

UBC ALUMNI Chronicle

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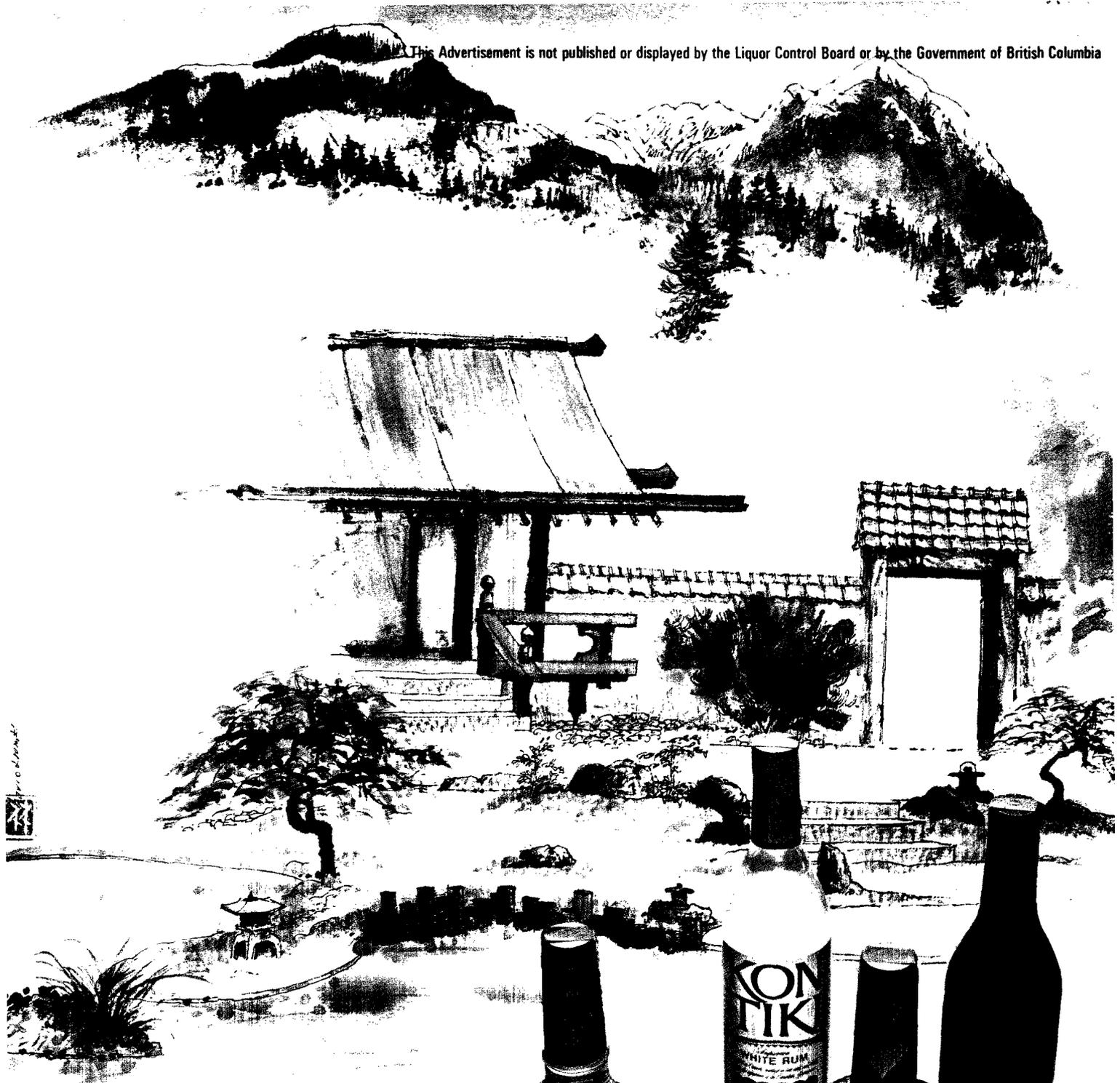
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The Pace
 of Change
 at UBC



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UBC ALUMNI Chronicle

VOLUME 25, NO. 3, AUGUST 1971

THE PACE OF CHANGE AT UBC

This issue is devoted to examining the direction UBC is heading today. Due to its length, regular sections on Books and Spotlight have been held over until next issue. Our apologies to devoted fans of those sections.

5 TOWARDS A MORE ACTIVE PUBLIC ROLE *Frank Walden*

6 REVOLUTION POSTPONED 'TILL FURTHER NOTICE *Alex Volkoff*

11 ONLY THE SLOGAN IS NEW *Alex Volkoff*

13 LONG LOCKS DO NOT A RADICAL MAKE *Viveca Ohm*

18 THE STATUS QUO UNDER CHALLENGE *Keith Bradbury*

22 THE CLOSED DOORS HIDE NO OGRES *Alex Volkoff*

26 A MACHINE-LIKE IMPERSONAL UNIVERSITY
How Williams Lake Sees UBC *Keith Bradbury*

30 CENTENNIAL OF AN IDEA *W. C. Gibson*

32 ALUMNI NEWS

34 LETTERS TO THE EDITOR

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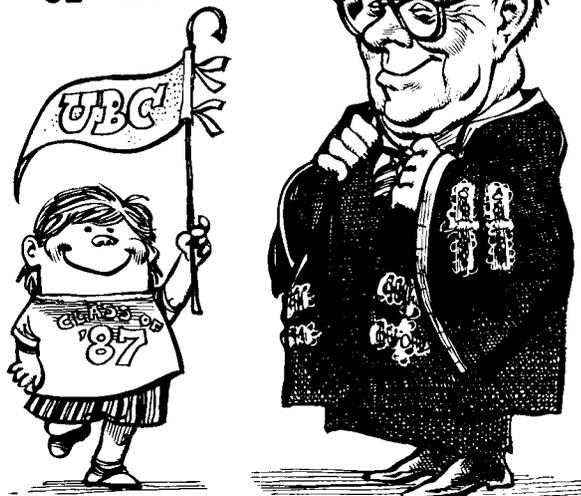
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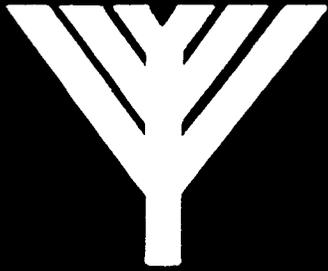
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WHAT FACTORS are working for change at the University of British Columbia? How effective are the senate, the board of governors, the faculty or the students in directing or effecting change? This issue of the *Chronicle*, in a special series of articles, examines the extremely complex institution that is UBC.

This examination has been undertaken with a view to stimulating discussion about the direction in which UBC is currently heading. The articles in this issue do not represent the official views or policy of the alumni association. Each article represents the interpretation of the writer under whose byline it appears. We hope that alumni, faculty, and students will feel free to contribute to this discussion—to debate, challenge, agree with or add to points made in this series—in letters to the editor to be printed in the following issue.

Change—and often rapid change—is a fact of life in society today. It applies to all organizations and institutions, including the University and the UBC Alumni Association. How change should be handled and directed is the major problem facing the Board of Management of your association this year.

The alumni association has been a vigorous organization over the years. It has as its members all those who graduate from UBC; membership is automatic. The governing body is the board of management which consists of an executive, eight members-at-large, and representatives of all undergraduate degrees, the faculty and student councils.

Basically, the alumni association acts as a support group for the university in the community. Its first objective is to instil in all graduates a feeling of loyalty to the University and a sense of responsibility for the continuation of the educational work of the University and for service to the public. This objective has been met by thousands of graduates who serve on alumni or university committees, or who contribute annually through the UBC Alumni Fund.

This “feeling of loyalty” is instilled by means of a variety of alumni programs. The *Chronicle*, for instance, keeps graduates posted regularly on UBC affairs. Contact with special interest groups within the association body is maintained

through participation in the Young Alumni Club, annual reunions, student-alumni activities, alumni branch meetings and gatherings, division activities, and the annual meeting. Through these activities and by having alumni serve on senate and committees established by the University, the association supports the work of the University and education in general, its second objective.

The forces of change, however, are nudging the association into consideration of a more active “public” role. The other stated objectives allow the association to influence public opinion regarding the needs and benefits of UBC and education in general, and to consider and “take action” on questions affecting UBC, education in British Columbia, or graduates of UBC. These two objectives have never been fully attained.

Editorial

Towards A More Active Public Role



Frank C. Walden, BA'49, president of the UBC Alumni Association for 1971-72.

Should the board of management and the association executive take a leadership role in controversial and important matters, and lobby for change? Or should they hang back waiting for direction from the graduates themselves, most of whom lose contact with UBC and higher education when their diplomas are received.

We are attempting to resolve this problem in a survey of graduate opinion which is now underway. About 5,000 alumni will receive questionnaires in September which will seek their opinion on this, and other issues. On the basis of the survey and other information the board of management will decide how active its role will be in support of UBC and higher education in general in the face of widespread and conflicting demands for change.



TODAY MORE THAN EVER before students and administrators alike are crying out about overcrowding at the university. And they have a point. In the last five years the number of students on campus has risen from 16,500 to 22,000. Now everyone knows overcrowding—be it blacks in a ghetto or rats in a sociology lab—produces discontent and unrest. Not so at UBC. Ironically, as the student population grows, so too does student apathy.

Three years ago when Dave Zirnhelt was president of the Alma Mater Society the council issued a lengthy ultimatum stating seven areas where negotiation between students and the administration had to be initiated. These included academic appointments, financing of education and the relations between teaching and research, the whole package coming with a string of deadlines. Few, if any, were met that year, but there was no doubt the campus was an exciting place to be. The year 1968 heralded the opening of the Student Union Building, felt Jerry Rubin march across the campus leading a sizeable number of students to occupy the Faculty Club and witnessed 5,000 students, or one-quarter of the student population, gather in front of the Buchanan building to discuss the sense or nonsense of that sit-in.

In comparison, this past year has been cool and calm. Probably the

Gone now are those heady scenes of student activism like this one from 1968 when 5,000 students gathered in front of the Buchanan building to discuss the sense or nonsense of the Jerry Rubin-inspired sit-in at the Faculty Club.

most exciting thing that happened all year was the Jericho aftermath when 100 transients turned up to sleep on the floor of SUB. Even then students did not really get involved. Where did all the energy and enthusiasm go?

Or perhaps one should ask, did it ever really exist, as we were led to believe?

Time and again student radicals have tried to precipitate a crisis on campus. The Faculty Club sit-in was almost successful and failed in the end only because the moderates remained moderate. That same year the local RCMP were called on campus twice—not by the president's office but by radical students hoping to kick up a backlash. Luckily for the campus, cool heads in the administration and the prudence of the RCMP who double-checked with the president's office stopped the action before it got started.

A special section entitled "The Cooling of America" in *TIME* magazine earlier this year claimed that for today's students, "Looking for a job takes precedence over looking for trouble." Students are more worried about the job situation this year than they have been for many years, and while *TIME* may have correctly assessed the American situation, its supplement has missed the point when it comes to institutions like UBC.

Near the end of Zirnhelt's stint as AMS president two commerce professors, Dr. Vance Mitchell and Dr. Larry Moore, undertook a survey on student attitudes and opinions. They found that even during the years the campus seemed to be at its liveliest the majority of students were definitely not interested in a rapid or revolutionary overthrow

of the present system. Instead, the survey shows, only 39 per cent of the students considered bringing about change important at all. They were much more interested in vocational pursuits, cultural and artistic interests and humanitarian ideals, seeing themselves as the agents of only gradual change.

Dr. Mitchell concludes that far from being the rabid rebels downtown merchants fear, students are close to what the public would like to see. The blame for this distorted image obviously lies with the media which not surprisingly gives its coverage to the student on the soapbox and not the one in the classroom.

In the long run, then, student activity is judged on the personalities of their spokesmen, not on the actual temperature of the campus. In 1968 when Zirnhelt was president and Carey Linde and Ruth Dworkin sat on council the *Vancouver Sun* heralded the 3,000-word manifesto with the headline—"Student Revolution: UBC The Next Flashpoint." Then came two years with the Hodge brothers—Fraser and Tony—leading the student council and nothing more was heard about revolution.

This year a new development has come up—the "Human Government"—and it is anybody's guess what will happen. To begin with, there is no doubting the brilliance of some members of the Human Government slate who now occupy AMS positions. On the other hand, there is some doubt as to their sincerity. During the campaign, one of their major platforms was bringing student government closer to the students and to do this they said they were going to govern from a big room off the main lobby in SUB. Well, it appears the need for privacy

Students

Revolution Postponed 'Till Further Notice

Alex Volkoff



V.L.A.D.

Apathy has reared its ugly head again as students turn their backs on participation in university affairs.

intervened in all their good plans and students can now find their elected representatives where they have always been—in the northwest corner offices on the second floor of SUB.

But, come to think of it, what part *does* the AMS play in the students' lives anyway? I did a simple survey of students during final exams, not long after the AMS elections were held and found 81.3 per cent of the students polled did not know the name of either their past year's faculty rep or the newly elected one.

For many long years *The Ubysey* has been denouncing the AMS as "irrelevant." Despite the triteness of the word it is an apt description these days. Connie Bysouth, last year's education rep on the AMS, says she had a hard time reconciling her involvement in the AMS with her involvement in the education faculty. "It's very hard for the AMS to have any unified purpose at all," she says. "I was working on two AMS committees last year—course evaluation and high school visitation. Both were left in mid-air because there was no support from the AMS. They were more concerned with giving money to certain groups in town than they were with the standards of education on campus. On high school visitation the enthusiasm from ordinary students was great—they really wanted to do it—but the money wasn't always there from the AMS."

Course evaluation—you would think it is of prime concern to a student during his education. The AMS, however, lost interest before it got beyond the pilot project stage.

But the AMS will never admit having only paper power. Judge Les Bewley, newest member of the board of governors, puts it this way: "Students remind me so often of Snoopy sitting with his flying helmet on top of his doghouse pretending he is a World War I flying ace. He's not really flying nor capable of it yet, but it makes him feel powerful that he's going through the motions of pulling levers and running world affairs. It's an interesting exercise and no doubt excellent for the ego—Lord knows I'm not saying they can't do it—but it seems a bit of a waste of time for many of them."

Paul Tennant, a young political science professor, well-liked by

many of his students, agrees. He believes the AMS is in no position to really accomplish anything, mainly because the representatives are not in touch with the students. "The present official AMS leaders will probably provoke symbolic notions of change but they have neither the power nor the support to actually accomplish change," he says. "So really the leaders of the AMS are in the same position as leaders of city council. Their skill comes in making it appear they do have power which means they use sensationalism and try to exploit the media."

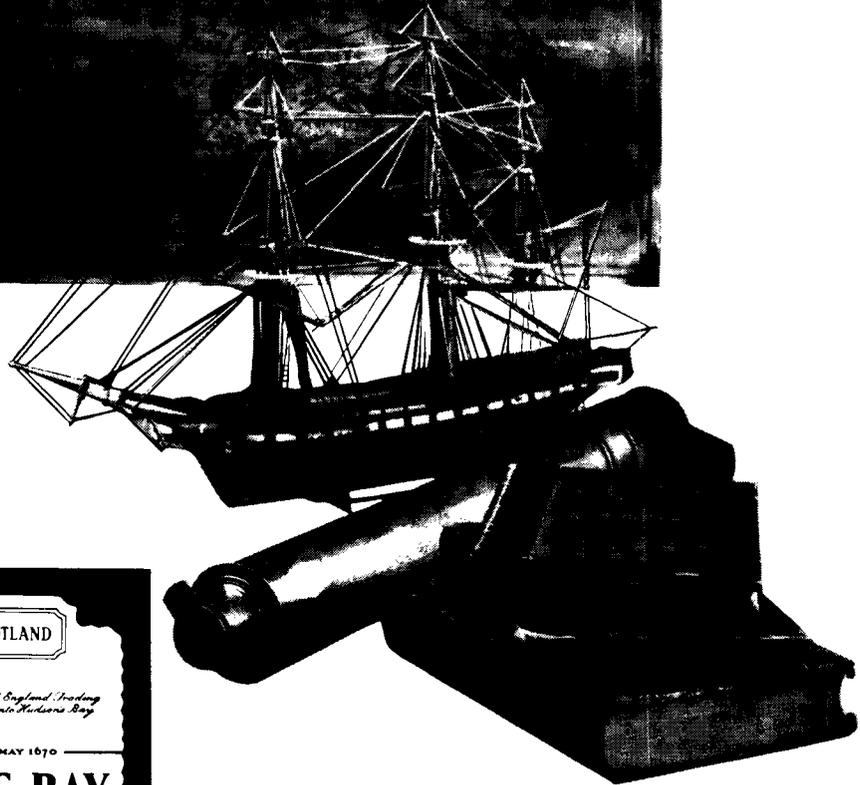
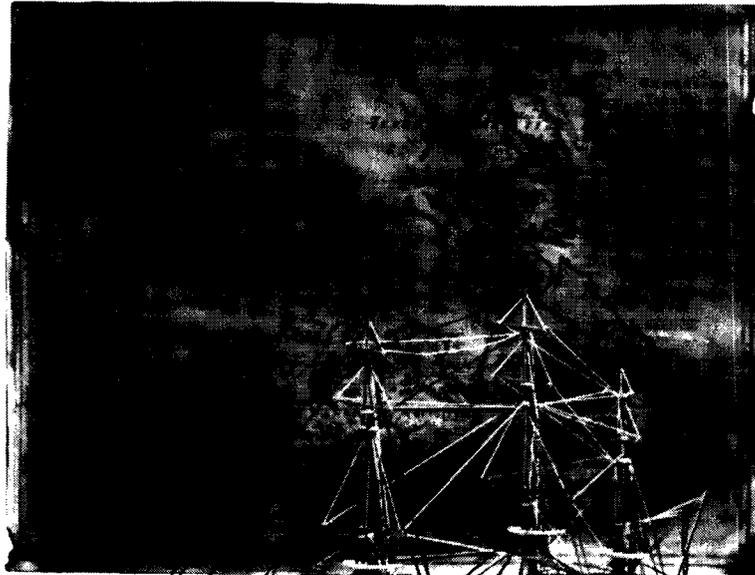
But if the AMS is no longer sincerely concerned with educational reform, the campus has students who definitely are. These are the students working within the system in faculty committees. Unfortunately not all faculty unions and societies are successful. When Stan Persky joined the arts council in 1967 the whole faculty experienced a regeneration. He spoke out for artsmen in general, brought together students from 29 separate departments and put out the first arts anti-calendar. Since then the arts council seems to exist merely for the sake of existing and students have once again sunk to departmental loyalties, as far away as ever from having any say in the direction of their education.

It is the professional faculties that have had the most success in involving students in the decision-making process and in taking the first steps on the road to reform. For example, the education faculty has had student representatives on almost every major committee for the last three years.

"In the fall of 1968 five faculty members and five students formed the Committee on Student Involvement (COSI)," says Dr. John Denison, associate professor of education. "In January, 1969 they handed down their report which said students should take part at all levels starting with the full faculty council. Now they have 15 reps there, plus eight reps in the different divisions (elementary, secondary) and two reps in each of the 25 separate departments."

Kerry Bysouth, internal affairs officer on the education council for two years and next year's education president, had the job of filling these positions. "We filled about three-

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"The present official AMS
leaders will probably pro-
voke symbolic notions of
change but they have
neither the power nor the
support to actually
accomplish change."

quarters of the committees, but had
a hard time because students didn't
want to make the commitment. But
those who did go in got a lot out of
the committees. They felt they were
really doing something, really tak-
ing part in the decisions that were
being made. And that was the whole
purpose. We didn't expect them to
be great authorities on what they
were doing, but if a student opinion
was needed, it was there, and the
faculty didn't have to second-guess
what students wanted."

More recently the education
faculty has created a mini-parlia-
ment called the student assembly.
This is made up of representatives
from the 120 seminars which cover
almost all the students in the
faculty. Every Monday between 50
and 70 turn up for a lively rap ses-
sion. And just as students have rep-
resentation on the faculty commit-
tees, four faculty members are
elected to sit on the student
assembly.

"Now the students are very much
accepted by our faculty members in
the making of decisions," says By-
south. "The only thing that is hold-
ing us back is that students don't
want to get involved."

The fact that he has never been
able to fill all the student positions
in the faculty committees is symp-
tomatic of what is happening on a
much larger scale all across the
country. In Carleton University
students campaigned for more rep-
resentation in the departments and
finally over the last few years created
131 positions for themselves. In the
recent elections there, nomination
papers were filed for only 33 posi-
tions, of which five were contested.

At UBC the picture is the same.
For the past five years students have
been crying out for representation
on senate. Bit by bit the numbers
increased and now students have 12

positions out of a total 101. In the
October 1970 election only 2,220
students voted for three members-
at-large, and 571 voted for the
Faculty of Arts rep. Applied Science,
Graduate Studies and Education
reps all got in by acclamation. In
another few years we may not be
able to find students willing to fill
the posts at all.

The reasons for this are simple.
To begin with it's a question of
numbers. There are more students
at UBC than there are people in
the capital of Prince Edward Island.
The area should be treated like a
city and instead it is being treated
like a glorified high school. There
are so many people enrolled in Eng-
lish they don't even know what their
counterparts in the French depart-
ment are doing much less the stud-
ents in agriculture. They just have
no common interests to sustain
them, never mind the fact it takes
almost half an hour to walk be-
tween their study areas.

And it almost goes without say-
ing that students have little to gripe
about. Activists have had quite a
time manufacturing issues around
which students will rally. UBC's
system is just too flexible and per-
haps too incomprehensible for stud-
ents to make much of a dent any-
where.

But most important is the ques-
tion of time. "Students should be
full-time students," says Tennant.
"So often I see students rationaliz-
ing their own failure as academics
through activism. Until it is proven
otherwise I assume that a student
activist is not interested in intellec-
tual pursuits."

It's as simple as that. There is
always a lot of reading or research
to do, essays or lab results to write
up. It takes a lot of energy for a
student to trudge through Vancou-
ver rain to a meeting he doesn't
have to attend. He has just finished
a full day of lectures and the last
thing he wants to do is listen to an-
other speaker. He may even want to
see some real change take place at
the university. But in the end he'll
always leave the work of getting
change for somebody else. □

*Miss Alex Volkoff, BA'71, a former
part-time Vancouver Sun reporter,
recently moved to Ottawa where she
plans to take up journalism full-time.*

UBC's 'Radical' Student Government

Only The Slogan Is New

Alex Volkoff

PPLUS CA CHANGE; plus c'est la même chose.

For the past five months all the talk at the university has been centred on one thing—the Human Government. Some speak of it in terms appropriate to the Second Coming. Others express anxiety about what the new regime will bring. No one can really know what the final impact of this new AMS council will be on the university but I think people might be well advised to remember the old French proverb above.

Looking on the radical side to begin with, the human government is the first group in recent years to enter the AMS elections as a slate. Oh sure, people knew what side of the fence candidates like Stan Persky and Fraser Hodge were on, but more often students were faced with a ballot which

didn't have a single familiar name on it. Voting became arbitrary and a mere gesture. But the human government presented a solidarity and unity that dazzled the constituency, never mind what their platform was. In two days they plastered the campus with blocks of posters and won the day with a blitzkrieg publicity campaign.

Added to this were issues no one could argue with—more Canadian course content, the democratization of the university and the end of student unemployment. Perhaps the most radical aspect of the human government they presented to the voters was the length of their hair.

Perhaps it is more illuminating to look at the other side of the coin and see how little different the human government is from any other student council. "I didn't run so I could sit in this office and

get important phone calls from important people," says president Steve Garrod. But that's what he seems to be doing. It's amazing how musical telephones and carpeted floors can subvert the best of intentions.

The most striking example of what the campus might be in for next year is the relationship between the new council and *The Ubysey*. Traditionally the student paper has always opposed the student government and has put all its energies behind ridiculing, exposing and knifing council members. The basis for this has been that the student journalists were always to the left of student politicians and *Student government executive includes (left to right):* Evert Hoogers, Sue Kennedy, Colin Portnuff, Carole Buzas, Dave Mole, president Steve Garrod, and Jan O'Brien.

Mark Kaarremaa



this made for a good line of attack. This year the council is, if anything, more left than *Ubysey* staffers and the paper is bereft of its traditional form of battle.

The curious part is that the paper campaigned long and hard to get the human government slate into office. Now that they have succeeded, what have they got left to fight for? Well, presumably the two should work together to promote the ideals of both bodies and for once present a unified face to the outside world. Herein lies the problem. Very early in the summer the human government started laying down exactly which line *The Ubysey* is to follow this coming year. Staffers went along so far, but before long started saying, now just a minute! and wondering just what kind of monster they had helped give birth to. *The Ubysey* refused to be told by anyone what they should be printing and the human government couldn't understand the sudden reversal in opinion. "But we're all friends and think along the same lines," was the hurt response. "We're just trying to help you out by showing you what to

think," was the implication *Ubysey* staffers heard. Their simple retort was: "The human government is becoming much more dictatorial than any liberal AMS council ever was."

In the same way, for all their talk about working for, and getting close to the people, the human government is not about to let the people know about their program until they are good and ready. During one interview I had with two of the human government "heavies", the pair talked around issues and never once strayed from a hackneyed radical line for two hours. Finally they had to admit their generalizations and evasions were quite on purpose. To begin with they didn't want to let out any surprises before the time was ripe. But more important they admitted that general membership in the caucus did not appreciate statements on policy being given out by heavies on the executive all the time when they had a hand in the decisions too.

Now we can only wait and see what happens. At best the human government will carry out a successful program and unite the ener-

gies of students to develop a critical university. At worst people on campus will over-react to what the human government is trying to do and lay the foundations for battle lines. But most likely UBC will progress at the same speed it always has—neither faster nor slower.

Garrod says now that he is elected students come up to him on campus and ask him what he's going to do for the university. "As president of the AMS I can give interviews, talk on the phones, but I can't do anything. So I turn to them and say, well, what are *you* going to do, or what are *we* going to do. It's only all of us together who are going to do anything."

He's quite right. The problem is he'll have to wait forever before the students take an active interest. Right now the human government elected representatives are surrounded by people who think the same way they do and it is very easy for them to delude themselves into thinking they have a wider base of support than they really have. But then and again, that's what *every* AMS council does. □

In 71

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Long Locks Do Not A Radical Make

Viveca Ohm

WHERE WOULD YOU START looking for the new breed of faculty—the firebrands that would logically go with the much-analyzed new breed of students? Well, you could leaf through a few *TIME* magazines from the late sixties, you could check out the bigger universities in the States and scout around up the mountain in Burnaby. But as for UBC, you would have come to the wrong place.

Surprised? After all, the public and the media seem to find young faculty members by the score taking political stands, being noisily dismissed, waving petitions and SPEC placards. All the while, of course, arousing still more suspicion by looking like their students! Do they not constitute a radical element?

And for the students who find themselves, after feeling like punch-cards in a maze of offices and classrooms, sitting around a table with some near-peer in a paint-splashed shirt who begins by saying it's not his wish to lay his trip on them—is not that a welcome indication that the faculty are no longer the remote and stodgy reactionaries they are expected to be?

And yet, long locks do not a radical make. New breed? Afraid not. More like a few mutations shouting above the polite click of a thousand expensive ball-point pens.

A bit of a disappointment for someone who has been looking at the faculty through outside eyes. How much more exciting is the vision of an army of idealistic young assistant professors sweeping aside the old order. Wandering with a small group of debaters around a flower-studded campus, a combination of Socrates and Donovan. Drinking beer on the carpets of converted classrooms, making a 22,000-strong multiversity a downright cozy place to be.

Barely a glimmer thereof. But at least the archetypal faculty member poring over his research behind closed doors while his neglected students pore over dead lecture notes is almost—if not quite—as misleading, for the faculty is moving, at its own pace. Which may be described as one of academic dignity, or reactionary snail-tempo, depending on where you stand. UBC's sedateness compared to institutions like Simon Fraser, is partly due to the greater number

of senior and conservative faculty who provide a buffer against upheavals. But in almost every department at present, committees are examining teaching improvement and curriculum reform.

Among the few generalizations that *can* be made about the UBC faculty, it's safe to say that it has grown both larger and younger. Ten years ago, the number of full-time faculty members was 699. That included everyone from lecturer to dean. Today that figure has jumped to 1,539. And since the student population in the same period has not increased at the same rate (it has barely doubled) the allocation of faculty to students is slightly more generous.

Larger means younger. The influx of recent graduates has lowered the average age to somewhere in the early 40's.

Are the incoming faculty members any better prepared or better educated than they would have been 30 years ago? Yes, say most of the department heads. It is the currently glutted job market that is responsible for the improvement in quality. Because they are flooded with applications, deans and department

“Teaching is a sadly neglected function on this campus.”

heads can afford to be much more choosy in getting top-notch people. A blunter explanation claims that top scholars who otherwise would have ensconced themselves in prestige universities in the east or in the States are “having to settle for UBC.” In any case, the academic tone of UBC has apparently been raised.

And slowly, hopefully—Canadianized. When qualified people abound, the university can afford to pay more attention to the touchy question of whether they are imports or home-grown. “All things being equal, we hire Canadians,” almost every department claims. But they lay great stress on the “all things being equal.”

But regardless of age, nationality, or discipline, there is greater pressure on faculty members than ever before. Pressure from students who insist on better communication, pressure of swelling competition on a shrinking job market, pressure to publish, to obtain tenure, and, having got tenure, pressure to fulfill the triple role of teacher, scholar, and server on committees, the latter involving a continual web of memos and reports to be written.

The faculty over the years has also acquired increased power in the running of the university. But, according to Assistant Dean of Arts, Dr. Donald Soule, most faculty members are unaware of this power. And possibly indifferent to it.

Why, for example, do only 100 faculty out of a membership of around 1,300 attend faculty association meetings? The majority are apparently not interested unless the agenda touches on issues that concern them personally or significantly affect their department.

The faculty association, which is open to every full-time instructor at the university, handles such

matters as salary and individual grievances. With 100 per cent support it could also be a tremendously powerful force at the forefront of university grievances—or reform. At present it seems, faculty feel they can exert more power and influence through their department and faculty committee structures.

But even such a tradition-tilting movement as the abolition of rank drew only the usual tiny quorum in a faculty association meeting, which passed the motion 54-31. The final decision is up to UBC's board of governors.

There is clearly a greater loyalty and commitment to one's own discipline than to the institution as a whole. That is no doubt natural in a university this size; maybe it is the only way to cope with its enormity. But what happens to the “community of scholars” when a professor works, eats, and plays golf only with members of his own department?

Classics head Dr. Malcolm McGregor who “couldn't be persuaded to leave here for money”, insists that his first loyalty is to the university. “This is my university. I belong to it, and I am prepared to defend it when necessary.”

This kind of commitment presupposes an overview, a sense of the institution that often takes three or four years to grow. But zoology professor Dr. David Suzuki agrees that this overview should be expected of every faculty member. But for him the purpose is not so much loyalty as reform. Those who do not see beyond their own departments are dismissed by Dr. McGregor as selfish and by Dr. Suzuki as irresponsible.

To overcome the “cubicing” within his own vast precincts, the dean of arts has started informal

afternoon meetings with newer members of the faculty to get to know some of their opinions and to exchange interdepartmental problems. Although assistant dean Soule agrees that a larger minority than ever before—in the university as a whole—are involved in community concerns, he finds that most new faculty members are still “too busy with their own work to be directly involved in campus or social issues, and show little inclination to participate.” So it isn't the expected young who are necessarily spearheading whatever reforms are under way.

The chief criticism of the faculty has long centred on teaching. This year the complaints of the students about poor or uninspired teaching culminated in a pile of indignant statements. The M.B.A. (Master of Business Administration) Student Association felt “teaching to be a sadly neglected function on this campus.” The AMS report on tenure practices claimed that “the pursuit of tenure can detract from teaching due to the de-emphasis of it” and that “tenure, designed to protect the interesting and outspoken teacher, is often apologist for the deadhead.” With the AMS following suit, the Graduate Student Association refused to have anything to do with the choosing of the Master Teachers and scorned the award as a token attempt to cover up the bad teaching situation at UBC by “doling out a few dollars to a couple of people each year.”

Nonetheless, the two Master Teacher Awards went out and were received with proper enthusiasm by assistant French professor Dr. Floyd B. St. Clair and zoology professor Dr. Peter Larkin. Both are advocates of an informal teaching approach.

Continued p.16

The Importance Of Teaching

Mark Kaarremaa



Dr. David Suzuki

DR. DAVID SUZUKI of zoology denies that he is a New Breed type of professor although his blunt statements, his television show, his hip public image would seem to make him a Number One candidate. If Dr. Suzuki isn't one of a new breed, then there aren't any on the UBC faculty. The following collage of Suzuki thoughts run a range of faculty flaws:

My most important function is teaching, obviously. But I think that can be defined in many ways . . . we have to distinguish between real teaching and lecturing. One of the things the university has never faced up to is that it's so big it's become impossible to teach.

People have never sat down—at least not since I've been here—and asked what is the primary role of the university? I've tried this in my own department and said "Look, we don't know where we're going. Let's get together and spend two or three days with each other and try to figure out what we're after." And the whole attitude is "Christ, you'll never get agreement," so we all bumble along, and everybody is on their own power trip—the administration, the Faculty of Arts, this department. And what happens? The ultimate person who loses out is the student.

We never use as our primary criterion the student and his education, and to me that's the only justification for all the committees, ranks, and so on.

Most of us regard the lower-year courses as the drag courses. We're all trying to get courses in upper division so we can teach our specialty. At Harvard and MIT the first-year biology course is the prestige course, the most important course. We've got it all backward. By the time a student gets to third and fourth year, he's committed to an area and he can put up with a lot poorer profs.

I think a lot of the problems can

be diminished if we have a true attempt at democratization, that is, where the administration, the faculty, and the students all have the same amount of input.

I personally don't attend faculty meetings; part of this is due to a feeling of total impotence. You can spend a year writing up a magnificent report with recommendations and it'll be dismissed in five minutes . . . When I was on a faculty committee here we spent weeks trying to hammer out what we were trying to do in zoology, and proposed a very radical new teaching approach. We really believed in it and thought we were leaning over backwards to be objective. It was brought up at the faculty meeting, the committee members were thanked, it was discussed very briefly, and that was it.

I think the most vulnerable point the faculty has is its own sense of pride. I see no reason why student evaluations of teachers shouldn't be published like a big list with stars—"good, lousy, should be booted out of university . . ."

I think faculty will do what they can within their own little empire, but few will sacrifice their piece of the departmental pie in terms of money for labs, courses they've invented, out-of-date areas, in order to become more effective teachers.

We still teach as if we had to cover all the information in a field in four years. We have to face it—there's no way. Like when I teach a genetics course, within six months there will be so much new information that the kids who took it will be behind . . .

I suspect that we, the faculty who are here now, can't do anything about this. We belong to the older generation, we're the prehistoric monsters that are still hanging around . . . I think new people in science and technology have to come in and train a whole new group of teachers a whole new approach. □

“The doctrine of publish or perish does not exist at this university.”

Dr. St. Clair, who says he has always been “somewhat free-wheeling” in his approach, feels that one must relate as a total person to one’s students rather than regarding the teaching role as a separate part of one’s personality. Dr. Larkin says that “the exciting part of the profession is to get to know the students, to encourage them, and discover how talented they are at doing what they are good at.” He feels that good teaching cannot happen without this personal side. “If I could have 20 students, 20 hours a week, it would be an educational paradise.”

Long regarded as the mainstay of the old guard, Dr. Malcolm McGregor is suspicious of informal trends. “It’s not necessary to dress and talk like the more erratic students to prove that you are a good teacher.” And “Unscrewing all the chairs doesn’t increase teaching efficiency; this is an artificial attempt.”

While defending the adequacy of lectures for first and second year students who “should be collecting facts first,” Dr. McGregor also says that “any teacher who takes teaching seriously is always looking for new things, new approaches.”

“Over the years, I’ve learned a great deal from students; they have good ideas. But this has not been done by questionnaires, but by chatting, and by students coming in to talk about the department.” He notes with some pride that the classics department uses no markers, a fairly rare situation even in the smaller departments. And, indicating a half dozen doors down the hall, he points out that there are no office hours specified. “We are always here.”

What is the primary function of the faculty? According to the students it is teaching. According to the Faculty Handbook, the role involves equally teaching and research, with a smaller section of administrative duties wedged in. But is it possible—or reasonable—to expect that kind of neat role-division from 1,500 individuals with widely disparate talents? Or to place the same importance on research in both arts and science, when literature as a subject depends far less on new findings than does chemistry?

What should be the first consider-

ation? The question made many faculty members uncomfortable. Few said “teaching” without hesitation. Many felt the existing structure was perfectly adequate and allowed for flexibility. All felt it was impossible to be a good teacher without keeping up in one’s field. Some added that it was something akin to a moral obligation to share findings with one’s colleagues through publication.

Few faculty (and probably fewer students) would go so far as to agree with Dr. McGregor that “the doctrine of publish or perish does not exist at this university.” But it is obviously harder to evaluate a man’s teaching than his pile of publications. It would seem that the most direct way is to go to his classroom and listen. In a few departments this is done, but generally the classroom is considered the professor’s private domain. You just don’t drop in without warning.

Oddly enough the strongest opposition to visitation has come from junior faculty. Or perhaps not so odd—the idea carries with it an air of “inspection by one’s superiors.” But it needn’t be approached on those terms. If all faculty—junior, senior, teaching assistants—were visited by department heads, and were free to visit each other, to compare notes, if more classes were taught in teams of two or more, if each department explored the particular teaching problems of its own discipline, and if departments communicated more with each other on both teaching and research, both teaching and courses couldn’t help but improve. Across the campus these attempts are slowly growing.

In the English department, a PhD candidate noted that during his two years as a teaching assistant, no one had ever come to see how he handled his class. Department head Dr. Robert Jordan acknowledges “slippage regarding first and second year classes,” but promises a change. Team teaching is becoming an important approach. Greater communication between teachers and between departments is being urged. Groups of three teaching assistants and one experienced professor are being organized to talk over problems. The course allotment is also being re-arranged so that more senior faculty will be teaching first-year courses rather

than graduate student teaching assistants.

The comparative neglect of lower-level courses is an important problem, most noticeable in the Faculty of Arts. Teaching assistants may be lively and enthusiastic, but they often lack a sense of students' capabilities. Dr. St. Clair feels lower-level courses are the most demanding, and suggests TAs should be teaching graduate courses. Assistant philosophy professor Ed Levy would like the whole teaching emphasis brought down to first and second year level where "the students need it most."

The Arts 1 program has, according to Dr. Kubicek, had a tremendous feedback into the arts faculty. It has resulted in greater awareness of teaching methods, exchange of ideas, and more self-discipline. But there is a problem in getting instructors, in re-educating them, and in recognizing the limitations of their expertise. Science is instituting a similar program, a nine-unit Science 1. But Prof. Levy insists that this kind of development is only one kind of curriculum reform—other structures, or non-structures, must follow.

The question of community involvement is also touchy. The official stand is that participation in social issues is fine so long as it does not interfere with academic responsibilities. A rather flexible boundary. But many younger faculty members claim this means school boards, government commissions, corporation surveys are benevolently approved while controversial issues such as ecology, civil liberties and U.S. war-objectors, are viewed with suspicion.

That, of course, ties in with the question of whether the university should be aloof from society, an "objective interpreter", or whether it should be an integral part of it, providing leadership on social questions. The first has been called a "ghetto mentality." But, bigger, younger, and sporadically radical though it may be, the bulk of the UBC faculty still prefers aloofness. □

Vancouver freelance writer Miss Viveca Ohm graduated from UBC in 1969 with a BA in English.

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The Status Quo Under Challenge

I KEEP HAVING THIS DREAM about the UBC senate. I see row upon row of solemn-faced senators sitting at long wooden tables rising in tiers along the sides of a narrow, high-walled Gothic hall. The light is dim, but by the flickering candlelight we can see that the members, all dressed uniformly in black, clutch quill pens in their aging hands. They are acutely uncomfortable in their high-backed wooden chairs, but they press manfully on. The question up for discussion is a course called: Earth: Flat or . . . ? The importance of the decision weighs heavily on each and every member. The debate presses on with one creaky voice following another, almost endlessly until the vote finally comes. It always ends in one of two ways: the question is tabled or it is sent to a committee for further study.

Yes, of course it's just a dream. Oh, it must be. UBC doesn't have any Gothic halls that I know of. But then, on the other hand (as they say in senate), UBC's senate is not exactly an electronic light show. Oh yes it's a dream, at least I think it is. . .

"The senate in many ways is a tight network of old boys. If one did an examination of membership in the senate, length of time, position on the committees, you'd find that all the old boys have been there since the year dot just about."

—Senate member Dr. Walter Young in an interview, June 1971.

"The fact that many individuals continue . . . to serve on university governing bodies has led to charges by radical elements that these bodies are self-perpetuating groups which are sunk in inertia and are uninterested in new ideas and effecting

change. It should be apparent . . . that an overlapping membership ensures that a governing body has a reservoir of people who are knowledgeable about University affairs and are able to bring a certain amount of historical perspective to bear on matters under discussion."

—President Walter Gage, in his annual report, 1969-70.

"I don't think it's true to say the senate isn't directing the university anywhere. I think the problem is the senate is directing the university very specifically, in a very conservative sense. It is heavily weighted at the moment on the side of non-change and that's a direction. That's a very specific choice senate makes."

—Dr. Cyril Belshaw, chairman of a committee on long-range objectives whose report was emasculated by senate.

"I think it safe to say that the (Belshaw) report confronted the university with the necessity of making decisions on a number of important issues which had to be resolved for the future benefit of faculty members and students."

—President Gage, in his 1969-70 annual report.

"Senate . . . if it continues in its present form, doing the things it has been doing for the last two or three years, will in effect not only destroy its own effectiveness, it will inhibit the university and may even destroy it as the institution as we see it at the present time."

—Senate member Dr. C.A. McDowell in an interview, June 1971.

Well, I suppose it all depends on

where you sit. If you're a member of an administration that is managing to keep the lid on in these troubled times, that probably looks like progress itself. But if you happen to be a faculty member who expects the university to be vital and alive and ready to move with the times, this is a very frustrating period. Nowhere is this seen better than in the senate.

The senate these days is a body sharply divided. Unquestionably, the upper hand is held by the forces of the status quo, a conservative element which is little interested in pressing for academic reform and innovation at UBC. But the status quo is increasingly under challenge. A smaller group of senators—including both faculty and students—feel that major changes are essential. One result is that even in this supreme academic body, positions have become hardened and issues frequently now take on a symbolic quality. Says a more liberal member of senate: "Change these days is identified with radicalism when quite often it shouldn't be. This is quite clearly the worst possible time in the university's history for introducing major change."

So what is the function of the senate? The Universities Act states that: "It is the duty of the senate and it has power to provide for the government, management and carrying out of curriculum, instruction and education offered by the university." A simple definition, but one which, particularly today, results in serious problems.

One of the main troubles is that nobody is really sure what the section of the Act means. The more conservative members of the senate take the view that anything which in any way involves money isn't a subject for

senate but for the board of governors. The more liberally-minded members of senate take a broader view. As Dr. Belshaw says: "You cannot manage unless you deal with the resources. You've got to distribute resources and that means money. That phrase indicates senate has a concern with money. But it is not interpreted that way. Senate has supported the interpretation that only the board is concerned with money."

If this all sounds like a kind of esoteric semantical battle, don't underestimate it. It is fundamental. Those who don't want the university to do any given thing, or follow any given path, can frequently argue that it is outside the senate's terms of reference because it deals with money; that only the board can deal with it. Those who want change in fact contend that the conservatives, including the administration, frequently take refuge behind this legalistic distinction to avoid having to deal with legitimate issues raised in the senate.

Some senators, however, maintain that the board is less scrupulous in observing the distinction between financial and academic functions. They argue that the board has, among other things, initiated such "academic" projects as the water resources centre, the industrial relations centre and TRIUMF.

Adding to the frustration of those who see a need for academic change in the university is the way in which senate itself is run. President Gage, who is chairman of senate, had this to say about the matter in his 1969-70 annual report; "Those who have observed the inner workings of a university will know that, by and large, institutions of higher learning are complex democracies that operate by

consensus achieved in countless meetings of committees, large and small." But not everyone agrees with this statement. Dr. Walter Young, head of political science, frankly charges: "The senate is run by Walter Gage."

From this point of view, the problem apparently centres on the lack of systematic procedure. Roberts Rules of Order, for example, are not used in senate deliberations. "It's the best example of the Gage style", says Dr. Young. "No procedure. He specifically eschews the use of procedure. And so, as a result, you find that at one meeting, somebody will move a motion under new business and it'll be discussed and debated and disposed of at that point. At another meeting, somebody will move a motion that is distasteful and so it's considered to be notice of motion. And at yet another meeting, somebody will move a motion that is even more distasteful and it will be accepted. The rules are designed to suit the circumstances."

In fairness, however, it should be pointed out that the majority of senators have not protested this lack of procedure. It is apparently acceptable to most of them. But it is clear, however, that this lack of procedure can make it easy for senate to sidestep difficult fundamental issues. And this can only be frustrating to those academics who believe the university needs major reform.

Equally irritating is the fact that it's difficult, even for a senate member, to get hard information on the university. Incredibly, some committees set up by senate, just don't report; others report only to the president. One experienced senate member says the senate budget committee has *never* reported to senate so far

as he knows. As for the buildings committee, "it reported last year or the year before but it hasn't reported since."

Another member complains that the university financial report, required to be presented to senate, goes only to the president, "who puts it down in a cupboard and locks it away somewhere." Student senator Art Smolensky, who tried to get a copy of the university's investment portfolio to see how it is invested, says he can't get it. "They will not give me a copy, yet they make copies for every investment house in town and they send them around every quarter."

One result of all this is that some senators feel endless amounts of time are wasted on trivial details—and senate becomes, among other things, a very unrewarding experience for those who would like to see it dealing with broader issues. Dr. Walter Young, for one, charges that many of the more senior people on senate just don't want to be bothered with the more complex issues.

"They say—'We came here to say yes or no to Plant Science 400, why bother us with how many Indians are at UBC and what is the social background of these people and so on. We're not really interested in that and if we were so what? What could we do about it?'" To them, he says, senate is a club. "You get together and have a chance to get up and debate and be witty."

Yes, they do debate and they deal with things like degrees, course changes, scholarships and honorary degrees. Why course changes couldn't be delegated to the faculties is something that some members of senate would like to know. As for approving degrees, they come in a wad an inch thick and are approved

—without ever being read—in about 10 seconds flat, according to one senator. Scholarships? “The only person who reads them is someone who wants to see if his son or daughter or neighbor or friend has got one,” says Dr. C. A. McDowell, head of chemistry. “Senate has become a terribly ineffective body. There should be a committee struck to reorganize senate very drastically,” he says.

Dr. Robert Clark, director of the office of academic planning, was quick to point out, in response to questioning, where the blame should lie for the senate’s weaknesses. “In the first place,” he said, “if the senate is not dealing effectively with the basic questions of curriculum then that is essentially the fault of the faculty, because the faculty, through membership and otherwise, dominate the discussions of senate. If there is insufficient discussion of curriculum then this reflects two considerations, namely, the natural concern of departments and faculties to protect their own autonomy, and an uncertainty on the part of faculty about what are the most important objectives of the university and the best ways to achieve them.”

Dr. Clark, however, notes that senate has always dealt with *some* of the basic academic questions facing the university. But he does agree with the criticism that senate is not giving “enough consideration to what are to be the main goals of the university.” And that is essentially the point.

Of course, if you start out with a conservative bias and you’re bogged down in mechanical trivia, then chances are you’re not really going to get at the “big” issues. There is some evidence this is the case. Consider the following matters and their disposal:

- The report of the committee on long range objectives, which proposed fundamental reorganization of UBC: mostly tabled or defeated;
- A proposal to abolish rank for professors: dismissed as a matter for the board, not senate;
- A proposal that the university sell off its American stocks (at the time these stocks were thought to be worth three quarters of a million dollars): referred to the board without comment.
- A motherhood motion on pollution: defeated.

- A proposal to examine the university’s role in society: defeated.

And so on. There is no shortage of examples.

The presence of students on the senate has made some of these issues more glaringly obvious. Some of the students are not overly impressed by tradition and ritual and the lofty importance with which some senate members feel their deliberations should be attended. Some student senators also feel strongly that some issues must be raised whether or not they are within the purview of issues senate has historically dealt with. The result is tension. On at least one occasion, I was told, one student senator was booed and hissed by some faculty senators. But the more usual reception for the students is apparently one of “restrained tolerance.” In the end, however, the badgering by the students—free from the inhibitions that might limit promotion-conscious faculty members—may well help to push senate to the point of doing a proper re-examination of its functions.

There is no shortage of ideas for reform of the senate. The matter has been a subject for study by numerous committees. Their reports are still to be found in assorted cubbyholes around the university. But one essential reform raised by most of the people with whom I spoke is the bringing together of the financial and the academic decision-making power.

The senate, as the university’s supreme academic governing body, is in large measure responsible for what kind of university UBC becomes. The university has made significant progress over the years, despite financial obstacles, but today there are alarming signs of drift just when the times seem to demand new departures in the academic orientation of the university. If the senate is not reformed, the university may well suffer.

To Dr. McDowell, reform of the senate is imperative as the alternative is unthinkable. Expanding on his contention that senate as it is presently operating could destroy the university, he said: “It will destroy the university as an intellectual force in the community because it is bogged down in trivialities. The result is that people with initiative in the university are beginning to feel that there’s no possibility of chang-

ing the university and making it more appropriate to the contemporary social society and contemporary educational society and the contemporary needs of mankind.

“And so they get disenchanting, and they do one of two things: they will leave this institution, and I think there’s evidence that this is happening, or that they will simply retreat into some academic ivory tower and get on with their teaching and research and the university will be the less place for not having the advice and interests of these people being expressed on measures.”

Continuance of the present state of affairs may in fact represent a disservice to the future of higher education in B.C., in Dr. Belshaw’s view. “What concerns me at the moment” he said, “is that a lot of long-range issues that are going to be hurting us around 1980 need decisions now which will affect the outcome and everybody’s too darned busy to give them attention. Nobody’s giving attention to the demographic growth in this province, the population growth in this province which is going away beyond all forecasts. We are now roughly where all the forecasts said we would be by 1978 or 1979.”

For those faculty concerned about ending the drift in university academic affairs, membership on senate is clearly a demoralizing and frustrating experience. There is now increasing doubt as to whether the UBC senate—like its Ottawa counterpart—will ever become an effective institution.

As Dr. Walter Young said: “I often wonder—and I sometimes ask other people this—‘Why do we go to senate at all?’”

Well, I asked him, why do you go?

“I don’t know. I guess I go in case something *might* just come up.”

Who knows, something might. □

Vancouver freelance writer Keith Bradbury, BA’66, LLB’69, is a former Vancouver Sun reporter. He was editor of The Ubyssy in 1962-63.



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Board of Governors

The Closed Doors Hide No Ogres

Alex Volkoff

EVER SINCE ITS INCEPTION UBC's board of governors has operated under the unenviable image of university bogeyman. Board members are cast as the campus ogres, raising cafeteria prices one day, cutting down on funds for a building the next and generally keeping a careful eye on the direction of education for Uncle Cece.

It's their own fault, really. If faculty and students alike see the board as the elitist club on campus, members themselves do nothing to contradict the notion. The closest students ever get is the board's annual dinner with the Alma Mater Society where the board pays for the privilege of dining with the younger generation.

Reporters find this determination to keep a low profile frustrating but it's more than just habit—it's board policy. In the face of criticism board members rarely react with anything louder than silence. "We'd rather be misunderstood and not praised for our good actions than be accused

Examining a detailed report are members of UBC's board of governors (left to right) Art Fouks (immediate foreground, back to camera); Donovan Miller; Paul Plant; Les Bewley; David Williams; Walter Koerner; Mrs. Beverley Lecky; chairman John Liersch; UBC vice-president (finance) Bill White; UBC President Walter Gage; UBC vice-president (academic) Bill Armstrong; secretary; and (back to camera) Allan McGavin.

of blowing our own horns," they earnestly explain.

Unfortunately it is just this aura of secrecy that gives students ample excuse to suspect the board of really getting away with something behind their firmly closed doors. No one really knows what the board does so it is very easy to pin the blame for any unhappy situation on it. And the board silently submits to its role as scapegoat.

Everyone knows the university is chronically short of money and when student fees go up to meet the costs where do people point the accusing finger? Not at Ottawa, for the federal government doesn't handle education. And not even at Victoria except in passing reference because it is just too far away. If students are severely provoked and the weather is good they may march on the capital. But time has proven that the provincial purse strings are hard to loosen and the only substantial transfer of money is between the students and ticket sellers for B.C. Ferries. It isn't long before the resentful eyes find a target close at hand and the board is in for it again.

One of the basic reasons for this is their misleading name. Board of *governors*. Sounds like a group of potential Huey Longs. Perhaps they should really be called the board of administrative assistants. The name is nowhere near as glamorous but probably hits a little closer to the truth.

Under the Universities Act of 1963, the board is responsible for the "management, administration, and control of the property, revenue, business and affairs of the university." In elaboration it is made clear that the board has authority to: 1. appoint all persons who work for the university; 2. establish and maintain faculties and departments;

3. construct and maintain buildings; 4. prepare and adopt the current and the capital budgets; 5. decide upon the amount of students' fees; 6. restrict the number of students in each faculty, "having regard to the resources available." However the Act stipulates appointments and dismissals of faculty must have the approval of the president and the establishment of faculties and departments must have the approval of senate.

But trying to understand the board by looking at the Act is unrealistic. There you can learn six of the 11 members are appointed by the Lieutenant-Governor-in-Council, three are elected by Senate, and the President and Chancellor are members automatically. But the board is not just a concept or an abstract principle. It is a collection of 11 personalities and operates on individual strengths and weaknesses.

The chairman is John Liersch, vice-president of Canadian Forest Products and in his third term on the board. Others include Chancellor Allan McGavin, President Walter Gage, Walter Koerner, head of Rayonier Canada Ltd. and a board member since 1957; Richard Bibbs, vice-president of industrial relations at MacMillan Bloedel and a quiet professional; Donovan Miller, president of Canadian Fishing Company, a reserved man in his third term on the board; David Williams, an outgoing young lawyer from Duncan and the only member not residing in the Lower Mainland; Paul Plant, an extrovert and vice-president of Ralph Plant Ltd.; Art Fouks, a brisk, business-like and affable lawyer; Les Bewley, B.C.'s colorful Provincial Court Judge and freshman board member, having been appointed only last November; and Mrs. Beverley Lecky, a charming housewife whose father, George Cunningham, was a board member for about 30 years.

Of the 11 members, only two—Chancellor McGavin and Koerner—are not graduates of UBC. Among the others, four have been Alumni Association presidents and at least three were at one time members of the Alma Mater Society council. There also seems to be a new trend in the government appointments—both Bibbs and Miller are recent appointees who in previous years were elected by Senate. In other

words, only four of the 11 are government appointees without previous senate mandate.

One popular condemnation has it that board members are stuffy, conservative businessmen and what are businessmen doing heading an academic institution anyway? If you look closely enough, the Act stipulates even that the three board members elected by senate must not be employed by the university.

To begin with, nearly half the board members are not businessmen. Besides the president of the university there are two lawyers, a housewife long associated with the university and a judge.

But perhaps more to the point, what's so wrong about having businessmen on the board? The university's annual budget is upwards of \$60 million. As Judge Bewley says, "That must rate pretty high on the corporate scale." It stands to reason the university needs people competent in money matters to deal with UBC's financial and business affairs. The board is the legal entity of the university and as such calls for tenders, lets contracts and makes investments.

Moreover the board is in the position of having to worm funds out of the provincial government. As Dr. Robert Clark, UBC's academic planner, says, "Both the government of B.C. and any board authorized by the government to distribute funds among universities are likely to be more impressed by a well-presented case for funds, or in defence of academic freedom if it is advanced by lay members of the board than the same case presented by a group of faculty. The latter, however idealistic their presentation, are seen generally to be advancing their own interests at the same time they seek to promote the public interest. The fact that the board at UBC is composed of persons highly regarded in the community helps maintain public confidence in the university."

Deputy president Bill Armstrong, who acts as secretary for the board, says at one time he thought academics should be allowed on the board but having seen it in action has changed his mind. "People with vested interests should not be board members. That goes for students too. All these people should be on senate if they want a hand in university affairs." Open board meet-

ings is no answer either. "That would only force discussion into committees, the same thing that happens in parliament," says Armstrong.

One change the university has been pushing for is to get more representatives of labor on the board. "But frankly, this is not acceptable to the provincial government," says Armstrong. Actually, this was done traditionally to the end of Larry MacKenzie's term as president. It was never laid down in the Act, but he used to recommend to the government, representatives of the professions, labor, agriculture and business.

Board members see their function not only as a board of directors of a corporation but also as trustees of public funds. As trustees it is their job both to ensure maximum education value per dollar and also to act as one of the town-gown links. The average taxpayer trusts the business board member much more readily than he does the academic.

And the board goes to bat for the university in terms other than strictly monetary ones. Twice in the past five years members have turned down requests from American companies to make a film on campus. They decided it was not in the interests of the students and faculty to be disrupted by large-scale filming.

There are those on campus who claim the university cannot separate its financial decisions from its academic ones. Not so, says Fouks. "It's like going out to dinner," he says. "Once you've decided to go out you have to decide what price restaurant. The senate sends us a priority list and we decide on the basis of that exactly what we can spend. We have never, in my experience, cut the financial assistance or availability of funds because there was something in the academic decision we didn't like. It never would have occurred to us."

So while the board handles the business end of the university, it leaves academic matters to the senate.

In fact, as board members themselves are quick to say, the board acts as a rubber stamp in virtually all academic decisions. "I think it's fair to say that if senate has approved something and the president ap-



proves it, then we rubber stamp it," says Art Fouks. "They are the people who are smarter than us in the academic world and they set the rules for getting a degree. I don't think we're capable of criticizing that. Our job then as members of the board is to make sure the tools are available and used with the greatest efficiency.

"To say we are a rubber stamp for the administration and the business end of the university, however, is categorically incorrect. We respect very highly our President and our administrative staff. We listen to them and we examine very carefully what they recommend; on many occasions we have asked for a review. Based on that kind of examination the board uses its best judgment. And I think it's fair to say the administration has not always had its way."

What this means is a well-respected president is the strongman on the board. He sits there flanked by his deputy presidents—Bill Armstrong fielding academic questions and Bill White the financial—and acts as the source of information for the other board members.

The only man who can really challenge his position is the chairman, and it needs a well-informed, dynamic man to do it. A case in point occurred five years ago during

the planning stages for the Student Union Building. One day the Alma Mater Society received a letter ostensibly from the board listing 10 conditions under which members were willing to let the building operate. Students were none too happy for the list was harsh and included one rule stating the administration had to okay every function before it could take place in SUB. An upset AMS president approached the board in hopes of negotiating a better settlement. He didn't need to. To begin with, the board had never even seen the list. Chairman Nathan Nemetz took one look, poised his pencil, and saying "The students won't accept this," crossed off nine of the ten, leaving the author of the list—past UBC president John Macdonald—with a red face. The only condition left concerned the use of liquor in the building, a regulation which the provincial government carries in its own pocket to begin with.

The trick to getting a recommendation passed by the board is smooth presentation. Board members examine many topics in one meeting. They do their homework but they cannot be experts on everything that comes before the board and have to rely on presentations

from outside sources.

This is where students can profit. There is a growing feeling on campus that student-faculty cooperation is passé. A more profitable alliance might well be between students and the board. "It is the entrenched faculty, not the board members who put up objections and obstructions because the old faculty are the ones who will lose if the system changes," says former AMS president Shaun Sullivan. But student-board cooperation does not mean having student board members, he says.

"You'd run into a lot of problems. First, is it going to be a person elected for that purpose? Or the AMS president? What happens when the AMS is negotiating with the board? Wouldn't there be a conflict of interests? Perhaps more basic—students should be in on academic decisions rather than business ones. I think they would find board meetings very dull."

The best example of student-board cooperation up to now is the Winter Sports Centre. The two sides joined together in an equal partnership to build and expand the centre, a facility that neither party could

have pulled off alone. And now that supporting beams have cracked and need reconstruction, the board and the AMS have joined legal powers for the first time in UBC history in a litigation against the companies involved.

Judge Bewley also believes in promoting good student-board relations. He is chewing over the idea of having an auditor-general for the board in the same way parliament has. "A qualified man could both audit the efficiency of the board and act as a sounding post for any faculty and student gripes," he said. "If a student has a gripe now, where does he go? For a long time now there has only been a vertical chain of command. I'd like to see a lateral one too. An independent, skilled man in the position of auditor-general would make a good ombudsman because he would have both access to the levers of power and the confidence of the board."

The board really has little of the power for the direction of education at the university and yet has the final responsibility for it. So why do members of the community take on the job? There's no doubt the posi-

tion is prestigious but it's not all strawberries and cream. Fouks estimates he spends at least one full day per week on board business. Big deal, you say, that's what they're there for. But remember for the majority of them that means time spent away from a lucrative job—board members get no salary. The only benefits are a free parking space on campus and an honorary membership at the Faculty Club. Beyond prestige there must be something else and I think one can find it in the characters of the individual board members. Surely their motivations are simply a desire to look after the welfare of the old Alma Mater and a pure love of business.

So next time you pass the old administration building on your way to the caf, look up at the southeast corner of the top floor. If there is a light burning up there you know the board is meeting. But they are not the ogres of business, people have made them out to be over the years. They are simply a group of 11 individuals looking after the mechanics of operating a university, leaving the academics free to get on with the process of education. □



when you look at life look to Canada Life

Keith Bradbury

How Williams Lake Sees UBC

A DAY'S DRIVE NORTH AND EAST of Vancouver, the Cariboo Highway takes a sharp swing toward the Pacific Ocean, skirts a lake, and quite suddenly deposits you in the Old West. At least many of the locals prefer that you think of it as the Old West. This is Williams Lake, home of B.C.'s "premier" stampede, one of the province's leading cattle shipping centres, and the town with the highest consumption of cowboy hats and string ties west of Calgary.

Yet, to be truthful, the Old West was never quite like this. That ever-present blue haze that covers the town—it comes from the burners of the sawmills that now congregate around the railhead and make lumbering, not ranching, the town's biggest industry. Lumber is followed by tourism. Cattle might be third but mining is coming up fast and will soon replace it. No, this is really the New West—a town like many in B.C.—based on the outwardly contradictory ideas of extracting resources and attracting tourists.

Which brings me to the point of why I was driving into Williams Lake on a day late in July with the temperature hovering somewhere in the 90's. A few weeks earlier, in Vancouver the editor of the *Chronicle* had been wondering aloud about "how a small town in the Interior of B.C. sees the university." He suggested a visit to one. A couple of days later he had settled upon Williams Lake as the one to be so honored.

One of the first things that should be said is that the selection of Williams Lake didn't turn out to be a bad one at all. This town may not be truly representative of small B.C. towns (for one thing, it has a larger native Indian population than many)

but it has much in common with the others. It is young, rough-edged and, being resource-based, peopled with the kind of people who live in many of the smaller communities of B.C. So this is probably not just the story of a single community.

And the very first thing that one realizes on coming to a town like this is that the university is not exactly central to the lives of ordinary people. To the majority, UBC is "down there", in Vancouver, a place where you may send your kids if you are white, if they are smart enough and if you have the money. But beyond that the people have little knowledge about the university and perhaps less interest.

On the day before I arrived in Williams Lake, a student who had just completed his first year at UBC was giving a talk to the local Kiwanis about his first year and about the need of summer jobs for university students. One of those who heard the speech told me later, "The members were interested for about five minutes. But by 10 minutes, they were getting bored. People here are lackadaisical, they need a bomb to stir them up."

It seems to be only among those who are "professionally" involved—those who are required to know about the university—that you find greater interest and better informed opinions. And among these people there are several different, sometimes contradictory, views of the university. A composite of these views might be that "while UBC is definitely a better place than Simon Fraser, we don't like the shaggy, long-haired students, we distrust graduates who think they know it all and we are concerned about the machine-like impersonality

of UBC." The only way their lives are directly touched by UBC is for those few who take extension courses.

"We regard UBC as 'our' university," school board chairman Fred Waterhouse told me as we drank cold pop in the shade of his backyard. "Up here, we're not particularly enamored with the thoughts of SFU. We don't like the constant disruptions. What's going on at SFU is an unnerving thing. UBC we regard as a firmly-established university with little or no criticism—just as England regards Cambridge or Oxford."

However, Waterhouse, a photographer, who visited UBC this spring to recruit teachers for his sprawling school district also is concerned about the long-hairs he saw while he was on the campus. "It's a bit of a shock to go down on the campus and walk around. There seems to be so many scruffy people. You see the dregs of humanity walking around on campus and it's a bit shaky." However, he did allow that the education students he interviewed were neat and well-scrubbed.

It was Herb Gardner, the mayor for the last 18 years, who got in a dig at know-it-all graduates. "In the past a lot of students have come out and thought they knew everything about everything," says Gardner, who ran a building supply operation. "I recall one case of a biologist who came in here and simply wrote off the knowledge of the professional guides who have been here for years. But I don't think it's as bad as it used to be."

UBC grad Mrs. Anne Stevenson, a school trustee and leading figure in educational matters around Williams Lake, expressed the "impersonality" complaint. "I know of one student



Fred Waterhouse

A Machine-Like Impersonal University



Mark Kaarremaa

Herb Gardner

from here—a 90's student in high school—who went down there and by Thanksgiving wanted to quit. He was homesick and just plain browned off because he felt that he was working in a vacuum.

“One fault is in the large classes where a student writes an essay and then it is turned over to a marker for marking. In this case, the marker put some smart alecky comments on the essay. That makes it pretty tough for someone from a small town who is in the strange new world of the university and the big city. Some of the kids who go down from here feel that nobody gives a damn about them.”

One way that UBC overcomes some of its remoteness for the people of Williams Lake is through programs other than the usual on-

campus curriculum courses. Thus Roy Blackwood, the Town of Williams Lake's clerk-administrator, has improved his qualifications by taking a course for municipal administrators put on by the Centre for Continuing Education. This course covered such areas as assessment, law, administration, accounting, finance and economics and convinced Blackwood that the Centre does “quite a job. But now they are phasing the course out. I'm sorry about that.”

One thing that is making UBC even less real for the people of Williams Lake is development of Cariboo College at Kamloops. The college affects the people of Williams Lake in at least two ways. One is that more children from Williams Lake went to the college to study last year

than came to UBC. Another is that the college has attempted to make itself relevant to the people of Williams Lake by establishing a permanent Dean of Continuing Education in the town.

The college finds considerable support from most of the people I talked to in Williams Lake. “Colleges and technical institutions seem a little more relevant to us,” says Mayor Gardner. “At Cariboo College, the fact that they get more practical experience seems to make it more popular.” He points out that several students from the college got on-the-job training with the *Williams Lake Tribune* last term. “And it's easier for a college student to get employment than for a university student. A lot of our boys want to go there.”

Mrs. Stevenson, who is on the college council, feels that Cariboo College can be an important stepping stone to university for both students just out of high school and for people who previously never completed their formal education. For high school students continuing with higher education she points out that Cariboo College offers smaller classes and a closer relationship between students, staff members and counsellors. In addition, Cariboo has both technical and academic courses and offers students a chance to experiment a little more. “The facilities are old and inadequate,” Mrs. Stevenson says, “but the spirit is great. It's like the spirit of UBC when UBC was still in the Fairview shacks.”

The other popular aspect of Cariboo College is the fact that the Dean of Continuing Education in Williams Lake will be bringing programs right into the community and onto nearby Indian reserves. “We hope it will be like the open universities of Great Britain,” says Mrs. Stevenson.

Another thing working in favor of Cariboo College and others like it is a growing feeling that a university education is simply “over-education.” Says school board chairman Waterhouse: “I'm not suggesting universities will lose their identity, but people are wondering if they should regard a university education as a must.” Adds Gardner, who again lists off the main industries: “There's a limited opportunity for a university-trained person who wants to live here.” Mrs. Stevenson says that in the past people have been university-

Mrs. Anne Stevenson, BA'27





Mrs. Irene Peters

oriented but with the graduation of the first class from Cariboo this year, more are now seeing college as an attractive alternative.

Of course, all of the foregoing applies to the white community. It is not necessarily true for the native Indian community, the next largest racial grouping in Williams Lake. This was brought home to me when I phoned Mrs. Irene Peters, operator of the Indian Friendship Centre, to seek an appointment with her.

"I don't think I could help you," she told me, "Because I don't know anything about the university. All I know is that it's a big building with a lot of people, but I really don't even know what they do there." Later, after I had driven out to her reserve home just south of town, she elaborated:

"We've had about 8,000 people, mostly young Indians, through the Centre in the last 15 months. But university is something that is simply not talked about. I don't know any-

thing about it even if the kids did ask and I don't know of one Indian from here who has gone to the university."

The distance to UBC from the reserve, I came to realize, is a lot longer than it is from Williams Lake. Mrs. Peters explained that in the lower grades at school there is usually an equal number of whites and Indians. By Grade 12 last year, there were only 10 Indians in a grad class of 150.

Just getting to Grade 12 can be a terrifying experience for Indian children, what with being removed from the reserve and their parents, being forced to learn English and being thrust into the white man's world. "When I went to school, we were strapped if we spoke our native language," she recalled.

As for going to university, that can be a major difficulty for an Indian family too. "An Indian family couldn't just move to Vancouver to take their child to university the way a white family could. If you've lived

in the Chilcotin and eaten fish and wild meat all your life, what are you going to do in Vancouver?"

What does Williams Lake think of UBC and its role in higher education? Well, of course, I didn't come away with a *definitive* answer to that question. For that you would need perhaps a year and an in-depth study by a team of social scientists. But still the viewpoints I encountered are, I think, valuable for the university community to know. The sheer fact, for instance, of the wide ignorance of UBC. The belief that the regional college provides more relevant education. Concern over the impersonality of UBC and its effect on students from smaller centres. The popularity of certain extension courses. And the fact that many Indians do not see university education as an obtainable goal. It's this sort of information—particularly if received more extensively and more regularly—that can help UBC continue to be the university of *all* British Columbia.

The University Hospital

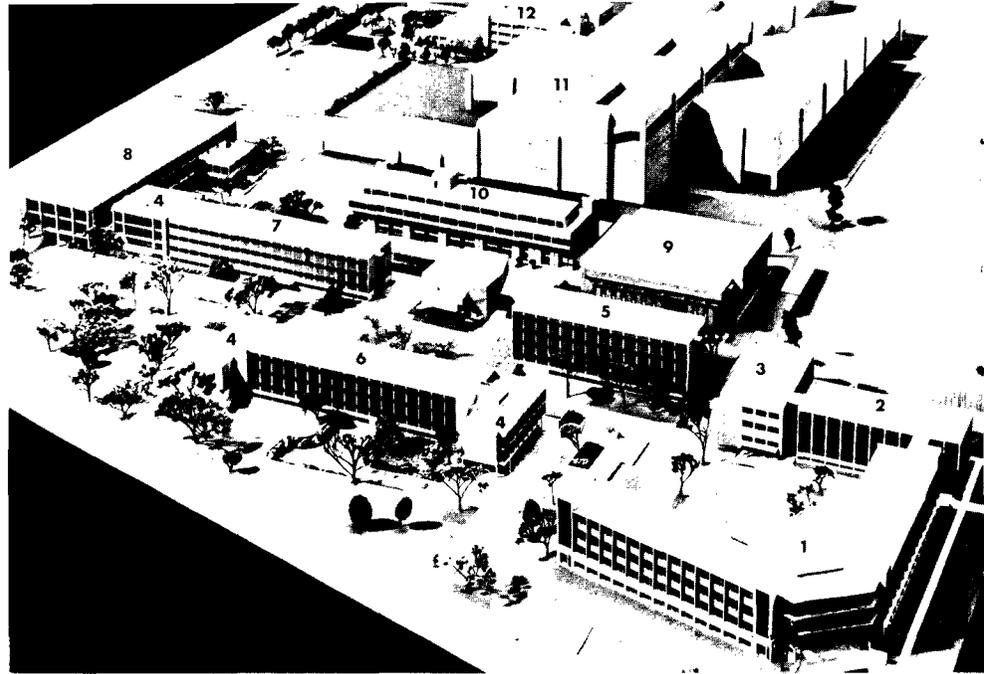
Centennial Of An Idea

Dr. William Gibson

WHEN BRITISH COLUMBIA'S FIRST physician, Dr. John Sebastian Helmcken, went to Ottawa to negotiate the terms for the entry of British Columbia into Confederation 100 years ago, he had one prophetic item on his long list of "demands." He wanted the Canadian government to build, at Esquimalt naval base, a hospital of sufficient size and quality to permit a medical school to be started. This appears to be the first mention of higher education on Canada's west coast.

On August 3, 1971, the B.C. Minister of Health announced, and the UBC Board of Governors confirmed, that a 350-bed teaching, service, and research hospital would be built on the UBC campus—just 100 years after Dr. Helmcken's proposal was ignored by Ottawa. In fairness, however, it must be stated clearly that today Ottawa will be paying approximately half the \$60 million overall cost of the UBC teaching hospital. The provincial share will come from health funds, not from educational funds. The operating costs will similarly come from the hospitalization budget of the province.

During World War I, UBC President Wesbrook, an internationally-known medical scientist, set out the need for a university teaching hospital at Point Grey. He had brought the faculty of medicine at the University of Minnesota into the front rank of medical education, and the ever critical Abraham Flexner awarded Wesbrook's school a class "A" rating—at a time when two-thirds of American medical schools were being closed down. Wesbrook's words of 1915 were prophetic:



"Proper clinical teaching is only possible if teaching institutions control hospitals which are ready to discharge their double function. This double function involves the care of the patients of today and not less important, the better care of the patients of tomorrow through teaching and research. Hospitals should not be simply boarding houses for the sick but institutions for research, study and teaching. Fortunately both ends are served by the same plan.

"The best results are obtained where the University owns its own hospital which is conducted primarily as a teaching and research institution. This safeguards at the same time, the best interests of the patient. By arrangement with municipal and other public bodies, university medical schools may assume responsibility for the professional conduct of hospitals, guaranteeing the best possible service but such hospitals cannot easily be made integral parts of the teaching plant of a university. They will be accessory."

The first legacy to be left to UBC came from Dr. Alexander Monro, an outstanding Vancouver physician, in 1932. A pre-medical society was organized bearing Monro's name, and the first action of its officers was to inform UBC President Klinck of this supposedly momentous fact. It is reported that Dr. Klinck listened in his usual grave manner, until the students prophesied that this was the beginning of a drive for a medical faculty complete with a teaching hospital on campus. The president covered his face with his hands and burst out laughing. In the depths of the Depression he was thankful for such comic relief.

President Klinck's successor was a former Dalhousie medical student, Norman A. M. MacKenzie, and he carried the message to Premier John Hart in several games of golf. The alumni, immediately post war, urged

How the UBC Health Sciences Centre will look when complete. Components are: 1. Wesbrook Building; 2. George Cunningham Building (Pharmacy); 3. Cunningham Addition; 4. Additions to Medical Blocks A and B; 5. Block C (Pharmacology and Pathology); 6. Block A (Biochemistry and Physiology); 7. Block B (Anatomy and Cancer Research); 8. John Barfoot Macdonald Building (Dentistry); 9. Woodward Biomedical Library and addition; 10. Woodward Instructional Resources Centre (under construction); 11. Hospital (to be built); 12. Psychiatry and Neurological Research; 13. Psychiatry

a survey by experts and in 1946 the campus was visited by some of the foremost medical educators in the world—such as Dr. Allan Gregg, Director of the Rockefeller Foundation, Dr. Wilder Penfield of McGill, Professor Ray Farquharson of the University of Toronto, President G. E. Hall of Western Ontario and several deans of top American medical faculties. Long range policy agreed by governors, senate and the alumni association included a university hospital, with the use of existing community hospitals in the meantime.

In 1951, two years after UBC's medical school opened in huts, an acrimonious debate in senate resulted in a pointed confirmation of the originally agreed policy. This long range objective remained only a dream until a dynamic dean of medicine in the person of Dr. J. F. McCreary, in 1959, undertook the administration of the rapidly expanding faculty. With the active encouragement of early graduates such as Arthur Lord, Jack Clyne and Chancellor Sherwood Lett and Phyllis Ross, and chairmen of the board

such as Nathan Nemetz and Walter Koerner, the new dean's program gathered momentum. To help in the planning he recruited Lloyd Detwiller, former commissioner for the hospitalization tax in B.C., and a task force was set up in the former agricultural engineering building which was plunked down in the middle of the 40-acre plot originally reserved for the hospital by President Wesbrook.

About this time an amazing scene took place just as a session of the provincial legislature was about to prorogue. Every hand was ready to empty wastebaskets of paper into the air when suddenly up stood George Hobbs, the six-foot five-inch locomotive driver from Revelstoke. He roared at the members that he did not care how anxious they were to get home, he had brought his lunch pail and was determined to hold the floor until the members voted for a university hospital on the UBC campus! The legislators were thunderstruck and heatedly called on the deputy speaker for "order." They had not reckoned with the former Scottish medical student Alex Matthew in the chair, who, with Ray

Perrault, cheered on the stately Hobbs. Within minutes the members of the legislature endorsed Hobbs' hospital and jubilantly closed up shop.

Upon this well set stage came another would-be medical student, P. A. Woodward, whose father had "cut him off" for going to McGill with a trainload of his friends before World War I. Now, with his only child dead of cancer, "Puggy" Woodward took on the greatest challenge of his career to initiate the building of a Health Sciences Centre. He challenged the federal government to match a multi-million dollar contribution, that total to be put up for matching by the provincial government, hopefully. Dean McCreary approached the Hon. Judy LaMarsh with his challenge. In the wisest decision of her career she recommended to Prime Minister Pearson that a fund of half a billion dollars be paid out over a 15 year period to universities establishing health science centres.

The Leverhulme Trust of London, the Rockefeller Foundation and the Markle Foundation of New York came in with support—thanks to the

friendly feelings for UBC generated during visits to the campus years previously by Sir Miles Clifford, by Dr. Allan Gregg and his deputy Dr. Robert Morison, and by John Russell, the pater familias for two generations of Markle Fellows and, most importantly, an admirer of his fellow Maritimer, Larry MacKenzie. The Nuffield Foundation and the Wellcome Trust in the United Kingdom made handsome gifts to the program and the Health Science Centre dream started to become a reality.

The recent developments are well known to all alumni, the chief being the opening of the Woodward Biomedical Library, and the construction, still in progress, of the even larger Woodward Instructional Resources Centre, together with the opening of the 60-bed psychiatric unit at Wesbrook Crescent and Agronomy Road.

Thus is Dr. Helmcken's hope of a teaching hospital being realized, in this centennial year. □

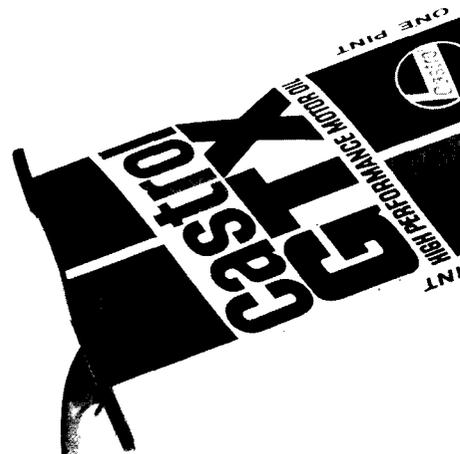
Dr. W. C. Gibson, BA'33, MSc(McGill), DPhil(Oxford), MD, CM(McGill), is UBC head and professor of the history of medicine and science.



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Remember the Good Times?

Remember the good times you had as a student at UBC? Well, come on out to Reunion Days 71 and renew acquaintance with former classmates and relive those good times . . .

Class Reunions

Saturday, October 30, 1971, is your nostalgia day as reunions will be held then for the classes of:

'16	'21	'26	'31
'36	'41	'46	'51
'56	'61 . . .		

Golf Tournaments

For sporting buffs there will be golf tournaments at the University Golf Course with lots of prizes . . .

Ladies' tournament —
Friday, October 15, 1971

Men's tournament —
Friday, October 29, 1971

Foursomes or singles are both welcome. Tournament application forms should be obtained from the alumni office.

For Reunion Days 71 information call or write UBC Alumni Association, 6251 N.W. Marine Drive, Vancouver 8, B.C. (228-3313).

Reunion Days '71

alumni news

Survey Results May Affect Alumni Policy

DON'T LOOK NOW, but you soon may be among the "chosen few"—chosen few alumni, that is.

The chosen few will be asked to complete a questionnaire giving their views on the alumni association, UBC and higher education.

About 5,000 alumni all over the world will be selected at random to receive the questionnaire, which is expected to be mailed early this fall. The questionnaire material will contain an outline describing the purpose of the survey. The reply form will enable alumni to answer the questions without giving their names and to return it postage paid.

The intention of the survey is to discover how much alumni know about the work of their alumni association and of their university, and also to learn their attitudes to the association and to the university. Future alumni association programs and policies will be developed on the basis of what is learned from the survey.

So if you are one of the "chosen few" to receive a questionnaire, we would appreciate it very much if you would take a few minutes to fill it out and return it.

Help Wanted by Awards Committee

IF YOU'RE AN ALUMNUS and interested in promoting academic excellence at UBC, then the alumni association has a job for you! Serving as a member of the alumni awards and scholarship committee.

The function of the committee is to examine, on a continuing basis, the alumni association's extensive program of scholarships, bursaries and awards. The committee makes recommendations to the alumni board of management on changes in the scholarship program. It also has the responsibility of recommending to the board names of individuals to be honored by the association with the Award of Merit and Honorary Life Membership.

The first committee meeting this fall is expected to be held in late September. For information, contact the chairman, Harry White, UBC Alumni Association, 6251 N.W. Marine Drive, Vancouver 8, B.C.

Young Alumni Club Opens Fall Program

THE EVER-POPULAR Young Alumni Club swings in to its fall program at Cecil Green Park on September 17.

It will feature the now-traditional suds and socializing informal gatherings, plus occasional parties with music. Thursday evenings 8 p.m. to 12 p.m., from October 7 to November 25, will be set aside for informal drop-in functions with taped music. Essentially the same pattern will be followed on Friday evenings, 4 p.m. to 12 p.m., from September 17 to December 3, except for three special functions.

Parties with live music will be held on September 24, the official opening; October 29, Halloween; and on December 3, to celebrate Christmas.

Course Examines Options For Women

THE CENTER for Continuing Education, in cooperation with the UBC Alumni Association, is staging a special program for women at Cecil Green Park this fall.

The program, called "Options for Women", will be held on six Tuesdays, beginning September 21, and will run from 9:30 a.m. to 12 noon. The fee is \$10.

Through informed speakers and their guests, the program will aim to examine some of the life style choices for women.

Topics discussed will be: return to education, the world of work and careers, community and volunteer commitment, public life and politics, and creative family living. Small groups with group leaders will make it possible for individual participants to relate lecture information to their own lives and discuss the topics on a personally useful level.

The same program was put on last year at Cecil Green Park and found to be a success. Further information can be obtained by phoning the Center for Continuing Education at 228-2181.

Another Top Award For Alumni Fund

THE UBC ALUMNI FUND organization has won a top prize for sustained performance in alumni annual giving in a competition involving similar organizations at universities throughout the U.S. and Canada.

Ian C. "Scotty" Malcolm, Fund Director, received the Alumni Giving Incentive Award for third place in sustained fund performance at the annual meeting of the American Alumni Council held in Washington, D.C. on July 17-22. The award included a "Mobius Strip" trophy and a \$1,000 cash prize. The awards program, which also involved prizes for other categories, is financed by the U.S. Steel Foundation.

The award recognized the contributions

of alumni to the fund over the past three years. Donations from alumni and friends of the university have grown during that period to total a record \$288,000 in 1970. The money is used to support a variety of university student and faculty programs.

The prize was granted on the basis of the number of contributors to the fund, the level of giving, the purposes for which the funds are raised and evidence of deliberate efforts to sustain and improve all types of alumni giving at a high level.

"Success in this competition is very encouraging, but we must never forget that without the generosity of our alumni and friends of the university we could not have won this award," said Ken Brawner, chairman of the 1971 UBC Alumni Fund campaign. "I like to think that this is strong evidence for the view that donations to the fund are being used in ways that greatly help improve the university as a whole."

The principal officers of the Alumni Fund are to meet shortly to decide how the \$1,000 prize should be used.

There were 2,100 entries to the competition from fund-raising organizations at North American universities, with 150 being selected as finalists. UBC was the only Canadian university to win an award for fund-raising. Queen's University of Ontario won a certificate of recognition.

This is the second award the UBC Alumni Fund has won this year. In February, the fund won first prize for the excellence of its alumni giving direct mail material in a competition involving 47 university organizations in northwest U.S. and Canada.

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Footnote on Ted Scott

In your write-up of the thoughts and life of the Rt. Rev. Edward Walter Scott (*Chronicle*, Spring '71), you neglected to mention the very active part he played in UBC life. A perusal of publications of the early 1940's would show you pictures of Ted Scott of the Big Block Club, the marathon runner, General Secretary of the SCM at UBC etc., etc. He was a friend to all students and a special source of support to our beleaguered boys and girls of Japanese race. Even his motorcycle endeared him to the younger people.

Yours for the total picture of the whole man.

Aingelda Rhodes, BA'44,
North Vancouver, B.C.

Chronicle's report inaccurate

It is somewhat ironic that the UBC Alumni *Chronicle*, edited by the late Dr. Harry Logan for six years (1953-1959) with meticulous devotion to detail and accuracy, should itself be inaccurate in its report of his death (Spring 1971).

Had reference been made to the issue of June-July 1953, which published an announcement of Dr. Logan's appointment as editor, and the issue of Spring, 1959, which reported his retirement as editor, one might have been spared the need for this letter.

Harry Logan received his B.A. degree from McGill University in Montreal in 1908; he did not, as you report, graduate "from McGill College (Vancouver)". In the excellent history of UBC, *TUUM EST* (1958), of which he was the author, Harry Logan went to some pains to point out that McGill College of Vancouver was started by McGill University in 1906 but never conferred degrees as such; it was not until McGill College was transformed into UBC in 1916 that the first degrees were granted.

With reference to Harry Logan's military career, let it be recorded that he enlisted in the 72nd Seaforth Highlanders in 1915 but his active military service was carried out in the Canadian Machine Gun Corps, an association of which he was proud throughout his life.

I bring these facts to your attention to keep the record straight in a publication, and among the community, to which Harry Logan gave so much.

Albert A. Tunis,
Brock University,
St. Catharines, Ontario.

Eloquent article appreciated

Thank you so much for the current number of the (*Chronicle*, Spring '71)—especially for the very eloquent and accurate cover and accompanying article. One breathes a great sigh of relief to discover that our Alma Mater is with us in the battle against Americanization and loss of our Canadian identity and sovereignty. We have few other allies.

Vince Venables, BA '50,
North Kamloops, B.C.

Businessmen like football stars

I have just finished reading Keith Bradbury's excellent article (*Chronicle*, Spring '71) on the "International Corporate Octopus", and feel impelled to make a comment thereon.

First, I think it should be noted that the executive officers of major corporations are seldom fat, pig-like men such as those pictured. Those I know tend to be exceptionally good-looking, reasonably athletic, genial, empathetic, and very persuasive men, with above-average IQ's, who have reached their present position by hard work and ability to make the right play at the right time, just like star football players. Like football players, they are enthusiastic professional mercenaries, who exert tremendous effort on behalf of their shareholders. . . .

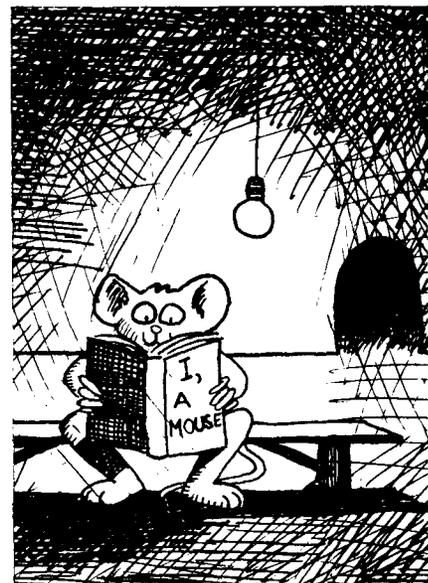
There is no doubt that, until they reach their level of incompetence, they do their job well. Even here in remote B.C. hardly a day passes without a press report of the absorption of some independent local company into a giant conglomerate. There is no doubt the situation is a serious one.

It is doubtful if Canada is likely to possess any group of men in political life who are of a stature to cope with the powerful and aggressive executive officers of international corporations.

On the plus side, however, is the fact that most of these corporations are American, and that in the United States there are also many powerful and aggressive Americans of independent wealth and good-will who are able and willing to grapple with the corporations and who involve themselves in government, and who through their strength of character are often able to bolster the morale of our own politicians, as for example in the case of the current oil controversy.

We are fortunate that such Americans exist; and there will be more of them as the new generation evolves, with its more humanistic outlook. Perhaps Ralph Nader is a pioneer in this category.

G. W. Ashworth, BA '26,
West Vancouver, B.C.

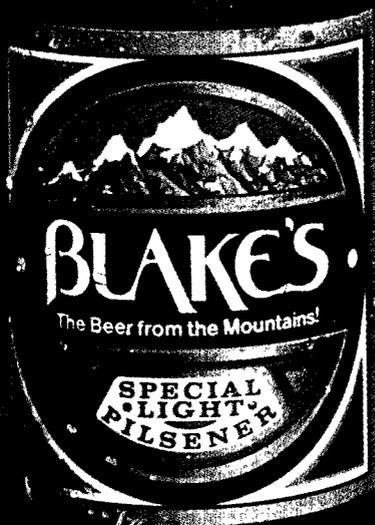


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