

# UBC REPORTS

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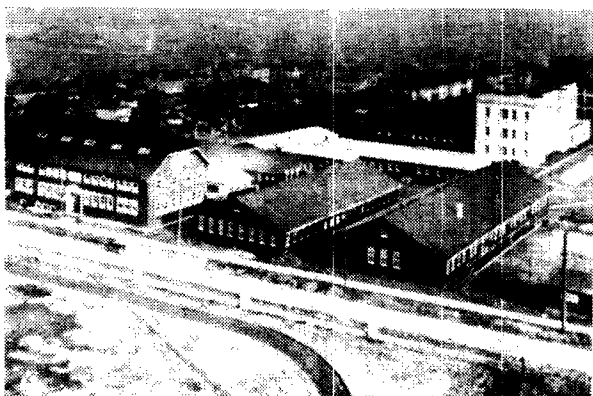
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Picture by Tim Morris

Dr. Douglas T. Kenny adjusts his presidential mortarboard after having been officially installed as UBC's 7th president at a ceremony in the campus War Memorial Gymnasium on Sept. 17. Onlookers, left to right, are Hon. Walter Owen, B.C.'s Lieutenant-Governor, who installed President Kenny in office; UBC's chancellor, Mr. Donovan Miller, who

presided at the ceremony and presented Dr. Kenny to his Honor; Prof. Malcolm McGregor, UBC's director of ceremonies; and Mr. Jake van der Kamp, president of the Alma Mater Society. Dr. McGregor and Mr. van der Kamp robed the president. President Kenny's inaugural address is reproduced in this issue of UBC Reports beginning on Page Two.



The University of British Columbia opened its doors 60 years ago, on Sept. 30, 1915, to 325 students in a cluster of wooden and permanent buildings (pictured above) in the shadow of the Vancouver General Hospital. What was it like to be a student at UBC while the First World War raged in Europe? Freelance writer Eric Green interviewed some of UBC's earliest graduates for the article beginning on Page Four.



A group of researchers in UBC's Department of Chemistry has developed a method which makes it possible to produce synthetically a variety of anti-cancer drugs. The leader of the group is Prof. James Kutney, shown above holding a molecular model of one of the synthetic substances. He's surrounded by the graduate and post-doctoral students who aided him in the research. For details, see Page Nine.



More than 400 students were employed in career-oriented and community-based projects in the summer of 1975 under a program supported by the provincial Department of Labor. Graduate students Tim Connor, right, and Carmen Rodriguez, back to camera, both of the Department of Hispanic and Italian Studies, taught conversational English to immigrants from Chile. For more pictures and a story, see Pages Six and Seven.

# President's Inaugural Address

Dr. Douglas T. Kenny was installed as the seventh president of the University of B.C. at a ceremony in the campus War Memorial Gymnasium on Sept. 17. The actual installation of the president was relatively brief (see below).

Following the installation, statements of welcome to the president were given by Mr. Donald McRae, a member of the Faculty of Law and president of the UBC Faculty Association; Mr. Jake van der Kamp, president of the Alma Mater Society; Mr. Ken Andrews, an employee of the Department of Physical Plant and the UBC staff member elected to serve on UBC's Board of Governors; and Mr. Kenneth Brawner, president of the UBC Alumni Association.

President Kenny then delivered his inaugural address, the full text of which begins at right.

**T**he subject of an address of this kind is likely to be quite predictable. Audiences such as this expect to hear about the objectives a new president plans to pursue, and those in my position usually welcome the opportunity to say what they think is the central purpose of the institution they are going to serve.

But predictable as the subject of my talk may be, the occasion is, to me personally at least, somewhat surprising. I discover that today I am saying to myself the same words I said to myself one September day in 1943 when I first arrived on this campus as a student: "What am I doing here?"

And now I would like to repeat that question in another form and more seriously: What are we all doing here?

Officially, of course, we are here to install a new president. And some of you may be here because classes have been cancelled anyway and there's not much else to do — at least not this early in the day. And I am here because our director of ceremonies insisted they couldn't carry out the installation unless I was present.

But whatever our various reasons for attending, I would like to suggest that together we use the occasion as an opportunity for renewal and reminder: for renewing our commitment to the values this institution stands for and for remembering the task those values inevitably entail; for asking, in short, the question we started with: What are we doing here? Why are we at a university anyhow?

To answer that question, we have to ask what a university really is and what its purposes really are. Let me say at the outset that to me a university remains fundamentally what it has been from its beginnings more than five hundred years ago: a community of scholars. By which I do *not* mean a place inhabited by dry pedants, preoccupied with abstract and abstruse matters interesting or important to nobody but themselves.

**A** university can no longer be merely a cloister, a retreat, an ivory tower, if indeed universities ever were so much these things as their detractors have claimed. A university is a world within the world, a community within the community, distinct but not separate, autonomous but not isolated. In short, a university is a community of learning — or, more accurately, a community *for* learning.

That, in my view, is the essential nature of a university. But, more specifically, what is its purpose — which is to say, what is *our* purpose? If we ourselves are ever in any doubt about it, there are plenty of people outside the institution who are ready to tell us the proper purpose of the university. They are quick to insist that a university should be either a preserver and perpetuator of traditional values, or an instrument for

social and political change, or a training ground for some power elite — conservative or revolutionary.

But too often such people start prescribing what university should *do* before considering what it *is*. On we accept, as I believe we must, that fundamentally we are here to learn, then our particular purpose follows inevitably: to try to discover all we can about everything which is susceptible to serious intellectual inquiry: about ourselves as human beings, our bodies and minds and behavior; about the nature of the earth and universe we inhabit; and most of all about how we can manage to live productively and peaceably with ourselves and the world around us.

**O**ur purpose, then, is to learn not only for the sake of learning, which is a noble activity, but also in order to enhance and enrich the quality of life.

The phrase "quality of life" suggests many things, of course, perhaps most of all intangible and immaterial things. But we must not think it excludes practical considerations. Man does not live by bread alone, but equally man does not live very well without bread. As St. Thomas Aquinas once said, "A certain measure of comfort is necessary for a virtuous life."

And so the university's concern for the quality of life involves not only the so-called traditional disciplines of the arts and sciences, but also those other disciplines which in their several ways also deal with that concern: law, medicine, education, dentistry, pharmacy, forestry, agriculture, engineering and commerce.

The task of every discipline in the university is to try to understand not only what a better quality of life *is*, but also *how* to attain it. It is our responsibility, in short, to search not only for the end but for the means as well: they are always inextricable.

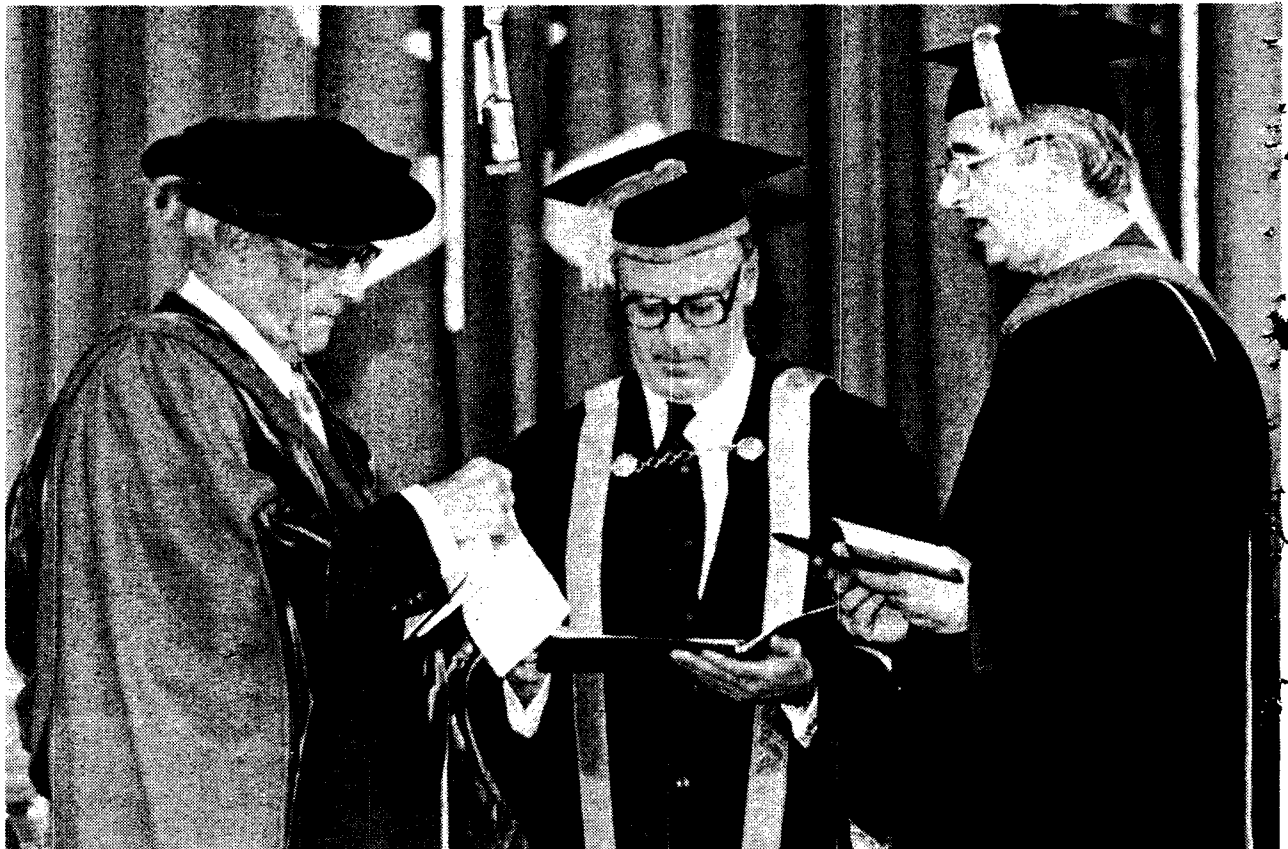
This process of learning and discovery is un-ending; the job is never done. What is more, it can all too easily be *undone*. Many forces are at work to undermine whatever we may have attained of an intellectually and materially better life. The university's task is to preserve what we have gained, and at the same time to maintain the momentum of learning, to keep alive the hope and the possibility of a better life.

John Maynard Keynes once proposed a toast to his fellow economists as the "keepers of the possibility of civilization." It was surely not just an economist's cynicism which led him to speak of only the "possibility" of attaining civilization. For civilization, after all, is an ideal towards which we can move, but which we are unlikely ever to reach. In fact, to think smugly that we have arrived is proof that we have not.

But if we want to attain a better quality of life, a higher degree of individual and social civilization, it is essential that we develop an understanding of what we mean by civilization: we can hardly move with

Dr. Douglas Kenny, right, reads the presidential pledge of office after being presented to Hon. Walter Owen, B.C.'s Lieutenant-Governor, left, by Chancellor Donovan Miller.

Picture by Tim Morris



confidence towards a goal we don't properly understand. Of course, our conception of this goal is significantly influenced by the culture which shapes us. Thus our ideal of "civilization" is bound to be a Canadian one. Another, different, kind of country, of which China is today an extreme example, will have a very different



*"Our purpose ... is to learn not only for the sake of learning ... but also to enhance and enrich the quality of life."*

notion of that goal. United in their commitment to a total and all-embracing social "good", with the individual's well-being imbedded in the system, their whole way of life differs profoundly from ours and consequently, of course, from the goals towards which we strive. In Canada, however, for good or ill, the path to civilization, to social betterment, to enlightenment and well-being, is still seen as primarily a path taken by the individual. When we speak of a civilized life we tend to think fundamentally of the civilized *person*. And in our eyes the essential condition which will allow that individual to become more civilized, to live a better kind of life, is freedom of choice — freedom to choose where to start and what path to follow. Of course, we tend

to insist on freedom of choice because basically we expect it. And that expectation of freedom is founded to a considerable extent on our affluence. For in the world's terms we *are* affluent. Out of the more than 140 countries in the world, Canada is ninth or tenth in the size of its economy, fifth or sixth in the extent of its world trade, second or third in terms of individual economic well-being.

We live in a rich country. And freedom seems easy to the rich. In our expected and comfortable freedom we can all too easily forget the responsibility that goes with it. Indeed, without an awareness of responsibility we will most certainly lose our freedom, as we are constantly in danger of doing.

This responsibility cannot be only inward-looking. If we are to be responsible to ourselves and to our own quest for civilization, we must realize that we also have an obligation to others, to other parts and peoples of the earth, an obligation to share with them our wealth and experience and gain from them the wealth of their experience, to exchange ideas with them, to learn from older, more experienced civilizations, to discover the ethics of cultures different from our own, so we may compare their values and experience with ours and learn from the comparison.

But when all is said, our own basic assumptions are still inevitably individualist. To us, the individual man or woman, remains the field in which we plant the seeds of civilization and hope to see them grow.

**T**his university's motto clearly expresses this assumption. "Tuum Est," it says: "It is yours." However, the word "Tuum", I am reminded by my classical colleagues, is second person *singular*, not second person *plural*. "Tuum Est", not "Vestrum Est". The sense of our motto is that the university belongs most essentially not to the broad group but to the single individual; to *each* of you, rather than to all of you-as a mass, collective entity.

Implicit in this statement is a difficult problem: how can we give each individual the chance to seek the quality of life he or she is looking for, to follow his or her individual path to civilization, and at the same time maintain and preserve a system of values to which we can collectively subscribe? And how can we create effective means for each individual to draw upon that collective experience and wisdom without the system's imposing unduly upon each student's, each faculty member's freedom of choice and enquiry?

It is here that the question of how a university is organized, how it functions, becomes critical. In other words, what kind of *institution* should it be? One thing is essential, namely, that the university must be organized as far as possible to serve its basic function:

learning and discovery. It must have a structure which supports and encourages free individual enquiry rather than limits it. The contradictory demands of effective institutional functioning and individual intellectual enterprise require that the university be different from most other institutions.

**C**learly it cannot be, as many organizations have come to be, a "managed institution", in which initiatives and directives come from the top and are passed down through successive layers of management to the rank and file. A university, in short, cannot be an institution where the administrators are more important than those whose work they administer.

Anyone who knows anything about the university knows that in fact it is not that kind of an organization. Its real life is the work of individuals in classrooms, offices, libraries and laboratories. It is the people doing this work who matter the most. Thus any university — or any society — which honors its administrators above its scholars is in serious trouble, for it has lost touch with its true nature and purpose.

That is why, incidentally, all today's pomp and ceremony can be justified only if they are dedicated not to the installation of an administrator, but to the whole university and to the essential and creative work it carries on, and *can* carry on only in an atmosphere free from constraint.

What is more, a university must not only be internally free, it must also be externally free. A university cannot serve the ends of free enquiry, of the possibility of civilization, if it is subject to undue external pressures to serve immediate, so-called "practical" ends, however real and important those ends may be, however sincere and well-intentioned the motives of those who would push the university towards direct response and immediate action.

This is a hard truth for some to accept. Well-meaning, committed to their fellows' well-being, such people often feel that the university is irresponsibly oblivious to the major problems facing society. Why, they ask, do we not devise immediate means to control malignant inflation, to prevent the frightening violence raging in our cities and towns, to combat the traffic in hard drugs and soft morality, to alleviate poverty and sickness? Is it acceptable, they ask, that a public university, and its members, should not use the full power of their knowledge and privilege to attack these problems directly and solve them?

For all that I have said about the necessity for the university to be free from such pressure, these questions

*Please turn to Page Ten  
See INAUGURAL ADDRESS*

# Sept. 17 installation ceremony was brief

*The actual installation of Dr. Douglas Kenny as UBC's seventh president was a relatively brief part of the ceremony in UBC's War Memorial Gymnasium on Sept. 17. Chancellor Donovan Miller first presented Dr. Kenny to the Visitor to the University, the Hon. Walter Owen, B.C.'s Lieutenant-Governor. Here is the presentation statement.*

**CHANCELLOR DONOVAN MILLER:** Your Honor, Douglas Timothy Kenny, a native of Victoria, joined the faculty of the University of British Columbia in 1950. During his 25 years at the University, starting as a lecturer and progressing to the position of dean of Arts before his appointment as president, he has been active in the University and the community as a person who has been aware of the challenges confronting society. He is a man who recognizes the value of higher education to our society, he has had a continuing concern that higher education should be available to all British Columbia students who have the interest and capability of benefitting from education, he is a believer in academic freedom at

the University and in maintaining high-quality teaching and scholarship. He is also a believer that the feeling of humanism should be nurtured and fostered throughout the University.

Your Honor, on behalf of the students, the staff, the faculty, the Senate and the Board of Governors, I present to you, the Visitor to the University, the man, the teacher, the scientist, the administrator and the humanist who will head our great University, and ask that you install Douglas Timothy Kenny as seventh president of the University of British Columbia.

*Dr. Kenny then repeated the following pledge of office after the Lieutenant-Governor.*

"I, DOUGLAS TIMOTHY KENNY, pledge that I will perform the duties of the President of the University of British Columbia as prescribed by law.

"I promise to defend the rights of the University, uphold its worthy traditions and principles and do all that is in my power to promote its welfare."

*After Dr. Kenny had repeated the pledge of office, His Honor declared that Dr. Kenny was duly installed as president of UBC.*



# THE WAY IT WAS

The University of B.C. celebrates a double anniversary this year.

The first, a 60th, marks the opening of the University in 1915. The second, a 50th, celebrates the 1925 relocation of the University to its present site on Point Grey.

The decade between these two dates was an exciting and troubling one, both for those who helped start UBC and for those who were its first students.

The prelude years were full of drama as well. Only a few years before the passing of the first Universities Act of 1908 the province had emerged from the gold rush era. B.C., a vigorous province, was on the threshold of the incredible but intermittent growth of the 20th century.

Before UBC opened its doors with 325 students in 1915, McGill College B.C. offered first- and second-year courses to B.C. students eager for a higher education. They completed their education in Montreal and received a McGill degree.

These were anxious years for the province, and for the politicians responsible for guiding B.C.'s economy. A series of economic booms and recessions made the issue of budgeting a great problem. For those who wanted a provincial university, this meant, in turn, that their hopes were continually disappointed.

The University's first president, Dr. Frank Wesbrook, had dreamed of a "Cambridge on the Pacific" and comprehensive plans were drawn up for a magnificent campus on Point Grey. The government of the day had offered almost \$3 million for operating and capital costs over two years and work had begun on the first buildings on the Point Grey site.

## BUDGETS SLASHED

But with the advent of the First World War in 1914, budgets had to be slashed dramatically and work was suspended at Point Grey. When students and faculty members gathered on Sept. 30, 1915, for the first lectures to be offered by the fledgling University of British Columbia, they did so in the quarters formerly occupied by McGill College B.C.

These quarters, which were to house UBC for the first decade of its history, were a cluster of permanent and semi-permanent buildings on Laurel Street between 10th and 12th Avenue, in the Fairview area of Vancouver. Much of the site, which is due east of the former King Edward high school, is now occupied by the emergency department of the Vancouver General Hospital.

What was it like to be a student at UBC in those days? Recently, three of UBC's earliest students recalled some of their experiences for *UBC Reports*.

Mrs. Sherwood Lett, a 1917 UBC graduate who was Miss Evelyn Story when she attended McGill College and UBC, recalls that the social life of that time — a little more circumscribed than it is for today's students — was considerably overshadowed by the First World War.

Mrs. Lett said students had simple dances, often in the main campus meeting hall. There were "tea dances" in some of the larger homes. "There wasn't nearly the social life in the last years because of the lack of men. We had set our 1917 graduation dance in Leicester Court, which was a nice downtown ballroom. One of the leading girls in Arts 1918 died suddenly, so we didn't have our dance. We felt we couldn't be happy, even though she wasn't from our year.

"There was always a shadow from the war. The dances weren't the happy carefree things we saw later.

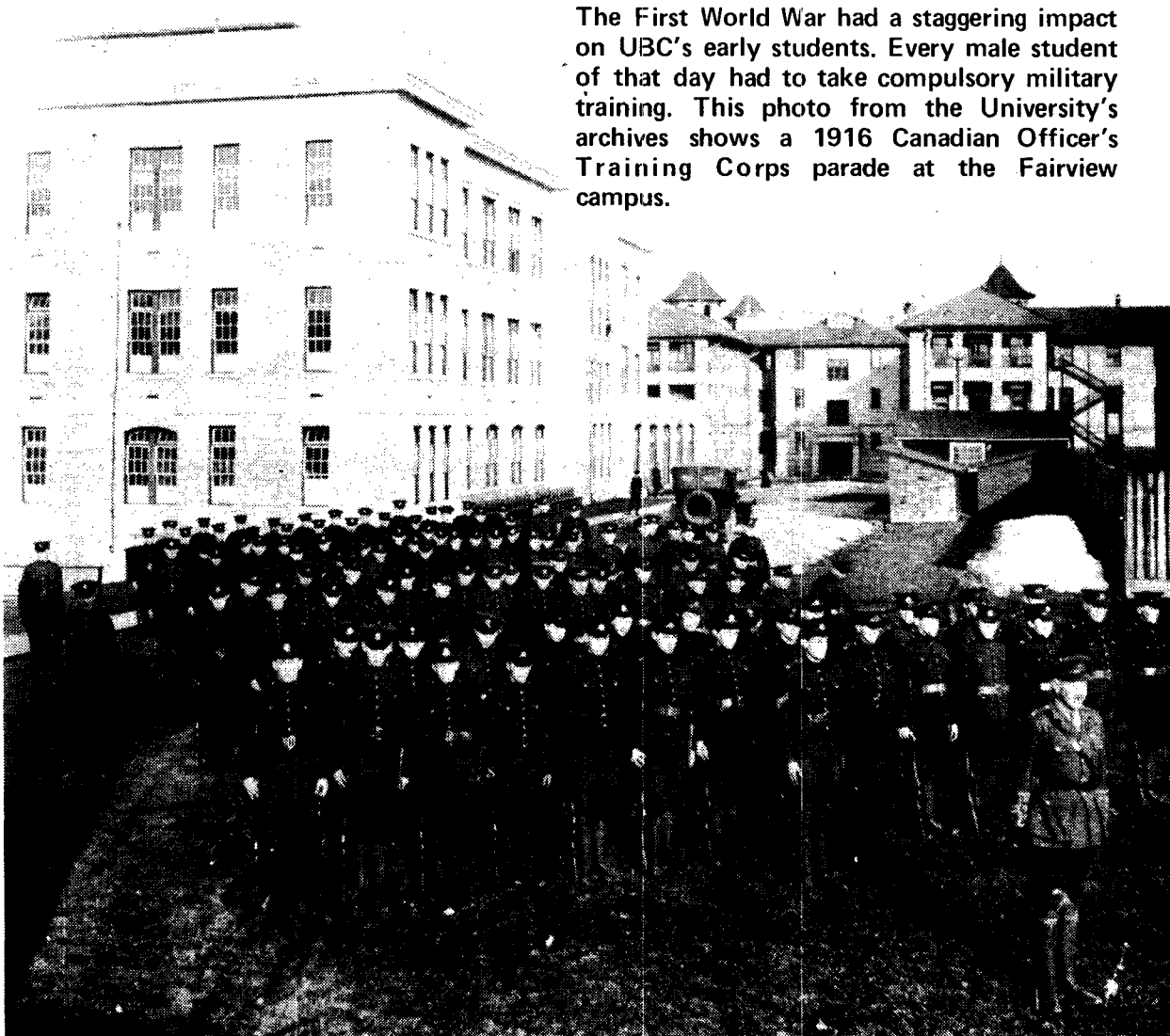
"Often the men you would have liked to go with weren't there, because they were off at war."

Were romances cut off by the war? Mrs. Lett explained, "We were all pretty young in those days. I suppose we took it out in letters."

When men and women found each other attractive they played tennis together, skated, and went to movies in order to spend time in each other's company. "There wasn't very much money to go to things. There were house parties in each other's homes. I guess we went walking. Sometimes the boys would walk you home from college and have to take the streetcar back again."

Vancouver's downtown core was familiar to students.

The UBC Alumni Association's UBC 60 symbol at right reminds us that on Sept. 30, 1915, UBC opened its doors for the first time to 325 students at its Fairview campus in the shadow of the Vancouver General Hospital. What was it like to be a student at UBC in those days? Freelance writer Eric Green interviewed some of UBC's first students for the article beginning below. Graduates of the period 1916 to 1928 gathered at UBC on Sept. 30 for a reunion and dedication ceremony marking the site of the first buildings on the Point Grey campus. For details, turn to Page Eleven.



The First World War had a staggering impact on UBC's early students. Every male student of that day had to take compulsory military training. This photo from the University's archives shows a 1916 Canadian Officer's Training Corps parade at the Fairview campus.

There were few stores on the southern slopes of False Creek, so people went shopping downtown — "making a day of it," one student from those early years said. "This was our city. We didn't feel it was a formidable place. I can remember when the first streetcar went up Oak Street," Mrs. Lett said.

Miss Winifred Lee, another early UBC student, remembers that the old Hotel Vancouver played a special role in Vancouver life, and its Spanish Grill used to have a supper dance. Couples would go down on the streetcar to attend the dance. Wounded soldiers who returned from the war received special attention, and Miss Lee remembers that the UBC Literary Society held a special dance for a soldier who returned.

The First World War affected everyone. A succinct note in President Wesbrook's private papers suggests the great impact of the war on the fledgling University, whose plans were to be upset for decades by the catastrophe. "Declaration of war, etc. led us not to open tenders but refer to the Board."

Mrs. Lett recalls: "The war had a staggering impact. It was staggering emotionally, and socially it was damaging. From the point of view of character-building we learned early not to let hurts prevent us from doing the job we had to do.

"We girls at the University felt, because so many men had gone, we had to work extra hard to keep the thing going and to fill in the gaps for the men who weren't there.

"There was a tremendous sense of dedication. It was a hard time to be a teenager and a girl. We were made serious before our time."

The young women, she said, would see friends they had studied with for years getting on the troop trains. They lived with a constant sense of the scale of the loss.

## TOOK TOP MEN

"And the thing was that it took many of the top men. They had to do it. We wouldn't have had it otherwise. There was little opportunity for women to serve in a military capacity. So we worked at home."

Perhaps the emotional climate created by the sense of

loss made Evelyn Story aware of loneliness. She won a literary award for a short story entitled "Loneliness: Its Cure." The story reveals her awareness, as a student, of the fact that professors are real human beings.

Many of UBC's first teachers made lasting impressions on the students of that day.

## FIRST MEETING

Miss Lee, because of her keen interest in literature, recalls the first time she met Prof. Frederic Wood, who taught English. "The first time I saw him he stood looking out the classroom window, with his back to the class. He paid no attention to us. He told us a way we could remember his initials, F.G.C., by saying 'find good cordwood'."

Miss Lee remembers him as a lecturer. "He had a sense of fitness. He carefully designed his lectures to fit what he wanted to talk about." She feels that we may have lost the kind of elegance of speech that was characteristic of many of UBC's first professors.

Prof. Wood taught the English novel, and featured Joseph Conrad and Dickens. Students also read Alexandre Dumas, Hardy and Sir Walter Scott. Miss Lee remembers that Prof. Wood discussed the way Dickens showed the social injustices of his time.

Prof. Wood founded the UBC Players' Club, which produced theatre into the 1960s. Students in the early years toured productions throughout B.C., providing thousands of people with the only experience they had of drama. The program was enthusiastically supported by President Wesbrook, who saw that it functioned as an excellent public relations activity for the new University.

Many men and women, prominent in Canadian life, performed in Players' Club productions. In those years, working with the club provided both a learning experience and a social life for students.

Another of UBC's first students, Mr. William "Bill" Abercrombie, remembers that his favorite professor was Lemuel Robertson, and later, in economics, Prof. Theodore "Teddy" Boggs.

"There was only one Ph.D., other than Wesbrook. The others were M.A.s and B.A.s. Many of them had



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**CLARKES JOHN**

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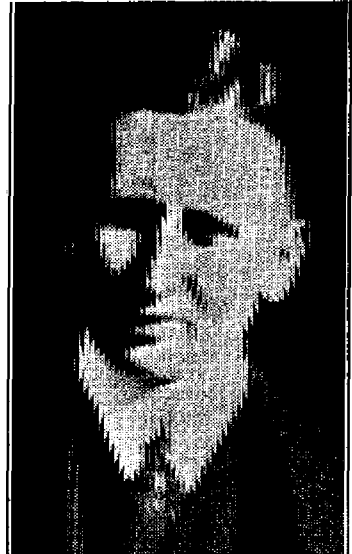
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Plaintiffs' brief, the proposed jury award is "very low: \$25,000 as versus" \$1M. Defendant's brief, and does not include a submission of evidence, including affidavits, to support its proposed jury award.

I took a double-blind randomised placebo-controlled study of 1000 patients with  
 moderate to severe depression. I found that the placebo group had a significantly  
 better response rate than the active treatment group. I think this is because  
 the placebo group was given a more thorough assessment of their condition  
 than the active treatment group. I think this is because the placebo group  
 was given a more thorough assessment of their condition than the active  
 treatment group. I think this is because the placebo group was given a  
 more thorough assessment of their condition than the active treatment group.

[illegible][illegible][illegible]

What I lost: blood, teeth, and red bone marrow. I lost my teeth.



## Some early UBC teachers

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1011. President J. W. McDermott: When the first three presidents of the IREX until the procedure observed in IREX, three weeks before the second of the First World War, which brought the war in the technology and public health, the war class of the Faculty of Medicine and the University of Minnesota and the time of the appointment of president of IREX, which the classroom of teaching as "Dissertations on the Pacific." The war class of teaching IREX "the possible University," and the continued the University next, Time East, which the trained school as "Influence."

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[illegible]

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Learned IF. Psychotherapy, another native of  
Finnish (Eskimo) people, (Jimmy) Wood  
University. It begins in 1900 and becomes  
psychiatric practice and psychoanalysis. In 1915  
the new school for law, "The United States School of  
Psychology," and the American Psychological Association  
were with him. The new school for law, "The  
University of Psychology," and the American Psychological Association  
were with him.

[illegible][illegible]

51

Dr. Theodorson H. "Theodor" Ekogge was born in India of Indian parentage who originally comes from West Africa. He was educated in Germany and studied in University and then went to Yale University where he received his Master of Arts and Doctor of Philosophy degrees in economics. He taught at Kent State University until 1972, when he joined the UIC faculty. The UIC students named him: "...Dr. Ekogge is extraordinarily Germanic, and we are not always hearing about the wonderful reputation of the instructors on the other side" — which is, perhaps, one of the reasons why his class is so popular.

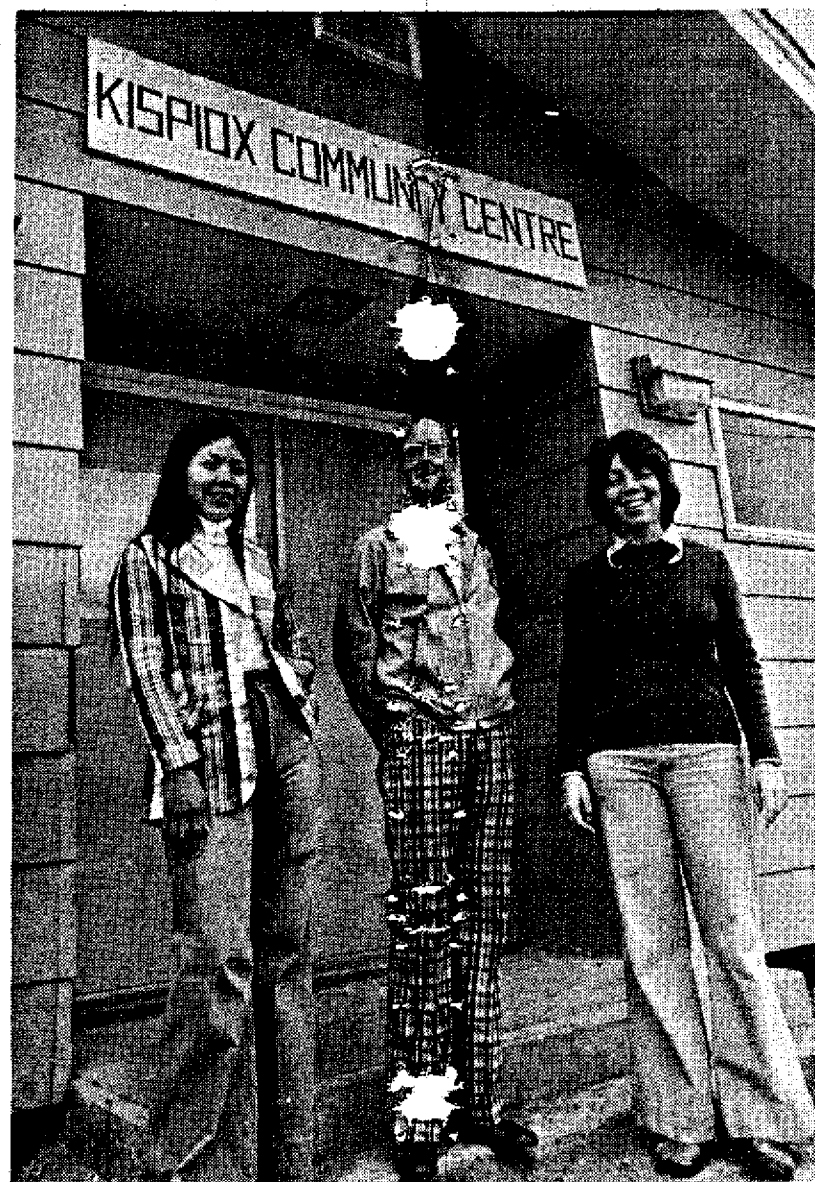




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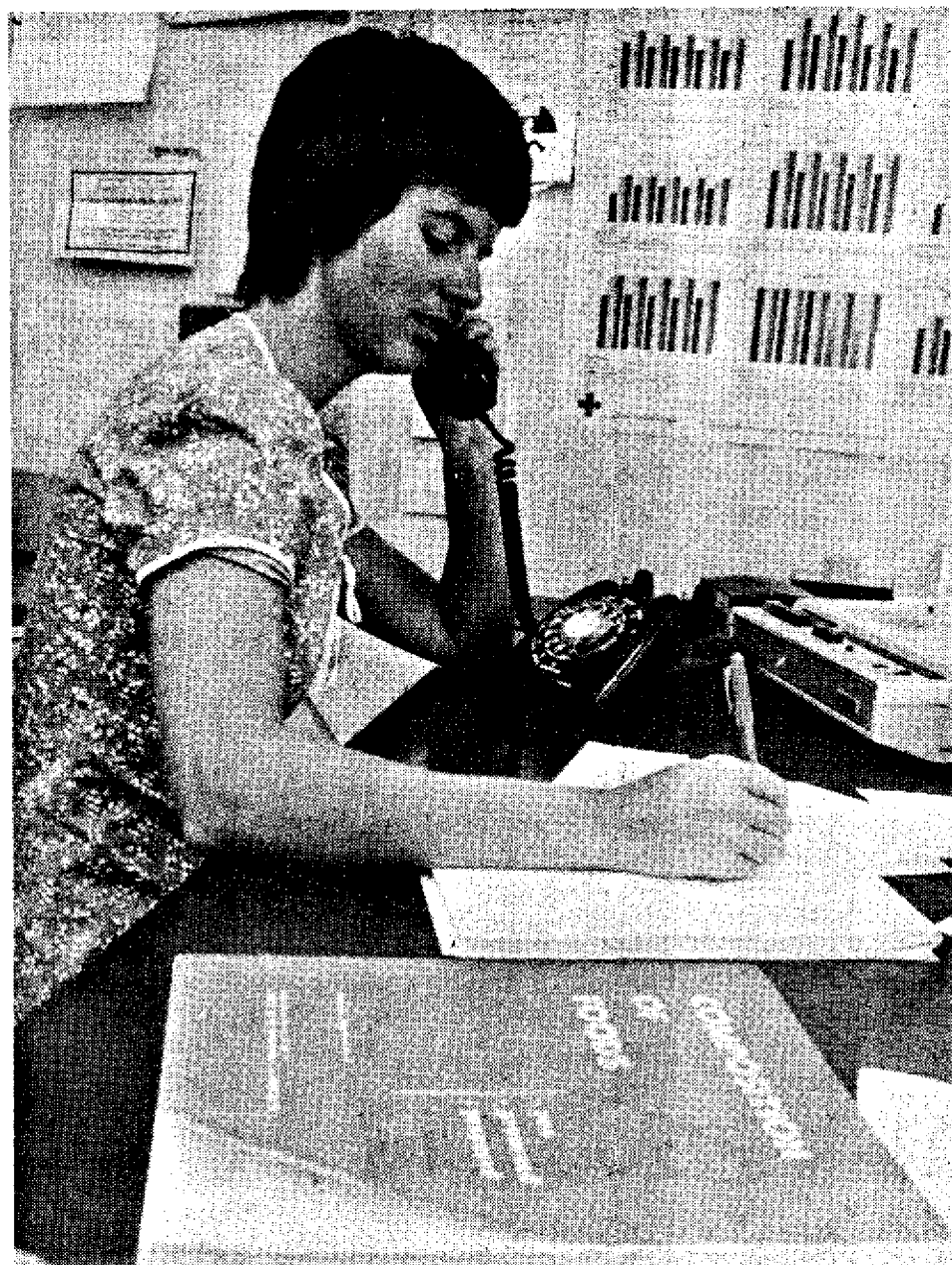
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10

pictures by tim morris

## Program a 'howling success'

More than 400 UBC students were employed in research and community-based projects in the summer of 1975 under a program supported by the provincial government's Department of Labor.

The department awarded UBC \$1.2 million for the employment of graduate and senior undergraduate students in the period May 1 to Aug. 31 under a program entitled Careers '75. Graduate students were paid \$750 a month and undergraduates either \$600 or \$650 a month.

The program, termed a "howling success" by Dr. Richard Spratley, UBC's research administrator, who supervised the distribution of grants, enabled UBC students to carry out a wide range of summer work. Projects included the provision of legal aid in a number of B.C. centres, assistance to rural doctors by undergraduate medical students, and tutoring and translation services for new Canadians by students from the Department of English and the Department of Hispanic and Italian Studies.

Many students spent the summer on the UBC campus carrying out research studies allied to their future careers.

Pictures, beginning at the top left on this page, further illustrate the variety and scope of projects undertaken by students.

1. Pacific Six, a chamber ensemble of music students, gave free *a capella* concerts in hospitals, shopping centres and the Tsawwassen ferry terminal. Left to right are: Erea Northcott, Lyndsay Richardson, Debbi Gibbs, Michael Angel, Stuart Tarbuck and Murray Walk.

2. Architecture students David Eaton, left, and Robert McLean spent the summer in Old Hazelton, B.C., working on plans to rehabilitate old areas of the town.

3. Commerce student Carol Schmidt, right, advised on financial management on the Kispiox Indian Reserve near Hazelton, B.C. She's shown with Doris Alexander, band clerk, and Noel Smith, of the federal Department of Indian Affairs and Northern Development.

4. Psychology student Ken Prkashin, back to camera, worked with Dr. Kenneth Craig of UBC's Psychology department, in developing treatment procedures that allow people to cope with chronic pain. Student is shown working with patient in Vancouver hospital.

5. Zoology students Betty Hillaby, left, and Christine Prescott hope to finish a layman's guide to the wild animals in Vancouver's Stanley Park. They spent the summer photographing birds and wild

animals and amassing information on the habits of each.

6. Anthropology student Carol McLean was in charge of moving totem poles in UBC's Totem Pole Park to the new campus Museum of Anthropology, which will open in the spring of 1976.

7. and 8. Supervision of Careers '75 program at UBC was in the hands of Dr. Richard Spratley, campus research administrator, and secretary Rosa Wong.

9. Commerce students John Marquardt, right, and Boris Chinkus worked in two Vancouver community centres providing store-front financial advice to anyone who wanted it.

10. Busy food-information service that answered questions on everything from home canning to nutrition was run by Jane Ruddick, of the Food Science department of the Faculty of Agricultural Sciences.

11. Department of Theatre student Philip Clarkson spent his summer repairing and restoring old costumes, including these wedding gowns reflecting styles in and around the years (left to right) 1940, 1930, 1920 and 1910.



11





# Drugs synthesized by chemists

Led by Prof. James Kutney, a group in UBC's Department of Chemistry has worked out a method making it possible to produce synthetically a variety of anti-cancer drugs.

Because of the group's efforts scientists will be able to improve on nature by producing drugs which don't occur in nature at all, and whose anti-cancer properties may be much better than those of natural drugs.

The UBC group has already manufactured two drugs which are closely related to two naturally occurring drugs now used to treat certain forms of cancer.

One of the drugs they produced does occur in nature. The other drug may occur naturally, but it has not yet been found.

## ANIMAL TESTS

"I can't overemphasize that the synthetic compounds we have produced may not be available for at least one year," Prof. Kutney said. "At present, some of them are being tested on laboratory animals. If these experiments are successful, the compounds will be used on humans in a series of much more elaborate tests."

The synthetic compounds which Prof. Kutney and his team have produced are chemically related to vinblastine and vincristine. Vinblastine and vincristine are now widely used in treating certain blood cancers, especially leukemia, a cancer of the white blood cells, and Hodgkin's disease, a cancer of the lymph nodes.

"There is also recent evidence," Prof. Kutney said, "that vinblastine and vincristine show significant activity in treating other types of cancer, for example, tumors of the breast and testicles, and sarcomas, a type of malignant tumor which consists of connective tissue, such as muscle."

"I must warn that treatment of these types of

tumors in humans using vinblastine and vincristine is still in the experimental stage, and that further research is necessary before the treatment becomes medically accepted."

Prof. Kutney said vinblastine and vincristine occur naturally in the common periwinkle plant, used extensively as a ground cover.

"The periwinkle plant originated in the Caribbean. The people there used it as a medicinal tea, and claimed it was effective in treating diabetes and some other diseases," Prof. Kutney said.

"Scientific research proved their claims wrong. But it was discovered that vincristine and vinblastine decreased the number of white cells in the blood."

"Dr. R.L. Noble, recently retired as director of the Cancer Research Centre at UBC, and Dr. Charles Beer, a biochemist, while both were at the University of Western Ontario, and the Eli Lilly pharmaceutical firm in Indianapolis, were able to show that vinblastine and vincristine are effective in combatting certain types of cancer, especially leukemia, a disease in which the white cells multiply uncontrollably."

"A major problem in working with vincristine and vinblastine is that they are very active and complex and are associated in the periwinkle plant with many other compounds which are inactive. Isolating, extracting and purifying vinblastine and vincristine is difficult and enormously expensive. Literally acres of the plant are grown to obtain a very small amount of the precious chemicals."

What Prof. Kutney has done after a decade of work is develop a new process which will make available chemical "analogs" — the whole variety of compounds in this family of substances, including vincristine and vinblastine.

"The starting materials we have used are cheap. Another advantage of a synthetic process is that it allows you to build a molecule in some organized

fashion. In this way we can build a series of analogs which differ in a known way from the natural drugs, and these differences will be associated with different levels of effectiveness as anti-cancer agents."

"By experimenting with different analogs," Prof. Kutney said, "we might be able to find out just what part of the original molecule is necessary for the desired effect against cancer."

"We might be able to eliminate part of the original molecule which is unnecessary and perhaps responsible for bad side-effects. Or we might be able to come up with a totally new compound which is much more effective than anything found in nature."

## BREAK APART

Prof. Kutney said it was difficult to take the compounds as they appear in nature and manipulate them to form analogs. The compounds are so delicate that any tinkering with them tends to break them apart. Each of the vincristine and vinblastine molecules is made up of two halves joined by a weak bond, he said. Combined, the two halves are effective anti-cancer drugs. Separate, they are inactive.

So Prof. Kutney's team built one half of the molecule, then the other half, then joined them together.

Prof. Kutney and his colleagues began on the work in 1964. Their early work was supported by three Canadian agencies — the National Research Council, the Medical Research Council, and the National Cancer Institute of Canada.

More recently, Prof. Kutney said, extremely generous support came from the division of cancer treatment of the U.S. National Cancer Institute, part of the National Institutes of Health in Bethesda, Maryland.

# Seven Senators elected

UBC's Convocation has elected seven of its members to serve on Senate, UBC's academic parliament, until 1978.

A total of ten candidates were nominated for the seven seats. Convocation met at UBC on Sept. 10 for the election.

Successful candidates are: Ms. Monica Angus, who has served on Senate previously; Mr. David Brousson, a former Liberal member of the B.C. Legislature; Mr. David Helliwell, a Vancouver chartered accountant;

Mr. William M. Keenlyside, recently retired president of Western Canada Steel; Mrs. Helen McCrae, former dean of women at UBC; Ms. Norma B. Noble, who has taught in B.C. public schools and at Capilano College; and Ms. Charlotte Warren, second vice-president of the UBC Alumni Association.

The election increases the number of Convocation members of Senate to 11 and the total number of Senators to 86. Currently serving on Senate as Convocation members are: Mr. Justice J.C. Bouck, a judge of the B.C. Supreme Court; Mrs. Frederick Field, a former member of UBC's Board of Governors; Mrs. W.T. Lane, a UBC graduate; and Mr. Gordon Thom, principal of the B.C. Institute of Technology.

Earlier this year Senate agreed to increase the number of Convocation members from the four prescribed in the new *Universities Act* to 11. In May, Senate agreed to a special meeting of Convocation to elect the seven additional Senators.

## Ex-president honored

Dr. Norman MacKenzie, president emeritus of the University of B.C., will be honored by the Canadian Council of International Law in Ottawa on Oct. 24.

Chief Justice Bora Laskin, of the Canadian Supreme Court, will present the John E. Read Medal to Dr. MacKenzie, who was UBC's president from 1944 to 1962.

The medal is named for Dr. John E. Read, the only Canadian ever appointed to the World Court at The Hague, in the Netherlands, where he served for nine years.

The award is made infrequently and the Oct. 24 presentation to Dr. MacKenzie will mark the first time the medal has been awarded in the past five years.

Dr. MacKenzie, after service in the First World War, was a student at Dalhousie University in Halifax, where he took his bachelor's degree in 1921 and his law degree in 1923. He went on to Harvard, where he received a master's degree in law, and Cambridge University in England for further study in international law.

After two years of service with the International Labor Office in Geneva, Switzerland, Dr. MacKenzie returned to Canada in 1927 to teach international law and other subjects at the University of Toronto.

# Faculty women meet Oct. 7

The first meeting of the UBC Faculty Women's Club will be held Oct. 7 with Sherry Kendall, director of volunteers at the Psychiatric Hospital, part of UBC's Health Sciences Centre, as guest speaker.

Membership in the club, which was founded in 1917, is open to wives of faculty members and to women members of the UBC faculty. The club will meet six times during the Winter Session to hear speakers such as UBC's Dean of Women Margaret Fulton, Dean Emeritus of Education Neville Scarfe, and Dr. R.H. Wright of B.C. Research.

The club members assist at UBC's International House and the Crane Library for the blind and partially sighted students on campus, and distribute magazines for use in campus residence reading rooms, as well as forming interest groups for activities such as hiking, bridge, investment, cross-country skiing and pre-school outings.

Contributions from club members support the Anne Westbrook Scholarship awarded annually, the Jubilee Loan Fund and the Dean of Women's Fund.

A brochure outlining the club's 1975-76 activities is available from Mrs. Marion Nodwell, this year's president, at 922-4460, or the membership convenor, Mrs. Grace Bell, at 224-6642.

The Oct. 7 meeting will take place at 3:00 p.m. in the lower lounge of the UBC Faculty Club.

☆ ☆ ☆

Two young women in first-year Medicine at the University of British Columbia have won \$1,000 awards offered by the UBC Faculty Women's Club to mark International Women's Year.

Heather M. Cairns, 23, of Richmond, and Patricia M. Pierce, 21, of West Vancouver, are the recipients. Both women finished their Bachelor of Science programs in May with first class standing. Miss Pierce was included in the Dean's Honor List for 1975.

The award was initiated by the Faculty Women's Club, whose president at that time was Mrs. Katharine Farstad, to give added recognition on campus to International Women's Year. Mrs. Vi Forsyth convened a coffee party and sale in April which raised more than \$2,000.

A committee chosen by the dean of women and the Faculty Women's Club selected the successful candidates on their academic merit as well as their participation in extra-curricular activities.

## Bogus firms try con job

One of the oldest con jobs has been tried against the University of B.C.

Bogus advertising firms in the United States have tried to bill the University for placing employment ads in a newspaper.

Trouble is, the newspaper, as far as the Vancouver Better Business Bureau can determine, doesn't exist.

It looks like an example of the classic fraud of invoicing an organization for services that were never requested.

Here's how it works:

The "advertising agency" clips a legitimate employment ad placed by the University in a local newspaper and makes up a phony page of ads of a non-existent newspaper. Somewhere on the page is the UBC ad. The firm then sends the University a copy of the phony page of ads along with an invoice, hoping that the account will be routinely paid.

Well known to the Better Business Bureau are the "American Advertising Agency" of 318 East Hillcrest, Suite 7, Inglewood, Calif., and the "A.B.S. Advertising Agency" of 5116 West 190th St., Torrance, Calif.

The bureau is co-operating with U.S. postal authorities in an investigation of the two operations. Anyone receiving invoices from either should send the invoice, the phony page of ads, and especially the envelope in which they were posted to Mr. John F. McLean, director of Personnel, Main Mall North Administration Building.



# INAUGURAL ADDRESS

Continued from Page Three

are not ones to pass off lightly. For society supports us, after all: it pays the faculty's salaries and most of the cost of students' instruction; it provides the necessary resources for us to carry on our work. Society has the right to ask for something in return. The university has a duty to provide value for money, to use responsibly the public and private resources which are granted to it, to give back something which will contribute to society's growth and well-being.

But there is only a particular kind of contribution we are equipped by our nature to make in return for society's support. That contribution is the fruits of the learning process in which we are engaged. Those fruits, regrettably, are not always tangible or quick-ripening ones. In fact, most are hard to see and slow to mature.

But our returns to society are of greater value for just this reason, for they are more lasting returns. They are to be found in the slow intellectual maturing of students, in the long and patient searches of scholars, both of which lead — in the long run — to the enrichment and strengthening of society as a whole.

The value of our long-term contribution derives precisely from the university's necessary freedom from immediate pressures of time and circumstance. When we are accused of living in an ivory tower, we can reply only that the view from a tower can be a long one. Indeed, towers are not built for viewing the ground they stand on so much as for searching the horizon.

The university must maintain its freedom not only from temporal but from partisan pressures. Our purpose has been, is and must always be the same: unbiased critical enquiry. This may sound limited and dull, but in fact it is the one true, reliable source of intellectual excitement, activity and purpose.

On a host of issues the public is every day bombarded by the views of "interested" parties. Statements tend to be more aggressive than explanatory; choices are left unexplored, consequences ignored, candor is conspicuous by its absence.

But it is our business at a university to try to overcome these limitations, to do our best to offer full, honest and revealing explanations of events and phenomena, based on dispassionate but concerned research, to make probity and precision the hallmarks of everything we say. Of course, this high standard is not reached always by all members of the university community, but it remains our objective — and I am glad to say, for this university, an objective often attained.

There are some among us who would subvert this principle of dispassionate enquiry by insisting that the university community commit itself to particular political doctrines and take a partisan stand on all issues. Such people are often well-intentioned, but we must refute them by appealing to history — which, as Santayana has reminded us, we are condemned to repeat if we ignore.

## REMAIN IMPARTIAL

Looking at the past, where in fact has commitment to a single, immovable and unchallengeable view generally led? Ultimately to the denial and finally the extirpation of every other view, to the persecution of dissenters.

In light of this consequence, the university cannot afford the easy self-indulgence of monolithic "commitment" to "causes". To avoid this fatal contraction of the mind, the university must remain disinterested and impartial, ready to examine any bit of evidence that careful, courageous enquiry may yield, wherever it leads.

Even for immediate and practical reasons the university must remain aloof from partisan battles. If we are to resolve some of the world's current conflicts, we need more than just strong convictions, more than mere good intentions. We need unbiased analyses of complex problems, careful investigation of the multiple phenomena resulting from public and private policies: we need a cool, clear eye for reality.

It is this service, this often thankless task of ferreting out the facts and, if possible, the truth, that universities by their detachment from disturbances and emotional upheavals are peculiarly fitted to perform. And finally, if we do not perform this task, who will?

So far I have spoken more of the university as an entity, an institution, about its nature, its goals and responsibilities. But as I stated at the beginning, the university is a *community*, a community of scholars. So the final question we must ask is not "What is the university?" But "Who is it?" What kind of people are needed to make this community the sort of place it ought to be? What should these people be doing?

The very fact that the university is an institution is often one of the problems faculty and students have to cope with in doing their proper work. University people have a way of resisting and resenting imposed organization. They wouldn't be worth their salt if they

didn't. And, being individualists, they are frequently bothered by the sheer size of the institution. Students complain — and very understandably — of the overwhelming bigness of UBC and what they feel as a resultant impersonality.

At the same time, we must remember that, given the growth in scope and complexity of subjects we study, size is almost an inevitable consequence. A university is large partly just because the world of knowledge is large.

But the university, however large, contains its own antidotes to the pressures of size. For this community consists of individuals and individual relationships, of student to teacher and of each to his or her colleagues. And within the immensity of the university as a whole there is a bond which ties each individual to each other individual — students and teachers alike. Each is engaged in the same fundamental activity — learning.

This fact of common occupation and purpose between faculty and students is not always fully understood. Often people outside the university — and even some within it — assert that teaching is the prime function of the university, and money and time spent on research are somehow depriving students of their right to the full benefits of instruction.

What these people forget is that teaching and research are simply two forms of the same activity. Both teacher and student are, in fact, doing research, be it in physics or plant science, history, music or accounting. Both are learning, and I assure you, if the teacher stops learning, the student will soon be unable to learn from the teacher.

## LEARNING IS ACTION

For learning is not basically a matter of acquiring a body of information, not a matter of getting stuffed with a certain quantity of knowledge till you swell to the proper size and weight to be stamped "B.A. or M.D. — Fit for the market". Learning is not consumption but action. It is a process, an often painfully acquired ability to perform a very difficult kind of activity. We call it thinking. And more particularly, thinking for yourself. And that is why it is essential to ask the question, *who* is the university? That is why it is crucial to form a conception of the quality of life we are striving for. To do this, the university — if it is to be a real university — needs a particular kind of people, among both faculty and students. And this university, if it is to continue to be great, must constantly seek out people who are truly capable of what life in this kind of community demands: people who are not content with the easy way or the easy answer, people with the courage to be patient, to speak their minds without fear of intimidation, to listen to others without fear of losing precious prestige.

We need faculty who realize that the attainment of their professional qualifications — the sacred Ph.D. — is not the end but the *beginning* of true learning. We need students who realize that the acquisition of a degree — the coveted bachelor's — is not an end in itself, but only a *means* towards beginning to discover what life is, and more important what it can be.

This university needs people who are concerned not only with *what* they are learning, but much more essentially with *why* they are learning.

That "why", as I have said, consists of the persistent attempt to conceive and attain a higher quality of life, to maintain the "possibility of civilization". Knowledge gained without that perspective, without constantly trying to redefine and reaffirm our values and our aims, is knowledge brutalized.

Without an awareness that civilization is only a precarious possibility, knowledge becomes an instrument without meaning or purpose. And that is a dangerous instrument. For we have heard that "knowledge is power", which is true. And we have heard that "power corrupts", which is also true. To complete the syllogism is to say, "knowledge corrupts". Only by asking ourselves "why are we learning?" can we escape the inevitable closure of that threatening syllogism. That is why the question I ask today is the essential question for each of us at the university to ask every day. What are we doing here?

# UBC

## REPORTS

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# UBC seeks source of pollution

Public health officials have recommended that every attempt be made to discourage the use of Wreck Beach and Tower Beach below the UBC campus because of high fecal coliform counts in the waters off Point Grey.

The recommendation is contained in a report issued by the Boundary Health Unit, the provincial health unit responsible for the Point Grey area.

The report concludes that the waters off the two Point Grey beaches have shown consistently high fecal coliform counts in the summer of 1975 and represent a "potential health hazard" to swimmers.

## DISCOURAGE USE

The Health Unit's report recommends that the use of Point Grey beaches should be discouraged "until proper sanitary facilities with suitable maintenance are provided ... and the problems causing the high fecal counts eliminated beyond any reasonable doubt."

The report pinpoints two factors which it says contribute to the pollution — the north arm of the Fraser River and the UBC storm drain system that terminates at Tower Beach, and which the report says has been shown to contain a "component of human sewage."

UBC officials say they are frankly puzzled about the source of pollution in the storm drain system, which collects surface water on the campus north of Agronomy Road. Sewage from UBC buildings empties not into the storm-drain system but into sanitary sewers that eventually reach the Iona Island treatment plant in the Fraser River.

Since mid-August, when Boundary Health Unit officials first warned of pollution in Point Grey waters, UBC Physical Plant officials have carried out extensive investigations of the storm drain system, but can find no apparent connection with sanitary sewers.

This fall, UBC and Boundary Health Unit officials will continue to co-operate in an attempt to determine the source of human sewage in the storm drain system. Water samples will be taken from various legs of the system for analysis. If a sample from one particular leg yields a high coliform count, an attempt will be made to determine the pollution source.

During August, Boundary Health Unit officials analysed water samples taken at 14 points around Point Grey from the mouth of the Fraser River to Spanish Banks.

The highest coliform counts were found in the vicinity of the log-booming grounds at the mouth of the Fraser River near Wreck Beach and at Tower Beach. The count at the mouth of the Fraser was 1,942 per 100 millilitres of water, and at Tower Beach 754 per 100 millilitres.

Health Unit officials said the maximum acceptable level for swimming or other contact activity is a coliform count of 200 per 100 millilitres of water.

## SAMPLES TAKEN

Health Unit officials took samples of water from the storm drain system on the UBC campus near the former Fort Camp residences and at the corner of Chancellor Boulevard and Crescent Road. Dr. W.G. Meekison, director of the Boundary Health Unit, did not release any figures for coliform counts from water samples taken on the campus. He said the only purpose in taking these samples was to determine whether they contained a component of human sewage.

The Boundary Health Unit's report also recommends that the appropriate agencies concerned with pollution control carry out further investigations to determine the contribution made by current and tidal flows from the north arm of the Fraser to the overall pollution problem.

Dr. Meekison pointed out that so-called "coliforms" are relatively harmless organisms found in the human digestive tract. They lend themselves to easy detection in water samples and are an indicator that more harmful, disease-causing organisms may be present.

The Boundary Health Unit says it will carry out another monitoring program in Point Grey waters in the summer of 1976.

# THE WAY IT WAS

Continued from Page Five

students with an anecdote: "We were fortunate, being so small. Dr. Andrew Hutchinson, when he got married, brought his wife from the East. He asked all the girls in his biology class to serve tea because he didn't know any other young people.

"Dr. R.H. Clark was the professor of chemistry. They had almost all boys in the chemistry classes, so when they wanted to have a party they asked a few girls to come to make up the numbers, and they'd have it at the Clarks' house.

"Freddie Wood used to have Sunday afternoon teas and have students into his home. Most of the faculty made this attempt, especially with out-of-town students. They'd entertain students active in student affairs ... maybe they wanted to find out what was going on.

"I don't think they invited us because they thought we were important to the University. They just saw us as persons they were teaching and wanted to get to know."

## NO CONSTRAINTS

Mrs. Lett remembers that there were no "special constraints" on female students. "You could take any course you chose. But I don't think, at that stage, any women would think of going in for engineering. But that wasn't because of the University's attitude. Our society didn't consider women would be interested in becoming engineers. They did take biology, physics and chemistry, which are scientific subjects.

"Women were always at a premium at social functions," a fact that reflected the pioneer quality of the society, as well as the impact of the First World War.

Mrs. Lett ran for the position of president of the Alma Mater Society in the second year of UBC's operation. The constitution of the AMS at McGill College was examined, and at President Westbrook's suggestion a committee was struck to look at changes or development of the constitution for use at UBC.

The students were aware of the University Act of 1908, which included a clause that said: "That the women students shall have equality of privilege with men students...." The wife of the minister of education, Dr. Henry Esson Young, may have been influential in having the clause inserted. Rosalind Young is credited with having helped to draft the first act.

Students, Mrs. Lett said, believed that women were "students of the University first, and therefore should have equality of rights, whether in voting or in the right to hold office. That's the kind of AMS constitution we presented.

"We didn't use the phrase 'women's liberation,' but at that time, 1915 to 1917, there was an active movement in Canada to get the vote for women. We didn't have it in 1915. For women to have equality on campus was a step ahead of what the country had come to," Mrs. Lett said, adding, "I was concerned because I was brought up in an atmosphere where we discussed politics a great deal at home. I was very interested in seeing a fair deal."

The year after Evelyn Story ran for the AMS presidency, and missed winning by one vote, Norah Coy was elected president. "She was the first woman president of the AMS," Mrs. Lett said.

Mrs. Lett also recalls that transportation to the Fairview area was important for the students of that day. Many students lived in the West End and travelled to campus by streetcar, or walked if they didn't have the fare.

"There were very few people from Shaughnessy Heights. Students from west of Granville would walk to the University. Students from the North Shore travelled by ferry and streetcar. Students from the East End came by streetcar and from New Westminster they came by tramcar.

## CARS UNHEARD OF

"The distances they had to travel were quite considerable. Travel by private automobile was unheard of. The only boy I knew who had a car was the son of the chief of police. He was sometimes able to get the loan of his father's car," Mrs. Lett said.

Asked how she got to the Fairview campus, she remembered: "What time you got up depended on where you lived. Now, it happened that I lived within easy walking distance of the University. I could walk in 15 minutes.

"We had to have our beds made and the dishes done up before we went to University. But our courses were not heavy. We didn't always have to be at the University at nine o'clock."

Miss Lee lived in the Kitsilano area. It was from there that she went to McGill College and UBC, travelling along Broadway in a streetcar and transferring to the Fairview Belt Line, so-called because the streetcars on the line travelled in a continuous circle in both



Picture by Ken Mayer

Members of the Fairview Committee view the Leonard S. Klinck stone, set in the Fairview Grove at UBC. The stone marks the site of the first buildings on the Point Grey campus. From left to right, Mr. George Ledingham, an early graduate of UBC's Fairview campus; Dr. Blythe Eagles, dean emeritus of UBC's Faculty of Agriculture; Mr. Arthur Lord, a former member of UBC's Board of Governors; and Mrs. Sherwood Lett, who studied at both the Fairview and Point Grey campuses.

## Dedication ceremony at UBC

For ten years before the University of British Columbia settled into its present location on Point Grey in 1925, the everyday operations of the University were carried on in a cluster of buildings in the shadow of the Vancouver General Hospital.

On Tuesday (Sept. 30), more than 100 of the students and faculty who attended the Fairview campus, as it was called, gathered at Cecil Green Park at UBC to mark the 50th anniversary of the opening of the Point Grey campus.

The Sept. 30 reunion was organized by the Fairview Committee, made up of members of the graduating classes of 1916 to 1928 and chaired by Dr. Blythe Eagles, dean emeritus of UBC's Faculty of Agriculture. All of the Fairview Committee spent at least one year on the Fairview campus, and some were members of the first group of students enrolled at UBC when it moved to its present site at Point Grey.

Tuesday, after being welcomed back to the campus by President Douglas Kenny, Chancellor Donovan Miller and others, the alumni boarded buses for the Fairview Grove, a grove of trees on campus south of the Institute of Animal Resource

Ecology. At a ceremony there, they dedicated the site of the first two temporary buildings on the Point Grey campus. One of them, a wooden shack, housed dynamite used for blasting, and the other, a building with a wooden floor and canvas sides and roof, was UBC's first residence.

It was in this building that Dr. Leonard S. Klinck, former dean of Agriculture and UBC's second president from 1919 to 1944, lived for three summers while he prepared land at Point Grey for agricultural plots. This first residence is now marked by the Leonard S. Klinck stone, unveiled at the ceremony by Dr. Klinck's son, Ronald Klinck.

Both the ten-ton stone and its accompanying four-ton seat are rocks excavated from the basement of the Walter H. Gage Residence when it was under construction.

The Fairview Committee hopes to erect a covered shelter and outdoor gallery of pictures of UBC's history at the Fairview Grove in the future. The first sod for the shelter was turned by Mr. Arthur Lord, an early graduate of UBC and a former member of the Board of Governors.

directions via Broadway and Main, Hastings and Granville Streets.

The old streetcars, she recalls, were flimsy things, with wheels in the middle. It meant they were great toys for the male students who travelled the line. "The boys used to bounce on the back of the cars to make them jump the tracks. It made the conductor pretty unhappy."

Mr. Abercrombie graduated from Britannia high school at the age of 15. He says: "It was a ridiculously tender age. I should never have been allowed to go on to University at that age. I should have stayed out for a couple of years and worked, to gain maturity."

Mr. Abercrombie says he lived "on the wrong side of the tracks. The East End. The aristocrats, the elite, lived in the West End in those days." The East End was, however, an exciting place, at the heart of the rapidly growing City of Vancouver.

When he went to University, his mother, a widow, had moved to the Central Park area, or South Vancouver. "I used to commute from there to McGill College on the interurban." At Commercial Drive and Broadway he transferred to the Robson Street car, and at Main and Broadway he took the Fairview Belt Line to McGill College. The trip took about an hour, sometimes more.

Students from communities like Ladner (now Delta), would take board and room in the city.

Campus life for the first students of UBC went on against the background of world-shaking events in Europe. There were also tragedies on the home front.

On Oct. 20, 1918, just three weeks before the end of the First World War, President Westbrook died at the age of 50. Influenza epidemics were taking a heavy toll of life in those years and a small funeral service for President Westbrook had to be held on the grounds of the family home because public health authorities had banned large public gatherings.

President Westbrook was succeeded by Dr. Leonard S. Klinck, who had joined the UBC faculty in 1915 as dean of the College of Agriculture and professor of agronomy. He was to continue as UBC's president for 25 years until his retirement in 1944.

Between 1915 and 1922 UBC's enrolment increased from 325 students to 1,200 and the Fairview campus had become inadequate for the expanding student body.

In 1922 and 1923 the students mounted a publicity campaign, later to become known as the Great Trek, which resulted in the government of the day appropriating funds for the completion of buildings at Point Grey.

And so, finally, in 1925, 17 years after the passage of the first University Act and ten years after UBC first opened its doors to students, the University moved to its permanent home on the tip of Point Grey.



# UBC ALUMNI Contact

PREPARED FOR UBC REPORTS BY THE UBC ALUMNI ASSOCIATION



Picture by Ken Mayer

UBC is on its way to an outstanding collection of rare children's books as a result of a gift from Stan and Rose Arkley. With Prof. Sheila Egoff, right, they survey just some of the 1,000-item collection. Ken Mayer photo.

## Graduate donates rare books

Tom Sawyer, Little Red Riding Hood and Winnie The Pooh live in the UBC Library.

No, the Library is not about to go into competition with Disneyland, but it is now home to an outstanding collection of rare children's books.

The collection of over 1,000 items is the gift of Stanley T. Arkley, BA'25, and his wife, Rose Arkley. The collection represents a lifelong interest by Mrs. Arkley in early childhood education and an active collecting career of both Arkleys spanning nearly 20 years.

The Arkley books join the almost 500 items already in the University's collection. Eventually, the collection will be available for study purposes to anyone interested in the field.

Prof. Sheila Egoff, of the UBC School of Librarianship, pointed out that the books are already in use by her students of children's literature and by other students in bibliography. The Arkley collection "forms the foundation of what we hope will be a large collection," she said. Someday, Prof. Egoff

hopes there will be a group, "The Friends of the Rose and Stan Arkley Collection," to help promote the growth of the collection.

To ensure that the collection does grow and that it has the resources to acquire additions — "the prices of children's books have soared" — the Arkleys have endowed their collection with a \$10,000 fund.

The collection, which will have its official opening at the Pacific Rim Conference on Children's Literature in May, 1976, contains books from the late 18th century to the early 20th century. The oldest is a 1788 edition of a book by Thomas Day.

There are some delightful books — some an inch square, some that open up like an accordion. There are also some first editions of Tom Sawyer and Winnie The Pooh, and even the chapbooks, originally sold by English pedlars for a penny. It would take much more than a penny to buy any of them today. Prof. Egoff said there are some books in the Arkley collection that "it would be difficult to put a price on."

## Bureau provides speakers

If an audience is what you have, and a speaker is what you need, the UBC Speakers' Bureau may be just the thing to fill the bill.

The Speakers' Bureau, a new project of the alumni association, has been in the planning stages for several months and is now in the process of enlisting eager, able — not to mention entertaining and informative — speakers from all areas of the campus. The range of their topics is as diverse as the interests of the University itself.

Art in society, the metric system, world population in the year 2000, film production, developing human potential, education in Russia, some painless preventative dentistry — including the finer points of brushing and flossing, marine pollution, censorship in the media, and estate planning are just a very few of the topics suggested by our speakers.

The concept of the bureau has gained enthusiastic support throughout the campus as a means of increasing community contact with the University. Plans are that the bureau will be in full operation before the end of the year.

An alumni committee, headed by Dr. Oscar Sziklai, of the Faculty of Forestry and a member of the alumni board of management, is preparing a brochure for distribution to community groups. It will contain an outline of the services of the bureau, a listing of the speakers and topics, and instructions for requesting a speaker.

Arrangements for speaking engagements will be handled through the alumni office, which has appointed Carol Kelly as co-ordinator of the program. To place the name of your group or organization on the list to receive the Speakers' Bureau brochure, contact Ms. Kelly at the alumni office, 6251 N.W. Marine Dr., Vancouver V6T 1A6 (228-3313).

While this program was originally intended to fill requests from the Lower Mainland, a special effort will be made to arrange speakers for out-of-town groups. So, if you need a speaker, just speak up, the UBC Speakers' Bureau is waiting to hear from you.

## China visitor to speak

A peek through the bamboo curtain of the People's Republic of China is in store for alumni who live in California. Tour guide — with an artist's and educator's viewpoint — is Prof. Sam Black, who visited China earlier this year with a group organized by the UBC Centre for Continuing Education.

Prof. Black, of UBC's Faculty of Education, is an internationally known artist whose works are included in public and private collections in North America and Europe. He will be illustrating his personal view of China, "From Pender to Peking," with his own drawings and sketches.

San Francisco area alumni will gather to meet Prof. Black on Friday, Nov. 14, with final details still to be arranged. The following night, Los Angeles alumni will meet Prof. Black at a reception and dinner at the University of Southern California Faculty Center.

Complete details for both events will be included in invitations to be mailed in mid-October. For further information: in San Francisco, contact Stewart or Joann Dickson at (415) 453-1035; in Los Angeles, contact Helen Chang, (213) 799-0787 or Dr. Roy Griffiths, (213) 882-2174.

## ALUMNI CONCERTS

"A Showcase of Bright Baubles" — Vancouver Sun, 1973

A subscription series of music recitals by selected UBC students is being presented by the UBC Alumni Association in co-operation with the Department of Music. The four Thursday evening concerts will feature a variety of selections — vocal and instrumental.

**Dates:** October 9  
October 23  
November 6  
November 20

**Place:** Music Recital Hall  
Music Building  
UBC  
Convenient parking

**Time:** 8:00 p.m.

**Price:** \$6.00 series  
\$2.00 single performance

FREE STUDENT PERFORMANCE TUESDAY NOON PRECEDING EACH EVENING PROGRAM

Call or write the Alumni Office, 6251 N.W. Marine Drive, Vancouver V6T 1A6 (228-3313) for tickets or further information. Early reservations are advised.

