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Some 500 UBC students, faculty members and graduates honored President Walter H. Gage on Sept. 23 at a reception sponsored by the Alumni Association at Cecil Green Park, the campus headquarters of the Association. The "Age of Gage" reception was a tribute to UBC's sixth president, who has been associated with UBC for 50 years as a student, teacher, administrator and president. President Gage, right, and Prof. Roy Daniells, University Professor of English Language and Literature, hold an enormous cartoon by artist Roy Peterson depicting the president and a future graduate. The Alumni Association also presented a foot-high argillite totem pole to the president at a short ceremony enlivened by a lengthy poem written by Prof. Daniells. The poem is reproduced on Page Ten of this issue of *UBC Reports*. Photograph by Brian Leach.

The Things We Did Last Summer.....

During the past summer, UBC Reports *assigned to Fred Cawsey, a UBC graduate student in Creative Writing, the task of keeping track of projects undertaken by UBC students with grants obtained from the federal government's Opportunities For Youth program. The task proved to be a formidable one, largely because so many UBC students – no one will hazard a guess as to exactly how many – were involved in projects which they dreamed up on their own or were hired to carry out by sponsoring groups such as the Alma Mater Society. The preamble below and the articles on Pages Two through Five, all written by Mr. Cawsey, are designed to give readers some idea of the range and variety of programs which students were involved in during the summer.*

By Fred Cawsey

More than ever before, students are taking an active part in shaping the community around them. Arguments that students are interested only in preserving their "ivory tower" status simply aren't true now, if they ever were.

Students not only take an active part, but often lead the way in many important issues which affect the community, such as pollution control, the establishment of child care centres, legal equality for the poor and even scientific and other scholarly studies that help us learn more about the roots of our society and culture.

And, of course, UBC students are no exception. Most students spend four months every year working at ordinary jobs in the community just to get their fees for the next term, and more each year are devoting their energies to volunteer projects which inevitably change the mould of the community.

Students, and young people in general, seem to have set out to prove they mean it when they say they want to be involved in more meaningful tasks than the traditional ones expected of them. This attitude has often recently resulted in conflicts between young people and the older generation in power, who sometimes wish the young would get disinvolved.

When the spectre of high student unemployment loomed this summer, the federal government, either recognizing the usefulness of young people's energy or hoping to avoid a summer of discontent, instituted its $24.7 million Opportunities For Youth program. Government spokesmen said its purpose was to make it easier for young people to get out and "do their own thing."

Many UBC students got out and did just that.

When the OFY program was announced, they came up with an imaginative array of projects, many of which were extensions of volunteer projects they were already doing.

So this year, aside from the thousands of students who did laboring jobs or went out to the bush to work, and the students who worked for newspapers, and the law students who worked as summer police recruits or jail guards, and the medical students who worked in hospitals, many UBC students got involved in serious community or scholarly work that they wouldn't have been able to do without OFY grants.

While the initial reaction to the program from some public figures and sectors of the media was a rather Pavlovian howl, and while there quite possibly were some fraudulent projects in the program, the most recent observations made by politicians and the press point out the large percentage of very valuable projects that were done and done well with OFY grants.

What follows is a selective list of various OFY projects undertaken this summer by UBC students.

DAVID MEETS GOLIATH

It was like David meeting Goliath all over again this summer out on the Katz Indian Reserve just west of Hope, B.C.

Down on the north bank of the muddy Fraser River, flanked by meadows and high green hills, 17 archaeologists armed only with trowels and hand shovels found themselves pitted against the graders and power backhoes of a provincial highways department construction crew.

The archaeologists, mostly UBC students, were trying to save thousands of Indian artifacts from an ancient pit-house village site which could date back 5,000 years.

The highway crew was building a road from Agassiz to link up with the Fraser Canyon highway just north of Hope.

In the end, the archaeologists were able to finish what they started, but not without a few tense moments.

The highway's path was to run over the strip of riverbank where 30 pit-houses once stood, and where the archaeologists were working. The highway crew was supposed to start work in that area on June 30.

But archaeological digging is slow and laborious work, and the archaeologists wouldn't have been able to salvage more than a small fraction of what they wanted by that time.

Besides that, the Opportunities For Youth grant which was paying wages for 14 UBC students covered the period from May 15 to Aug. 15.

So after some politicking, the highways department decided to hold off construction in that area until after Aug. 15. And, much to the surprise of the archaeologists, when the OFY grant ran out on Aug. 15, the highways department came up with $5,000 to keep the project going until the end of August.

ANCIENT ARTIFACTS

Gordon Hanson, a UBC graduate student in anthropology who was in charge of the dig, said his crew unearthed several thousand artifacts from the charred remains of the pit-houses.

The pit-houses, which are partly-subterranean winter houses, probably only date back 2,000 years, but some artifacts have been tentatively dated as 5-6,000 years old. Only carbon-dating of some important pieces will give a more accurate estimate of their ages.

Mr. Hanson said there was continuous habitation in the area for several thousand years, with some of the pit-houses still in use as recently as 200 years ago.

The artifacts unearthed show that it was a river-oriented culture, which is not surprising, since only a few hundred feet away was one of the richest salmon fishing sites on the Fraser.

What made it so rich were natural backwaters created by a spine of rock which jutted out into the river. Known as salmon eddies, these backwaters provided a resting place for the salmon in their long swim up the fast-flowing Fraser, and the abundance of salmon brought generations of Indians to that part of the valley.

The artifacts found include small stone drills for puncturing hides, hand mauls which were used as hammers and cortex spall tools, which are large flakes of rock with heavy backs and long cutting edges used for butchering.

The most abundant type of tools found were the cortex spall tools, Mr. Hanson said.

"There is also a lot of evidence of nephrite (jade) tool manufacture," Mr. Hanson said. "They made woodworking tools – chisels and adze blades – out of nephrite. We also found wedges made out of antler and wood.

"There were also a lot of pre-pit-house tools found, which were distinctly different from the

In the shadow of a mountain near Hope, B.C., a student archaeologist sifts dirt dug from an ancient Indian pit house for stone artifacts.

Photo by Fred Cawsey

pit-house tools. The earlier projectiles we found, for instance, were smaller and leaf-shaped, while the later ones were corner-notched and triangular."

Mr. Hanson said the site is in a very interesting area, because pit-houses are an interior trait, and the Katz Reserve is a coast ethnographic area. Coast Indians lived in plank houses.

"There's a co-mingling of cultural traits here," he said.

"The main reason they built pit-houses here is because the climate changes drastically between Chilliwack and Hope. There's more snow and they needed more insulation here."

Some of the pit-house sites at Katz were destroyed during railway construction in 1885, Mr. Hanson said, but there were a lot left to learn from.

In winter, the pit-houses, usually about 30 feet in diameter, kept the Indians warm. They were partially underground, and the roofs were made of logs and earth. The roofs rose to a single hole in the centre which was a smoke hole for the cooking fires as well as the only entrance to the dwelling.

In summer, the Indians moved into skin tents by the river and threw their nets into the salmon eddies. They preserved their catch by cutting them open from the back, removing the bones and stretching the meat between two sticks. Small cuts were made at intervals in the flesh and it was dried by the wind.

The salmon fishing was good here even two years ago. When Mr. Hanson first visited the site two summers ago, he met the 85-year-old wife of the late Chief Pete. She was tending her nets in the salmon eddies.

But the spur of rock that created the eddies has been filled in and is now part of the highway bed.

Hanson said several petroglyphs — small faces cut in the rock — were removed by diamond drillers and stored away. Some rougher ones can still be seen.

If anything, the petroglyphs are an indication of the free time the former inhabitants of this region had. The small circular impressions had to be carved out of solid granite with stone tools — more than a single afternoon's work.

Being an archaeologist isn't an easy life — even in the summer. The crew of this summer's expedition lived in tents in one of Mrs. Pete's meadows, and during the rainy first few weeks it was no picnic.

Aside from the sleeping tents, the crew also set up a number of lab tents, most of which were full after a few weeks. There was also a cooking and food tent which was the target at least once this summer of a hungry black bear.

"I kind of felt sorry for the creature, but we finally had to have him shot because he was scaring hell out of everybody," Mr. Hanson said.

The digging itself, which is slow at the best of times, was slowed down considerably by the rain during May and June. As the archaeologists dig down carefully in six-inch levels, they suspiciously eye every broken or chipped piece of rock.

The scrapings are then taken in buckets to sifters where another worker sifts it and retrieves any pieces missed before. The problem during heavy rains is that mud is somewhat harder to sift than dry dirt.

RECORDS KEPT

Each piece found is carefully cleaned, inspected and catalogued before it is put in the lab tents. The place where each piece was found is also recorded.

When the artifacts are analysed in the lab during the winter, and when the carbon-dating is done, scientists should be able to piece together more of the little-known natural history of the area, including the lifestyle and migration habits of the tribes who settled here.

Archaeology, said Mr. Hanson, is an interdisciplinary study, and a knowledge of geography, history, zoology, geology, botany and anthropology is necessary to correlate the information found at sites like Katz.

After the artifacts are studied, archaeologists return to the ethnographic literature — which is everything recorded about the culture — to see if their findings support or are supported by the ethnographic writings.

So from beginning to end, it is a long, slow process to uncover history in artifacts.

And aside from the fact that they get a little bushed after three months out there, they really dig what they're doing.

CAPTURING THE CITY'S IMAGE

What is your image of Vancouver?

Mountains? Sea? The blending of rustic and modern? Rain?

You may or may not have an image of Vancouver, but many people do, and 15 anthropology students set out this summer with a $15,625 Opportunities For Youth grant to find out just what the core image of this city is.

Not surprisingly, they called their project Image of Vancouver, and during the month of September, a photographic representation of their findings was on display at the MacMillan Planetarium gallery.

But, because a city has as many facets as there are political, ethnic or socio-economic groups, what the group came up with was a cluster of images of various aspects of Vancouver.

CITY'S PROBLEMS

Respondents expressed both their likes and dislikes in the survey.

Generally, most people liked Vancouver's scenery, the Stanley Park Zoo and the large number of hamburger spots in the city. One man pinpointed an erotic nightware shop on Granville Street as the city's most distinctive feature.

The greatest problems facing Vancouver were seen as: unemployment; pollution; housing; transportation; noise and City Council. Respondents had a fairly bad image of the downtown area too. Skid Road, for many, epitomized what downtown is. "Lack of greenery," "prostitutes, drunks, dope addicts and hoods" and "a general sense of sordidness" were typical responses to downtown.

In visual terms, most people mentioned the mountains and the sea to the north and west, and almost all ignored the southern and eastern parts of the city.

Differences between old and young were evident also. Young people liked the past-paced, more active aspects of the city, while older people liked the slower, more sedate aspects. Young people preferred to meet in more informal places like the beach and even on the street, while older people preferred community centres.

But mostly, there were nearly as many different responses as respondents. One was disturbed by the smog and the east-end neglect. Another had a strong dislike for Mayor Tom Campbell. One quite negative individual disliked "everything man-made and the population density required to make up a city."

Mrs. Rita Norton, who led the project, said the city was divided into 10 areas and the students tried to work out a cross-section of occupations for each area. Then each of the 14 students in the field picked 10 respondents to work with.

DETAILED QUESTIONS

"We had to find eager informants," said Mrs. Norton. "Because the questions we asked were quite detailed and the interviews took a lot of time."

The kinds of questions included: Where would you go in a happy mood? Where would you go to accommodate a bad mood? Where would you take visiting relatives? What 10 pictures would you take of the city? What kinds of problems face the city?

The questions were asked of old and young, and long-term residents (more than 10 years) and short-term residents (less than two years).

In the second part of the project, each student went out with a camera to take pictures — at least three rolls of film per person — to try to capture what they thought their respondents were trying to convey. Then they went back to their respondents with 50 pictures and asked them to pick 10 that showed best what they felt about the city.

The result of this was the photographic display at the planetarium.

REACHING OUT TO THE KIDS

The problems facing young children today are basically the same everywhere. It's just that there are no solutions in some areas.

Until this summer, in the Grandview-Woodland area of Vancouver, where there are 30 different ethnic groups, two large low-rent housing projects and a lot of kids, there was no playground or community centre.

Then Project Reaching Out began reaching out to the kids to help them with their problems.

Twenty-two young people, including 18 students from UBC and Simon Fraser University, got a $23,000 Opportunities For Youth grant and a $2,000 UBC Alumni Association grant to make the program work.

Mostly education students, between the ages of 18 and 24, they worked up to 14 hours a day to bring the six-part program to life.

The program really started last September when director Tom Mah, a fourth-year UBC education student, and some of his friends started organizing field trips for the children as a volunteer community project.

"When we first started we were working with the Association To Tackle Adverse Conditions (ATTAC)," Mr. Mah said.

"Since I was also involved with the Education faculty, I worked in conjunction with them to get the University and the community together."

Mah said several professors donated money to the scheme, and it became an unofficial addition to the teacher-training course.

The volunteer program ended in April when the OFY grants were given out. The more extensive Project Reaching Out began then.

FIELD TRIPS

"The most important part of the program is the small group program," Mr. Mah said. "Groups of four university students working with groups of 8-12 children referred to us by their schools went on field trips. The activities were really up to the children. We went camping, on field trips, to the art gallery, to the beaches.

"The kids here don't go to the beaches by themselves, and some hadn't even been to Stanley Park."

Another important part of the program was the Welcome Inn, a former church at 2023 East First which was converted into a drop-in centre. The centre was, in a sense, the nucleus of the program.

"We had about 200 kids altogether involved in the program although formal enrolment was only 160," Mr. Mah said. "The drop-in centre was a place where the kids got to know the leaders. We encouraged close relationship between the leaders and the children.

"Part of the experience for both the kids and the leaders was learning how to work with groups in unstructured situations. You learn to appreciate the individual and kids demand that. They want you to know them."

Mr. Mah said quite a few parents got involved at the drop-in centre — helping out or baking cookies or giving donations.

"The idea was to have a place where the kids could come just to have fun. We had a library, bowling alley, wrestling mats, an arts and crafts room and we did a lot of things in the kitchen too."

Mr. Mah sees an adventure playground on a vacant lot at Grandview and Woodlands as the project's most tangible long-term contribution to the community.

The vacant lot, just behind Grandview school, is owned by the school board, and Mr. Mah said the playground will likely be there for several years, as the board has no plans for the land right now.

On the lot, which has been cleared of underbrush, are two tree forts, a fireman's pole, balance beams, tire swings, an old row boat, a wrecked car that kids climb all over and play in and cable spools to roll around on.

"We even built our own mountain. The kids really caught onto it; they helped us build the park," Mr. Mah said.

Other parts of the program were: an arts and crafts workshop; a graphics media workshop where the kids learned printmaking, and did linocuts and silkscreening; and a summer sports program, which included a baseball tournament, swimming and a track and field meet.

Mr. Mah said he thought the program was a success, because the neighborhood kids got involved in it as well as some parents.

He said he will be continuing with a volunteer program in the fall and hopefully with another Opportunities For Youth grant next summer.

He said the program pointed out, for him, one of the needs not yet fulfilled in the education system.

"In the Faculty of Education, most of the work is classroom oriented, but it needs to be community oriented. A lot of things happen outside the classroom that really affect the children — there may be family problems or ethnic problems — and to be a good teacher you've got to be sensitive to this."

In short, Mr. Mah said, if you want to help kids with problems, you have to reach out and meet them on their terms to understand them.

Picture by UBC Photo Department

Seven UBC architecture students, aided by inmates from the Matsqui minimum security institution, built outdoor shelters for children at two sites in the Vancouver area during the summer under an Opportunities For Youth grant. Outdoor shelter shown in background was constructed for UBC's pre-school for retarded children on Acadia Road. The other play area was built at the New School on Commercial Drive. Standing, left to right, are Charles Moorhead, Richard Fedoruk, Ken Falk, Dave Easton, Matsqui inmate Dan Hill, Simon Richards, Matsqui inmate Dave Kerr, Nelson Yuen and Matsqui inmate Norm Poole. Seated is Robert Cline, a Matsqui inmate. All the UBC students are in Architecture except Nelson Yuen, who is a Fine Arts student. Not present when photo was taken are Architecture student Don Louks and Matsqui inmates Al Moore and Richard Bradley.

DOING SOMETHING DIFFERENT

Chances for students to put their training to good use are becoming more rare all the time.

But six architecture students and one graduate fine arts student from UBC got their chance this summer in a tangibly useful project funded by an Opportunities For Youth grant.

They designed and built two play areas for children — one at UBC's Pre-school for the Mentally Retarded and Neurologically Handicapped, and the other at The New School at Commercial Drive and Fifteenth.

Mr. Richard Fedoruk, spokesman for the group, said the projects gave the students a chance to design play areas to meet the particular needs of the two locations.

"At the pre-school we built a sheltered outdoor space so a lot of activities could be moved from the inside to the outside. The inside facilities are crowded and this will enable the outdoor area to be used for more of the year," Mr. Fedoruk said.

PLAY OUTSIDE

What they built at the pre-school was a post-and-beam house with skylights and no walls, where the children can play at various activities, having the advantage of being outside without getting rained on.

The shelter also has an indoor-outdoor carpet.

"At The New School," said Mr. Fedoruk, "we were working in a smaller, completely urban area at the side of the school. We used logs, which were donated, to build several platforms, some 16 feet high, and also built sliding poles, ladders, a large concrete dome and a cave network for crawling in."

At both of these sites, the students had six convicts from the Matsqui minimum-security prison working with them.

"We aren't skilled craftsmen, but we didn't have much trouble with the construction," Fedoruk said.

He said the pre-school unit had a budget for materials, so the group used most of the $500 available for materials in its $8,340 OFY grant at The New School.

"And at The New School thousands of dollars worth of material was donated — we'd never have been able to buy it all. In fact, there would have been tremendous problems doing the project at all without an OFY grant," he said.

All the students agreed the project was "a pretty good thing" and said they'd like to do it again next year.

"This kind of thing," said Ken Falk, "would never get done if it had to be done by construction companies. A construction company couldn't have taken the care and time we took. We tried to do something different, and that takes time."

SALVAGING INDIAN LANGUAGES

To say that language is an important part of any culture is to state the obvious.

Yet, until quite recently, a rich part of Canada's heritage seemed to be in danger of slipping away because no one seemed to care or know what to do about it.

Native Indian languages were simply falling into disuse.

This summer, however, 11 B.C. Indians and 11 UBC anthropology students, working under a $22,000 Opportunities For Youth grant, brought a "salvage job" on seven distinct B.C. native languages into full swing.

They spent the summer collecting tapes of the spoken languages, which include Coast and Interior Salish and Tsimshian.

IN FULL SWING

Mrs. Reva Robinson, a UBC M.A. graduate who co-ordinates the program with Mr. Larry Pierre, said it was important to get the project into full swing now, because although there are quite a few distinct native languages, there are few native speakers left and no written languages.

The OFY project was actually a continuation of an ongoing project called Contribution to Canadian Identity, and Mrs. Robinson said a second part of the project will involve translating and transcribing the tapes during the winter.

"Because of time limitations and because there are so few native speakers left, we tried to collect as many tapes as possible this summer," she said.

"It is mostly older generation Indians and some younger people on isolated reserves who still speak the native languages. Near the cities, the languages are dying out."

But a practical orthography has been developed at the Resource Repository for B.C. Indian Languages and Cultures at the Provincial Museum in Victoria whereby the native languages can be transcribed using English letters and other typewritten symbols.

For instance, in the orthography used by the UBC project, the typewritten number sign (#) is used to represent the glottal stops in Indian languages. A glottal stop is almost a non-sound made in the back of the throat and is non-existent in European languages.

The Indians taking part in the project will be doing the transcribing of the tapes, and they took the students around during the summer introducing them to the older Indians.

"We're acting mainly as resource people in this project," Mrs. Robinson said of the anthropologists. A lot of the impetus for the project has come from Indians of various tribes who have been requesting this be done for a long time.

"And the lines of communication were already established because we came in on an ongoing project."

During the summer, the three students who went into the field visited 113 older native Indians and got 86 hours of tapes, which represent about 860 pages of text.

"Most of the translating has to be done yet on the tapes we collected and a lot of work will have to be done in the fall," said Mrs. Robinson.

GRANTS CUT OFF

This brought up her one criticism of the OFY program; that the money ran out just when the project needed to be kept going. This criticism was voiced by others doing OFY projects, including AMS president Steve Garrod, who said many AMS-OFY projects will suffer because they were cut off at a critical time.

"Another part of the project we've only got half done yet is the collection of tapes we started in the UBC Library, the Vancouver Public Library and the Provincial Archives.

Picture by UBC Photo Department

Making a joyful sound with two children at Vancouver's Vine Street Indian Centre is UBC graduate student Sandy Cameron, one of nine musicians who staged unstructured music sessions for culturally deprived and mentally retarded children in the Greater Vancouver area this summer. Program, supported by an Opportunities For Youth grant, was called the Children's Spontaneous Music Workshop.

"And another major part we saw to the project was hopefully to get the Indian people more interested in their own languages. We'd like to see a revival of the languages, perhaps the setting up of courses – but set up by Indians.

"These are really sophisticated languages. They have their own grammar and structure, and getting Indians to get it down gives them a sense of it as a structured language that they didn't have before."

TO TALK OF MANY THINGS

UBC's Alma Mater Society received $105,000 to directly run or financially administer 15 projects under the Opportunities For Youth program. This is what they were:

Just what it means to be a woman in Canada today is the subject of a unique program being initiated this fall at UBC.

The title of the program is The Canadian Woman: Our Story, and it was researched and organized this summer by five women in the Alma Mater Society's women's studies program working with a $5,000 Opportunities For Youth grant.

Each Tuesday for 20 weeks, there will be a lecture or panel discussion in the Student Union Building, followed by small seminars in which the issues raised each night will be discussed. The program is sponsored by the AMS.

Miss Anne Petrie, co-ordinator of the program, said both men and women are invited to attend, but added that there will be mixed seminars as well as women-only seminars for women who feel they can't discuss the subject of women in front of men.

The course was initially the idea of Mrs. Sharon Boylan, a former UBC student, and the women working on the project this summer had really only intended to establish the need for such a course at UBC, Miss Petrie said. They were going to present an outline for a proposed course to UBC's Senate, which considers proposed new courses.

But half-way through the summer, said Miss Petrie, the group decided the course should be presented this term on a non-credit basis for both students and interested non-students. From then on they changed their tack, and while they are still hoping to have the course accredited, they directed their energies this summer to readying the course.

"In our history and present situation, women have occupied the position of second-class citizens and, often, less-than-human beings," Miss Petrie said. "And the psychological and political implications of this situation is what the program is all about."

The issues covered by the program will include: biological determinism; women and the industrial revolution; the socialization of children; determining women's roles; women in literature; love, romance and sexuality; alternate life styles, and the women's liberation movement.

The program organizers have also drawn up a reading list to supplement the lecture series. Fee for the whole program is only $2 and full information can be obtained by calling 228–2082.

Bicycles provide cheap, clean transportation.

So it's not surprising that a large number of economy- and ecology-minded UBC students cycle to campus.

And if there were better parking facilities and pathways for bicycles, a lot more students would bring their bikes out.

At least that was what five students, working with a $5,590 Opportunities For Youth grant, found this summer while doing a Bicycle Study.

The students set out to prepare a report on the condition of cycling facilities at UBC, to estimate the number of cyclists on campus now and in the future and to suggest improvements for cycling on the University Endowment Lands.

Dan Schroeter, a graduate student in Agriculture and project co-ordinator, said the study found that there are at least 2,000 cyclists at UBC. He said a cyclist was defined as a person who rides a bicycle to campus once a week or more.

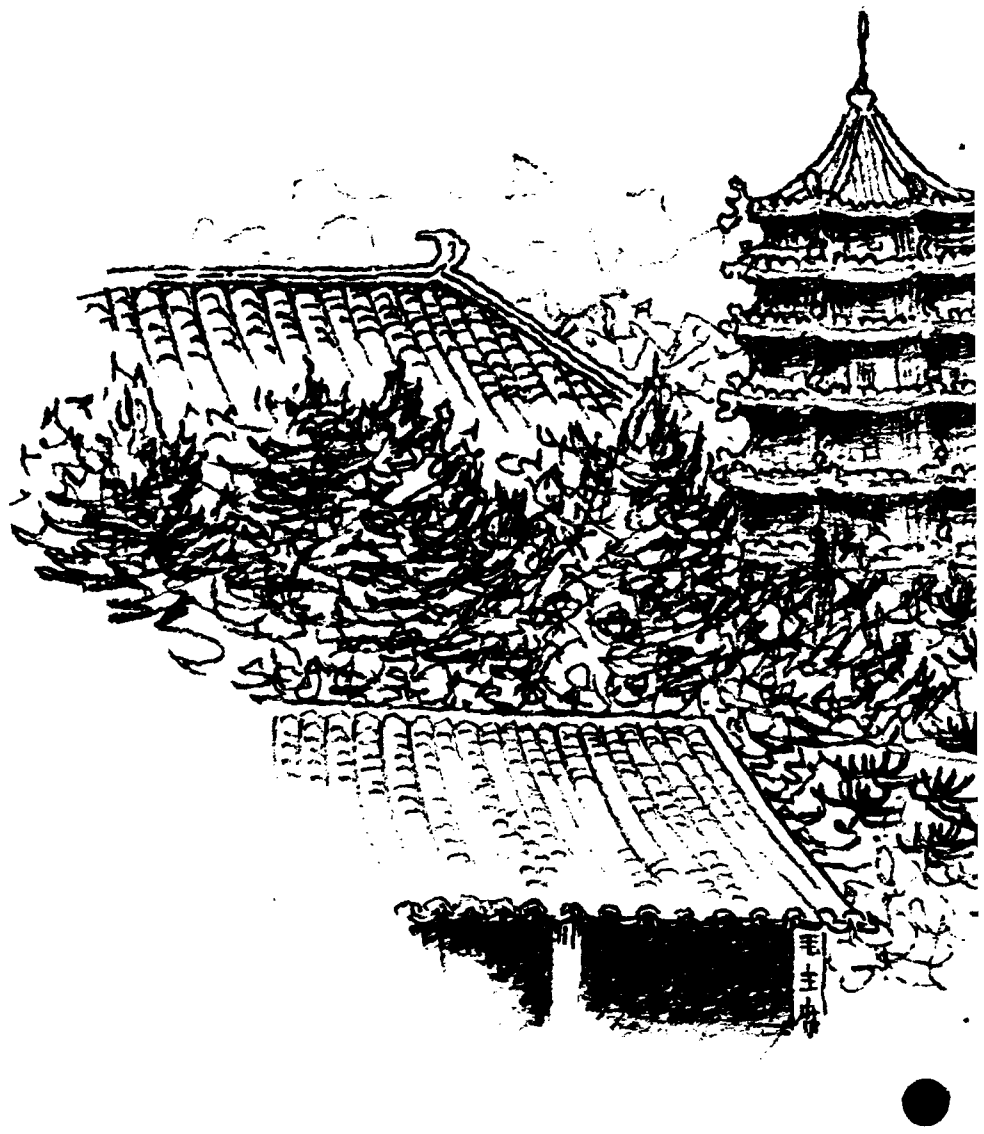
"Actually, the responses to the questionnaires we sent out indicated that there were between 2,000 and 4,000 cyclists on campus last year," he said. The

Please turn to Page Eight
See PROJECTS

A professor at Peking University lectures to students. All professors and students wear a simple white shirt and baggy black trousers.

Illustrations by Helen Griffin

Giant statue of Chairman Mao dominates campus of the University a



By Lisa Hobbs

The View From Peking U.

Author-journalist Lisa Hobbs visited China this summer as a member of an educational tour sponsored by UBC's Center for Continuing Education. Before she left, *UBC Reports* commissioned Mrs. Hobbs to gather information on higher education in China for an article to be written on her return. She discovered that the function of the university in contemporary China is to turn out "workers with a socialist conscience and a medium of skills." The illustrations accompanying her article are by UBC graduate Mrs. Helen Griffin.

It is mid-morning in early summer at Peking University. The centre of the campus is dominated by a pagoda and rolling lawns with dropping willows and thickets of bamboo. There is not a ripple on the large curving lake and the only sound is the clatter of a million cicadas.

This vision of unchanging tradition that Peking University conjures up to the visitor's eye could not be further removed from the reality. Education in the People's Republic of China from nursery school to university level is in the throes of the most extraordinary and unique experimentation that any political system has ever launched.

As Peking University was the front line in the battle between the old and new ideologies of education during the Cultural Revolution (1966-68), it is obvious that what is happening at Peking U. today is typical of, or the vanguard for, what is taking place at other universities throughout China. There was no way of verifying this, as Peking U. was the only university "opened" to the group from the University of British Columbia Continuing Education tour. Later, I will mention a brief conversation with a faculty member from Shanghai University that indicated that the situation at Peking U. is indicative of the university situation nationally.

AMERICAN - BUILT

Prior to the Cultural Revolution, one of the aims of which was to bring all education and culture into line with the country's socialist economic base, there were 10,000 students and 2,000 faculty members at this University which was built by the Americans in the early 1900's to give a wester-style education to a limited number of Chinese students.

Today, there are 2,667 students and 2,133 teachers listed as being on staff. But 1,333 of these teachers are not on campus but are doing physical labor at some distant commune. Of the 800 teachers left at Peking University, 300 are former Red Guard students who rose to power and prominence during the Cultural Revolution. Some of these Red Guard teachers had had only one or two years of university: one whom I met said she had studied "only for a few months."

The situation of the faculty members doing *lao dung* (physical labor) and the rise to prominence of revolutionary students illustrate every principle that is in operation in the new educational scheme of things.

Difficult, even impossible, though it may be for the westerner to grasp, the sending of academics, doctors, administrators and so on to labor in the communes is not regarded as a punishment. It is in no way comparable to the sending of political prisoners to Siberia in the USSR, for instance. By all accounts, the Siberian experience is purely punitive, soul-breaking, destructive.

Chinese system of *lao dung*. For one thing, since the Cultural Revolution everyone (excluding the young, sick or aged) participates daily in some form of physical labor and everyone in any position of authority — full professors, army men, top surgeons, bureaucrats and so on — have had to put in six months to two years on a commune. Unless the needs of the state dictated otherwise, there have been no exclusions. For instance, the entire staff of Luxingshe, the China Travel Service comparable to Russia's Intourist, from the director down to the secretaries, has put in one or two years on a commune.

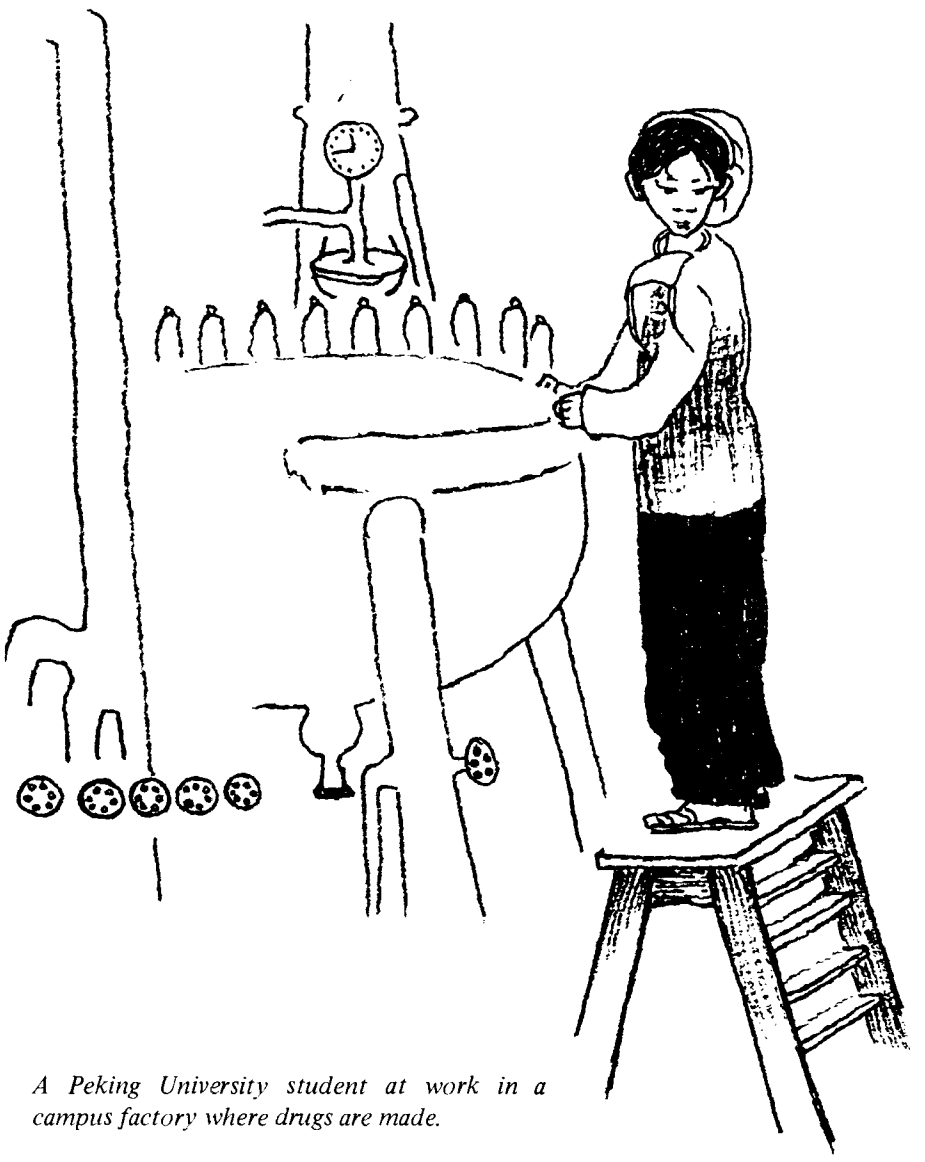
I might add that the men, at least, seemed thoroughly to enjoy the experience. They felt fitter for the physical labor, for the nightly chance to read, study and discuss, and to have a taste once more of that particular type of camaraderie that men seem to thrive on in times of hardship. As one old married bureaucrat sighed to me wistfully: "It was hard but it was worth it: just like the war all over again."

The purpose of such physical labor is two-fold: it is designed to break down and destroy any tendency towards elitism and bureaucracy, while at the same time expanding one's personal knowledge and experience by combining theory with practice.

Elitism in all classes, but particularly elitism in education, must be destroyed. This concept is the basis of all that is happening in Chinese education today. For years Mao Tse-tung has regarded the Confucian scholar of the past and the vast, impenetrable aura that surrounded the "long gowns" (the scholars) of the old society, as being among the chief impediments to justice and progress for the masses of the Chinese people. In this system of Confucian relationships, the family came before all else: in today's system of education there is only one goal and that is to form what Chairman Mao

Lisa Hobbs, who wrote the article on these pages for *UBC Reports*, was one of 25 persons who visited the People's Republic of China this summer under a program sponsored by UBC's Center for Continuing Education. Born in Australia, Mrs. Hobbs was a journalist in San Francisco for many years before moving to Canada recently with her husband and two sons. She is the author of four books, the first of which, entitled *I Saw Red China*, published by McGraw-Hill, was based on a 1966 visit to China. Her latest book, *Running Towards Life*, an account of her recent move to Canada, will be published by McGraw-Hill later this year. Mrs. Helen Griffin, the artist who did the illustrations above, was also a member of the UBC group that visited China. She received her master of arts degree from UBC in fine arts in 1968, specializing in Chinese studies and language. She taught a course in the history of Chinese painting for the UBC Center for Continuing Education in 1970-71.

Peking.



A Peking University student at work in a campus factory where drugs are made.

has called "a working intellectual and an intellectual worker," who will devote his or her life's energies to the state.

Physical labor, therefore, is the chief tool of keeping a check on any tendency to elitist attitudes among the academics and this physical labor is carried out in a setting where study classes and discussions "remould" any hankering after privilege while rekindling revolutionary fervor. On the grounds of Peking University, for instance, there is a chemical and drug factory staffed entirely by faculty and students.

NEW FORCE

At the same time that elitism is being systematically attacked a new force has swept to the top: the 300 Red Guard students, who came into prominence during the Cultural Revolution and are now university teachers, are representative of this force. In a lengthy interview at the home of former University president and American ambassador to China, Mr. Leighton Stuart, the UBC group met representatives of the old and the new — Professor Chou P'ei Yuan, former vice-president of PU and now vice-chairman of the Revolutionary Committee, and a 25-year-old Red Guard teacher, Miss Ho Feng-wei.

Professor Chou is a theoretical physicist of international renown. He was educated in Chicago and was at the California Institute of Technology from 1924-28. He visited the United States several times in the forties and attended the Pugwash Conference in Canada in 1965.

Ho, with long braids, scrubbed face and serious mien, looked like a convent schoolgirl. She had accomplished one year of study, mainly general knowledge, without touching her specialty, high-polymer chemistry, when the Cultural Revolution broke out. Throughout the long bloody clashes that followed on the campus between students and faculty, faculty and faculty, and students and students, many were killed. But Ho, who held relentlessly to the teachings of Mao Tse-tung, thrust politically upwards and today has come into her own.

Conversation with her is significant not so much, perhaps, for the questions that are answered but for those left unanswered.

Ho explained that she did "scientific works" and, like all students and teachers, "spend half my time in the factory, sometimes more." As well, she said, she "helped compile textbooks."

As, by her own admission, she had done no study in high-polymers, she was asked where she had gained the information she taught.

Her answer reflected an attitude towards scientific theory that is perhaps the most unsettling aspect to the westerner (or at least this westerner) in Chinese education today. It was an attitude of ill-disguised contempt, an attitude that seemed to give no hint whatsoever of insight into the sometimes agonizing struggle and discipline involved in theoretical research.

"How is one to study theory?" Ho responded with hot cheeks and brusque manner. "In the past, after six years of learning high-polymers, students could not solve the actual problems of production. For years they sat before the blackboard; at the end of their fifth year they could still do nothing."

Many westerners in the academic world would agree that there are wasted months and even years in many areas of today's tertiary education system and that educational reform will be thrust upon the universities by the force of society's needs. But it seemed to me that Ho was not so much speaking of trimming and cutting out irrelevancies or of making courses more relevant to the needs of society — Ho was exhibiting a total unawareness of the necessity for and need of knowledge of basic scientific principles.

It was Professor Chou who came in with an explanation at this point. Western-trained, he obviously understood the impression Ho was creating. He sought to enlighten us.

In the past, he said, the student sought fame and profit for himself. He did not care about China or the misery of the masses; he cared only for his own future, for the building of his own empire within the academic or the business world. He shared his knowledge only with those who paid for it. Rather than trying to elevate the people, he deliberately cut himself off from the people. The result was a society of extreme wealth, extreme poverty, and political chaos.

New China faces a world in which the power of the wealthy nations is vast and technically stupendous. To catch up with it, to survive, China cannot have its students spending five years before a blackboard learning theory. They have strong bodies as well as strong minds and both must produce from the day they reach maturity.

"A modern society," he said in reference to Ho, "is built or plastics to some extent. We do not have six years in which to train our high-polymer students. And besides, we are finding it is not necessary. Our woman comrade here has gained some basic knowledge in chemistry through self-study, she has political awareness, she does productive work and at the same time passes on her knowledge as a teacher. Better than having her sit six years before a blackboard."

The entire function of the university in China today, therefore, is to turn out "workers with a socialist conscience and a medium of skills." The skills are learned by spending half their day in labor. The socialist conscience is developed in the classroom, usually for 2-3 hours daily.

As everything is still in a state of change — most of the old textbooks have been destroyed and many of the new ones are still being rewritten — the courses offered are extremely limited. And all must integrate the three principles of class struggle, struggle for production, and scientific experimentation. Enquiries as to precisely what experimentation was being carried out met with the answer that "nothing is yet ripe, we are still groping."

(It should be noted here that in China, as in the USSR, all scientific experimentation is usually carried out at the Academy of Science rather than at universities. I was informed that the Academy of Science is not functioning at this time.

The Department of Arts offers the following courses: Marxism-Leninism and Mao Tse-tung Thought; a history course entitled The History of the Chinese Communist Movement; a course on Revolutionary Mass Criticism; a course on writing, and a physical culture course.

The course on mass criticism has been specifically designed "to criticize Confucian thinking and the thinking of Hu Shih (who was educated at Harvard and was president of Peking University until 1949), as well as to criticize the pragmatism of Dewey."

EXPOSE ENEMIES

One teacher explained: "Students in the arts department work in factories, rural areas and shops. They not only take part in labor but study man. How can they write or create if they do not know man? Then they write small articles about their experiences in order to expose class enemies and mistaken ideas. For example, students from the department of Chinese literature, where once they studied rotten materials that poisoned the mind, went into the Taiching automobile plant and enquired into theft, waste and corruption and wrote reports exposing the class enemies."

There was no information available about any of the other departments, such as engineering or dentistry. Presumably, all the training being given engineering students is now on a practical level. As far as the medical colleges are concerned, I did visit Peking Medical College, as well as Nanking Hospital (a training hospital),

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PROJECTS

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questionnaire went to a representative sampling of 720 students.

He said 15.7 per cent of the sample who returned the questionnaires were cyclists, which he said would work out to 4,000 of UBC's total student population. However, assuming that everyone who didn't respond to the questionnaire is not a cyclist, Schroeter said the number of cyclists in the whole sample was 8.4 per cent, representing about 2,000 students.

Schroeter said the three improvements most requested by respondents were cycle paths all the way to UBC on University Boulevard and Marine Drive and improved (preferably covered) parking facilities.

He said several suggestions for on-campus improvements will be made to UBC's Department of Physical Plant.

Improved parking facilities are urgently needed, he said, as the present racks aren't suitable for 10-speed bicycles.

"We'd also like to have some central storage place with a capacity of about 100 bicycles for longer-term storage, like overnight when it's raining. We would also like to see ramps from the curbs to roadways."

Schroeter said the study members also recommended "cycling only" designations for paths along University and Chancellor Boulevards.

None of the five doing the survey has had anything to do with UBC's Cycle Club, Schroeter said, and only two of the five are dyed-in-the-wool cyclists.

"We've got some concrete information about this thing that we didn't have before," he said. "It's a worthwhile project that should have been done before.

"And the results seem to indicate that with improved facilities we would have 20 per cent of the 25,000 people out here riding bicycles at one time or another."

* * *

A more intellectual approach to public affairs in Vancouver was offered this summer by *Freespace*, a magazine funded by a $7,500 Opportunities For Youth grant.

More specifically, the magazine's goal was to deal with the urban environment in a more serious way than newspapers have, according to Doug Kickel, one of four full-time editorial staff members.

"We want to deal with the urban environment and what it means," he said. "That includes politics, social criticism, architecture and planning."

Some of the issues discussed in detail in the first two issues (which came out in July and August) were: the Four Seasons Hotel project; the demise of the Birks Building; local prisons; proposed freeways from Highway 401 to the Georgia Viaduct.

"On a more abstract level, we're trying to express what it means to be in a city," Mr. Nickel said.

"We represent a more intellectual approach to public affairs, with longer articles than newspapers, more like *Ramparts*.

"The Vancouver newspapers don't do much on urban affairs, and what they do is usually distorted. They just give bare facts and figures and don't get into the issues. We do more exhaustive and detailed examinations of the issues.

"The magazine is an attempt to be radical in the sense of getting to the root or basics of things, but we're trying to avoid rhetoric and catch phrases so we'll have a broad appeal."

On a practical level, decisions about what *Freespace* printed were made by an editorial collective. The collective did the lay-out and the magazine was printed at the Progressive Workers Press for a very low fee.

The OFY grant paid the staff salaries, as well as fees for part-time contributors and photographers. In all, the grant covered the costs of three issues of the magazine.

One of the important aspects of *Freespace*, Mr. Nickel said, was that some of the writers were actually involved in the issues they were writing about, and the magazine gave them the chance to get their views in print.

* * *

Two projects which merged under the administration of the AMS were the Vancouver Co-operative Day Care Project and the Day Care Study. During the summer an attempt was made to set up day care centres throughout the city serving, particularly, welfare and working mothers in various geographical sections of the community.

A Publishing Investigation, co-ordinated by Gerry Owen, looked into the publishing industry in Canada, what gets published, why it gets published and where it gets published.

In a project administered by the AMS, Music students ran a Music Appreciation Program in Capilano Stadium, which consisted of classes and concerts.

Two projects which were originally developed by the City of Vancouver, but which later came under the auspices of the AMS through the OFY program, were a study of the present welfare system, and a study of the possibilities of redevelopment in the False Creek area.

Although not as directly involved, the AMS also administered and serviced: Mystery Cycle, a travelling theatre troupe of high school and UBC students; Get It On, a recreational project for kids aged 10-16 in the Raymur Housing Project; the Unemployed Youth Survey, a study of what young, unemployed people are doing; the B.C. Youth Action Project, a training program in media technology for various labor and community groups and the Women's Referral Bureau, a project to inform women, particularly single mothers, of services available to them.

The final AMS project was the AMS Number One Project, which administered all the other projects. AMS President Steve Garrod said about 80 students were involved in the AMS OFY projects.

And those are not all the Opportunities For Youth projects that UBC students were involved in. Students took part in Holiday House, a camping project for handicapped children. They were part of the Joshua Society's recycling project. UBC students helped with the educational Children's Spontaneous Music Workshop and the biological clean-up of Burnaby Lake. All with grants from the Opportunities For Youth program.

Quite clearly, it was a busy and productive summer for some UBC students.

CHINA

Continued from Page Seven

and had a lengthy interview with three doctors from the Chinese Medical Institute in Kwanchou (or Canton as it was formerly called.)

Medical training has been cut to the bone. All doctors must combine traditional Chinese medicine (herbs and acupuncture) with modern western medicine in a three-year course that puts them into the wards after 18 months and doing surgery after two years. There are, however, a variety of medical assistants being trained — an army, in fact — popularly known as "barefoot doctors."

The training of the "barefoot doctor" apparently varies considerably. Those living in the rural areas close to the city might get one year's live-in training at a hospital: those in more remote areas appear to be "apprenticed" out to trained doctors who run the commune hospitals. These apprentices might receive only three or six months' training in preventive medicine or emergency aid before returning to their own distant rural work unit.

The academic courses offered at Peking University — all essentially political except for the foreign language courses — are almost identical with those offered at the University of Shanghai.

Before the Cultural Revolution, there were 16,000 students at Shanghai: now there are 1,500. The rest are working in rural areas.

As at Peking, the average student stay is about two years. Some stay for only one year. As is true of all Chinese universities, students must be at least 20 years old and have done at least three years physical labor.

All have been chosen from city workers, such as automobile plant or steel workers, rural peasants or soldiers. They have not enrolled at the university on their own initiative, but have shown particular political ability and might have expressed a desire to gain further skills and university experience. Their names are chosen from a list drawn up by the Revolutionary Committee which, at every level, whether in the commune, a hospital, or office, is the local unit of state power.

The Revolutionary Committee then applies to the university and the student might or might not be accepted. There are no competitive examinations for entrance, nor are there any examinations while the student is at college. Most of the work is self-study, and all students as well as the teachers take the front of the class to expound their ideas and leave them open for discussion and perhaps criticism.

One teacher at Shanghai University described the course that he taught: The Situation in the United States during the First World War Period.

"The students all do self-study. It is all looked at through a political viewpoint, for instance, how the United States became rich during the First World War and how the working class became organized and struggled against this. Other history subjects centre on the struggles being waged against oppressive wars waged by capitalists and the monopoly classes."

What is happening at the universities is reflected at every level of education.

At the Tung Feng kindergarten in Kwanchou the director, Hung Wen-chien, described her work as being "the raising of little Red Guards."

Even at this level physical labor is a large part of training. At the back of the school tiny tots could be seen watering and digging in the vegetable garden. In another room, five-year-olds sat around tables working. One group seperated the plastic part of bottle caps from the tin, another group folded newspapers into bags for market vegetables. When they gave a concert for the "foreign guests," politics dominated:

"We are the small Red Guards of Chairman Mao," they sang. "We are determined to follow Chairman Mao's thought and continue revolution incessantly." No sooner was this over than a group of four-year-olds tottered on and sang: "Unite to win a victorious working class revolution in everything."

This revolutionary theme continues through primary and middle-school. At the Nanking Chen-hsien primary school, principal Madame Niu said that the main problem facing the school had been centred on what kind of people schools should produce.

"The whole idea of the school today is to arrest capitalism and revisionist tendencies in the early years. Chairman Mao has said that teachers are the main obstacles to accomplishing this, so many of our teachers have had to undergo remoulding. This has not been easy, as some teachers held onto the idea that education was a means of developing the intellect, rather than taking the correct line that education was solely a means of developing a 'socialist-minded worker,'" explained Madame Niu.

"The problem of the teachers centred on the fact that many were from an intellectual background and they were trying to train children of workers, peasants and revolutionary soldiers. How could the children understand them? So we arranged for them to do physical labor to better understand the life of the worker."

Courses at this school as elsewhere have a somewhat novel approach. Arithmetic, for example, is taught by telling the children "how many American puppet troops have been wiped out by Vietnam peasants." There is no geography course for the children learn all they "need to know" about geography through the political courses. There are four political courses a week, 11 periods for Chinese language, six for arithmetic, two for physical culture, two for art and music. Senior pupils have two periods a week for a foreign language (English usually) and two for general knowledge.

It is apparent that, at the primary and middle school levels, education in China is settling into a workable pattern that the society at large finds acceptable and constructive. It would seem that to some extent, however, there is still an undercurrent struggle going on in higher academic circles. This should not be interpreted, however, as a struggle by those who would return to the former system but rather a struggle by those who are hoping that a little more of certain aspects of the former system, such as more theory and research, might soon be permitted to return, if only in a limited way, to the groves of academe.

Mrs. Lisa Hobbs, who wrote the article on higher education in China for this issue of *UBC Reports*, will describe her recent visit to the People's Republic during a program on cable Channel Ten tomorrow (Thursday, Sept. 30) at 9 p.m.

Mr. Ken Woodsworth, a member of the staff of UBC's Center for Continuing Education and leader of the Center's summer tour of China, will also participate in the discussion.

Center Lists 191 Programs

UBC's Center for Continuing Education is offering 191 evening and daytime non-credit courses this autumn for residents of the Greater Vancouver area.

Classes begin during September and October and to extend programs into the community many utilize the resources of the city such as the H.R. MacMillan Planetarium, the Centennial Museum, the downtown Vancouver Public Library, Kitsilano Library, Burnaby Art Gallery, The Vancouver Art Gallery and the New Westminster Public Library.

Courses in the humanities, creative arts, science, social science and international affairs are listed on this page.

The Center is also offering a variety of continuing professional education programs in the fields of engineering, law, education, social work, community and regional planning, criminology, forestry, food science and agriculture.

A brochure describing the Autumn 1971 Program is available from the Center at 228–2181. In the listings on this page the * figures in brackets indicate number of sessions and the ** second fee indicates the husband and wife rate.

SPECIAL PROGRAMS

REPORT ON CHINA – Daytime section: Wednesdays, Oct. 6, noon–1 p.m., Vancouver Public Library (6)* $8; Evening section: Thursdays, Oct. 7, 8–9:30 p.m., UBC (6) $10. Reports by some members of the Center-sponsored tour to the People's Republic of China this past summer; personal views and impressions of events and conditions.

THE MAKING OF A PROVINCE: SOME ASPECTS OF B.C. HISTORY – Mondays, Oct. 4, 8 p.m., UBC (8) $16, $24**

A Special Program ESKIMO in conjunction with The Vancouver Art Gallery Exhibition "Eskimo Sculpture: Masterworks of the Arctic" will include four events:

ORIENTATION TO ESKIMO CULTURE AND ART – Daytime: Wednesdays, Oct. 20, 1:30–3 p.m., Vancouver Art Gallery (4) or Evening: Wednesdays, Oct. 20, 8–9:30 p.m., UBC (4); fee for either section: $10, students and Gallery members $8.

SEMINAR ON ESKIMO ART – Saturday, Nov. 13, 9:30 a.m.–1 p.m., Vancouver Art Gallery (1) $5, includes admission to Gallery; students and Gallery members $3. George Swinton will speak on 2,800 Years of Eskimo Art.

AN ILLUSTRATED LECTURE PRESENTATION BY GEORGE SWINTON – Friday, Nov. 12, 8 p.m., UBC (1) $2, students $1. "Eskimo 'Primitive' Art and the New Arctic."

ESKIMO PRINTMAKING: A DAY-LONG LECTURE/DEMONSTRATION WITH JAMES HOUSTON – Friday, Nov. 12, location t.b.a., $10.

A SPECIAL COMMUNITY EVENT WITH NORMAN COUSINS – The editor of *Saturday Review* will speak on Planetary Management, Wednesday, Oct. 6, 8:15 p.m., Totem Park Lounge, UBC, admission free.

COMMUNITY USE OF SCHOOLS: WHY AND HOW? – Friday, Nov. 5, 8–10 p.m., Vancouver Public Library, $2. Small group workshop on same topic the following morning for those interested, combined fee $12.

AN OPEN UNIVERSITY FOR B.C.? – Friday, Nov. 26, 8–10 p.m., Vancouver Public Library $2. Small group workshop on same topic the following morning, combined fee $12.

"EXOTIC" MUSICS: MUSIC IN RITUAL, ART AND FOLK CULTURES – Daytime: Tuesdays, Oct. 19, 1:30–3 p.m., Hycroft (6); Evening: Wednesdays, Oct. 20, 8–9:30 p.m., UBC, (6), fee for either section $15, $24.

PREHISTORY OF BRITISH COLUMBIA: AN OVERVIEW OF ARCHAEOLOGICAL RESEARCH – Tuesdays, Oct. 5, 8–9:30 p.m., UBC (9) $20, $32. Five additional evenings will be offered in the spring.

NATIONAL ECONOMIC ISSUES: THE VIEW FROM THE WEST COAST – Mondays & Thursdays, Oct. 18, 7:30 p.m., location t.b.a. (10) $25, includes publication.

ORGANICALLY GROWN FOOD: FACTS AND FANTASIES – Wednesdays, Oct. 6, 8–9:30 p.m., Vancouver Public Library (6) $5, $7

TELEVISION PUBLIC AFFAIRS SERIES – Three programs Thursdays, 9 p.m., Cablevision, Channel 10: Sept. 30, China Report – The UBC Tour to The People's Republic of China, July 1971; Oct. 28, Where Do We Stand on Food Additives?; Nov. 25, Canadian Policy and Southern Africa.

THE DAYTIME PROGRAM

A RE-ENTRY PROGRAM FOR WOMEN – Courses of particular interest to women who are considering further self-development. Contact the Center for details, 228–2181, local 272.

OPTIONS FOR WOMEN – Tuesdays, Sept. 21, 9:30 a.m.–noon, UBC (6) $15. Part of the Re-Entry Program for Women; a course to explore opportunities for personal growth, development and involvement.

THE PRE-COLUMBIAN ARTS OF THE AMERICAS – Mondays, Sept. 20, 1:30–3 p.m., UBC (10) $20.

INTRODUCTION TO SOCIOLOGY – Tuesdays, Sept. 21, 1:30–3 p.m., UBC (10) $20.

THE WORKING WOMAN AND THE REPORT ON THE STATUS OF WOMEN – Tuesdays, Sept. 28, 7:30–9 p.m., Vancouver Public Library (5) $10. An evening series offered by The Daytime Program Section.

CHAIRMANSHIP AND CONDUCTING EFFECTIVE MEETINGS – alternate Tuesdays, Oct. 5, 7:30–10 p.m., Vancouver Public Library (4) $15. An evening series offered by The Daytime Program Section.

ENRICHING EARLY CHILDHOOD – Tuesdays, Oct. 19, 1:30–3 p.m., Kitsilano Library. (6) $10, $16.

INDIA AND THE WEST: CULTURE IN DEPTH – Tuesdays, Sept. 21, 1:30–3 p.m., (10) $20.

TRAVELS WITH BIOLOGISTS – Tuesdays, Oct. 12, noon–1:30 p.m., Vancouver Public Library (6) $12.

INTERIOR DESIGN – 16 Tuesdays, Oct. 5, 7–10 p.m. and 2 Saturdays, Nov. 20 & Mar. 11, 9:30 a.m.–3 p.m., UBC, $100.

REVOLUTION IN CONSCIOUSNESS: NOTES ON A NEW AGE – Wednesdays, Sept. 29, 10–11:30 a.m., Hycroft (7) $15.

THE INTERNATIONAL SCENE – Wednesdays, Oct. 6, 1:30–3 p.m., Vancouver Public Library (8) $16, $24.

DIALOGUES ON LIVING – Wednesdays, Oct. 13, 1:30–3 p.m., New Westminster Public Library (5) $10.

HOW PEOPLE GROUP: THE ANTHROPOLOGY OF HUMAN HABITATS – Wednesdays, Sept. 22, 10–11:30 a.m., UBC (10) $20.

THEORY AND PRACTICE OF HATHA YOGA – Wednesdays, Oct. 6, 1:30–3 p.m., UBC (10) $20.

UNDERSTANDING HUMAN BEHAVIOR: CURRENT RESEARCH IN PSYCHOLOGY – Wednesdays, Oct. 6, 10–11:30 a.m., Vancouver Public Library (5) $10.

A WORKSHOP ON MARRIAGE COUNSELLING – 4 Wednesdays, Oct. 20, 7:30–10 p.m., and Saturday, Dec. 4, 9:30 a.m.–1 p.m., UBC (5) $25.

MIND AND MARKET-PLACE: CONSUMING CONCEPTS – Wednesdays, Oct. 6, 1:30–3 p.m., UBC (8) $15, $24.

THE POWER OF THE VOLUNTEER IN THE COMMUNITY – Wednesday, Nov. 24, 8 p.m., Y.W.C.A. (1) $1.50

CRITICAL READING: THE RHINOCEROS AND OTHER PEOPLE – Thursdays, Oct. 7, 1:30–3 p.m., UBC (9) $18.

INTRODUCTION TO ANTHROPOLOGY – Thursdays, Sept. 23, 1:30–3 p.m., UBC (10) $20.

INTRODUCTION TO PSYCHOLOGY – Thursdays, Sept. 23, 10–11:30 a.m., UBC (10) $20.

DRUGS: PSYCHOLOGICAL AND PHYSIOLOGICAL EFFECTS – Thursdays, Oct. 7, noon–1:30 p.m. Vancouver Public Library (8) $16.

FEMALE, FEMININE, FEMINIST: A SEARCH FOR THE NATURE OF WOMAN – Thursdays, Oct. 7, 2–3:30 p.m., Vancouver Public Library (6) $10.

EFFECTIVE RELATIONSHIPS AND VOLUNTEER COORDINATOR POWER – Thursday & Friday, Nov. 25 & 26, UBC, $20. Volunteer Coordinator Institute IV.

PERSPECTIVES ON THE NORTHWEST COAST INDIANS – Fridays, Sept. 17, 9:30–11 a.m., Vancouver Centennial Museum (6) $12.

THE KWAKIUTL INDIANS OF THE NORTHWEST COAST – Sundays, Oct. 17, 2–3:30 p.m., Vancouver Centennial Museum (6) $13, $20. Includes a presentation of the Winter Dance by the Hunt Family Dancers, Victoria.

WOMEN IN GROUPS: UTILIZING CONFLICT – Saturdays, Nov. 13, 9 a.m.–1:30 p.m. and Nov. 20, 9:30 a.m.–2 p.m., UBC (2) $12.

WORKSHOP ON THE REPORT OF THE STATUS OF WOMEN IN CANADA – The Daytime Program has prepared a Precis of the Report oriented particularly to women in B.C. Workshops, meetings and other programs may be arranged for groups interested in particular aspects of the Report. For details contact The Daytime Program, 228–2181, local 272.

PEOPLES AND CULTURES

INDIANS OF NORTH AMERICA – Wednesdays, Oct. 13, 8–9:30 p.m., Maritime Museum (10) $21, $34, students $15.

FILM IN THE EXPLORATION OF SOCIAL LIFE – Thursdays, Oct. 7, 7:30–10 p.m., UBC (9) $27, $45.

LORDS OF THE MEDITERRANEAN – Wednesdays, Oct. 6, 8–9:30 p.m., UBC (10) $21, $34.

MAYAN TRAIL II ORIENTATION LECTURES – Wednesdays, Oct. 20, 8–9:30 p.m., UBC (8) $17, $29. An Orientation Course for the educational-travel program The Mayan Trail in December-January. Open to others who are interested in the history and culture of Middle America.

SOCIAL IDEAS AND ISSUES

VANCOUVER: A STUDY IN DIVERSITY – Tuesdays, Oct. 19, 8–9:30 p.m., Kitsilano Library (5) $10, $16, students $8.

FIND OUT IF . . . A WORKSHOP ON BRINGING ABOUT COMMUNITY CHANGE – day to be determined by registrants, 7:30 p.m., UBC $17, $28.

EDUCATION AND THE COUNTER-CULTURE – Tuesdays, Oct. 5, 8–9:30 p.m., UBC (8) $17, $29.

REWARD AND PUNISHMENT: BEHAVIOR MODIFICATION IN HOME AND SCHOOL – Wednesdays, Oct. 13, 8–9:30 p.m., UBC (8) $20, $35.

MIND AND MARKET-PLACE: CONSUMING CONCEPTS – Tuesdays, Oct. 5, 8–9:30 p.m., Vancouver PUblic Library, (8) $15, $24.

SURVIVAL IN THE GLOBAL VILLAGE: AN EXAMINATION OF TECHNOLOGY AND SOCIETY – Mondays, Oct. 4, 8–9:30 p.m., UBC (8) $17, $28.

DISSENT, VIOLENCE AND CIVIL LIBERTIES: A CASE STUDY OF THE FLQ CRISIS – Thursdays, Oct. 7, 8–9:30 p.m., Unitarian Church (9) $18, $30, students $12.

HUMANITIES

SCIENCE FICTION AND NOW: H.G. WELLS AND HIS SUCCESSORS – Thursdays, Oct. 7, 8–9:30 p.m., Vancouver Public Library (8) $15, $24.

A SCHOLAR'S VIEW OF CONTEMPORARY CHINA: REFLECTIONS AFTER A TRIP TO THE PEOPLE'S REPUBLIC OF CHINA – Wednesdays, Oct. 6, 8–9:30 p.m., UBC (8) $15.

HUMAN DEVELOPMENT

I AMness WORKSHOP – Sundays, Oct. 24, 9:30 a.m.–noon, UBC (7) $25, students $15. A special information sheet and application form must be completed for this workshop by Oct. 8.

ELEMENTARY HATHA YOGA – Fridays, Oct. 1, 8:45–10:15 p.m., UBC (10) $20.

ADVANCED HATHA YOGA – Fridays, Oct. 1, 7–8:30 p.m., UBC (10 $20.

HUMAN RELATIONS

PSYCHO-SOCIAL ASPECTS OF HEARING IMPAIRMENT – Tuesdays, Nov. 2, 7:30–9:30 p.m., Western Institute for the Deaf (6) $12, $18.

SCIENCE

A SPACE-AGE LOOK AT THE UNIVERSE – Mondays, Oct. 4, 8–9:30 p.m., H.R. MacMillan Planetarium (8) $15, $24.

THE OCEAN – Mondays, Oct. 18, 8–9:30 p.m., Vancouver Public Aquarium (6) $12, $20.

UNDERSTANDING PROBABILITY AND STATISTICS: THE MATHEMATICS OF RANDOM EVENTS AND OF MULTITUDES – Tuesdays, Sept. 28, 8–10 p.m., UBC (12) $30.

THE CREATIVE ARTS

THE CONTEMPORARY THEATRE AND THE EXPERIENCE OF CREATION – Tuesdays, Oct. 5, 8–10 p.m., UBC (10) $25.

POETRY AND GESTALT – Tuesdays, Oct. 5, 8–10 p.m., UBC (10) $22.

FROM CAVE TO CONCEPT – Tuesdays, Oct. 5, 8–10 p.m., Burnaby Art Gallery (9) $20, $32.

STUDIO COURSES IN THE VISUAL ARTS, MUSIC AND DANCE

THE PHOTOGRAPHER'S EYE: INTRODUCTORY CREATIVE PHOTOGRAPHY WORKSHOP – Section 1 Tuesdays, Sept. 28, 8–10 p.m., UBC; Section 2 Wednesdays, Sept. 29, 8–10 p.m., UBC; fee for either section, $40, $64.

INTRODUCTION TO CINEMATOGRAPHY: THEORY AND WORKSHOP – Mondays, Sept. 27, 7–10 p.m., location t.b.a. (20) $130 includes extra field trips.

PERCEPTIONS IN PAINTING – Mondays, Sept. 27, 7–10 p.m., UBC (10) $50. For the beginning and intermediate painter.

DRAWING: A NEW WAY OF SEEING – Tuesdays, Sept. 28, 8–10 p.m. UBC (10) $35.

PARENT AND CHILD ART CLASSES – Saturdays, 9:30–11:30 a.m., Oct. 23, UBC (6) Parent and child $28, additional child $10. Class limited to 15 family units. For children aged 4 to 7 and their parents.

VOICE CLASS – Mondays, Sept. 27, 8–9:30 p.m., UBC (10) $22.

REHEARSING STRING ORCHESTRA – Wednesdays, Sept. 29, 8–10 p.m., UBC (10) $26.

ELECTRONIC KEYBOARD GROUP CLASS – Tuesdays, Sept. 28, 8–9:30 p.m., UBC (10) $35.

TAPESTRY AND CREATIVE WALL HANGINGS WORKSHOP II ADVANCED – Wednesdays, Sept. 29, 7–10 p.m., UBC (10) $50.

BALLET WORKSHOP – Tuesdays, Oct. 5, location t.b.a., 8–10 p.m. (10) $30.

NATIONAL AND INTERNATIONAL AFFAIRS

BLACK AND WHITE IN SOUTHERN AFRICA – Tuesdays, Oct. 5, 8–9:30 p.m., UBC (8) $16, $24.

THE INTERNATIONAL SCENE – UBC – Thursdays, Oct. 7, 8–9:30 p.m., UBC (8) $16, $24.

THE INTERNATIONAL SCENE – NORTH SHORE – Wednesdays, Oct. 6, 8–9:30 p.m., Delbrook Secondary School, North Vancouver (8) $16, $24.

THE INTERNATIONAL SCENE – RICHMOND – Mondays, Oct. 4, 8–9:30 p.m., Richmond Secondary School (8) $16, $24.

COURSES IN WRITING

POETRY WRITING WORKSHOP – Thursdays, Oct. 7, 8–10 p.m., UBC (10) $30.

INTRODUCTORY CREATIVE WRITING WORKSHOP – Section 1, 10 Mondays, Oct. 4, 8–10 p.m., UBC; Section 2, 10 Tuesdays, Oct. 5, 8–10 p.m., UBC; fee for either section $30.

POST-INTRODUCTORY WORKSHOP IN CREATIVE WRITING – Wednesdays, Oct. 6, 8–10 p.m., UBC (10) $30.

WRITING IMPROVEMENT PROGRAM – A course designed to improve essay writing skills. Classes begin the week of Oct. 4 and meet for three hours once a week for six weeks, UBC. Fees: $60 for adults and $30 for students.

A CORRESPONDENCE COURSE IN CREATIVE WRITING – For a brochure with details contact 228–2181, local 241.

READING AND STUDY SKILLS CENTER

READING IMPROVEMENT COURSES – Classes begin the week of Oct. 4 and meet for three hours twice a week for five weeks, UBC; fees: $60 for adults, $30 for students.

LANGUAGE PROGRAMS

CHINESE – BEGINNING MANDARIN – Mondays and Thursdays, Oct. 4, 7–9 p.m., UBC (40) $140. Emphasis will be on the spoken language.

ENGLISH COURSES FOR FOREIGN STUDENTS – For details write Language Programs, Center for Continuing Education, The University of British Columbia, Vancouver 8, or telephone 228–2181, local 250.

PROGRAM IN AGING

LATER MATURITY: TIME FOR LIVING – Mondays, Nov. 8, 11:30 a.m.–1 p.m., Vancouver Public Library (4) senior citizens $1, others $7.

HORTICULTURE AND ANIMAL HUSBANDRY

GARDENING THROUGH THE SEASONS – 4 Tuesdays, 7:30–9 p.m., and 2 Saturday mornings, Oct. 23 and 30, UBC (6) $14, $22.

EQUINE MANAGEMENT – Wednesdays, Oct. 6, 8–9:30 p.m., Cloverdale (5) $10, $18, students $6.

CANINE MANAGEMENT – Mondays, Oct. 18, time and location t.b.a. (6) $9.

EDUCATIONAL TRAVEL PROGRAMS

THE MAYAN TRAIL II – archaeology and art travel tour to Mexico, Dec. 17–Jan. 7 via CP Air. For a detailed brochure phone 228–2181, local 252.

SOUTH EAST ASIA – Summer 1972 – Plans are being made for an extensive tour of South East Asia including Kuala Lumpur, Singapore, Djakarta, Manila, Bali and possibly areas of Cambodia and Thailand. To be put on a mailing list for further information contact 228–2181, local 213.

CHINA EDUCATIONAL TRAVEL PROGRAM – If permission is again granted by the People's Republic of China to organize a study tour to that country, it is hoped that tours can be arranged for the following groups: community planners, architects, agriculturalists and selected members of the community.

JAPAN EDUCATIONAL TRAVEL PROGRAM – Spring or Summer 1972. Orientation lectures at UBC followed by a three-week tour of Japan. Seminars in Japan. For further information and application forms contact 228–2181, local 213.

DIRECTED STUDY ABROAD 1972 – Tentative plans are underway for courses in anthropology, geography and fine arts with locations in Mexico and Cuba, Florence, Italy, and Spain.

SCANDINAVIAN STUDY TOUR – On-site study of community and regional planning. Selected developments in Copenhagen, Denmark; Stockholm, Sweden; and Helsinki, Finland, and the new town Tapiola, outside Helsinki. July, 1972.

SOCIAL WORK TRAVEL PROGRAM TO LONDON AND STOCKHOLM – Ten days of social agency tours, lectures and discussions in a 2½ week period. Group leaves May 31, 1972, for a minimum of 29 days; members may return separately up to a 45-day maximum. For details: 228–2181, local 270.

ODE TO A PRESIDENT

A highlight of the "Age of Gage" reception for UBC's sixth president, Dr. Walter H. Gage, at Cecil Green Park Sept. 23 was a poem written by University Professor of English Language and Literature, Dr. Roy Daniells. The poem is reproduced in its entirety below.

O listen, listen, ladies gay;
Don't miss a thing I have to say.
O gents attend, set down your beer,
O lend a kind, attentive ear.
My humble voice has been selected
To tell you things quite unexpected,
And here tonight, at Cecil Green,
To welcome all who've made the scene,
And gathered here with one intent,
To honor our good President.

Though bards throughout the Middle Ages
Sung praise of many mighty Gages
By knights who then drew forth their blades
And went rampaging on crusades,
Few know the tale of our Sir Walter,
For climates of opinion alter.
O let me tell his tale *de novo*,
And start, as stories should, *ab ovo*.
(These tags my little Latin beggar;
I put them in to please McGregor.)

Our President, when three days old,
Was counting all his toes, I'm told.
Without a pencil or a pen,
Decided five and five were ten.
His safety pins were problematic;
He asked for four, with voice emphatic,
And solved the problem with a neat quadratic.
He dreamed, while sleeping in the sun,
He'd found the root of minus one
And learned, in such a style entrancing,
The roots of deficit financing.

Some three weeks later he was christened.
The bishop stopped, and turned, and listened.
With six white horses, up the aisle,
A coach comes galloping in style.
The congregation gives a shout;
His fairy-godmother leaps out.
She takes the lovely child in hand
And strikes him lightly with her wand.
She speaks, and all the while he slumbers:
"I give this child the gift of numbers!
I give him brain; I give him brilliance;
But most of all I give resilience!

A strength like ten, a conscience pure,
For all the trials he must endure.
I brace his mind, make firm his seating,
To sit in meeting after meeting.
This fundamental acquisition
Will let him keep the chair, in one position.
I give him, too, long life and health,
Without the gift to gather wealth.
He'll have no balance at the bank;
He'll be a pipe and not a tank.
I give him strength, I give him joy!
He is a very handsome boy!"

She well deserves our gratitude;
She had the proper attitude.
Her hoof-beats fade from out the story;
But her bequest, it leaves a cloud of glory.

Time passed, with nurses, pediatricians;
They say he talked with old magicians,
And did subtractions and additions,
And in his head could work out nuclear fissions.
For those in math have curious predilections;
He ate his ice-cream cones in conic sections.

I could go on *ad infinitum*
And tell you item after item,
Of all his works and all his ways.
I could go on for days and days,
Of all his deeds in vast profusion.
But we must move to some conclusion.

The sun comes out when he appears;
The students' council dries its tears.
His arms will reach, from thumb to thumb,
Steve Garrod, out to Gordon Shrum.
His mind is clear and he'll afford
To lay all facts before the Board.
He likes all facets, likes the truth;
He hears Bob Clark, hears Gideon Rosenbluth.
He cheers the staff; he guides the Senate;
He puts our case to Mr. Bennett.
And babes in arms and children in the nursery
Cry out, "Remember me! I'll need a bursary!"

The velvet glove he'll often try on
Does not conceal a hand of iron,
But flesh and blood, a friendly grip
That takes you into partnership.
He feels for those who manage badly,
And suffers fools, well, *almost* gladly.
He's shown us, serving in his place,
Faith, hope, and every other grace —
Administration with a candid face.

Though some of you who're young and gay
And good to last for many a day
And in these parts take residence
Will see a lot of presidents,
Some strong and bold, some sly and shifty,
Before the year of 2050,
Some tall, some short, some meek, some haughty,
Some good as gold, some very naughty,
Some open-necked and some with collars,
Some sporting types and some dry scholars,
Some bald as eggs, some very hairy un's,
Some self-controlled, some libertarians,
Some standing firm and some that falter —
There won't be any more like Walter.
You will not find so realized
What was in Eden first devised;
You will not see for all your seeing
A president so like a human being.

UBC REPORTS

Vol. 17, No. 14 — Sept. 29, 1971. Published by the University of British Columbia and distributed free. UBC Reports appears on Wednesdays during the University's winter session. J.A. Banham, Editor. Louise Hoskin, Production Supervisor. Letters to the Editor should be sent to Information Services, Main Mall North Administration Building, UBC, Vancouver 8, B.C.

PHARMACY UNIT OPENS

Provincial Health Minister Ralph Loffmark will officially open the new research wing at the Faculty of Pharmaceutical Sciences' George Cunningham Building at UBC.

The opening will take place Sept. 30 at 2:45 p.m. on the lawn in front of the $794,305 building, near the corner of East Mall and University Boulevard.

Other speakers will include Mr. Arthur Fouks, chairman of the University's Board of Governors; President Walter H. Gage; and Dean Bernard E. Riedel of the Faculty of Pharmaceutical Sciences.

The 24,000-square-foot building was designed by Thompson Berwick Pratt & Partners, constructed by Narod Construction Ltd. and financed by the federal Health Resources Fund.

The four-storey structure will be used primarily for graduate study and research.

The pressure of increased enrolment has meant that facilities in the existing pharmaceutical sciences building have been used for undergraduate teaching and laboratory work.

The Faculty of Pharmaceutical Sciences is a part of UBC's Health Sciences Centre, which is now taking shape on campus. The heart of the Centre will be the 350-bed, $58.5-million teaching, research and service hospital announced by Health Minister Loffmark last month.

INCOME INCREASES IN 1970-71

The University of B.C.'s income for operating and capital expenses totalled $90,867,082 during the fiscal year that ended March 31, 1971, an increase of $9,124,239 over the previous fiscal year.

The higher income in the 1970-71 fiscal year was largely the result of increased operating grants to UBC from the provincial government. UBC received $46,279,870 for operating purposes in 1970-71, an increase of $7,411,316 over the previous year. The provincial government recovers a major share of annual operating grants from Canada's federal government.

UBC also received a $6,000,000 grant from the provincial government in 1970-71 for construction of new buildings, the same amount received the previous year. Other building projects at UBC are financed through grants from foundations and private individuals or by borrowing.

FINANCIAL TABLES

Two tables from UBC's annual financial statements appear on the page opposite. The Consolidated Statement of Fund Transactions at top sets outs UBC's total income and expenditure for the 1970-71 fiscal year.

The table at bottom opposite — Statement of Ancillary Enterprise Operations — shows income and expenditure for six UBC units that operate on a self-supporting basis without operating grants from the Board of Governors.

The difference between UBC's 1970-71 income and expenditure — $4,878,672 — shown in the fund transactions statement largely results from unspent capital funds which are received during the fiscal year for capital building projects. Unspent funds are carried over into the next fiscal year, pending the completion of projects.

In addition, UBC received funds for specific purposes during the 1970-71 fiscal year which could not be spent in that year. Such grants are carried over for use in the following fiscal year.

UBC's largest single expenditure during the 1970-71 fiscal year was for academic services, which includes salaries to teaching staff and payments to student assistants for teaching duties and laboratory supervision.

Other major expenditures were for research — $10,835,998 — and land, buildings and equipment — $12,178,505.

Two of UBC's six ancillary services — the Bookstore and the Health Service Hospital — lost money in the 1970-71 fiscal year.

The Bookstore loss amounted to $212,492, which was offset by $127,792 that had been reserved from previous year's operations for Bookstore expansion. The Bookstore's net overall deficit, therefore, amounted to $84,700.

UBC met this deficit out of consolidated revenue but will expect the Bookstore to repay the funds out of future operations.

PAYMENT SHORT

Campus Food Services broke even, but the $104,762 used to repay a $1,154,497.17 loan to construct food facilities in the Student Union Building was some $50,000 short of the sum due. UBC should have repaid $154,150 under the terms of the ten-year loan obtained to construct the facility.

The debt repayment figures shown under Residences Food Services and Housing Services are sums paid largely to Central Mortgage and Housing Corporation, which lent funds to UBC for the construction of food facilities and residences.

Only one ancillary enterprise — the University Farm at Oyster River on Vancouver Island — showed a profit of $4,857. These funds are used to assist research in the Faculty of Agricultural Sciences.

UBC's CONSOLIDATED STATEMENT OF FUND TRANSACTIONS

FOR THE YEAR ENDED MARCH 31, 1971

	OPERATING FUNDS			Endowment and Student Loan Funds	Capital Funds	Total of all Funds
Income	General Purposes	Specific Purposes	Total			
Operating and Capital Grants – Canada	$ –	$ –	$ –	$ –	$ 46,990	$ 46,990
Health Sciences Centre	–	–	–	–	1,109,402	1,109,402
Triumf Project	–	–	–	–	4,443,563	4,443,563
– British Columbia	46,279,870	–	46,279,870	–	6,000,000	52,279,870
Health Sciences Centre	–	–	–	–	27,500	27,500
Student Fees	10,413,910	–	10,413,910	–	–	10,413,910
Services	1,884,265	994,869	2,879,134	–	–	2,879,134
Endowment Income	–	1,027,121	1,027,121	–	–	1,027,121
Sponsored or Assisted Research	–	11,753,586	11,753,586	–	–	11,753,586
Gifts, Grants and Bequests	–	2,124,813	2,124,813	664,423	2,731,212	5,520,448
Miscellaneous	571,853	89,059	660,912	–	704,646	1,365,558
Total Income	$59,149,898	$15,989,448	$75,139,346	$ 664,423	$15,063,313	$90,867,082
Expenditure						
Academic	$42,633,534	$ 1,555,372	$44,188,906	$ –	$ –	$44,188,906
Library	4,617,039	39,307	4,656,346	–	–	4,656,346
Sponsored or Assisted Research	(90,034)	10,926,032	10,835,998	–	–	10,835,998
Administration	2,200,773	19,043	2,219,816	–	21,918	2,241,734
Student Services	905,660	438,906	1,344,566	–	–	1,344,566
Plant Maintenance, including Renovations Alterations $1,961,780	7,888,248	36,571	7,924,819	–	–	7,924,819
Fellowships, Scholarships and Bursaries	858,742	1,462,762	2,321,504	–	–	2,321,504
General Expenses	145,269	(77)	145,192	348	65,762	211,302
Land, Buildings and Equipment	–	–	–	–	12,178,505	12,178,505
Total Expenditure	$59,159,231	$14,477,916	$73,637,147	$ 348	$12,266,185	$85,903,680
Ancillary Enterprises (Net)	84,730	–	84,730	–	–	84,730
	$59,243,961	$14,477,916	$73,721,877	$ 348	$12,266,185	$85,988,410
Excess of Income over Expenditure for the year ended March 31, 1971	(94,063)	$ –		$ –	$ –	
Net Additions to Fund Balances	–	1,511,532		664,075	2,797,128	
Reclassification of Funds	–	(46,987)		46,987	–	
Fund Balances at April 1, 1970	230,020	6,457,485		18,046,966	8,269,038	
Fund Balances at March 31, 1971 as per Statement of Financial Condition	$ 135,957	$ 7,922,030		$18,758,028	$11,066,166	

STATEMENT OF UBC's ANCILLARY ENTERPRISE OPERATIONS

FOR THE YEAR ENDED MARCH 31, 1971

Income	Bookstore	Campus Food Services	Residences Food Services	Housing Services	Health Service Hospital	University Farm Oyster River	Total all Sources
Sales	$2,081,589	$1,101,479	$ 155,792	$ 55,179	$ –	$145,444	$3,539,483
Rentals and Meal Passes	–	195	1,055,565	1,955,543	–	2,310	3,013,613
Hospital Revenue	–	–	–	–	158,316	–	158,316
	$2,081,589	$1,101,674	$1,211,357	$2,010,722	$158,316	$147,754	$6,711,412
Expenditure							
Cost of Sales	$1,886,673	$ 382,215	$ 630,377	$ –	$ –	$ –	$2,899,265
Salaries and Wages	286,136	438,381	410,324	535,601	120,914	63,564	1,854,920
Fringe Benefits (Including Board Allowance)	15,760	30,007	26,947	12,677	4,877	4,646	94,914
Dietary Service	–	–	–	–	19,017	–	19,017
Utilities	4,573	22,912	21,862	205,479	4,853	2,458	262,137
Other Operating	100,939	123,397	47,741	248,277	13,542	72,229	606,125
Development of Facilities	–	–	–	21,210	–	–	21,210
Debt Repayment, including Interest	–	104,762	74,106	914,798	–	–	1,093,666
	$2,294,081	$1,101,674	$1,211,357	$1,938,042	$163,203	$142,897	$6,851,254
Net Operating Margin for Year	($ 212,492)	$ –	$ –	$ 72,680	($ 4,887)	$ 4,857	($ 139,842)
Reserved for Future Development	($ 127,792)	$ –	$	$ 72,680	$ –	$ –	($ 55,112)
Excess of Income over Expenditure for the Year Ended March 31, 1971	($ 84,700)	$ –	$ –	$ –	($ 4,887)	$ 4,857	($ 84,730)

UBC ALUMNI Contact

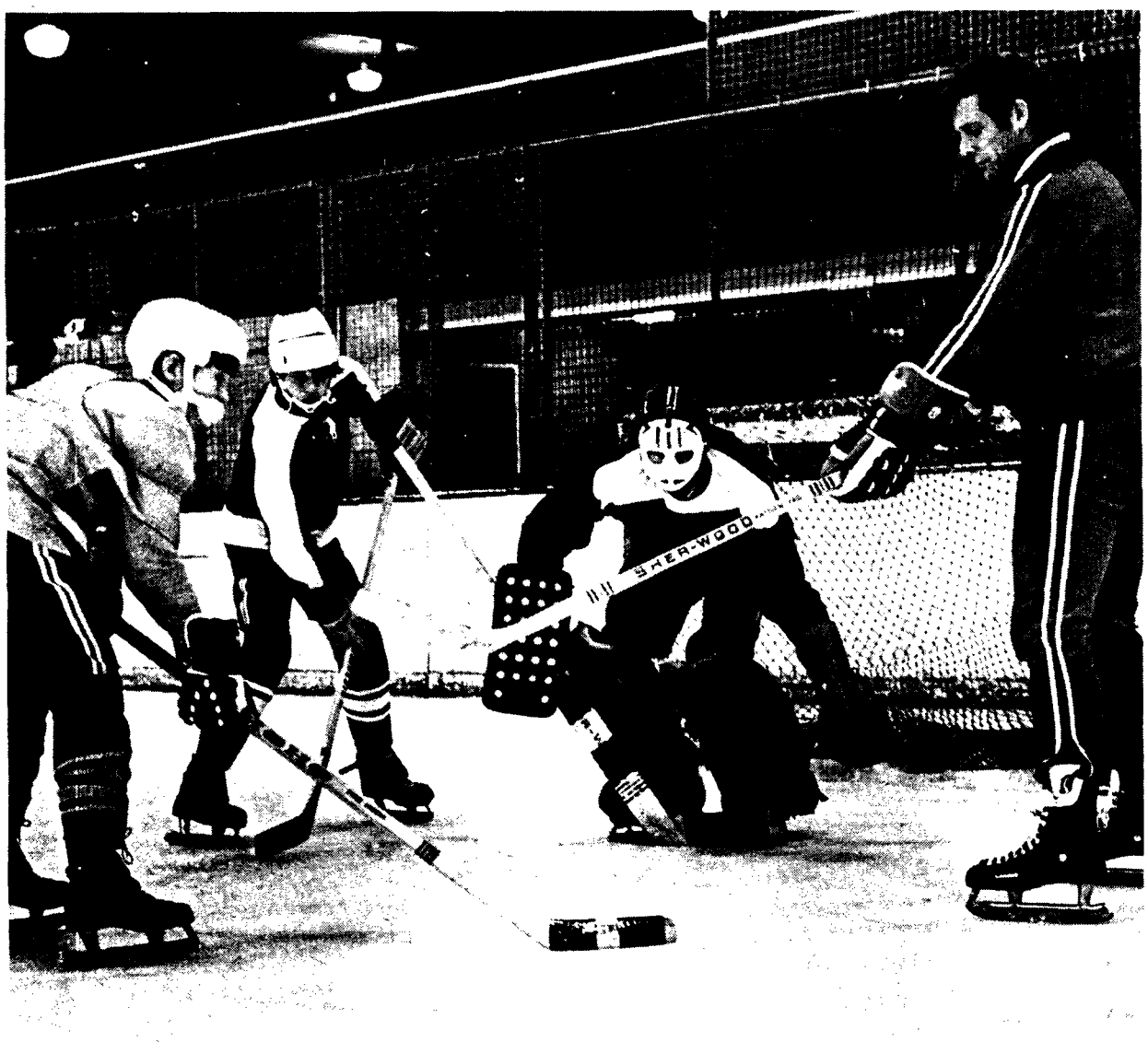

Photo by Andrew Sorila

DR. BOB HINDMARCH, (right) UBC hockey coach and associate professor of Physical Education, gives youngsters tips on shooting at UBC's summer hockey camp. About 1,000 young hockey enthusiasts from all over B.C. attended the day or resident camp to improve their skills under coaching from UBC Thunderbird team members. UBC also runs a summer sports camp for boys and girls and a soccer camp.

Golf Highlights Reunions

Alumni golf tournaments will highlight the Reunion Days '71 celebration at UBC this fall.

The ladies tournament will be held on Friday, Oct. 15, at the University Golf Course. Tee-off time is 9 to 10 a.m.

Through the courtesy of Brown Bros. Motors, a challenge cup, the Thunderbird Trophy, will be awarded to the player with the lowest net score. So get up a foursome and come on out!

A post-game coffee party will be held in the UBC Faculty Club from 2 to 4 p.m., with prizes being awarded at 3 p.m. Entrance fee, which includes golf, snack at the 10th tee, coffee party and prizes, is $5.50. Entry forms may be obtained from Mrs. J.A. Crawford, 266–4884.

The men's golf tournament will be held on Friday, Oct. 29, at the University Golf Course. Tee-off time is 11 a.m. to 1:30 p.m. The post-game gathering will be in the UBC Faculty Club from 5 to 10 p.m., with dinner being served at 7 p.m. and prizes being presented at 8 p.m. The entrance fee, which includes golf, dinner and prizes, is $10.

For entry forms contact Mr. Marty Zlotnik, 732–3771.

Aside from these events for sporting buffs, Reunion Days '71 will also be marked by class reunions. Saturday, Oct. 30 will be the big nostalgia day when grads return to campus to renew acquaintance with former classmates.

Some of UBC's earliest graduates will return to campus on that day. The classes of 1916 and 1921 will hold a reunion in the Faculty Club and the class of 1926 will meet in International House.

The classes of 1931, '41, '46, '51, '56 Commerce, '61 Home Economics and '61 Civil Engineering will be spread over the Graduate Student Centre, the Faculty Club and Cecil Green Park. The '56 Home Economics class will hold a special reunion luncheon at the Graduate Student Centre and the '56 Nursing class will have a luncheon at the Faculty Club, followed by a tour of the nursing school and health sciences facilities.

The day's events will wind up with a Reunion '71 Ball in the Graduate Student Centre from 9 p.m. to 1 a.m.

For information call or write the UBC Alumni Association, 6251 N.W. Marine Drive, Vancouver 8, B.C. (228–3313).

Important Mail On Its Way

In coming weeks mailmen will be carrying a special piece of mail to 5,000 UBC graduates scattered all over the world. The Alumni Association hopes they will do more than just chuckle at the cartoons in the mailing piece – it's hoped they will answer the questions it contains. For it is an alumni questionnaire and the answers it elecits will help the association develop new policies and programs.

About 5,000 alumni have been selected at random to receive the questionnaire, which seeks opinions on the Alumni Association, UBC and higher education in general. The intention is primarily to discover how much alumni know about the work of their association and of their University, and also to learn their attitudes to the association and the University. The association is re-examining its role and information obtained from the survey will enable it to embark on new directions.

Nurses To Meet

The annual meeting of the Nursing Alumni Division will be held at 8 p.m. on Oct. 27 at Cecil Green Park. All UBC nursing graduates are invited to come out and meet Mrs. Muriel Uprichard, the new director of the School of Nursing, who will be the featured guest at the meeting.

MR. ERIC KIERANS

Eric Kierans Speaks Nov. 10

Mr. Eric Kierans, the fiery critic of the federal government's economic policy, will be the featured speaker at a dinner to be held on Wednesday, Nov. 10, at the UBC Faculty Club.

Mr. Kierans, the former federal minister of communications, will speak on "Canadian Economic Policy: An Assessment."

Special invitations have been extended to UBC Commerce alumni, the business community, Commerce faculty members and students. The dinner meeting is being presented under the auspices of the UBC Commerce Alumni Division, the Faculty of Commerce and Business Administration, the Commerce Undergraduate Society and the Master of Business Administration Association.

The function has been planned as a means of increasing contact between Commerce alumni, faculty and students.

Mr. Kierans resigned from the federal cabinet on April 29, 1971, after seriously disagreeing with the government's employment and economic policies. In essence, Mr. Kierans argued that present government policy tends to foster the export of raw materials at the expense of creating job-intensive secondary industry. He maintained that all economic policies should instead dovetail to work toward expanding employment. Mr. Kierans is expected to have more to say on this topic on Nov. 10.

The function will begin at 6 p.m. with a reception, followed by dinner at 7 p.m. and the address by Mr. Kierans at 8:30 p.m.

Tickets, Please

Please send me . . . . . .tickets at $6.50 single ($13.00 couple) to the Eric Kierans dinner.

Enclosed is a cheque for $ . . . . . .

Name . . . . . .

Address . . . . . .

. . . . . .

Phone number . . . . . .

Mail to: UBC Alumni Association, 6251 N.W. Marine Drive, Vancouver 8, B.C.