultation with the other faculties in Health Sciences to bring to the campus each year an outstanding person in Health Sciences.

In addition to the annual commitments, the Alumni Fund actively participated in, and with the exception of the Leslie Wong Memorial, accepted full responsibility in cooperation with the principals for organizing the appeals which established the following continuing awards:

FRANK NOAKES MEMORIAL FUND

A fund to provide bursaries to students in electrical engineering, established in memory of the late Dr. Frank Noakes of the electrical engineering department.

JOHN OWEN MEMORIAL ATHLETIC AWARD

As a memorial to long-time UBC trainer "Johnnie" Owen, an annual $250 award is made to a student with good scholastic standing who has demonstrated outstanding service in the Student Athletic Training Program or whose participation in extramural athletics merits the award.

JACOB BIELY SCHOLARSHIP

A $300 annual scholarship made to a poultry science student in recognition of Professor Jacob Biely's contribution to poultry science at UBC.

KIT MALKIN SCHOLARSHIP

Honouring the memory of the late Christopher (Kit) Malkin, a first-class honours graduate in zoology, an annual $500 award made to an outstanding student in the biological sciences who is deserving of financial assistance.

PANHELLENIC ASSOCIATION AND INTER FRATERNITY COUNCIL BURSARY FUND

An annual bursary of $50 provided to an undergraduate in any year and faculty who is in need of financial assistance.

SHERWOOD LETT MEMORIAL SCHOLARSHIP

An annual $1,500 scholarship awarded to a student who most fully displays the all-round qualities exemplified by the late Chief Justice Sherwood Lett, Chancellor of UBC from 1951-57.

LESLIE G. J. WONG MEMORIAL SCHOLARSHIP

In memory of the late Professor Leslie Wong of the commerce faculty, an annual scholarship is awarded to a graduate student working at the master's or doctoral level in the Faculty of Commerce and Business Administration.

GEORGE S. ALLEN MEMORIAL SCHOLARSHIP

As a memorial to Dr. George S. Allen, distinguished teacher, administrator and scientist, a fund from which the annual income of about $400 is awarded annually as a scholarship for graduate study in the fields of fire science or silviculture.

THE MACK EASTMAN UNITED NATIONS AWARD

An annual prize of $100, given in memory of Dr. S. Mack Eastman, is available to students in the University. This prize is awarded for the best essay on the issue current in the United Nations or any of the affiliated organizations.

MARJORIE J. SMITH MEMORIAL FUND

This fund was instituted by the School of Social Work and the B.C. Association of Social Workers as a suitable memorial to a former director of the School. It is for the purpose of financing periodic lectures of eminent scholars and leaders in the field of social work.

The UBC Alumni Fund recently launched its 1973 appeal to alumni concentrating, as before, on seeking support for people-oriented projects at the University.

In continued pursuit of academic excellence, the Fund intends to emphasize to alumni the need for growing support for student academic aid programs during the coming year. As a result, the informational side of the Alumni Fund appeals will be expanded.

"We want graduates to know more about the academic needs of students today and how donations to the Fund can help meet these needs," said Paul Hazell, BCom'60, 1973 Alumni Fund chairman. "So there's going to be greater emphasis on providing information about students and about the achievements of the Fund. We hope in this way that alumni will see the value and importance of continued support for the Alumni Fund." □

SPOTLIGHT

20s

Duke University emeritus professor, **Lionel Stevenson,** BA'22, (MA, Toronto), (PhD, Calif.), (BLitt, Oxford), was the guest lecturer on the occasion of the dedication of the Booth Memorial Room at the UCLA research library. . . . One of the Portland, Oregon area's best known ecologists and pollution fighters, **David B. Charlton,** BA'25, (MSc, Cornell), (PhD, Iowa State), has retired as staff consultant with Metallurgical Engineers Inc. . . . UBC's only alumnus to be named a Freeman of the City of Athens, **Homer A. Thompson,** BA'25, MA'27, LLD'49, (PhD, Michigan), has been awarded the Archeological Institute of America's gold medal for distinguished achievement.

There's a new school in Williams Lake that will be known as the **Anne Stevenson** Junior Secondary School in honor of Mrs. Stevenson's (MacKenzie), BA'27, 23 years of service as both teacher and trustee, to education in the area. Mrs. Stevenson is chairman of both the school board and the Cariboo College council. . . . Retirement to **Bruce Carrick,** BA'29, (BLS, McGill), is going to mean more time to spend on his hobbies of the stock market and photography. For the past 12 years he has been chief librarian for Spokane, Wash. . .

30s

B.C.'s new chief justice of the Appeal Court, **John L. Farris,** BA'31, (LLB, Harvard), is a long-time advocate of streamlined court procedures and modernized law and he sees it as part of the role of chief justice to point out areas that need research or administration changes. During the past two years he has served as president of the Canadian Bar Association, during which time he proposed two important areas of change for Canadian law — Judicare, prepaid legal plans and computerization of the law. Before his new appointment he was a senior partner in the firm founded by his father and now known as Farris, Farris, Vaughn, Wills and Murphy. . . . the day after the appointment of Mr. Justice Farris, **Walter Owen,** LLD'59, was named as the next lieutenant governor of B.C. replacing **John Nicholson,** LLD'70, Visitor to the university. . . . Former dean of administration at the University of Victoria, **Robert Wallace,** BA'32, MA'47, (LLD, Victoria), is the new chancellor of UVic as a result of their convocation election. Two of his rivals in the election were **Robert Molson,** BA'57, (BASc, McGill) and **Willard Ireland,** BA'33, (MA , Toronto), (LLD, SFU). The new chancellor's associa-

Graham Bezant/Toronto Star

Norman Campbell

The invisible hand that guided the pre-Christmas CBC broadcast of Sleeping Beauty was that of Norman Campbell, BA'44, man-for-all-programs.

Maybe the CBC should have declared it "Norman Campbell Week" for, in the space of three days, he managed to tape the entire production of Rudolf Nureyev's National Ballet spectacular, Sleeping Beauty, working in a marathon session from morning to midnight — with an hour and a half of rehearsal time and 50 miles of videotape. Almost at the same time he was attending to all the last minute details that preceded the premiere of his 90-minute, big-budget musical comedy, The Wonder Of It All, based on the life of Emily Carr, and co-written with his wife, **Elaine** (Leiterman), BA'49, and Don Harron, comedian, collaborator and friend.

The Wonder Of It All is the third musical from the Campbell — Harron combination. Their first — created two continents apart via telephone, telegraph and United Nations teletype — is that grand old lady of the Canadian stage, Anne of Green Gables, who grew from a 1956 TV production to matriarch of the Charlottetown Festival with flings on Broadway and the West End.

In 20 years of Canadian television — he produced the CBC's very first television show in 1952 (a potpourri with Percy Saltzman, Alan Lamport and Uncle Chichimus, a puppet, whose later abduction was akin to a national disaster) — he has become almost a super-producer. Ironically, he is one of the least known to Canadians.

His incredible energy and stamina has led him steadily along a very narrow path that balances "Canadian culture" productions (that won him an Emmy) on one side with "American Pop" on the other. His commitment to produce the Emily Carr musical cut short his association with America's favorite bigot — Archie Bunker — after two episodes as producer of All in the Family.

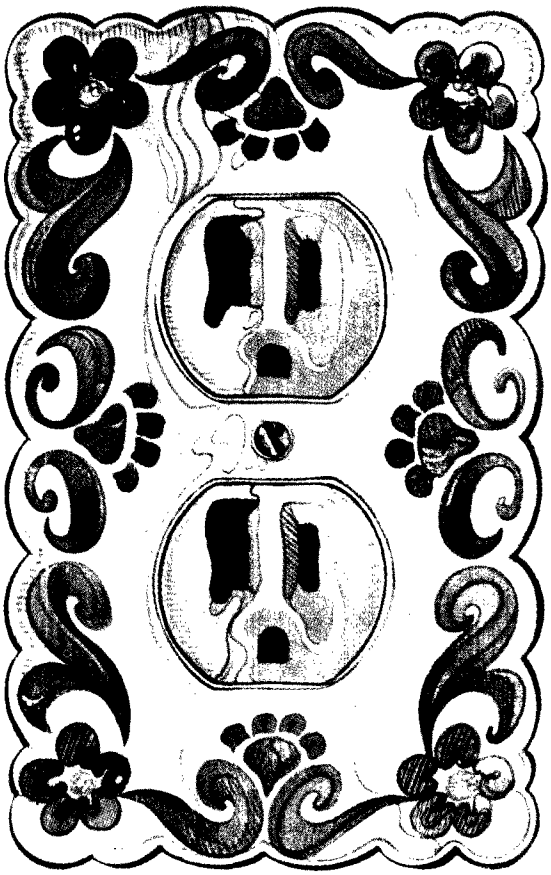
In his career he has achieved remarkable performances from some of the world's most temperamental stars on one hand and fought the CBC bureaucratic fight on the other. As a friend reports, "While there's a Norman Campbell fan club at the CBC, there's certainly a portion of the CBC which isn't. He has the most weight of any producer that we have here, bar none." Campbell's specialty is eminent technical knowledge — especially in the use of chroma-key, a technique that superimposes performers on a separate background — a result of his maths and physics degree from UBC. "What maths and physics teaches you," he says, "is just enough to refuse to take 'no' from an engineer."

After graduation he tried life as a weatherman but a year on Sable Island in the company of 10 men and a herd of wild ponies convinced him show business had more to offer. His first big chance from the CBC came when he sold a song — Summer Romance — that became the theme song for Juliette's summer radio program.

New projects are his life-blood. He'd like to do a film "except I never seem to have the time" — and would love to do more musicals. His enthusiasm for new ventures has brought some spectacular results. His Romeo and Juliet won a prize at the Monte Carlo international TV festival; his Swan Lake, an Emmy nomination, and in 1970, an Emmy for Cinderella.

He admits to being rather sad at leaving Archie Bunker to return to Emily Carr. "The irony is that I've done more variety in England and the U.S. than on the CBC." He makes no secret that he'd like more situation comedy here, though he's not adverse to commuting to Hollywood.

The question of a permanent break is a different matter. "I've considered it at different times. But I think there's something unique about Canada as a home base. For instance the CBC is the most marvellous place to work — and the most maddening. It goes on offering an opportunity to do things you'd never get to do elsewhere. But for every beautiful thing happening there, there's something so frustrating. We're saddled with out-of-date studios; it's like crystal set technology, you see old Scotch tape holding things together. Every show you do is performing some sort of miracle just to get on. I guess you could call it a love-hate relationship."



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tion with UVic began in his student days and continued as a teacher, principal, dean, and vice-president to his retirement in 1971.

Thomas G. How, BA'33, MA'35, (PhD, Purdue), heads the new Arctic Transportation Agency of the federal transport ministry. Working with Indian Affairs and Northern Development, and other departments and governments in the north, the agency will be developing policies and programs related to northern transportation facilities. At one time Canada's chief weatherman, he was most recently in charge of special projects in the Ministry of Transport. . . . Also on the staff of the Arctic Transportation Agency is **Melvin Hagglund,** BA'49, who has been regional director of air administration in Winnipeg since 1970. As an administrator he will be based in Ottawa, but is well acquainted with the Arctic, having served three years with the weather station at Resolute Bay.

Gordon Strong, BCom'33, BA'34, (MBA, Northwestern), (LLB, Toledo) has been elected chairman of the board of Thomson Newspapers Inc. For several years he has been president and publisher of Thomson Bruch-Moore Newspapers in the American midwest. . . . **Ernest Mitchell,** BASc'34, is vice-president of Cominco at Vancouver. . . . Also at Cominco's Vancouver office is **William K. Gwyer,** BASc'36, president of the West Kootenay Power & Light, who also heads CanPac Minerals and Fording Coal. Last year the Trail Wildlife Association named him as their Conservation Man of the Year.

Whither the weather and why? and other questions to be answered by the Canadian Atmospheric Environment Service (the weather office) — are coming under study by **Warren L. Godson,** BA'39, MA'41, (PhD, Toronto), as director of the service's atmospheric processes research branch. . . . News of another weatherman — **Kenneth F. Harry,** BA'42, (MA, Toronto), is now director of the AES Atlantic region.

40s

Paul T. Cote, BA'47, BASc'48, has just missed being in the vanguard of the student power movement. An MBA graduate of the past year from Simon Fraser, he is now chairman of that university's board of governors. A convocation member of senate and that body's appointee to the board, he is serving a three-year term on the board . . . . Mrs. **Nancy Dore,** (Macdonald), BA'47, (MLS, Calif.), lives in Brighton, England, where her husband is with the Institute of Development Studies at the University of Sussex. . . .

Colonel **Harry Ferne,** BA'49, LLB'50, from the Judge Advocate General's office is one of five special commissioners appointed to the Canadian Pensions Commission. . . . *Sportflying* — the official magazine of the professional race pilots, whose managing editor is **Jack Leggatt,** class of '49 — recently ran an article co-authored by **Hassel Schjelderup,** BASc'49, (MS, PhD, Stanford) on technical developments for aircraft materials in the future. . . . **Jessica Swail,** BSW'49, a former freelance journalist and CBC commentator in Toronto and Winnipeg is the new supervisor of community relations for the Children's Aid Society in Vancouver. . . . In Calgary the Family Life Education Council coordinates the city's social service agencies and assists in the planning and integration of the programs offered by the agencies. The council's coordinator is Mrs. **Lillian Tyler,** BSW'49, formerly service program director for the Calgary YWCA.

50s

Art Guthrie, BCom'52, (PhD, Washington), is assistant professor of accounting at Carleton University, Ottawa. . . . One more addition to UBC's federal election list — and the NDP's total. **Ed Nelson,** BA'52, BEd'56, MEd'60, was elected as the member for Burnaby Seymour. He has taught school for many years in Burnaby and is a past president of the B.C. and national association of secondary school English teachers. . . . A new development for the hard of hearing is the current research project of **John Fredrickson,** BA'53, MD'57 at the University of Toronto. The device, which is currently being tested in monkeys involved the implantation of an electromagnetic mechanism in the middle ear and mastoid cavity. A note on **James F. Cowie,** BCom'56—the winter issue of the *Chronicle* credited him with a degree 10 years previous — a rapid way to age — in connection with his election as president of the Canadian Association of Petroleum Landmen.

Ronald Holmes, BASc'57, is now superintendent of steelmaking at the Monessen Works of the Wheeling-Pittsburgh Steel Corp. . . . **Harvey Jim,** BASc'57, is assistant vice-president and controller of Guaranty Trust. . . . **Russ Fraser,** BASc'58, president of Terra Engineering Laboratories, was recently elected vice-president of the Vancouver branch of the Engineering Institute of Canada.

B.C.'s first full-time judge of the provincial court is **Lawrence Brahan,** LLB'59, a provincial court judge since 1970. He replaces **Cyril White,** LLB'49, who also headed the Workmen's Compensation Board and is the new president of the Vancouver Stock Exchange. . . . **Parfulla Jena,** MSc'59, is now director of the Orissa regional research laboratory of India's Council of Scientific and Industrial Research. Previously he was professor of process metallurgy at Banaras Hindu University.

60s

Barry Drinkwater, BCom'60, is Alberta manager of CNR freight sales. . . . **John L. Howard,** BCom'60, LLB'61, is assistant deputy minister for corporate affairs in the federal department of consumer and corporate affairs. . . . **Lynn McDonald,** BA'60, BSW'61, (PhD, London), currently visiting professor at Gothenburg, Sweden, was in B.C. in November to lecture at UBC and Victoria on the status of employed women in Canada which she feels, as a result of her research, is worse than in the U.S., Britain and most European countries. Dr. McDonald is associate professor of sociology at McMaster University. . . . **Gerald McGavin,** BCom'60, (MBA, Calif.), a past chairman of the Alumni Fund, has been named vice-president and general manager of Yorkshire Trust. . . . The hassel-free home was a suggested subtitle for a new book — *How To Raise A Family For Fun and Profit* by **Philip and Mary Ney,** MD'60 (Brown, BEd'60). It's not a do-it-yourself-child-psychiatry manual, but a collection of successful methods developed by the Neys with their own family which might be useful for other folk's fighting families. Dr. Ney, a child psychiatrist in Victoria, teaches weekly at UBC's medical school. Mrs. Ney works as co-therapist with her husband in groups for teenagers and their families. . . . **Katie Peters,** BSN'60, is coordinator of counselling at Waterloo Lutheran University. . . . **Bryan Wannop,** BA'60, who spent more than three years in India with CIDA, has returned to the area as country program manager in Pakistan and Afghanistan.

Some people never stop running. **Geoffrey**

Jessica Swail

Eales, MSc'61, PhD'63, one time Canadian open record holder in the 5,000 meters, who now teaches at the University of Manitoba, ran a commendable second in the 3,000 meters in the Gondola Classic indoor track meet, November in Winnipeg.

Duane Bates, BMus'62, (MA, PhD, Illinois), is assistant professor of music at Queen's University. . . . **Melvin Calkin,** (BSc, MSc, Dalhousie), PhD'62, is professor of physics at Dalhousie. . . . **Laurence Roche,** MF'62, PhD'68, is professor and head of forestry at the University of Ibadan, Nigeria. . . . **Florence Weinburg,** (BA, Park College), MA'63, (PhD, Rochester), associate professor of French and Spanish at St. John Fisher College, is the college's new chairman of modern languages and classical studies.

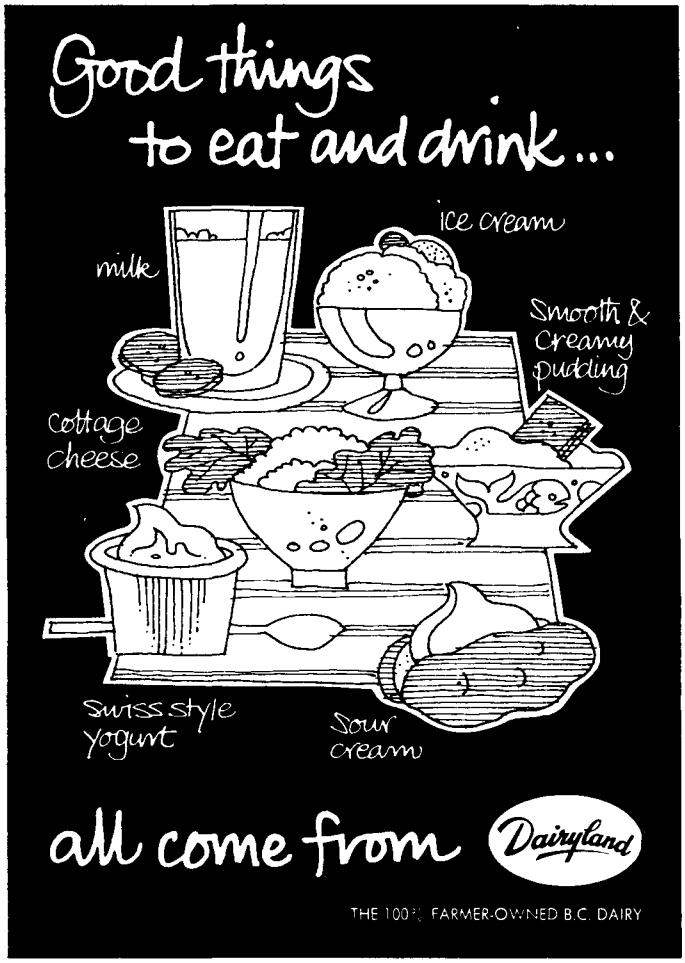
Mike Fillipoff, BASc'63, can now be reached through the Arabian American Oil Co. in Dhahran, Saudi Arabia — something of a change from his Edmonton address. . . . . **Maxwell Gordon,** BPE'63, is director of community services at Capilano College. For the past two years he was a coordinator of the recreation diploma program at Vancouver City College. . . . **Barrie Stanfield,** BSA'63, MSA'65, (BLS, West. Ont.) heads the research library of the department of agriculture in Prince Edward Island. . . . Two new staff members of the Williams Lake mental health centre are UBC alumni — **Helen Walter,** (BA, Gonzaga), MA'63, (PhD, Oregon) is a psychologist who will be working with **Pat Humphrey,** BSW'64, MSW'65, a psychiatric social worker.

Gerald Cormick, BCom'64, (MBA, PhD, Michigan), director of the community crisis intervention centre and associate professor of sociology at Washington University, recently gave two lectures at the University of New Brunswick on social interaction and community disputes, as part of UNB's distinguished lecturer series. . . . The B.C. Construction Association has its youngest ever president in **Wayne Farmer,** BASc'64, manager of Farmer Construction, Vancouver Island.

There's lots of music coming from Nanaimo where **Thomas Petrowitz,** BMus'66, MMus'71, an instructor at Malaspina College, is music director and conductor of the Nanaimo Symphony and on the board of the Vancouver Radio Touring Orchestra. . . . With *Ubyssey* printing ink in his blood, **Don Wise,** BA'66, (BEd, SFU), is leaving the school house to be editor of the *Whitehorse Star,* in the Yukon. . . . **Alvin Kuechle,** BEd'67, principal of Notre Dame High School in North Battleford, Sask., has been appointed a director of the Saskatchewan Power Corporation. . . . If you like to keep on top of the news, sports, weather, and all those other things that make life interesting you should try tuning in the CTV's morning show, "Canada AM." One of the program's three hosts — **Percy Saltzsman,** BA'34 and Carole Taylor are the others — is **Dennis McIntosh,** BA'67, the newsman. He has been with CTV since 1969 as reporter in Toronto, later transferring to Montreal.

Lawrence (Chip) Barrett, BA'68, joins the B.C. Lions lineup next season after playing with both Winnipeg and Toronto. . . . . **Douglas Bennett,** BSc'68, now heads the hospital products division of Abbott Laboratories in Montreal. . . . Edmonton's new chief librarian is **Brian Dale,** BLS'68, (MLS, Toronto), who moves from Kitchener, where he headed the library system. . . . **Donna Hepburn,** BHE'68, is based in Guelph as a regional supervisor of home economics with the Ontario ministry of agriculture and food. . . . PhD from Stanford in hand, **Brian McCarry,** BSc'68 is off to Cambridge for postdoctoral research at the University Chemical Laboratory.

Canadian content regulations have changed the sound of many Canadian radio stations — and sent the record companies to beat the bush for (unsung and unheard) Canadian talent. One of their finds is **David Baker,** BASc'69, who writes with west coast overtones in his country music. His first record, on his own label, Tsunami, is called the "West Coast Logger's Saga.". . . . **Susan**



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Sleman, BSR'69, is head physiotherapist at Guelph General Hospital. . . . **Adrian Wong,** BA'69, is executive assistant in the B.C. attorney general's office.

70s

David Alderdice, BCom'70, had the top marks in B.C. and the second highest nationally in the final examination of the chartered accountants' institute. . . . **Eric Moore,** (BA, Toronto), (MBA, West. Ont.), LLB'70, is manager of the investments and development division of Yorkshire Trust. . . . **John Hollemans,** BASc'71, (MSc, Manchester), is back in Vancouver as a chemical engineer with Macmillan Bloedel.

Peter Candido, PhD'72, is at Cambridge on a Canadian Medical Research Council grant. . . . **Robert Gracey,** MSW'72, is one of three social workers appointed to a new project in community psychiatry at Union Hospital, Moose Jaw. . . . "The Last Tango in Paris", or the first nude pas de deux in Winnipeg, it's all art — with Brando in the first and **Elaine Loo,** BA'72 in the second. She is a member of the Contemporary Dancers of Winnipeg and the pas de deux is part of a new trilogy of dances in the company's repertoire.

BIRTHS

Mr. and Mrs. G. Grant Cherrington, (April Chowne, BEd'68), a son, Regan Grant, October 28, 1972 in Belo Horizonte, Brazil. . . **Dr. and Mrs. Graham E. Dawson,** BASc'63, MASc'66, PhD'70, (Beverley Campbell, BEd'61) twins, Scott and Suzanne, December 12, 1972 in Kingston, Ont. . . **Mr. and Mrs. G. Dusseldorp** (Carol Casilio, BEd'69), twin daughters, Kim and Anneliese December 31, 1972 in Richmond. . . **Dr. and Mrs. Gary Elfstrom,** BASc'68, (Carol Anne Skelton, BHE'67), a son, David Roy, November 22, 1972 in Tullahoma, Tenn. . . **Mr. and Mrs. Robert Greyell,** BSc'66, a daughter, Donna Lori, January 7, 1973 in Revelstoke. . . **Dr. and Mrs. E.C. Hamre,** BASc'64, PhD'70, (Elizabeth Chataway, BA'67), a son, Charles Arthur, August 7, 1972 in Regina, Sask. . . **Mr. and Mrs. John Hollemans,** BASc'71 (Carlene Westinghouse, BA'65), a son, Aubrey Jan, July 9, 1972 in Manchester, England. . .**Anne** (Henslow), BA'67 and **Paul Jeffs,** a daughter, Amanda Elizabeth, July 29, 1972 in Toronto. . . **Dr. and Mrs. Donald R. McDiarmid,** BASc'60, MASc'61, PhD'65, a daughter, Heather Marie, December 25, 1972 in Ottawa. . . **Mr. and Mrs. Graham Nixon,** BA'65, a daughter, Sheelagh Colleen, December 24, 1972 in Vancouver. . .**Mr. and Mrs. Norman Okerstrom,** BSc'65 (Maureen Proctor, BA'65), a daughter, Kerry Lee, November 19, 1972 in Surrey . . . **Mr. and Mrs. Michael Steede,** BA'60, a daughter, Valerie Anne, November 11, 1972 in Vancouver. . . **Mr. and Mrs. Charles Schom,** BSA'67, a son, Bruce Charles, December 14, 1972 in Davis, Calif. . . **Mr. and Mrs. Gary Thorsteinson,** BA'67, a son, Adam Peter, December 15, 1972 in Chibougamau, Que. . . **Mr. and Mrs. Gerrold E. Vernon,** BASc'57, a daughter, Laura Leann, October 19, 1972 in Vancouver.

WEDDINGS

Grant-Goguen. Lt. Col. William E. Grant, BA'56 to Suzanne A. Goguen, November 27, 1972 in Washington, D.C.. . . **Phillips-Wood.** Arthur Harold Phillips, BSA'33, MSA'52 to Dorothy McDonell Wood, BA'42, MEd'68, December 27, 1972 in Vancouver.

DEATHS

V. Brian Chew, BCom'47, October 1972 in Vancouver. He joined the federal trade and commerce department in 1960 and was named consul and trade commissioner in Chicago later that year. Further postings took him to Ghana, Los Angeles and Ottawa. Survived by his wife (Joan Mitchell, class of '48) and three daughters.

Alan F. Gill, BA'24, MA'25, February 1972, in Vancouver. Early in his career he worked with the federal department of mines and the National Research Council. During the Second World War he was assistant director general of munitions in the Canadian government and later director general of reparations in the British zone of Germany. He returned to Canada as director of the standards division of the federal trade and commerce department and entered private business in 1949. Survived by his wife, daughter, son, James, BLS'64, LLB'69, four sisters; Margaret, BA'19, Bonnie, BA'21, BASc'24 and Dorothy, (Mrs. F. Brauns), BA'22.

Mrs. Edward Dewart Lewis, BA'22, (Winifred Bullock), November 1972 in Kentfield, Calif. Survived by her husband, BA'22.

Rosemary Kent-Barber, BA'59, (BJ, Carleton), December 1972 in Inuvik, N.W.T. Survived by her brother, Nigel, BA'61.

Michael James Nordlund, BCom'68, January 1973 in Vancouver. Survived by his wife, parents and sister.

Mrs. Harold M. Pryke, BA'35 (Katharine Spurling), December 1972 in Dawson Creek. At UBC she was secretary of L'Alouette Club and a member of the Guide Club. Following teacher training at UBC she taught in Dawson Creek before moving to Kelowna in 1940 where she taught languages and drama. Survived by her husband, daughter, son, F. Roger, BA'68, LLB'71, sister and two brothers, Roger, BSP'49.

C. Douglas Stevenson, BASc'27, December 1972 in Williams Lake. His early professional years were spent as a mining engineer in Ontario, Quebec and B.C. In 1948 he became director and general manager of Mackenzies Ltd., a department store in Williams Lake. He served as school board member in both Quesnel and Williams Lake and was a founding member of the Central Cariboo Hospital district, serving 10 years as hospital board chairman. He was also a director of the Cariboo Memorial Hospital, and chairman of its board for eight years. Survived by his wife (Anne Mackenzie, BA'27), three daughters and a brother.

Mrs. George Zier (Emma Eugene Washington), BA'47, May 1972 in Chilliwack. Survived by her husband. □

LETTERS

On the need for a clarified UBC campus

Our thanks for the article in the winter *Chronicle* on UBC traffic flow, which was laughable rather than humourous — the erudite and perceptive will know the difference.

What neither Physical Plant with their phallic posts, nor Traffic and Patrol with their litter of lampooning labelling, have assimilated — seemingly — is that there are a variety of purposes for good signs, and a number of categories of users. There is the mobile motorist who needs rapid assimilation of mandatory directions and of basic information and the pedestrian person who can pause to achieve the same aims.

Mandatory traffic orders should be placed where immediately readable and understood, as some of them are. But why not place STOP signs etc. — at a four foot height — as in West Vancouver — where they impinge on drivers' headlights and can be seen by even infantile pedestrians? Within the central pedestrian core of campus why are there any traffic, or parking, signs at all? By very definition the space is sacrosanct to pedestrians; vehicles are only permitted for special purposes, and all drivers know — or should know — the limits for operation, extensions of courtesy and common sense. Specially reserved parking near the library would obviously come within these guidelines. Let us immediately do away with all traffic signs within the pedestrian core: NO ENTRY signs should be the last to litter the campus with unnecessary clutter.

And let us amalgamate the so-called Academic Planning which is exactly that — academic; it seems to have little effect on Physical Plant — with the technicians at Physical Plant who erect and maintain the physical assets of the University. We advocate a new combined, and reduced ! Physical Planning Department responsible for integrating users' wishes with fiscal restraints to draft plans, erect buildings and maintain plant. Is it too logical for the academicians and technicians? We trust not! Then participation by faculty, students, staff and alumni might well produce a university campus with sufficient signs for guidance, but without the present messy miasma of plaques and posts, most of which are ignored due to surfeit.

Two final recommendations: let the user be served. (Let the hitch-hiking posts on Wesbrook have destinations visible to the driver offering the ride). And let there be, in this multi-cultural bilingual land, more use of the international VISUAL SIGNS, amplified by short concise words rather than the rambling rhetoric currently used. (A "right arrow" and "ALL RIGHT" is concise).

We look forward to viewing, and understanding, the clarified UBC campus.

Hamish Earle, BA'71
Vancouver

On reading reviews of *Dance to the Anthill**

It is a thing regrettable to mee
That literary critics numbering three
Have none applied to Riddehough
For those of us who're old enough
The name by which we loved him —
NANCY LEE.

Eric W. Jackson, BA'24
Longview, Wash.

*See *Chronicle*, winter 1972. □

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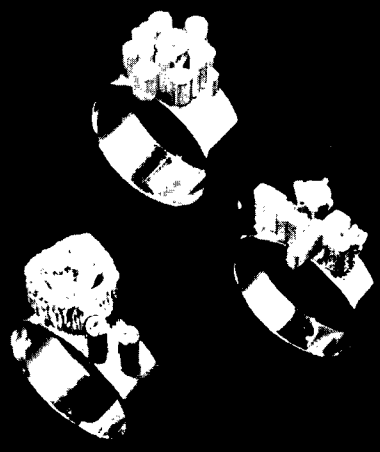

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BOOKS

- *Continued from p. 27.*

would, of course, serve as well for the literature of any nation. But since they are universal they do apply to us, and it is a welcome change to have a critic seeking values that are both Canadian and supra-Canadian.

Canadian writers have traditionally found Canada to be ghostless. We do not have ancient cities well peopled with crying ghosts. Our prairies and mountain passes do not echo the battle cries of dusty wars. Our writers have, as New points out, created a "rhetoric of landscape." It is a good phrase, and it does give us a clue to some of the intuitions we have about ourselves as we go fumblingly about the business of deciding who we have been, who we are today, and who we might like to be. New's book itself is a contribution to this quest for a clear sense of our Canadian ego.

We are warned by New in the introduction to his book: "To 'sentence' that identity, to find words to articulate it, is paradoxically at once to create and to limit it." I think most Canadians would be willing to chance the limitations for a while if they could, for a change, get a glimpse of themselves in the mirrors of literature which showed something other than a face half British or European and half American. No myth lived through by a nation has persisted with greater tenacity than the one which says we are mere hybrids. Canadians suffer from a special twist on Sir Thomas Browne's idea about the human condition: "Man is the only true amphibian, forced to live in divided and distinguished worlds."

Articulating West is an anthology, a collection of essays by a man who was once self-described as an "inveterate anthologizer." Publishing in the west includes a great deal of anthologizing. It is an important and lucrative part of the industry, because thousands of anthologies are prescribed reading in university and college courses.

The book contains essays on writers both living and dead. A few of the authors whose work is examined: Laurence, Lowry, Birney, MacLennan, Frederick John Niven, and E.J. Pratt. The chapter headings in the book are too pretentious, most alarmingly the final one: "Voices for the Soundless Fugue." A scan of the index of essays contained in the book is consequently a somewhat mind-boggling experience. All this may frighten off otherwise courageous readers who might find their appreciation of Canadian literature deepened greatly by reading the essays themselves.

Articulating West is, however, a book for specialists or for those general readers who look for scholarly assistance in assessing the books they read.

Professor New's analysis of the paradox of order and disorder revealed in our literature is adept. The writers he criticizes have wrestled art into life. New wrestles the literature into a conflict between the idea of a static East and an unsettled West that is in danger of being Easternized. The basic "dilemma" is that the newcomers were cultivated before coming here, and to achieve an immediate perception of what is specifically Canadian it is necessary to upset or destroy some Old World presuppositions.

New writes: "By ordering their world, they 'Easternize' it, and the dilemma is compounded when they realize that not ordering it at all would leave their identity articulated only by outsiders' preconceptions."

Articulating West should persuade some sceptical scholars and general readers that Canadian literature has a measure of the substance and excitement that makes literatures of small nations worth reading beyond their borders. Who ever asks if the rich literary traditions of Sweden and Ireland are worth studying? No one. It is presumed that the heritage, whatever its scope or limitations, is worth examining. To parody Socrates: The unexamined heritage is not worth having. The same prejudice that makes us half British, half American also makes us see our literature as a not very virile dribble next to the steady outpourings of England and America.

There is no attempt in this book to make the tradition richer or more significant than it is — the essays are not "puffery." There is, however, a worthwhile effort to show that there is gold in Canadian literary hills even if the hills are not great mountains.

I found it strange to read lines like, "When his character Macdonald tries to convince the public to support explicitly a plan to build a transcontinental railroad and implicitly an intangible dream of nationhood, Pratt admits the radically different but apparently reconcilable compulsion of 'pagan' rhetoric and logical argument."

It sounds strange because I am not used to reading serious, scholarly criticism of our literature. It is a good sign that books like this are becoming available. It suggests we are beginning to be critically self-conscious. Criticism and creativity should inspire each other, as they do on rare occasions, and we may find that our writers will welcome criticism that isn't merely journalistic.

Professor New is sensitive to humour, and the essays are highly readable. An essay entitled "Carol Coates Cassidy and the Form Dispute" reminds us, for instance, of S.I. Hayakawa's barbed classification of Canadian poetry as "Victorian, Neo-Victorian, Quasi-Victorian, and Pseudo-Victorian." It also reminds us of a period of our history, not so long ago (the 1930s), when our literary magazines included the offerings of many "ladies with three names. Writers like Anna Letitia Wales, Maisie Nelson Devitt, and Jessie Playfair Bickford sprinkled the journal's pages with sincerity, piety, and (when World War II demanded it) a rather conventional-sounding patriotism."

New adds: "It is work like theirs that had inspired the anonymous Scott-like "God Bless the C.A.A.*! in *The Canadian Mercury* in 1929:

> Rosie wrote some little rhymes
> For the Birdseye Centre Times:
> Gushing friends did then explain:
> "This will surely bring you fame!
> You must join the C.A.A."

Most western countries have had various versions of "tripartite ladies," as New calls them. Perhaps there is some law in this universe of order and disorder which says great writers appear in inverse proportion to the number of tripartite ladies and junior edition T.S. Eliots inhabiting the culture. In that case, there is much hope for Canada.□

* *Canadian Authors Association*

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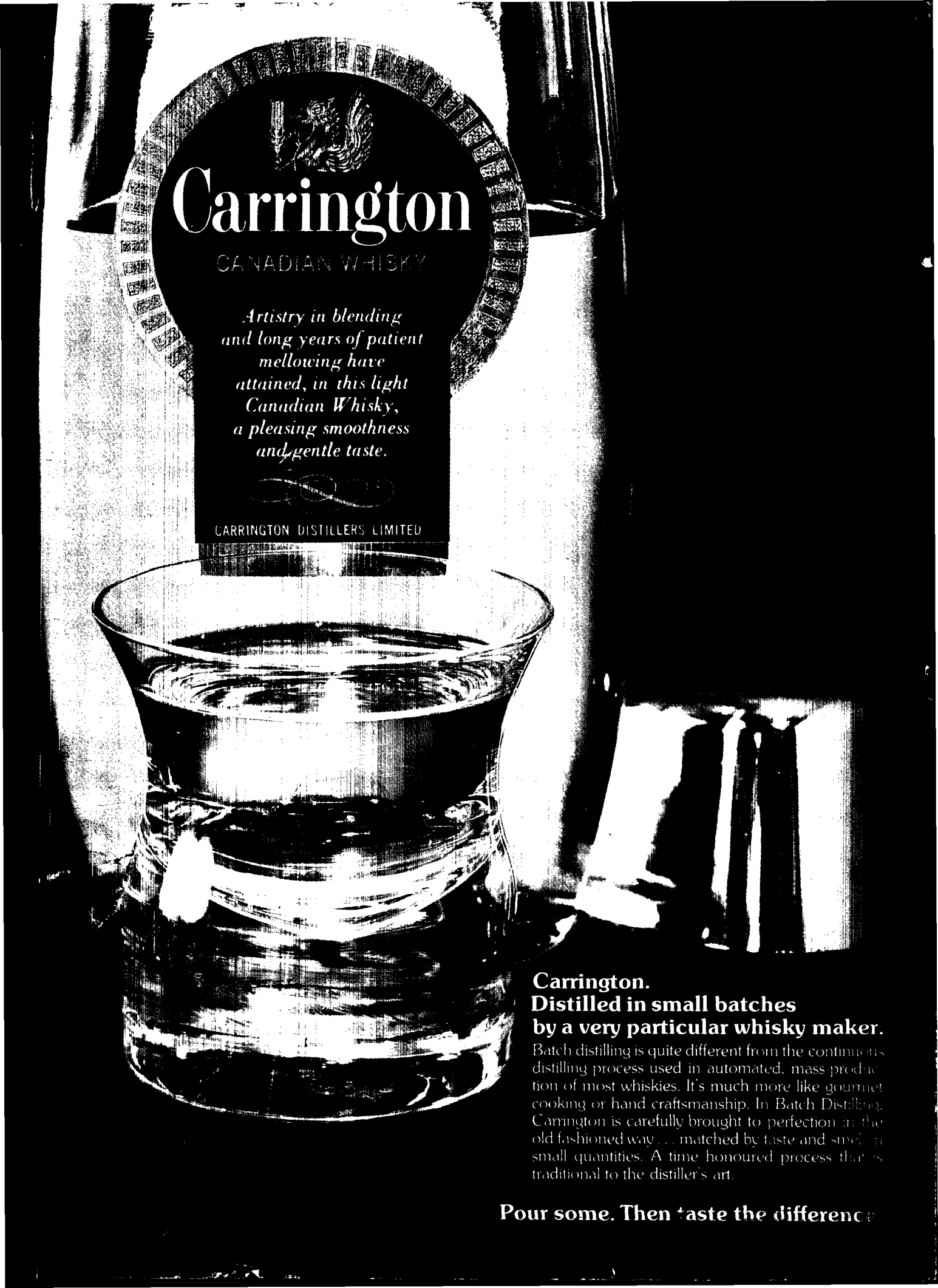

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