

UBC ALUMNI Chronicle

WINTER 1979



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A New and
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UBC ALUMNI Chronicle

Volume 34, Number 4, Winter 1979

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EDITOR'S NOTE: Most issues of the *Chronicle* contain a widely-varied selection of articles. This issue offers an exception — a theme — China: its arts, culture and people. They are all part of UBC's world as well.

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COVER: by Annette Breukelman, based on original calligraphy by Yim Tse, librarian in the UBC Asian studies collection. This is the traditional character for "longevity."

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Eleanor Wachtel

Between East and West: Inside an Artist's World

Eleanor Wachtel

*When you ask why I dwell here docile
among the far green hills, I laugh in my
heart. My heart is happy.*

*The peach-blossom watches the river
running but remains content. There is a
better heaven and earth than the busy world
of men.*

The Chinese poet Li Po called his verse "Contentment" and it is this world that Vancouver artist Guan Hai Lun seeks to evoke in her paintings. Her success is marked by invitations from the National Museum of History in Taiwan for two one-woman shows, exhibitions in Hong Kong, Vancouver, at the Art Gallery of Greater Victoria, and UBC. The twist in this tale is that Guan Hai Lun is better known as Shaughnessey matron Helen Gray Griffin (Guan is after a famous 12th century woman painter, and Hai Lun is the Chinese variant of Helen).

In retrospect, the transition from Helen to Hai Lun seems fated. Father was a naturalist so the house was filled with collections of butterflies, beehives, and exotic fish; Mother, an artist who every Saturday morning taught the neighborhood children, three year-old Helen among them. No one was surprised then that Helen grew up to combine these two fields through her love of landscape painting. It simply took 40 years to find the appropriate expressive vehicle — the Chinese style, a whole culture that exalts the portrayal of nature.

"Chinese paintings are meant to spiritually uplift rather than provide any social comment. Often a little path will lead you into the landscape from bottom right. It may disappear behind a rock or mountain, reappear beside a ferry landing or take you up the steps toward a small temple. Or it may not be a path at all but a river or stream, perhaps a mist, a series of mists that wanders you through the paintings, through the mountains. But by the time you've had that 15 minute look at the painting you are refreshed, you've had a rest from your workaday world in — as

they say — the dust of the city."

Helen's own workaday world has been kept simple. Every morning from eight o'clock, she paints at a table, working from sketchbooks. She uses traditional black Chinese ink stick rubbed on a stone and diluted with water. The painting is done with wolf hair brushes held at right angles to the cotton paper. Rabbit hair brushes are for washes, and color (English Windsor Newton permanent) may be added later. Her studio is a bare white room off the kitchen: a former pantry and maid's room — "We never had a maid except me," she quips. And sure enough, tucked away among a shelf-length of art texts is *The Joy of Cooking*.

Fresh paper curls over two wooden towel racks next to a brass Chinese character indicating "Prosperity," which is "always around the corner." And on top of a white five-drawer dresser is a corrugated row of coils — a foot and a half of sketchbooks. Brushes nestle in bamboo cups, while inside the drawers are gold-decorated ink blocks, a Chinese "pillbox" of red paste like a pot of rouge, and to daub into that paste, a large collection of "chops" or seals. Most represent her Chinese name, one is a Monkey seal "for when I'm feeling skittish," and another says: "This was a happy accident; I couldn't do it again."

Griffin, in a beige cotton Chinese worker's jacket, is quick to show and explain, to indicate the metal wall that supports magnets to tack up a row of five two foot by three foot panels. She's painting the mountain backdrop of Vancouver. The fourth panel is almost blank, to give the eyes a resting place. She mourns the room's window that was blocked out. Because, really, all this is dismissed. Her true love is her studio on Savary Island (where she's been going since 1947), a studio she designed herself of salvaged beach wood, salvaged glass, and a sloping roof. That's all it is: no electricity, almost a reclaimed ruin. In a painting, it sits in a small white space between thick dark strokes of trees. "My Studio" is one of her freest, least constrained works.

Her life is revealed in more careful

strokes. Her childhood interest in biology was directed to a career as a lab technician in bacteriology. "It was just after the depression and Mother insisted that we all have a real career that we could earn money at. Botany and zoology didn't lead anywhere — art was disqualified because it didn't pay enough — only bacteriology seemed to be a straight line into a job." So a B.A. in bacteriology from UBC ('38) was followed by positions in hospitals, and then the provincial laboratory until she was fired for getting married. After a daughter was born, Helen started painting again. She'd already passed all the Royal Drawing society exams before she turned 13, and had studied with a variety of local teachers. Now she took courses at the University Women's Club with Lionel Thomas, and others. When the second child, a son, started school, Helen decided to go back to university for a master's degree in fine arts.

"I didn't want to just go and take the odd lecture. I wanted to *have* to work; it was a gripping thing I had to do." Why Chinese studies? Why indeed. It had something to do with needing a philosophy course, with curiosity about friends she had known as a child whose fathers travelled the pre-war Empress boats from China and Japan, the beautiful ivory balls she saw in their homes, the fascinatingly intricate carving. One of her acknowledged influences, American expressionist Mark Tobey had been to China. But what clinched it was the discovery that "nature is their whole thing, all the Chinese arts are bound up with nature."

In the '50s and '60s landscapes weren't fashionable. "I was doing Tobey's kind of wiggly writing, which is a miniature form of Jackson Pollack, but it seemed to me a dead end, a complete dead end. What do you do next? It's all abstract wiggles and it might be beautiful but so what?" After a pause, "I guess I have to have a more rational explanation of things."

Helen was disgusted that abstraction was the only acceptable style. "You get to an age," she laughs, "when you say — I'm going to paint what I want regardless of





fashions. You can't keep painting and painting, and hide the stuff under the bed, forever. You need feedback. And that's what I've been getting in dollops since I took up Chinese painting."

Chinese art and philosophy at UBC led to a Canada Council grant to study Mandarin at Stanford and then research at the Palace Museum in Taiwan. It was there that Helen learnt from masters of formal Chinese technique. At seven every morning she took language lessons, and every evening, painting. "Chinese teaching methods are different from ours. You don't paint at all in the class, you don't even take a brush. You watch a demonstration, receive a list of the things you need, and then take home the teacher's painting — he does one for each student — and do what you can. Try it a few times, and the teacher criticizes your efforts, all in Chinese, at the next class. Once he said to me, 'Those look like Canadian mountains, I can't help you with those.'"

Chinese practice is to paint from imagination or books or lessons, not directly from the external world. That's why there are those depictions of little old philosophers, carrying an instrument or leading a donkey. Without the intrusion of reality, allegories or poems can be composed relating to the picture, to express the artist's feelings. Helen works with the outside world — "our consciousness, our trees, our mountains. Hiking with a sketchbook, that's what I love to do most." She's just filled her 120th book. Recently, she's been studying geology because she wants to do "what's *inside* the mountains, how they are made."

Work in Taiwan was followed by the first UBC tour to China in 1971 where she illustrated work by journalist Lisa Hobbs, practised her Mandarin, and sketched what hadn't been altered by the Cultural Revolution. Back in Vancouver, Griffin studied with artist Vivian Wong, and then in 1974 received her first invitation to exhibit at the National Museum of History in Taiwan.

She characterizes her work as halfway between the eastern and western approach to painting. Experts scrutinize a work to

evaluate the calligraphic strokes. Helen acknowledges her primarily western training, and admits to "doing it my way." (She prizes a sheet of calligraphy by one of her teachers, admiring how thick and thin the strokes are, dark and pale, where he dipped his brush for more ink, the flourishes.)

And of course her own work is drawn from her favorite places in the real world, Cypress Bowl and Whistler Mountain. But she does conform to the Chinese sense of perspective — a kind of aerial view, looking down on a scene, (in fact Helen has sketched from small planes flying up the coast from Vancouver). Depth is effected by shading closer objects darker, and leaving more distant ones pale. The cultural convergence is perhaps best summed up by: "When I have a show over there (Taiwan and Hong Kong), they say I am still very Western, but here they say I am very Chinese!"

"They" also say: "With sensitive vision and refined touch, she captures the beauty and prosperity of nature." (Ho Hao-Tien, director of the National Museum of History in Taiwan.)

Helen feels the more Chinese her work can be the better. Every now and then, she takes a few lessons from a Chinese master, just to keep in form. But she's continually sketching, recording the season's wildflowers that she brings into her studio for closer study, and then paints back into the wilderness — a vase would be a violation. (Several album leaves of her flowers are with the UBC Botanical Garden Art Exhibition, and the university purchased three of her works: one for the continuing education department, one hangs in a residence, and the third was stolen, cut from its frame. Theft too is a form of flattery.)

Despite having her work in more than a dozen collections, Helen affirms: "I don't really believe in talent. Talent is just doing it and loving it. A lot of artists who are very famous just don't have a reason to paint any more. but I always feel that I do — to revere nature." □

Eleanor Wachtel is a Vancouver writer and broadcaster.

China:

A New and Different World

Walter Hardwick

Aboard the Chinese Civil Aviation Boeing 707 enroute to Beijing (Peking), my fellow passengers provided evidence that I was entering into a new and different world.

Over half were Chinese officials, all dressed in charcoal-colored, high-collar suits which, as a uniform, are worn universally in China. In the rear, a Japanese basketball team in red uniforms provided color, while amidst Central American tourists, Canadian, European and African government and business officials were, to my eye, more familiar airline passengers.

In-flight service tea was served from a large metal kettle reminiscent of the type that boiled on the woodstoves years ago. Dinner of North China cuisine was in considerable contrast to the Cantonese fare common in B.C.

The flight from Tokyo, similar in length to the Vancouver-Toronto flight, crosses the East China Sea and enters Chinese airspace north of Shanghai. Although it was clear and warm for our evening arrival, from my window at 35,000 feet nothing was to be seen on the ground, even though we were flying over an area of intensive agriculture and dense population. This was in stark contrast to the sparkling pattern of lights that dot the Canadian prairie landscape when viewed from a 747 on its evening flight to Vancouver from Toronto. Only on the final approach did muted lights come into view.

I learned later that there is a shortage of electricity; that domestic light bulbs are restricted to no more than 30 watts; that street lights are located only at main intersections; and cars and buses drive only with parking lights. No wonder seven million people in Beijing are nearly invisible.

Cultural and geographical contrasts with Canada were everywhere for members of the Canadian delegation arriving to negotiate a university scholar program with officials from the Chinese Ministry of Education. After an airport reception by embassy and ministry officials we were whisked in a Toyota tourist bus to the

Peking Hotel. Enroute through tree-lined streets our bus passed pedestrians, cyclists, pony-drawn carts heading to the city to collect night soil for farmers and clusters of people squatting in the foot print of the occasional street light. The people, warned of our approach by the staccato road-runner like horn sounds, were using the street light for reading and game playing and escaping the crowded, hot, poorly-illuminated Beijing dwellings.

The street life of the evening foreshadowed the bustle of the morning. Outside my hotel, by 5 a.m. waves of cyclists flowed along East Changan Avenue toward Tien a Men Square; individuals of all ages practiced tai chi concentrating on the rhythmic, ancient forms oblivious to the next person on the boulevard perhaps two yards away; others practiced martial arts, calisthenics or jogged, and Red Army groups trained, all prior to work. By 9 a.m. cottage industries in the residential compounds were opening and farmers were setting up street stalls to sell fresh greens. No one seemed to take notice of my walks — but of course Chinese are not supposed to talk with foreigners unless authorized.

Our delegation was in Beijing on a mission to assist the campaign for the four modernizations initiated following the death of Chairman Mao Zedong. The goals of the program which focus on agriculture, industry, defense and science, aim to draw China from the xenophobia of the past 30 years toward the industrial/urban world. In particular, the four modernizations should provide an antidote to the Cultural Revolution of 1966 and the years following.

To a westerner the implications of the Cultural Revolution, described last month by 81-year-old head of state, Ye Jianying, as an "appalling catastrophe," are hard to comprehend. Only after visiting institutions and talking with individuals about their collective and personal experiences can the dimensions of the revolution come into partial focus and the significance of the Canadian academic proposal be understood.

The Chinese higher education systems were all but closed in 1966 as professors, teachers, intellectuals, and senior gov-

ernment officials were sent to agricultural and industrial communes to learn from the peasants. Only in 1976 was a freshman class admitted to universities and colleges through competitive examinations in a start to rebuilding academe. In the intervening years academic and scientific endeavor was at a standstill.

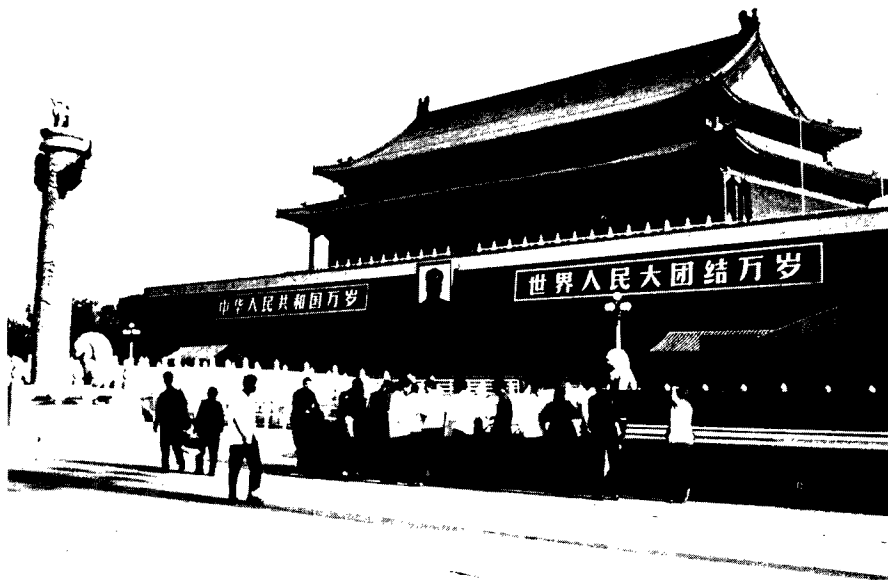
After the academics were sent to the communes the university buildings were occupied by youthful Red Guards, and in some cases taken over for emergency housing by the army and civilians. The university programs were turned over to youthful radical instructors whose course of study focused upon Maoist philosophy, politics, and revolutionary military tactics.

Only after 1970 did the pre-Cultural Revolution academics drift back, usually to do personal work, and in 1974 to resume formal classes. Even then classes were filled with students chosen by communes on political rather than intellectual grounds. For the majority of professors 1966-76 was a lost decade.

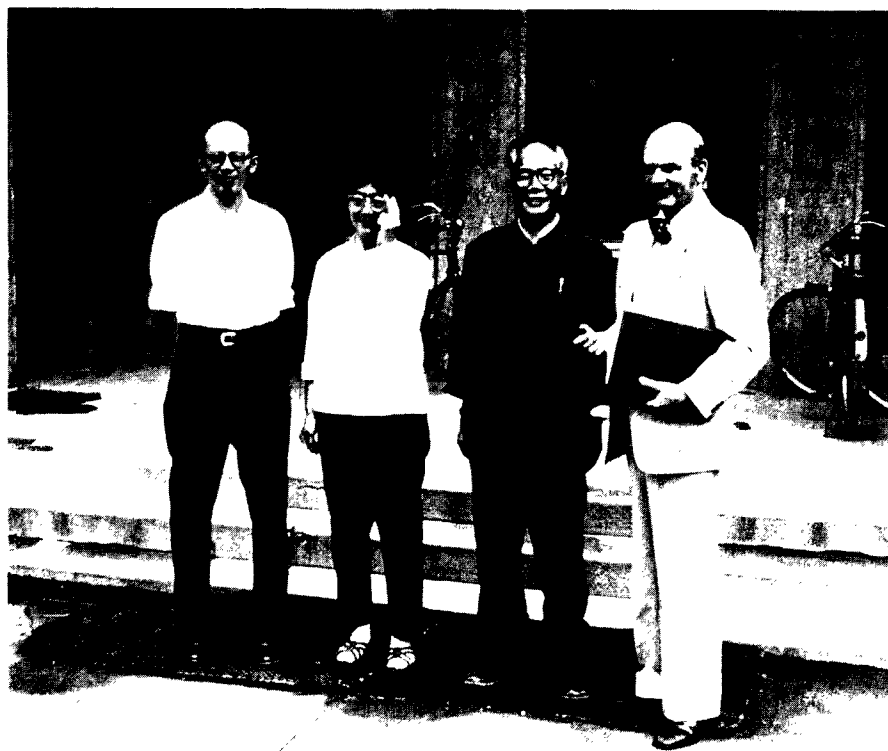
In retrospect, President Ye stated that "when the Cultural Revolution was launched the estimate of the situation within the party and the country ran counter to reality...and an erroneous policy and method of struggle were adopted." Erroneous or not, men and women my age lost contact with the benchmarks of their disciplines, were deprived of critical years of research and scholarly work, and the challenge of graduate research and training. The youth of the nation lost the disciplined study and learning experiences provided by dedicated teachers, and the nation lost momentum toward modernization.

Today the goals of the government of China are to assist in upgrading the scholars in science, engineering and medicine as quickly as possible so they can be prepared to teach the new generation and intervene through science and technology in modernizing the economy. Vice-premier Deng Xiaoping in 1978 proposed that 10,000 scholars be sent abroad for study.

This plan, although at variance with recent Chinese policy, is not without precedent. Many of the recent and current



The treasures of dynasties await a visitor to Beijing beyond the entrance to the Forbidden City Palace museum.



A copy of the new Chinese-English dictionary was presented to Walter Hardwick by K.C. Hsu (centre, right) and other members of the foreign languages institute staff. The book was published last year after a decade of preparation.

leaders, including the late Premier Zhou Enlai, were educated abroad. Senior academics have American, European and even Canadian degrees. The president of Peking University is a graduate of the University of Toronto. The placement of 10,000 academics abroad is a radical move and a monumental task for a government short on hard currency and short of personal contacts in the West. Our Canadian delegation negotiated an agreement which is enabling some 200 mid-career scholars to attend Canadian universities. The first contingent is already at UBC.* To assist China, British Columbia waved tuition and research support costs. The Chinese, through their Ottawa embassy, pay for housing expenses and travel.

When I arrived in China last June the scholar groups already had been assembled at institutes for English language instruction to prepare for their move to Canada. I met and talked with many of them in Qinghai and Peking Universities and foreign language institutes. For many, being in the capital itself was a welcome break from the cultural and geographic isolation which caused such severe hardship on academics.

Chinese officials were remarkably frank in assessing the cause of, and impact of, the Cultural Revolution. Some feel that a "Cultural Revolution" which attacked alleged privilege and arrogance of the intellectual was inevitable in the Chinese scheme of things. Even westerners familiar with China say that intellectuals and academics never had the range of work experiences that Canadians take for granted. University entrance was prized and government fee support negates the necessity of the equivalent of our summer work in the woods. In the march toward an egalitarian society privilege had to be challenged. However, what was an acceptable goal for a communist society obviously got out of control and the whole intellectual, scientific, and academic community was derailed for a decade. To many others it was not a good idea gone bad but an erroneous evaluation of the situation to start with.

The political debate that preceded the Cultural Revolution, involving Chairman Mao, Liu Shaoqi, Deng Xiaoping and others, focused on the nature of society and the educational system that supported it. In some dimensions the debate was similar to the counter-culture debate in

*Six visiting scholars are currently in residence at UBC: Qin Yu Hui and Wang Juning at the B.C. Cancer Research Centre; Ye Gouying in mineral engineering; Lin Hao-ran, fish physiology; Li Bo-Cheng, oceanography and Liu Chu, electrical engineering. Part of a group of approximately 60 scholars presently visiting Canadian universities under the government program, they will be working with UBC faculty members as honorary research associates for periods of up to two years.

the western world during the same years.

The Red Guards and the lately vilified "Gang of Four," argued that to maintain a perpetual revolution those in leadership positions needed to experience peasant and worker living and through it throw off their elitist ways. They could learn from the peasant.

There seemed to be a view that learning would come from experience, and that disciplined learning which was prerequisite to the emergence of the leadership class was not necessary at all. Like an artist, things could be created spontaneously. Instant knowledge and wisdom-of-youth would be praised and cultivated and replace the more pragmatic view that increased use of professional experts and intellectuals, the promotion of young and middle-aged officials and an emphasis of labor productivity were essential for revolution. That view did not prevail in 1966. Mao supported the Cultural Revolution. After a decade with a change in leadership the pendulum swung back.

It was as if the leadership of the counter culture of the 1960s had caught the ear of an all-powerful prime minister and his sometime actress wife who in turn, through an authoritarian government, coaxed all Canadians to adopt the stance of the flower children, and those who resisted were banished to rural communes and our universities were taken over by those who knew that anyone over 30 could not be trusted.

Fortunately in Canada our society can be modified, but our institutions remain. The counter-culture was never more than a minority view, but some of its important elements were absorbed into the broader culture. But not in China. Under the leadership of the Chairman the whole society publicly adopted the radical and anarchistic stance of the Cultural Revolution. Institutions and individuals were destroyed. Although the Cultural Revolution was adopted outwardly, it was vilified privately. How else would a generation of septuagenarians emerge from a decade of oblivion to lead China today? It is this great re-construction that Canada, through the scholar program, is assisting.

From my room at the Peking Hotel, early in the morning I could see the gold leaf gables of the Forbidden City shine in the morning sunlight. That grand palace was the home of the Mongol, Ming and Manchu dynasties before the revolutions. The Forbidden City is now called the Palace Museum and inside its buildings artifacts of 4000 years of Chinese history abound. Within those walls it is easy to accept the sobering thought that Chinese society has embraced a majority of human beings and no other society can compare with it in extent or duration.

In view of the evidence, it is easy to agree with J.H. Plumb who writes "imperial Chinese society worked as few societies have, bringing peace and modest subsistence to millions. History seems to

argue for the merits of the intellectual in government and for a society based on the principles of social immobility centred on tradition. Millions were made to be content with little, and still are, but in the end this may prove more helpful for humanity's capacity for survival than the appetite for acquisition which was fostered in the west."

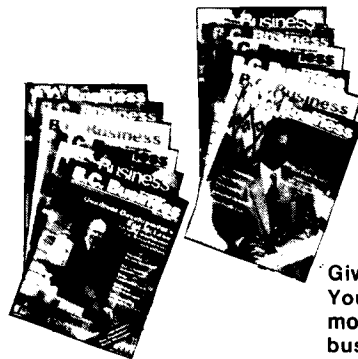
Chinese government for centuries has been influenced by the Confucian system in which matters of government were generally decided by the Emperor with consultation with an informal group of senior advisors. One wonders if the Great Helmsman has not acted in a similar fashion. The historic tension between Confu-

cian, Buddhist and Taoists philosophies may have been swept away by the 20th century philosophies, but has that much changed? Are the four modernizations, and Canadians' contribution to it, a rerun of the interaction between the Middle Kingdom and the peripheral world?

Visiting Peking, a city of wonder to western travellers from Marco Polo to the present, provides a great experience, opens new horizons and poses new questions while providing few answers. It was, and is, a new and different world. □

Walter Hardwick, BA'54, MA'58, is B.C. deputy minister of education, on leave from his post as professor of geography at UBC.

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Ken Mayer

An Asian Heritage: A Matter of Pride and Prejudice

Daphne Gray-Grant

One afternoon in early October, a young woman walked into the Chinese Students' Association to pick up a disco ticket and to chat. Someone asked what she was going to do next year — graduate school perhaps? She wrinkled her nose and laughed. Maybe later. First she thought she'd work for awhile — earn some money — and then perhaps she'd travel...to China.

Although this scene is a familiar one — probably replayed every day in countless cafeterias, classrooms and libraries across campus — this time it was a little different. Unlike many others, this student wasn't planning on going to Europe. What's more this particular young woman was Chinese.

Chinese. Say the word to otherwise bright, likeable, and intelligent Caucasian students and you'll be surprised at the number of stereotypes and clichés you hear. "They all look alike," says one. "Sedgewick Library is where they all hang out," comments another. "Chinese students? They're taking over campus." Sad comments for a university which takes pride in its "internationalism." Ironically, these remarks are often from people who wouldn't dream of deliberately saying anything to hurt another *individual*. But as Chinese students form one of the largest and most visible ethnic groups on campus, it is easy to put them into ready-made categories. The funny thing is, if you talk to individuals and if you talk about specifics, it all seems so very different.

Take the problem of English. "It's very

difficult to learn the spoken language," says Louis Kwong, a master's student in Asian studies. "When people speak, it goes so fast, and unless that person is very understanding, I miss what was said." Any English Canadian who has ever struggled with irregular French verbs, or seemingly endless pages of idioms *en français*, should readily appreciate the difficulty facing a Chinese-speaking student thrust into the mainstream of UBC life. "If Canadians were more helpful...if they were willing to listen to me with my broken English, it would make it much easier. But some people are not so patient."

The problem of learning English is a serious one. It is, say many Chinese students, the biggest barrier to making friends, passing courses at university and just getting by in Vancouver. Just look at the language. "You're welcome" seems an odd retort to "thank-you" when the Chinese equivalent is (rough translation) "no need to be thanked." A casual greeting to a roomful of people — "Hi folks" — remains but another mystery of linguistics when the Chinese student has been taught only textbook English in Hong Kong. And as for the various idiomatic expressions for which English is justifiably infamous, well — "I went for two years without understanding the meaning of 'rip-off,'" says Louis Kwong. How did he find out? "He got ripped off," says a friend. (Actually, after hearing the word often enough, Kwong finally asked.)

When it comes down to basics, the most obvious thing is language. Unless individuals can talk to each other, it is almost impossible for a "meeting of cultures" to take place, and misunderstandings easily

arise. A group of Chinese students are standing in the halls of the Buchanan Building, talking rapidly in Cantonese. There is a burst of laughter and more rapid talk as a Caucasian student walks by. The Chinese students are laughing about something that happened last night, but the English-speaking student doesn't know that. "They never make any effort to learn English," he thinks.

Louis Kwong: "To an English-speaking student I say — imagine being in France. You have so much to say, so many feelings. You want to talk, but you can't! More than anything else you want to learn French, but when you cannot say the words, the most natural thing for you to do is use English. Until most Canadians hear this analogy, they don't think about what it's like, not being able to talk. People *need* to communicate. If I can't express an idea clearly in English, it's only natural that I switch to Chinese."

In addition to language difficulties, another problem for the overseas student is adjusting to a very different culture; a culture with different values about the family, love and the things that are important in life. These differences, on the surface less obvious than language, go far deeper; they are harder to ignore.

"I think it's a question of different sets of assumptions," says Kwong. "For example, in Hong Kong it is natural for one to live with one's parents. In North America it is natural not to do so." Other students agree. "There's a lot of family pressure," says George Lui, (BSc'78) who is now working on a qualifying year before he can enter UBC's master's program in Asian studies. "In the Chinese family, education is very important. The object of



education is to get a good job — and of course, that means going into the sciences.

“My parents were very tactful,” he adds. “They didn’t order me to go into sciences, but when I wasn’t sure what I wanted to do, I thought ‘why not?’. My sister who is in fine arts has had a much harder time. My parents just don’t understand the use of it.”

Lui thinks that one of the major reasons for the pragmatic outlook of many Chinese parents and for the overwhelming importance they tend to place on getting a good education, is a result of history. His own parents were forced to go to Hong Kong during the Second World War. Uprooted again during the series of riots in



1968, they came to Canada. “My mother was running all her life. That sort of past forces you to be pragmatic. Because they’ve known only insecurity, parents think you’re going to starve to death unless you get a good education and a good job.”

To provide an opportunity for the Chinese to meet together on campus, there is the Chinese Students’ Association. It is a large and lively club with over 150 members and an astonishing list of activities ranging from Chinese painting, dancing, choir and Chinese language classes. Chinese classes? Lessons are offered in both Mandarin and Cantonese because a large number of students speak only one of the dialects, and some are anxious to learn another. For many other students, however, the issue is more than a casual wish to acquire another language. For second and third-generation Chinese — the Canadian-Chinese — learning the language may be necessary if they wish to communicate with their own families.

“Banana.” It’s a taunt that means yellow on the outside, but white on the inside. And for the second-generation students — on a large campus where people are sometimes reduced to nameless faces in huge lecture halls — it is easy to be put into a certain slot: “Chinese” simply because of the color of their skin. Although they are labelled as such, these same students are often unsure exactly how they fit in with the Chinese community. “I am not Chinese, I am Canadian,” says one. “I am Canadian but my Chinese heritage is important,” says another.

In a poignant essay entitled “Confessions of a Native Born,” a third-generation Chinese student identified as Richard Y., tells what it is like: “I knew nothing about China, nor could I read or write Chinese. I stayed away from the Chinese immigrants and snickered at their broken English. I decided that all I wanted was a good job, good friends and trips to Hawaii. I didn’t have to be Chinese for all that, did I?...But there was no avoiding the truth. Every time I looked into a mirror, there I was, Chinese to the last cocky barb of black hair.” It is something which cannot be ignored. Scandinavian, German and Italian people come to Canada and, if they wish, ‘disappear’ into Canadian society. But for the Chinese — “our faces bind us together,” writes Richard Y.

Faster than you can form a stereotype, however, talking to the students themselves proves that it is almost impossible to make generalizations. “I’ve never felt I was any different from anyone else,” says Jeff Lowe, a first-year law student who is third-generation Chinese. “Foremost I’m Canadian, but I’ve got my Chinese heritage behind me. I don’t see any serious conflict. Maybe the apprehension is among Caucasian students,” he adds.

Lowe is the president of the Chinese Varsity Club, one of the older clubs on campus. It differs from the Chinese Stu-

dents' Association in both composition and activities. While the latter is made up largely of overseas students, most of the Varsity Club members are Canadian-Chinese. It is primarily a socially-oriented club, with the close-to-200 members getting together for dances, car rallies and sports events. These days there is a growing spirit of co-operation between the two student clubs as they plan activities together that will enable the overseas students to learn English and their Canadian-Chinese counterparts to learn Chinese.

But as the Chinese community on campus becomes more cohesive, the question arises, how do the Caucasian students react? The word racism is an ugly one and students shy away from using it. UBC does not appear to be a blatantly racist campus. There are no burnings, no demonstrations, no attacks. But in a society that tends to frown upon differences of any sort there is an undercurrent — a certain lack of understanding between the races. "For what it's worth, washroom walls contain a lot of racist slurs," says Jeff Lowe. "But I can't say they bothered me that much."

Other incidents are not so easily ignored. Last year an issue of the Totem Park residence newsletter carried a fictitious letter asking why there were so few Oriental residents at Totem Park. An editorial comment stated that a committee (labelled with a crude acronym) had been formed to get rid of the Orientals by plant-

ing drugs in their rooms and having the students evicted. When the letter was published, the complaints were immediate and loud. A series of angry letters, written by both Chinese and non-Chinese students, appeared in the *Ubysey*. The result? An open discussion of racism which many Chinese students — while they deplored the incident itself — felt was long overdue.

What is more difficult to deal with are the more subtle forms of discrimination. "I didn't believe it," says a student who suspects that one of her professors harbored a grudge against Orientals. "At first I thought he was just a hard marker. But when I compared my marks with other people in the class, another Oriental and I had scored the lowest. The other students couldn't understand it." Misunderstanding or prejudice? It is difficult to say.

Chinese students at UBC are faced with the difficult problem of trying to bridge cultural gaps in day-to-day life. "The cultures are quite different," says Gema da Assuncao a 4th-year home economics student who was born in Macao, a Portuguese colony 50 miles from Hong Kong. "I behave completely differently depending upon the people I'm with. If they're traditional, I'll be traditional. If they're westernized, I'll be westernized." The question is more than a philosophical one. It boils down to such nitty-gritty issues as how much to drink, how many boyfriends to go out with, what clothes to wear. But she looks at it philosophically, "the

Chinese have learned to adapt and I guess I adapt easier than most."

The question Chinese students must consider is just how much they wish to adapt. In many ways, the major concerns of the Chinese students are the same as those of any other student: how to get through exams, how to pay for tuition and what to do when graduation day finally arrives. But there is also the important, sometimes-unspoken, need to find one's niche in a community. It is a difficult problem for many Chinese students, because that niche must be created within two cultures.

Multiculturalism is a word that is very popular these days, but it must mean a great deal more than dances, songs and a way of cooking food, say the Chinese students. There are no easy answers. Maybe something of the essence of multiculturalism may be found in the story of the young woman who walked into the Chinese Students' office that day in October. Like any student she faced the hopes, fears and exasperations of an unknown future. And, like many, she was looking to find something of her past. The difference was, her past lay in China.

Let us hope that all UBC students — whatever their backgrounds — can be wise enough to see the similarities that do exist, and compassionate enough to accept the differences that are so important. □

Daphne Gray-Grant, BA'79, is editor of the Western News.

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Asian Studies:

Ideas From Different Cultures

Heather Walker

To its students, one of the good things about the UBC Asian studies department is its relatively small size. With 19 professors and 47 undergraduate majors, it's a far cry from some of the university's giant departments.

Fourth-year student Brian Dunn decided to major in the field when his interest was aroused by Asian Studies 105, an introductory course. He went to talk to department members about the program.

An Asian presence on the campus: Nitobe Memorial Garden, a tribute to Dr. Inazo Nitobe's contribution to East-West friendship.

"There's a real interest on the part of the professors to encourage people and get them interested (in Asian studies)," he says. "There's a good feeling about the department."

The reason, he suggests, is the professors' desire to share their enthusiasm with their students. "It's not a very common field, and therefore they're trying to encourage people to come into it."

Any student who is in the department for several years gets to know his professors well, as people to talk to about academic and other interests. Dunn is taking the department's Japanese concentration, and plans to go on to graduate work in Japanese history next year.

A major concern on entering the department was the complexity of Asian languages. But Japanese proved not to be as difficult as Dunn had feared. Still, he says, a student taking an Asian language course worth three units of credit can expect "four and a half units worth of work."

Language difficulties are "not really" a negative aspect of the department, "but they are something to take into account," especially as a student could find him or herself wasting time trying to understand an Asian culture without also learning its language.

Brian's decision to major in Asian studies with no background ("I really knew nothing") is relatively rare. Many of the department's Chinese studies students are from Chinese backgrounds. Some in other areas are the sons and daughters of missionaries who worked in Asia, or students who participated in Grade 12 exchange programs with an Asian country.

Asian studies is a relatively young department at UBC, says head Dr. Peter Harnetty. It began life as an off-shoot of the history department in 1955, with former history department head Dr. F.H. Soward as its director.

Asian studies became a full-fledged department in 1961. Dr. W.L. Holland was "imported" from New York to become its first head. He brought with him the distinguished Asian studies journal, *Pacific Affairs*, giving both the university and the department a tremendous boost.

In addition to its undergraduates, the department has 25 graduate students, and many other students are taking one or more Asian studies courses. A large part of the university's strength in the study of Asia comes from outside the department. "There are 30 specialists on Asia in other parts of the university," Harnetty says. They are sprinkled through the history, English, anthropology, religious studies, geography and music departments. Outside specialists are another reason for the department's intense concentration on teaching language — with Asian-related courses already available, there's no need for the department to duplicate them.

UBC's Asian studies department has

succeeded in attracting students from all over the world. It has done so, Harnetty explains, because of its comparatively large size plus the attraction of the university's other Asian specialities. And B.C. is "a natural geographic location for Asian studies" because of ties with Japan and other Asian countries.

Another factor is the large Asian population in Vancouver and throughout the province. "We have a very vigorous Asian community in Vancouver," says Harnetty. Different Asian groups provide scholarships for UBC students, among them the Elizabeth Tong Ng Memorial Scholarship, the Okamatsu Family Fund Scholarship and the India Club of Vancouver Scholarship.

But the department's high standing is primarily the result of the university's interest in Asian studies. "The university has made a commitment to Asian studies," Dr. Harnetty says. "They decided Asia was one area in which the university should be strong."

By the late 1960s the department offered courses at all levels of Chinese and Japanese and basic courses in Hindi and Sanskrit. Dr. Harnetty notes that the department's concentration is on China, India and Japan, but "the prime thrust of the department is in the languages and literature of Asia, especially at the undergraduate level," he says.

Many students are choosing an Asian language as their arts program language requirement and job prospects for them are surprisingly bright. "One thing that has always kept people out of the field is worry about jobs, but if you remain open, there's quite a few possibilities," Dunn explained. "Graduates can become translators, and there are quite a few Japanese companies with subsidiaries in Vancouver. There are so few people here that speak the language well that there are job opportunities with these companies, and they're well-paying jobs. Being able to speak the language is the main qualification."

Physically, Asian studies is pretty much the same as any other UBC arts department — so far. Professors' offices are in one wing of the Buchanan building, and most classes are taught in other parts of the same building.

By 1981, the department plans to move into a new home in the long-awaited Asian Studies Centre. The project began in 1971 when Japan's Sanyo Corporation gave the university the framework of its pavilion from Expo '70, held in Osaka.

Now, the building, located at the southeast end of campus, is surrounded by a growth of scrub alder, weeds and tall grasses. It's all roof and glass — pagoda shaped and topped with a skylight, and primarily glass-walled. Inside, it's concrete floors, yellow steel girders supporting the roof, and little else.

Construction of the building stopped in 1975 when \$1.6 million in the form of

government grants and private contributions ran out. But the provincial government has finally authorized the university to borrow up to \$3,591,952 to complete the centre, and tenders have been called for construction. Work should begin again by the end of this year.

The Asian Studies Centre will "give a focus to the Asian presence on campus," according to Dr. Harnetty. It is, appropriately, next door to another Asian attraction at UBC, the Nitobe Gardens.

The building's main function will be to provide a new home for the department's 200,000 books, now part of the university's general collection in the main Library. Department members will move to new offices in the centre. The building will also add another theatre to the campus, this one specifically for the performance of Asian music, theatre and dance, with a seating capacity of 250. The addition of performance studios and instrument storage space will make the music department's Asian music section a part-time occupant of the building as well.

After a quarter century the UBC Asian studies department will soon be able to offer the opportunity and challenges of ideas from different cultures — under one roof. □

Heather Walker, BA'77, is also a graduate of the Sun, Province, Ubysey and Powell River News.


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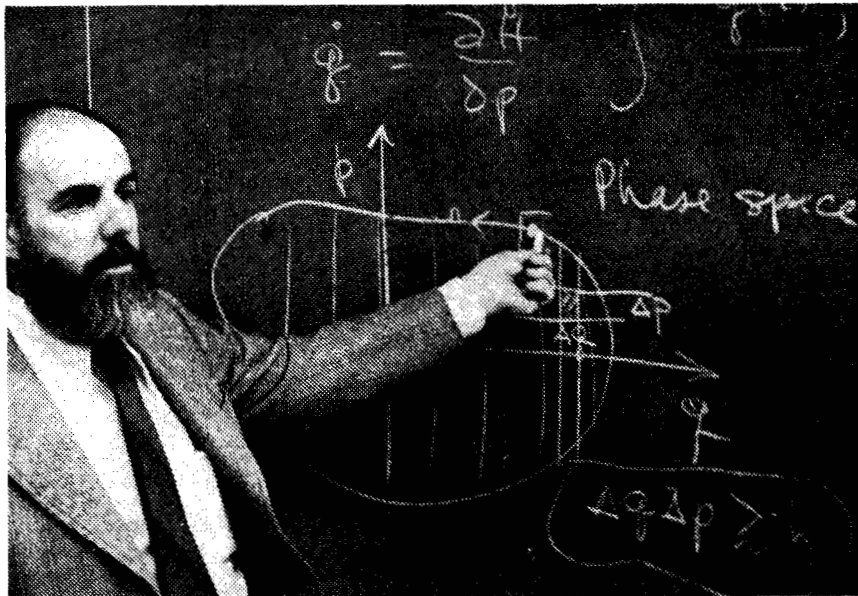
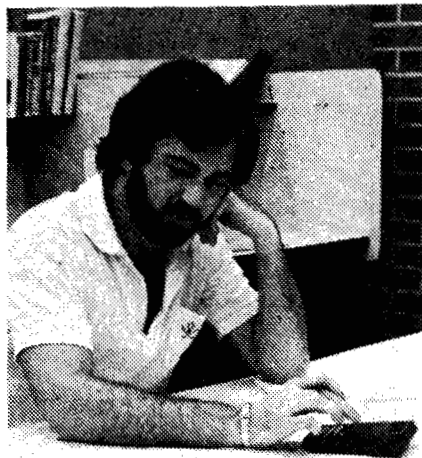
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THE MISSION OF THE UNIVERSITY OF BRITISH COLUMBIA

"The Mission of the University of British Columbia," a document prepared by UBC in response to a request from the Universities Council of B.C., was made public recently by UBC's president, Dr. Douglas Kenny. In this supplement to the *Alumni Chronicle*, *UBC Reports* reproduces most of Part I of the document, an overall statement of the University's mission. Part II of the document is made up of more detailed statements of UBC's 12 faculties, the library, the Computing Centre and a statement on UBC's role in continuing education. Graduates who wish to read the entire mission statement, which has been printed in booklet form, can obtain a copy by writing to Information Services, University of B.C., Vancouver V6T 1W5. In his foreword to the statement President Kenny says: "The document is intended to stimulate discussion within the University community about the mission, goals and objectives of UBC. The views expressed in it are not carved in stone; I shall welcome considered comments and reactions to it." He concludes the foreword: "While I accept full responsibility for the document as it stands, I thank the Deans, the Librarian and the Directors of the Computing Centre and the Centre for Continuing Education for providing statements about their Faculties or units. In particular I thank Dr. Peter Larkin, Dean of the Faculty of Graduate Studies, who undertook the arduous task of revising a first draft of the document."



THE MISSION OF THE UNIVERSITY OF BRITISH COLUMBIA

Introduction

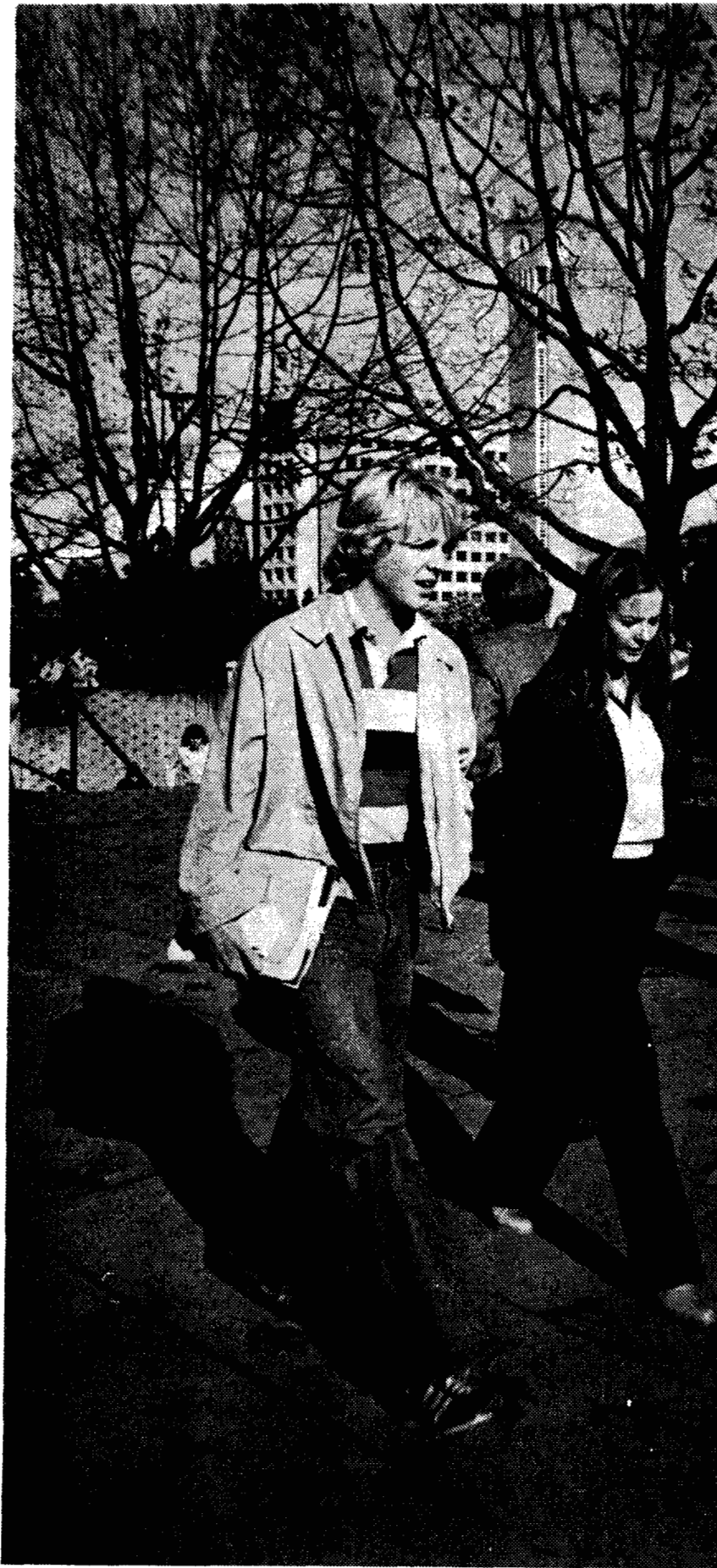
As British Columbia approaches its 109th birthday in 1980, there is every reason to believe that the province is coming of age. The contribution to the Gross National Product is now a respectable 12.3%.* There is a strong economic base in natural resources, and growing manufacturing and service sectors. Socially and culturally, life in British Columbia is now many-dimensional, and the people of the province contribute widely to the political and intellectual accomplishments of their country.

This coming of age happens at a time of rapid world wide changes. The enormous acquisition of new knowledge in the past three decades, in association with new technologies of communication, has already transformed society in a multitude of ways. There is every prospect of even more rapid change in the next three decades.

The challenge to institutions of higher education, as custodians and transmitters of knowledge, was never more demanding. How should we plan in the hope of ensuring that the potentials of the people of the province are developed and maintained? It is certain that the system for higher education in British Columbia should be comprehensive and diversified. Following the pattern that others have pioneered, the province already has a complex of universities, community colleges, and some fledgling institutions for "teaching-at-a-distance".

It is evidently a good time for stock taking, for re-assessing the roles that the various institutions might play in broad response to the changing and expanding societal needs for higher education. It is in this context that this report states what the University of British Columbia sees as its mission, and suggests how the University could develop in the future to be most valuable to the people of the province and the country.

* *The Financial Post*, 21 July 1979

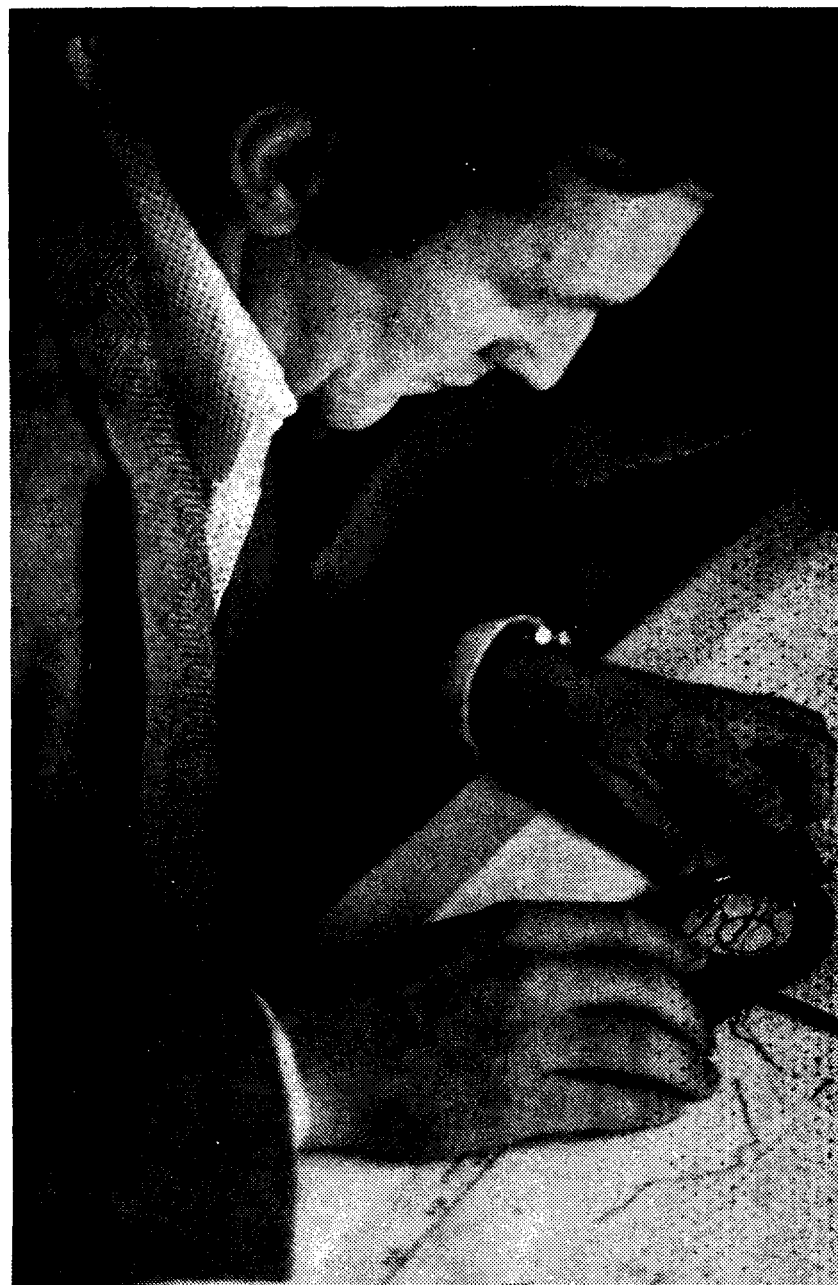


Some Perspectives

Perhaps the best way of defining a role for a primary provincial university is by remarking that no provincial government should be able to afford two of them. Truly excellent programs of study are often very costly, requiring expensive facilities for the use of relatively few specialists. Research can only proceed in some fields with major investments in equipment. In the circumstances of today's world, no one university can manage to keep up with all of the latest intellectual and technological developments. The best one can aim for is to maintain competence in all of the basic subject areas, and to achieve excellence of a world calibre in a few chosen fields of specialization. The choice, for many provincial governments, has been, is, and will be, whether to have one first-class university and some "other" universities, or instead, to have several "other" universities.

From this perspective, UBC has had something of an unfortunate history, especially by comparison with universities such as Toronto and many of the primary state universities in the United States. Many of these institutions were substantially developed before World War II and had a solid base for their post-war expansion. At the end of World War II, UBC was essentially a good-quality, small, undergraduate university providing bachelors degrees, to which was appended a small group of professional schools and faculties. Thirty years later, it had rapidly developed into a large and diversified university, comparable to what some of its provincial or state counterparts had attained 30 years before.

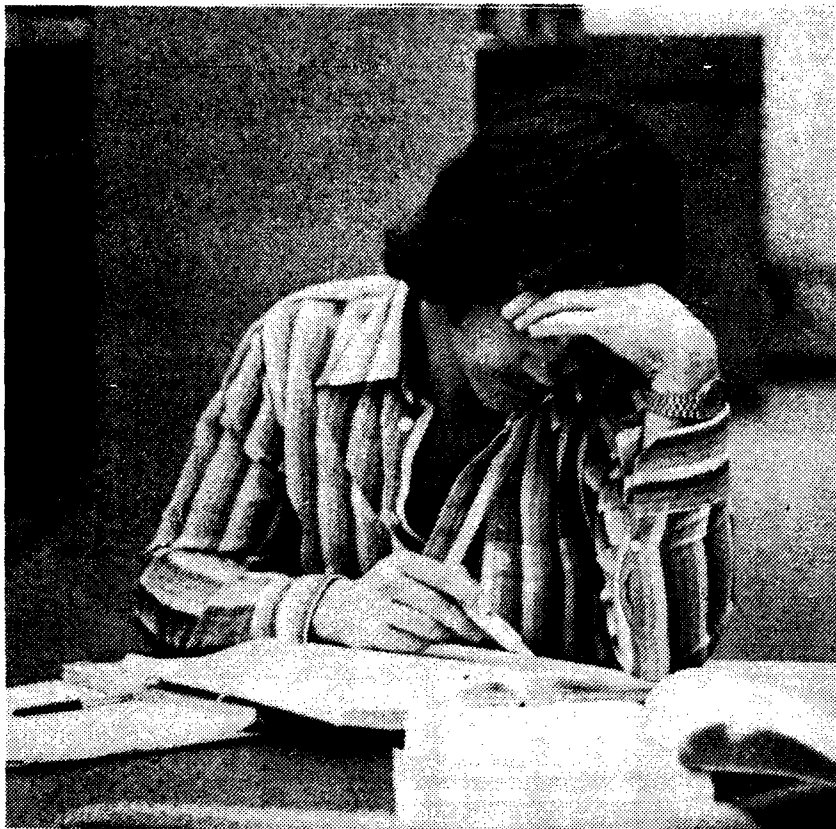
Following a well-established pattern, UBC, like other initial provincial universities, began with a core in the form of a Faculty of Arts (which embraced Arts and Science), and two professional Faculties — Agriculture



and Applied Science (Engineering). In 1929 there was a total of 24 Departments in the three Faculties. In the decade 1945-1955, the Faculties of Law, Medicine, Pharmaceutical Sciences, Commerce and Business Administration, Forestry, Education, and Graduate Studies were established, as well as the Schools of Architecture, Social Work, Physical Education, Community and Regional Planning, and the Institutes of Oceanography and Fisheries. In the following decade, 1955-1965, there was extensive development of program and course offerings, the creation of separate Faculties of Arts and Science, the addition of a Faculty of Dentistry, and of Schools of Rehabilitation Medicine and Librarianship. Over the same period, the University expanded all of its "extra offerings", enlarging the summer session, adding

session, increasing the number and size of continuing education courses, evening courses, public lectures — in fact, all of the things that go to making the University a year-round and far-reaching enterprise. In 20 years the University had taken on an appearance of maturity, the calendar and the spectrum of year-round activities becoming as complex as that of most other major universities.

The apparent maturity was, of course, largely superficial. In growing so quickly in response to the urgent demands of the times, much was left undone by way of developing an adequate base. Many Departments and Faculties did not flesh out, and still have only a thin coverage of important subject areas. Buildings and facilities have yet to catch up to the needs. While somewhat similar situations exist in some measure at many



major universities in Canada, UBC stands out as a particular example of the difficulty of developing a well-rounded adult from a skinny adolescent on a lean diet.

Despite the leanness, the University put substantial resources into many of the areas where it counts. The Library (what you start a university with, according to Stephen Leacock) is now a major provincial resource. It has grown not only with strong support from within, but also from a great number of gifts, that of H. R. MacMillan being a major factor in the crucial expansion of the 1960s. The Library's two million books would now cost \$130 million to replace, and that figure does not include the cost of cataloguing and otherwise preparing them for circulation. The Computing Centre is, without question, one of the best such services on the continent. It grew with the times since the first installation in 1957, and in the last 10 years alone its capacity for computation increased sixty-fold. In such a fast-moving sector, it was easy to fall behind. Fortunately, UBC remained in the vanguard.

Comparatively speaking, UBC also acquired a good spectrum of student services of all kinds. For example, there is an extensive system of student residences which was early given a high priority and can now house 3,466 single students. It is particularly noteworthy that the students themselves have been responsible for many of the excellent student facilities on campus. In a long-established tradition, the student body each year con-

4/UBC Reports

tributed to building funds, and that is how UBC got its War Memorial Gymnasium, Brock Hall, the Student Union Building (SUB), and very large contributions to one of the student residences in Place Vanier, the Thunderbird Winter Sports Centre, the Graduate Student Centre, and the recently-completed Aquatic Centre. It is a record of voluntary subscription that is unmatched in Canadian universities.

Also by comparison with some other universities, UBC is well endowed with room to grow. The spaciousness of the present campus site of 1,000 acres was, in some measure, an invitation for a "suburbanitis" that built at the edges instead of developing a core. Looking to the future and to the persistent requirements for space for facilities, there can be little doubt that some day UBC will need all of its present site if it is to avoid the critical problems of *Lebensraum* that have been expensive experiences for other major North American and European institutions. (Some universities have built second campuses "out of town".)

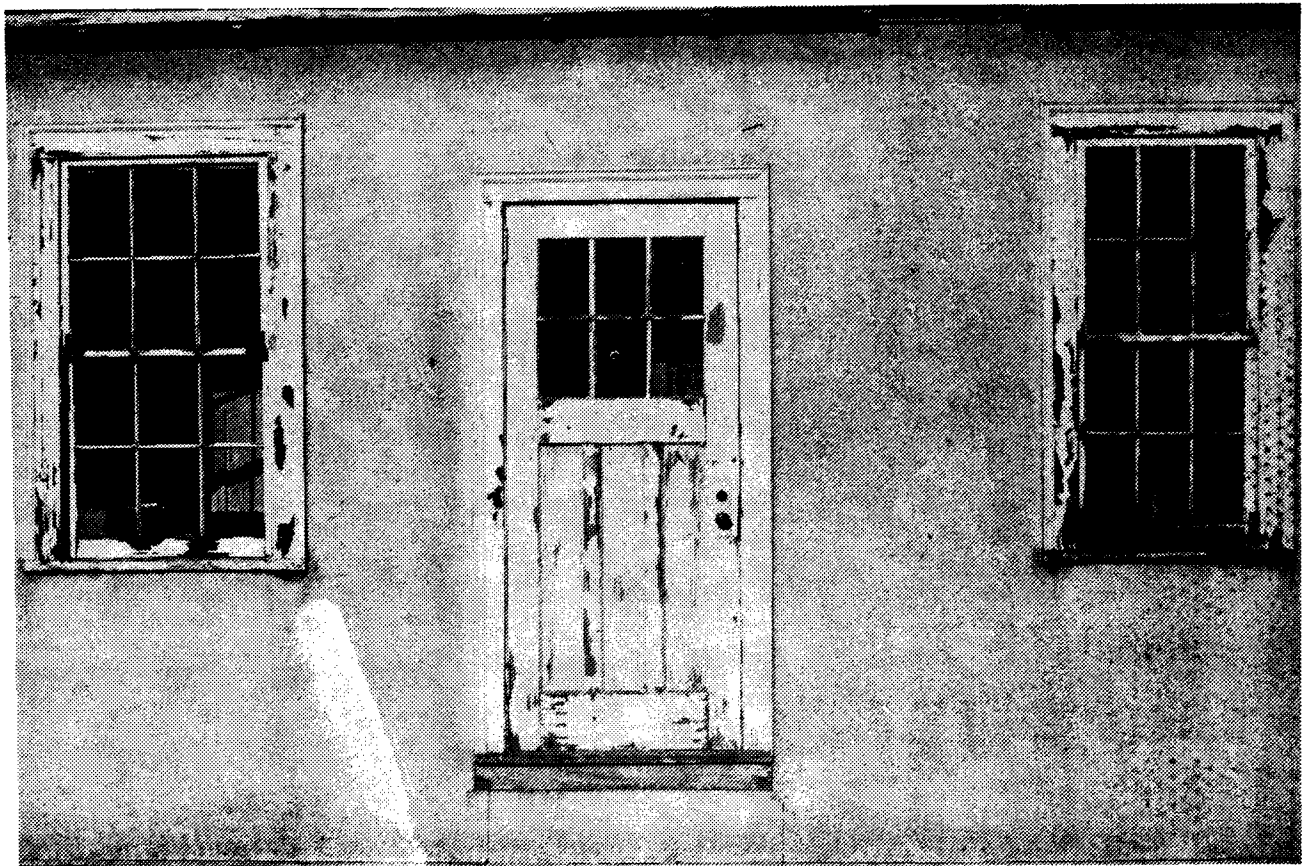
Insofar as stature of Faculty members is concerned, UBC has been and is widely respected, nationally and internationally. A few Departments have attained positions of international leadership in special fields, and several Departments are notable in comparison with their Canadian counterparts. These qualitative comparisons are borne out by quantitative data. For example, UBC has received in recent years about 8% of the funds for federally-sponsored research, with only Toronto and McGill receiving

larger shares on the competitive national granting scene. Within the province, UBC currently receives over 80% of the funds to universities from federally-sponsored research grants and contracts. Among the universities of western Canada, only the University of Alberta has had comparable federal research support, usually being placed just behind UBC in national statistics. UBC is the editorial home for several international scholarly journals, a frequent site of international conferences, the home for the world class TRIUMF facility, the Museum of Anthropology, a Botanical Garden of fast-growing reputation, and many other accoutrements of a first-class institution.

Faculty, buildings and equipment are main UBC deficiencies

The deficient aspects of UBC as a maturing university are threefold, and concern faculty, equipment and buildings. The problem concerning faculty is in part historical. In the surge of enrolment in the 1960s, there was a wave of recruitment of faculty, and an expansion into many new subject areas. Envisaging even greater enrolments, the expectation was that other institutions would share the undergraduate load, while UBC would continue to add faculty for the specialist professional and graduate areas for which a high faculty-to-student ratio is essential. In fact, winter enrolments did not rise to the extent expected, and many UBC programs have not added the faculty necessary to achieve the high level of competence that is competitive on a world scale. The diversification of the other provincial universities into subject areas not yet developed adequately at UBC has underlined the problem.

Looking forward, the problem concerning faculty will probably be central, for UBC has the challenge now which all North American universities face — how to maintain vigour in the demographic circumstances of a steadily aging population. If enrolment at UBC remains at the expected steady state, then it may be trapped with a relatively fixed personnel establishment. It inevitably follows that for the next two decades at least, many universities could have only a thin trickle of new professorial recruits. The unfolding situation has received national attention and is well recognized, but the consolation that others will have the same problem is not comforting. For UBC, as a primary provincial university, the steady state has come at a time when con-



solidating strengths is the obvious course of action, yet to consolidate all that shows promise seems beyond the financial means. To become the great university it could become, UBC needs a steady growth in resources for the years that lie between the past surge of enrolment and the future demands for excellence across a wide spectrum of specialist disciplines and professions.

The deficiencies in equipment at the University are also characterized by being in some measure general, and in some measure specific. The pace of science and technology today is largely geared to breakthroughs in methodology and instrumentation, so that to be at the forefront the best faculty require the most modern equipment. Everyone expects the physician and the hospital to have all the resources of contemporary medical practice at hand, even including those described in yesterday's newspaper. With less melodrama, but no less urgency, the same is true in every profession, and certainly in the pursuit of new understanding in almost any field of scientific research. It is similarly true of all kinds of scholarly activity that the wherewithal to keep abreast of the growth of knowledge persistently requires continuing and expanding resources.

The particular twist to this problem at UBC has been the erstwhile dependence on outside research grants to provide what was needed. In the heyday of federal funding of university research that extended into the early 1970s, UBC more than held its own.

With the decline in federal support relative to inflation, and during the interim period in which provincial research support machineries have been developing, UBC has had a hard struggle to replace equipment as it wears out or becomes obsolescent. (It is worth remarking that UBC has also relied on research grants to provide funds for technicians and is conspicuously short of staff for technical jobs.)

Visitors remark that wartime huts are a shocker

The third deficiency at UBC is concerned with buildings. The University has a total of 5,404,593 square feet of "space" in buildings. Huts that date from post World War II still provide 174,724 sq. ft. of that total. No one denies that the huts have a charm that evokes fond memories, but more pragmatically, small woodframe buildings that are 40 years old are hardly suitable for the pursuit of many kinds of modern teaching and research activities. Visitors to the campus from other universities seldom fail to remark that the huts are a shocker. It is to be remembered, also, that the "temporary" buildings of the 1920s at

the "urban core" of the University are still doing service, providing 504,159 sq. ft. of space. (For example, one of these buildings is the Old Administration Building, another the Auditorium, and a third the Mathematics Building.) The Main Library, built partly in 1925 and partly in 1948 and 1960, contains 223,330 sq. ft. and requires extensive renovation or replacement to meet modern building codes. These structures alone — the army huts, the 1920s buildings, and the Main Library — represent almost a fifth of the University's total space. Many other building needs could be added to augment the obvious conclusion that UBC has major deficiencies in physical plant.

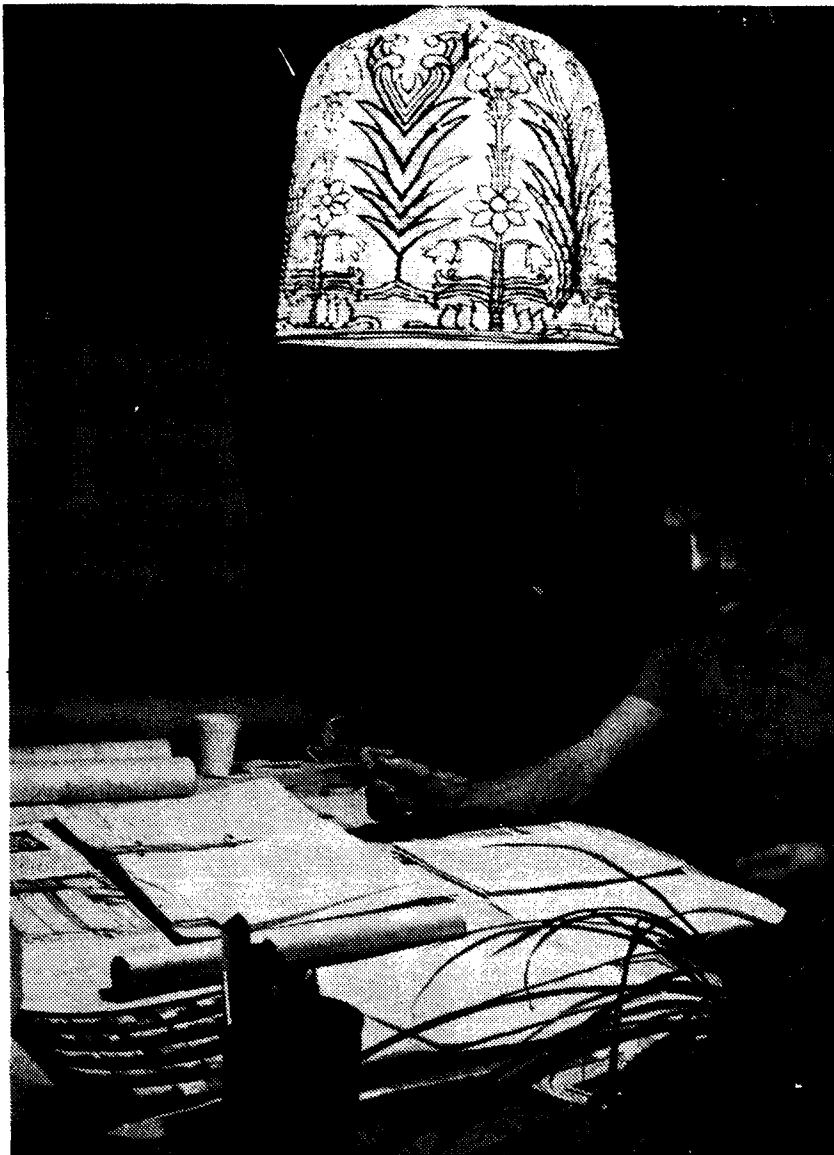
To recapitulate, UBC grew rapidly from 1950 to 1970, responding as was appropriate for a primary provincial university. In so doing, it developed the usual structure of a constellation of professional Schools and Faculties surrounding a core of the traditional disciplines of Arts and Science, linked by common course work at the undergraduate level and by a Faculty of Graduate Studies at the graduate level, all engaged in year-round activities of teaching, research and community involvement. Although the form of a major university was achieved, there were deficiencies in substance which largely persist today. UBC needs to consolidate its past if it is to be prepared for the future.



The Faculties

The University of British Columbia enters the 1980s as a large and decentralized, multi-purpose institution of higher education. Like its sister institutions in Canada, UBC has a single winter session as the core of its academic year, with a summer session, a spring session, and a continuing education program, plus a variety of extension activities filling in the full year of activity. The winter student population at UBC is about 23,000; the full year enrolment, including the spring and summer session, is about 31,000. In the course of a year, the total of those who come to the University for one kind of activity or another is about 100,000.

The University is organized into 12 Faculties which embrace 114 Departments or Divisions (plus numerous informal divisions), 8 Schools, 5 Institutes, and 4 Centres. Thirty-nine different degrees are awarded: 18 bachelor's, 16 master's, and 5 doctoral, and for most of these there are many fields of specialization. The Bachelor of Arts degree may be awarded, for example, in many disciplines, and so may the Bachelor of Science. Within the better-developed disciplinary areas or professional fields there are many specialties, sufficient to provide what almost amounts to individual student programs at the senior undergraduate level, if options are chosen prudently. At the graduate level, interdisciplinary programs that bridge several Departments or Faculties may be tailored for individual students. This is the kind of potential diversification that is synonymous with excellence in higher education. It can respond to a wide variety of demands and provides that essential flexibility that is the mark of any first rate institution. There is, as might be expected, substantial unevenness in the strength and balance of the various Departments and Faculties. Part of this unevenness has an historical basis, reflecting when things were started and whether there was strong leader-



ship; but much of it relates to the perceived necessity of gearing the size of administrative units to the enrolments of students, particularly those of the winter session.

It is a formidable task to characterize the mission of UBC because the aspirations of the various administrative units of the University are appropriately many and various. Academic enterprises are most commonly generated from their grass roots, for that is where the grasp of substance is strongest. The mission of the University should be, in large measure, the aggregation of the missions of its constituent Faculties, which in turn should be aggregates of the missions of their Departments. To expect simplicity is unrealistic. For the smaller Faculties, of course, such as Pharmaceutical Sciences, Forestry, or Law, there can be a fairly cohesive and unified presentation of their missions, but for the larger administrative aggregations such as the Faculties of Arts or Science, a statement of objectives must be relatively fine-grained to be informative. The professional

Schools also pose a particular problem of presentation. Though they share many similar aspirations, the Schools have come along one at a time and have been provided with expedient administrative arrangements. At UBC, as at many other universities, they are not grouped together, and some are not where they are by any obvious logic. Thus, the Schools of Nursing and Architecture are in the Faculty of Applied Science; Social Work, Librarianship and Home Economics are in the Faculty of Arts; Community and Regional Planning is in the Faculty of Graduate Studies; Rehabilitation Medicine is in the Faculty of Medicine; and Physical Education is in the Faculty of Education. The vigour of the Schools is not apparently in any way impaired by their organizational placement, but to see them in aggregate as a kind of activity requires wide angled vision.

The statements of the missions and objectives of the various Faculties, and of the Library and the Computing Centre, together with a statement on Continuing Education, are given

in Part II. The Faculty statements are grouped into

(1) **Professional Faculties**

(a) Resources, Technology and Commerce

(Agricultural Sciences, Applied Science, Commerce and Business Administration, Forestry, Science)

(b) Health (Medicine, Dentistry, Pharmaceutical Sciences)

(c) Education

(d) Law

(2) **Core Faculties**

Arts, Science, Graduate Studies

The common theme throughout the statements is that the job is getting done, but there is the need for strengthening areas that were either late getting started, or which have assumed new importance in recent years.

The **PROFESSIONAL FACULTIES** are all dedicated to the three "complementary and indivisible" types of activity; i.e., professional education for students, graduate teaching and research related to their social mission in the province, and continuing education for practising professionals. Each of the Faculties has broader academic objectives including basic research, research on problems of national and international concern, and preparation of students for research careers. Some of the professions are more formally organized than others, and may require that University programs be accredited to ensure an appropriate quality of instruction. All are engaged in continuous interaction with the community in prompting an equally important professional development.

The **RESOURCES, TECHNOLOGY AND COMMERCE FACULTIES** have a number of linkages in both teaching and research, and all have a strong dependence on the core of disciplines in the Faculties of Science and Arts. The Faculties of Agricultural Sciences, Forestry and Applied Science all offer unique programs in the province, there being no parallels at the other two universities or at community colleges and provincial institutes.

AGRICULTURAL SCIENCES today is far different from what it was when the Faculty was founded 60-odd years ago. Most of the change is related to the change in Agriculture from a pastoral way of life to a high technology business, with all that is implied in growing, transporting and marketing food. The major aim of the Faculty is to keep abreast of the times, stressing the need for sound education coupled with awareness of contemporary trends. The Faculty is stretched thinly and is seriously short of space.

The same is true of **FORESTRY**, which reflects the metamorphosis from lumbering through to multiple use of forested lands, and is similarly

in need of more resources to adequately perform its role in teaching and research to help ensure wise management and use of all our forest resources. Forestry, too, needs more faculty, staff and space to do its job.

The **FACULTY OF APPLIED SCIENCE** has a highly challenging mission in an age of applied science. Engineering has a number of roles to perform. First and foremost, it must provide the educational base on which its graduates may enter the engineering profession and develop professional competence in their fields. Second, it must maintain the vigorous research program necessary if instruction is to keep pace with technological advances. And third, it must provide positive leadership in developing industry in British Columbia through staff expertise and the products of its research. The latter role requires a continuing relationship with various levels of government, industry and business, and with other post-secondary institutions, that should lead to an increased productivity of existing industries and to the creation of new research-and-development-based industries. Particular potential for such growth lies in those fields related to energy, to process automation, and to micro-electronics technology. One objective of the Faculty at the present time is the development of a Coal Laboratory for studies into efficient methods for processing and utilizing coal, one of the province's major energy resources. Another important primary resource is pulp and paper, and here the Faculty will develop its expertise in cooperation with the already existing Pulp and Paper Research Institute of Canada. Another objective perceived is a consolidated effort in control engineering, particularly in process control and machine-tool technology, the latter an essential prerequisite to an industrial economy almost totally neglected in Canada.

But the paramount objective, one necessary in any high-technology industry today, must be the acquisition of the expertise and equipment needed to take advantage of modern micro-electronics. The Faculty will develop a centre of excellence in this field.

The principal objective of the **School of Architecture** is to prepare students for a career in Architecture by providing an appropriate knowledge base, tools for personal growth and development, experience in design synthesis, and exposure to the range and diversity of architecture.

The **School of Nursing** has a three-dimensional mission within the University. Its primary goal is to prepare competent nursing practitioners at both the baccalaureate and master's levels. The second is to add to the body of nursing knowledge, thereby promoting the development of a scientific base for nursing practice. Its third role is to assume leadership in **8/UBC Reports**



promoting the use of nursing knowledge by those engaged in the practice of nursing and in influencing the quality of health care. In fulfilling its mission, the School of Nursing collaborates with health care agencies and colleagues in the health sciences, applied sciences and a variety of other disciplines in the development of innovative approaches to the provision of health care.

The **FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION** has grown, like most of its North American counterparts, from accounting to business management to corporate policy considerations, and is now much concerned with expanding its scope to include the analysis of public policy questions. The Faculty interacts to an important degree with selected Departments of the Faculty of Arts, the Faculty of Science, as well as with many other Departments and professional Schools. The graduate program at the Ph.D. level is already among the largest in Canada, and the full-time M.B.A. program is among the largest. The future lies in further expansion, for graduates of both programs are in strong demand. There is a particular need for new programs involving broader approaches to administrative studies.

The **HEALTH-ORIENTED FACULTIES**, unique to UBC among the universities of the province, all have quota enrolments, reflecting their capacity to provide high quality instruction, and to provide an orderly recruitment to the respective professions. Much of the emphasis has been given in the past to the training of practitioners, and by comparison with some other universities, the graduate student and research activities have been relatively underdeveloped.

The **FACULTY OF MEDICINE** received \$8,000,000 in research

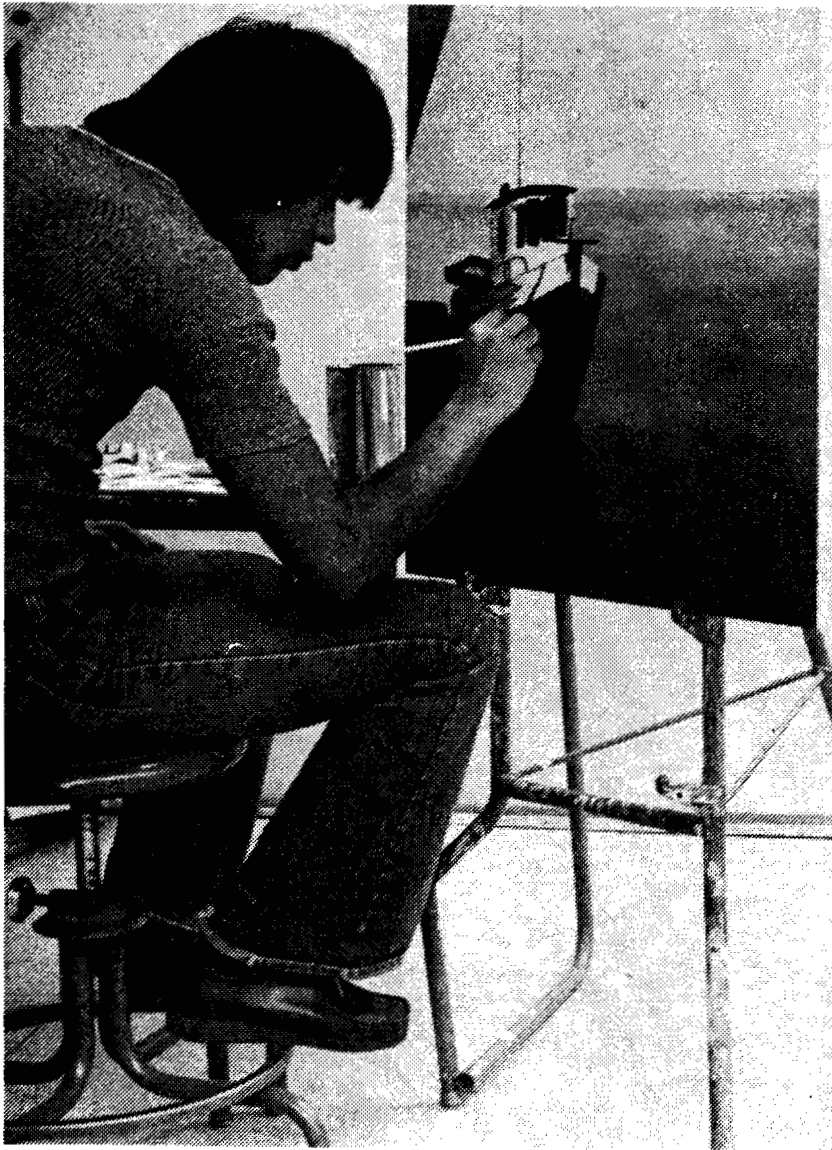
grants from external sources in 1978-'79, which is a substantial level of support; but, bearing in mind the costs of medical research, this is not a large sum, and there is obviously plenty of room for expanding research activities at UBC. A major concern of the Faculty of Medicine at present is with the expansion of the M.D. class up to a doubling of its former size. Entailed in this expansion are needs for more faculty and staff, more space, and substantial requirements for specialized equipment. At the same time, the Faculty has recently taken over from the hospitals the responsibilities for the Residency Programs, and is substantially involved in efforts to establish a sound basis for medical manpower planning.

The Faculty of Medicine includes the **School of Rehabilitation Medicine**, which accommodates 40 students per year in a joint program in physiotherapy and occupational therapy. There is a shortage of these specialists in British Columbia, and there is a prospect for expansion. The School should also develop graduate programs and research capabilities.

The **FACULTY OF DENTISTRY** is not planning an expansion of its D.M.D. program, but is especially concerned with developing graduate work. To this end, the first postgraduate students for specialty training in Periodontics have been registered. It is envisaged that a B.Sc. program will be introduced in Dental Hygiene in order to train teachers for the community colleges of British Columbia. The Faculty is expanding responsibilities for treatment, research and teaching in the affiliated hospitals of the University of British Columbia, and it is hoped that residency training programs will be initiated.

The **FACULTY OF PHARMACEUTICAL SCIENCES** also does not anticipate early expansion of its undergraduate program, but places emphasis for the future on more graduate work, residency programs, and continuing education of professionals. The main point for Pharmaceutical Sciences is the necessity for more depth and breadth with more stress on clinical aspects. Additional faculty, particularly joint appointments with hospitals, are a high priority.

The **FACULTY OF EDUCATION** is the major source of teachers for British Columbia schools, and a major contributor to continuing education for educators. Over the past decade, the role of the Faculty has matured. Though about a half of British Columbia teachers are still recruited from outside the province, the greater need has been for advanced and specialized training. Hence, the Faculty now proposes to restrict enrolment at the undergraduate level and to expand graduate programs. For the undergraduates, it is proposed to break existing programs into smaller units to widen the choice of options, and to better integrate theory and practical experience. At the graduate



level, the M.Ed. program is presently quite large, reflecting a strong demand for higher qualifications from the large group of teaching professionals in the elementary and secondary schools of the province. The Ed.D. program should be enlarged and a Ph.D. program added in some subject areas. As part of the broader service activities of the Faculty, there is also the need to expand substantially the professional development programs, but this can only be done with greater resources. Redeployment of existing resources seems the word to describe the short term future for the Faculty of Education.

The **School of Physical Education** has a major service function for students, faculty and the community, and in the current wave of enthusiasm for things physical, is a burgeoning enterprise. Development of the existing programs, addition of a Ph.D. program and of a part-time M.A. program, plus expansion of facilities and the recreational services program, will require major new resources.

The **FACULTY OF LAW** is giving priority to three concurrent objec-

tives. First, after a time of rapid growth that made it one of Canada's largest law schools, it seeks to consolidate and develop existing programs. During the expansion period a few years ago the student enrolment quickly reached the planned maximum level'. However, the number of full time faculty still remains well below the planned complement, and the resulting unsatisfactory faculty/student ratio continues to be a serious handicap.

A second broad objective is to achieve greater integration of conceptual and applied approaches to legal education. Some important recent initiatives in this direction include the clinical offerings, professionally oriented courses in areas such as counselling and advocacy, and instruction in law and computers.

Third, the law school seeks to develop programs responsive to national and provincial needs and priorities. Two examples of current initiatives in this category are the proposals for a Health Law program and a Japanese Law program. The former, to be developed with the cooperation of the Faculty of Medicine, would be con-

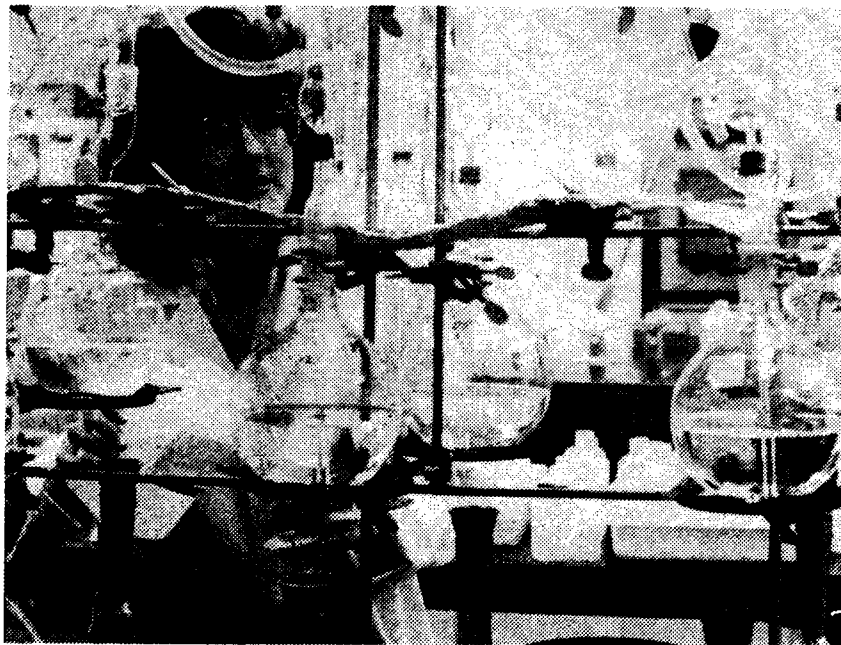
cerned with the law relating to the quality and delivery of health care in British Columbia. The latter, which would become the first Japanese law program to be established in Canada, reflects the growing economic importance of relations with Japan for Canada generally and for British Columbia in particular.

In short, the Faculty of Law is overloaded with responsibilities and reinforcement is needed, especially if there is to be a graduate program of size and substance. More faculty, more staff, and more library resources are required if the Faculty is to achieve provincial adequacy and national stature.

The **CORE FACULTIES** are Arts, Science, and Graduate Studies. Arts and Science are the core of the University in almost every sense. They share the responsibility of maintaining the University's strengths in the various basic disciplines into which knowledge is divided. In each of these subject areas it is expected that a good Department should be able to present its discipline in depth, make contributions to the common heritage of knowledge and understanding, and provide substantial instruction in basic subjects for students in professional Faculties, particularly at the undergraduate level. At the graduate level, the Faculty of Graduate Studies spans the University, ensuring a common standard of advanced studies.

The **FACULTY OF ARTS** is faced with buoyant enrolments in its traditional disciplines in the humanities and social sciences. This has been the case in recent years despite considerable publicity in the press and elsewhere that has questioned the value of the general B.A. degree in terms of the employability of Arts graduates. The Faculty has strong graduate programs in many fields, both at the master's and doctoral level. The number of doctoral students in most programs has reflected the decline in demand for post-secondary teachers. Some master's programs, on the other hand, have recently expanded in response to demand for their graduates. In areas where enrolments are stable, or even declining, the emphasis in the short term is being placed on the further development and improved quality of existing programs.

In addition to a few new programs in the humanities, social sciences, and professional Schools in the Faculty, the major development urged by the Dean is increased emphasis on the creative and performing arts. It is the Dean's view that substantial development of the creative and performing arts is justified by the developing market for graduates, by the lost opportunity to develop these programs in the 1960s when enrolments and finances were generally buoyant, and by national priorities emphasizing the promotion of arts in Canada and the training of Canadian artists. The proposed developments in the creative



Some Social Trends

and performing arts involve substantial emphasis on "quasi-professional" training for performance. The addition of several new Faculty members is essential to these plans.

Other than the creative and performing arts, where a number of program initiatives at both the undergraduate and graduate level is underway, new programs requiring additional faculty are, at the present time, restricted to a master's program in Archival Studies to be offered jointly by the School of Librarianship and the Department of History, and a Master of Arts program in Family Sciences to be given by the School of Home Economics. There are, in addition to these new programs that require new Faculty members, areas such as Climatology, Music and Children's Literature that require additional faculty in order to meet the demand for graduates and handle existing enrolments.

The **FACULTY OF SCIENCE**, almost predictably, places strong emphasis on graduate studies and research in pure science, which is the basis for much of the character of contemporary society, and from which there is a demonstrable flow of applications to the benefit of mankind. The University of British Columbia has strong science Departments that substantially bolster the professional Faculties in which science is a component. Looking to the future, the Faculty of Science particularly stresses the importance of Computer Science, Oceanography (recently transferred from Graduate Studies), laser technology (in Chemistry and Physics), and coal geology (in Geological Sciences). At a more detailed level, there are many particular needs, reflecting the advance of scientific knowledge across a broad front. Aggregating Departmental needs, the Faculty of Science has many requirements for new faculty, 10/UBC Reports

staff, and a substantial amount of new space.

The **FACULTY OF GRADUATE STUDIES** is University-wide in scope and has a threefold role. It is concerned with academic policy for graduate work in all disciplines; it has administrative responsibility for graduate programs and graduate students; and it has budget responsibility for a small constellation of Institutes and Centres in which research is a major activity, plus the School of Community and Regional Planning. The Faculty is a logical administrative home for innovative programs, especially of an interdisciplinary nature, that may begin at the graduate level and subsequently be woven into the fabric of the University. Oceanography, which recently became a Department in the Faculty of Science, is a good example. There is no shortage of ideas for Institutes and Centres, a current proposal being for a Centre for Gerontology (Aging).

The Faculty has as a sustained objective, the maintenance of a high quality of graduate work, which implies careful attention to admissions, student programs and examinations. With 3,000+ graduate students each, the Universities of British Columbia and Alberta share the largest graduate enrolments in western Canada. The growth of the graduate student enrolment is critically dependent on financial support structures. Scholarships and teaching assistantships are helpful, but the costs of doing research are at present limiting the numbers of students in many disciplines.

All of the foregoing underlines the main theme of this report -- UBC is a good university, but as a major university it is conspicuously lean. There is much still to be filled out. It is accordingly difficult to respond adequately to new circumstances without new resources.

In the next decade there are at least three well-identified social trends that will condition much of the public attitude, and much of the planning for universities.

First and most immediate is the aftermath of the population explosion. Almost world wide, age distributions are reflecting declining birth rates and declining death rates. This will mean that, for at least the next two decades, the average age of the populace will increase. The conventional university concerns are that enrolments of young people may decline unless a larger proportion of high school graduates go to university; graduate enrolments may diminish unless a larger proportion of undergraduates carries on to the higher levels of education. Universities, it is said, will be under heavy pressure to reduce their budgets as enrolments decline.

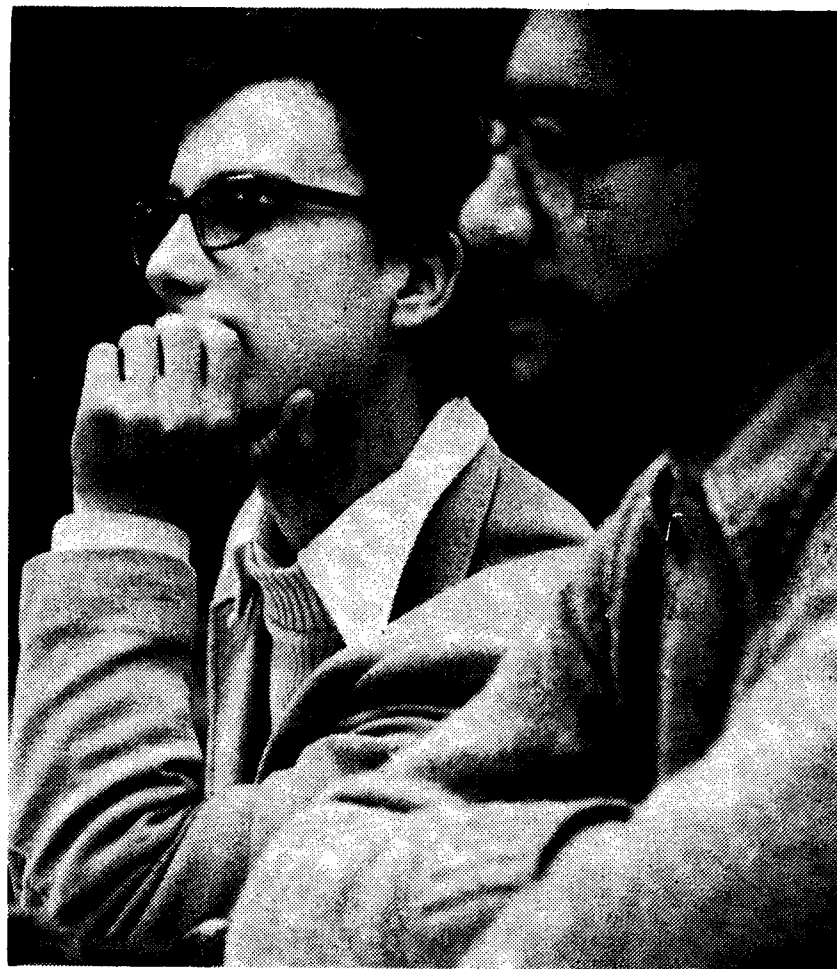
There are some observations to be made about this state of affairs. It is likely that concerns about enrolment will be tempered substantially by the demands for more sophistication in the job market. The expectation has been and will be that the employment rate for university graduates is higher than for non-graduates: education will always have currency in society. At the present time, the only way to qualify for many jobs is with a master's degree. In future, this will be a more common requirement in more fields. Additionally, it is by no means safe to assume that all universities will be equally affected. The population is increasingly mobile on provincial, national and international levels. The universities that offer the best credentials will have least reason for worry about enrolment. Universities that reduce their standards to maintain enrolment will find, in the long run, that it is "counter-productive". Moreover, it should not be assumed that the job market is as keen on job training below the university level as students (and their parents) might have

us believe. The best potential employee has an education, not a set of increasingly obsolescent skills. Finally, in British Columbia "participation rates" in higher education are substantially lower than in other parts of Canada; and in Canada they are generally lower than in the United States, clearly implying that if participation rates in British Columbia were to move closer to the norm, the provincial universities might grow substantially despite the demographic trend.

Fallout from knowledge explosion about due to happen

Second in the trends of today is the application of many of the scientific findings of the 1960s and 1970s to a multitude of problems. The "fallout from the knowledge explosion" is just about due to happen. This will place strong pressures on universities to produce graduates who can keep Canada in at least some events in the "international technological olympics". The federal and provincial governments have already launched some rhetorical initiatives about the importance of R&D to the economy. It has already been foreseen that, if Canada is to achieve its avowed goal of R&D expenditure in relation to the GNP, it will be necessary to increase substantially the present rate of production of highly-qualified manpower. Indeed, to be ready for the mid-1980s, steps should be taken now to encourage students to embark on science and technology career patterns. Similar arguments can be applied to the whole set of health sciences. Almost suddenly, it seems, there is much more understanding of how to diagnose this and to cure that, and since everyone wants the best and most up-to-date treatment, there are strong pressures for more doctors, dentists, pharmaceutical experts, and a variety of paramedical specialists. This trend can be generalized to the strong pressures from the commercial and government sectors for business and public policy specialists. For a country like Canada, there is a particular and rapidly growing need for natural resource specialists in both the natural and social science disciplines.

The advances of technology will demand the exposure of students to the most up-to-date developments in their university education if they are not to be technically inadequate, however learned, when they graduate. In the circumstances of rapid technological change, there will be strong demands for re-education. While one university education should still be enough for a lifetime, continuing education will



become even more essential than it is today for first class professionalism. And first class professionals will be looking for first class continuing education.

The third major contemporary trend is the accelerating impact of technology on society. In a multitude of ways, people find that with the fast changes in how things are done, their lives are changed. The current word processing revolution is a small example. Another could be the advent to "pay for what you want to see" television, where the choices range from what is in today's *London Times* to Mother Goose. Also to be considered: the switchover in energy sources in the next two decades; the developing water shortages of the United States' southwest, with all their implications, particularly for the Pacific northwest; the global monetary crises which always seem to be just on the horizon; the diversification, massiveness and cumulative nature of environmental impacts caused by more people using more technology.

These and dozens of other examples all contribute to the expectation for profound disturbance of the *status quo*. Technological change has been, and will be, a major factor in what could be called the social disorientation of our times. People "don't know what to think these days". There is a prevalent ambivalence about

what is of value. Coupled with this moral and ethical uncertainty, there is the increasing prospect of more leisure time — spare days that may be taken up with self-indulgence, social mischief, or constructive creativity. In this sea of alternatives, the humanities and creative arts have much to offer in the way of insight and inspiration. In responding to technological change, it will be important to remember the need for evaluating and explaining the nature of social change. As a reservoir of knowledge of the human condition, a university is an invaluable source of social commentary.

There are many other implications of the accelerating pace of events today. As a further consequence to technology, the world has become much more interactive, and with the growth of communications of all kinds, has become much more complex. The growth in numbers of Statutes to cope with these changes is staggering, and systems of jurisprudence are under stress as never before. There are challenges to all levels of the educational system, and even greater challenges for those charged with educating tomorrow's educators. We live at a time when the intellectual plane of society is potentially on the way up, and if the opportunity can be seized, the cultural, social and material rewards can be immense. It is a good time for self assessment.



The Mission

Young men and women between the ages of 18 and 24 are society's most important and treasured resource. Their education is a matter of the greatest practical importance if the province and the nation are to compete successfully in an increasingly interdependent and technological world. Indeed, it is from the recognition of this fundamental truth that society at large derives its commitment to the provision of the resources necessary for higher education. The mission of UBC, like that of all first class universities, is to serve society by providing the best environment it can in which to nurture and stimulate the native intellectual capacity, curiosity and creativity of its students; and, to do this in such a way as to foster the development of Canadian culture. In the process of educating its students, the University community, through its research and scholarship, provides intellectual leadership for society; from the ranks of its graduates it also provides society with leaders in all fields of endeavour. No other institution devised by humans can claim a mission which entails such grave responsibilities as those which devolve upon the University; no other institutions have such profound long term effects on the future of society. The University meets these responsibilities by providing:

- (1) education of high quality for undergraduate and graduate students of the performing and creative arts, in the humanities, the social sciences, the earth sciences, the life sciences, the mathematical sciences and the physical sciences, and also for students in the wide range of professions that are essential for maintaining the fabric of society;
- (2) new knowledge through research and scholarship and the application of new knowledge in the professions;
- (3) a wide array of programs in continuing education for the

general public and for the professions;

- (4) a reservoir of knowledge and expertise which is available to government and to industry.

Only society itself can ensure that the University is provided with the resources required to achieve excellence in the discharge of these responsibilities. There is, unfortunately, no easy and inexpensive road to excellence in the academic endeavour, which can only be neglected at the certain risk of curtailing society's options in the future.

In order to meet the needs of society the University must provide for an appropriate distribution of undergraduates among the core disciplines in all the liberal arts and sciences as well as in the professional Faculties. The importance of the professional Faculties to society has been recognized at UBC since the University's inception in 1915; their strength is underpinned and reinforced by the strength of the Departments in the core disciplines of the Arts and Sciences. The various Faculties and Departments are interdependent both in their objectives and in their operations and the whole is greater than the sum of its parts. The full-time day undergraduate student is no longer the sole focus of the University's undergraduate programs. The number of part-time students is increasing and the University is committed to providing appropriate opportunities for those who are qualified to complete their degrees on a part-time basis.

Graduate studies can only be developed on the foundation of strong undergraduate programs. The existence of graduate programs and research in turn stimulates and reinforces undergraduate programs. Graduate studies and research at UBC must be encouraged and strengthened in order to meet provincial and national needs in the years ahead. The University must continue to conduct research of the highest quality. There is widespread agreement that Canada is suffering and will continue to suffer from a failure to support and conduct research and development at an adequate level during the past decade. One of the most disturbing features of this trend has been the decline in the purchasing power of research grants to the Canadian universities. (See Science Council of Canada, Annual Report 1978-79, June, 1979.) This has occurred in spite of the fact that the long term benefits of research and scholarship to society are recognized across the nation. The debate is no longer whether to increase research funding, but by how much and in what fields. UBC must obtain vastly increased funding for research and development if it is to become the leader that it has the potential to be among Canadian university research communities.

During the past four years the University has greatly increased its ef-



forts to provide for the continuing education of the general public and the professions. Increasingly, it has been called upon to provide expert advice in many areas of knowledge, particularly to governments in relation to provincial and national priorities. Thus senior members of the faculty serve on such bodies as the Economic Council of Canada, the Science Council of Canada, the Science Council of British Columbia, the Medical Research Council of Canada, the National Research Council of Canada, the Natural Sciences and Engineering Research Council of Canada and the Social Sciences and Humanities Research Council of Canada. These activities in continuing education and public service form an integral part of the University's mission. They represent a tangible and direct aspect of UBC's many roles in serving society and will be vigorously pursued.

In fulfilling the responsibilities entailed by its mission, the University will ensure

- (1) that high entrance requirements are maintained for all students;
- (2) that every effort is made to recruit and develop faculty of the highest quality;
- (3) that there are continuing reviews of Departments, Schools and Faculties in order to maintain excellence in all academic programs.

In fulfilling the mission in the coming decade the University will also be guided by the goals and objectives described in the following section of this statement.

Goals and Objectives

Given that UBC's mission in broad terms is to serve society by providing for the intellectual development of its students, providing intellectual leadership for society and contributing to and encouraging the development of Canadian culture, what should UBC's goals and objectives be?

Setting goals for UBC can be undertaken in three contexts: provincial, national, and international. At the provincial level, on the basis of the numbers of undergraduate and graduate students, and the level of research funding, UBC is by far the largest university operation. It is the home for many professional Faculties and Schools, for which there are no comparable offerings in the province. The Health Sciences Centre is on the verge of becoming a major Canadian educational facility for the whole complex of health-related disciplines. UBC is the logical institution to undertake the most advanced and sophisticated work of higher education. By national and international standards, UBC is not yet a large graduate and research university, ranking third in Canada behind Toronto and McGill, at a level only marginally different from that of the University of Alberta and the University of Montreal. In 1979, UBC is close to the level of graduate student enrolment that was once envisioned for the early 1970s. The decade of the '70s has largely been devoted to diversification of undergraduate and graduate offerings which provide a more stable base for growth in the future. In short, UBC seems now to have developed the reputation outside and the infrastructure inside from which to achieve national and international stature as a university in the next decade or two.

In terms of size and resources, it is useful to compare UBC to the University of Washington, its counterpart in a larger but similar educational system. Enrolment at the University of Washington is 36,249 in total; there are 9,168 graduate and professional



students (i.e., including medicine, dentistry and law students), research grants in 1978 totalled \$96 million, and contracts \$41 million. In brief, our nearest large neighbour university has about 50% more students, 200% more graduate students, 500% more research funding, and 3,000% more contract funding.

In the circumstances that (1) UBC is the largest graduate school and research university in the province, but (2) is as yet a long way from being a world class university, and (3) the next decade will see strong demands for professional and graduate training, it is clear that as a first goal UBC should make major efforts to expand its senior undergraduate and advanced professional and graduate work.

The greatest danger in growth for the sake of growth is the risk of lowering standards to achieve what is seen to be a better size. Fortunately, UBC has consistently encouraged higher standards of admission, and is currently again raising the requirements for freshman entry. The importance of literacy and mathematical skills cannot be underestimated. There

would appear to be a decline in these skills that has alarmed many educators for several years. It is crucial that the University should do what it can to help reverse this trend, and one of the best things it can do is to set an example by insisting on high standards. It is equally important to avoid the temptations to offer trivial optional courses for the non-specialist and frivolous cafeteria style degree programs that eventually leave the student disenchanted with higher education. At the graduate level, a lowering of standards can happen almost invisibly. For example, at UBC most of the relatively strong Departments only accept graduate students who have first class average standing which is well above the minimum requirement. A lowering of Departmental thresholds would not involve any change in formal admission requirements. Similarly, the standards for establishing grades in graduate courses and for evaluation of these are difficult to assess, maintain, and improve. Excellence at the graduate level is only achieved by a "high grading" of applications for admission and constant referral to external sources of criticism. A second goal

must be to attain and maintain excellence.

A third goal for UBC centres on the word "balance", for it is not sufficient to grow and to stress excellence if, in the process, the University becomes lopsided. There are many factors to be considered. The strength of UBC in professional fields is crucially dependent on the strengths in the core Faculties. None of the professional Schools would be viable institutions if they were separated from the University. The whole character of professional training is coloured not only by its extensive dependence on the courses that are taken in the other parts of the University, but also by the daily interaction of the faculty in a wide variety of academic activities. It is equally relevant to observe that the research thrusts in the core academic Faculties are strongly influenced by the contacts with the professional Schools. It is accordingly important to assure that the growth of the University maintains an appropriate balance between the core Faculties and the professional Faculties. Within Faculties there are similar considerations of balance among subject areas or disciplines. A Faculty of Science cannot consist of a Department of Geology and little else, just as a Faculty of Forestry cannot be restricted to wood chemistry. The responsibilities of the University to the community it serves demand a balanced growth.

Balanced growth to ensure service to the community

Somewhat similar observations may be made about balancing the age structure of a university. As all university professors know, it is one of the major satisfactions of the job to watch the maturing process from freshman entry to graduation. Students get the best undergraduate education at a university where there are graduate students working in an exciting research atmosphere. Conversely, graduate work is best done in an environment that requires the systematic review of the discipline in its presentation to novices.

The question of age structure does not end with consideration of students, but extends with equal force to the faculty. Young professors get ideas; older professors know which are good ideas. The success of any university department requires a steady infusion of new young professional recruits. To recapitulate, a third goal for UBC should be balanced growth to ensure a comprehensive and sustained capacity to serve the community as an outstanding institution of higher learning.

With these goals, some realistic objectives for UBC to achieve by 1990 are:

A. Improvement of Academic Programs

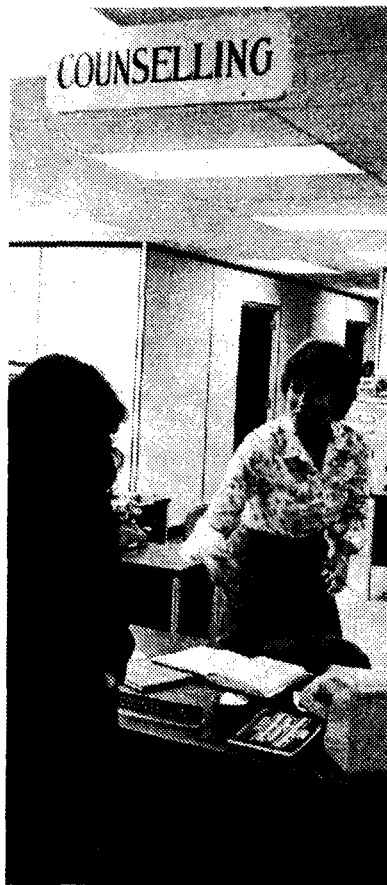
- (1) To strengthen existing programs in areas of critical importance to the province and in critical areas of current weakness.
- (2) To continue to improve UBC's programs to meet the province's growing need for qualified manpower and research in the major resource areas, viz: agriculture, engineering, energy, fisheries, and forestry.
- (3) To continue to improve UBC's programs to meet the increasing requirements for qualified manpower and research of the province's commercial and business activities by expanding the M.B.A. and Ph.D. programs in the Faculty of Commerce and Business Administration.
- (4) To expand programs in the health sciences in order to
 - (i) increase the number of health care professionals;
 - (ii) foster the team approach to health care;
 - (iii) foster affiliation agreements with the teaching hospitals and thus improve health education and health care.
- (5) To develop new programs which are responsive to social needs.
 - (i) The University should capitalize on its position as a Pacific Rim university by encouraging teaching and research which will foster increased understanding and associations with Asian countries and their universities. Current planning in the Faculty of Law for a program in Japanese Law reflects this objective.
 - (ii) The new program for the degree of Bachelor of Landscape Architecture is an example of the University's response to a more local need.

B. Increased Graduate Studies and Research

- (6) To achieve a graduate student enrolment of at least 6,000 students, using present or higher criteria for admission and performance. This provision relates to the provision of highly qualified manpower.
- (7) To achieve a total level of research funding of at least \$50 million per annum (1978 dollars).
- (8) To foster cooperation between University researchers and those in business, industry and government. The initiation of a Discovery Park on campus is a first step in this direction.

C. Maintenance of Library Resources and Computing Centre

- (9) To maintain and expand the collections and resources of the



Library in order to provide the best possible support for the University's academic programs, scholarship and research. UBC's library system is a major provincial and national resource which is called upon daily to meet the needs of a wide range of people outside the University, particularly in the professions, other educational institutions, industry and government. It is essential that the quality of the Library's collection and service not be eroded. The objective is therefore to fund the Library on a basis which is not tied to student enrolment.

- (10) To maintain and keep UBC's outstanding Computing Centre up to date to meet the teaching and research needs of the University community.

D. Improved Student Accessibility, Counselling and Part-Time Degree Completion

- (11) To encourage an increase in the percentage of students aged 18 to 24 years who attend post-secondary institutions. This age group accounts for 80% of all post-secondary students in B.C. but the percentage of this group who attend post-secondary institutions (i.e., the so-called participation rate) is only 15.6% compared to 19.8% for Canada as a whole. B.C. ranks sixth among the provinces with respect to the participation rate. This is an acute

problem for the province and the objective must be to raise the participation at least to the national average of 19.8% by 1990.

- (12) To achieve the resources to permit all deserving and qualified students to attend University, so that none are excluded solely because they lack the necessary funds. The University would be failing in its responsibility if it were to accept any lesser aim.
- (13) To strengthen UBC's academic and career counselling services in order to assist students in selecting and achieving their educational and professional goals. The University recently completed a wide review of services provided to students. The objective was to devise more effective ways of delivering existing services and to receive suggestions for the provision of new services. It is planned to implement the major recommendations of this review.
- (14) To expand the opportunities for degree completion to qualified third and fourth year part-time students and to "stop-outs".

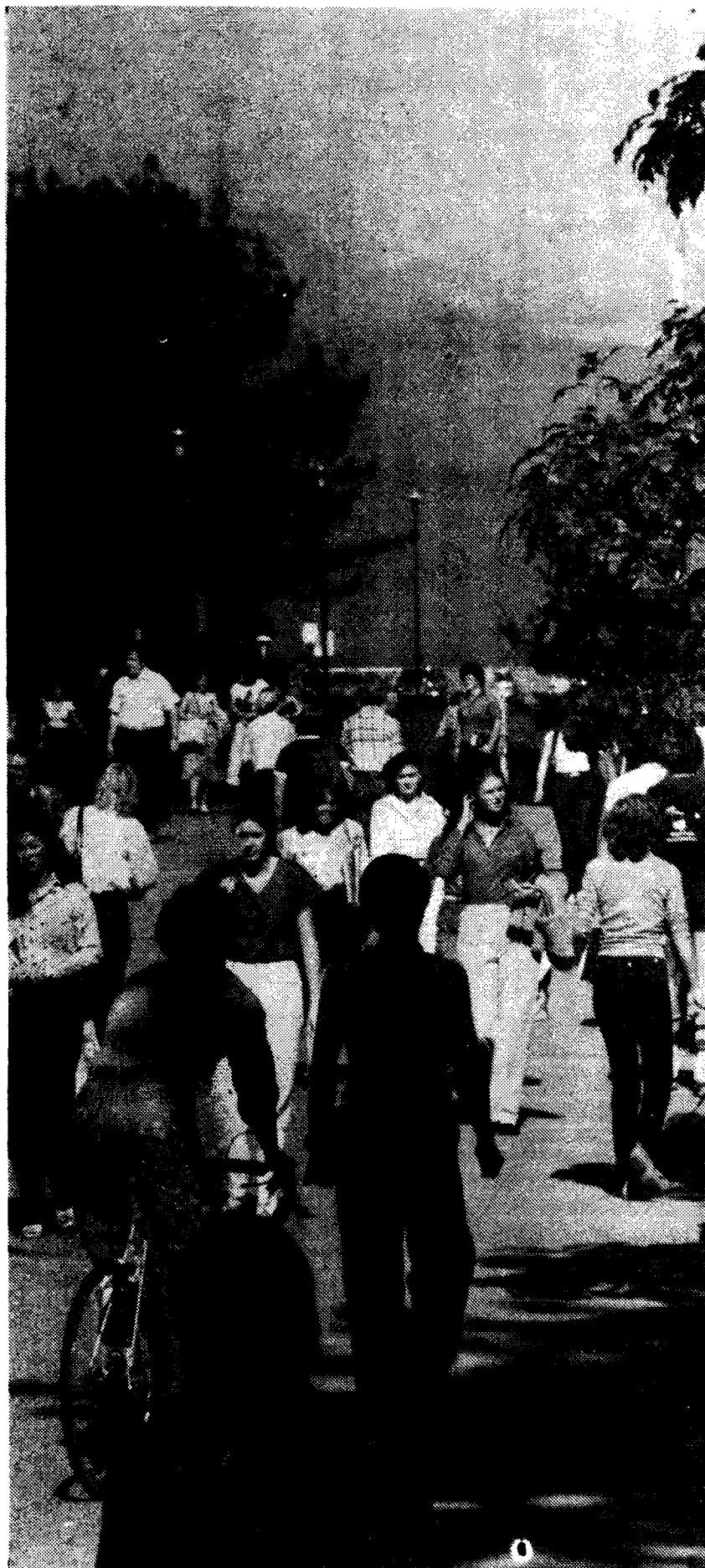
An important feature of UBC's percentage number of part-time students has risen from 16.8 to 21.1. The trend toward part-time study will accelerate in the years ahead and students must be provided with the opportunity to combine work experience with higher education.

E. Expanded Continuing Education and Non-University Use of Facilities

- (15) To expand continuing education programs for the general public and, in cooperation with professional associations, to increase opportunities for continuing education for the professions. The University believes that all such programs are of great importance to the public and the professions.
- (16) To continue to render direct service to the public by providing non-University users with access to the Library, the Computing Centre, the Museum of Anthropology, the Botanical Garden, the research forest at Haney and the University's attached facilities. The objective is to provide the general public with opportunities to participate in University programs and to develop active interfaces with the University.

F. Cooperation with other Provincial Universities

- (17) To cooperate with the other provincial universities to avoid costly and unnecessary duplication of professional facilities and advanced research. The overexpansion of the university system which took place in other juris-



ditions should be avoided in B.C.

In large measure the 10 objectives listed under A, B and C above are related, because the same people do the work of undergraduate teaching, graduate instruction and research; and they require first class library and computing resources. Moreover graduate student support is strongly related to research funding. The first 10 objectives can be pursued most effectively in an academic environment that provides facilities, administrative support and encouragement. At present the academic environment at UBC might be described as only moderately good, even though it is probably the best in Canada, with substantial capacities for further development.

UBC has potential to be dominant university in western Canada

It is the prevailing belief at UBC that the University is just approaching maturity as a world class institution. Many Faculty members have received national and international recognition. Many Departments are widely recognized for their particular research strengths. The University bristles with ideas, and there are many enthusiasms for new and exciting ventures. The Health Sciences Centre is on the verge of being a major Canadian concentration for the whole complex of health-related disciplines, enviable for the facilities of the new hospitals for teaching and research, and the fine coordination of functions and activities. The current discussions concerning a research park on the south campus of the University are an encouraging sign that British Columbia is ready to join the club of high-technology centres of the world, albeit as a relatively junior participant at first. With the geographic advantages of being on the Pacific Rim, and a pleasant part of it at that, B.C. has a substantial potential to develop in which the University should and will play an important role. These are bright prospects.

At the same time, it is obvious that there are some areas of weakness, and a limitation in resources with which to build. In many respects, UBC shows the unevenness of development that comes with rapid growth on limited budgets. Given sufficient funds in the next decade, UBC could adequately perform its role as the primary institution of research and graduate work in the province, and has the potential to become the dominant institution of higher learning in western Canada.



Wayson Choy

When Grandmama died at 83 our whole household held its breath. She had promised us a sign of her leaving, final proof that her present life had ended well. My parents knew that without any clear sign, our own family fortunes could be altered, threatened. My stepmother looked endlessly into the small cluttered room the ancient lady had occupied. Nothing was touched; nothing changed. My father, thinking that a sign should appear in Grandmama's garden, looked at the frost-killed shoots and cringed: *no, that could not be it.*

My two older teenage brothers and my sister, Liang, age 14, were embarrassed by my parents' behavior. What would all the white people in Vancouver think of us? We were Canadians now, *Chinese-Canadians*, a hyphenated reality that my parents could never accept. So it seemed, for different reasons, we all held our breath waiting for *something*.

I was eight when she died. For days she had resisted going into the hospital . . . a *cold, just a cold* . . . and instead gave constant instruction to my stepmother and sister on the boiling of ginseng roots mixed with bitter extract. At night, between wracking coughs and deadly silences, Grandmama had her back and

The Jade Peony

chest rubbed with heated camphor oil and sipped a bluish decoction of an herb called Peacock's Tail. When all these failed to abate her fever, she began to arrange the details of her will. This she did with my father, confessing finally: "I am too stubborn. The only cure for old age is to die."

My father wept to hear this. I stood

beside her bed; she turned to me. Her round face looked darker, and the gentleness of her eyes, the thin, arching eyebrows, seemed weary. I brushed the few strands of gray, brittle hair from her face; she managed to smile at me. Being the youngest, I had spent nearly all my time with her and could not imagine that we would ever be parted. Yet when she spoke, and her voice hesitated, cracked, the sombre shadows of her room chilled me. Her wrinkled brow grew wet with fever, and her small body seemed even more diminutive.

"I—I am going to the hospital, Grandson." Her hand reached out for mine. "You know, Little Son, whatever happens I will never leave you." Her palm felt plush and warm, the slender, old fingers boney and firm, so magically strong was her grip that I could not imagine how she could ever part from me. Ever.

Her hands *were* magical. My most vivid memories are of her hands: long, elegant fingers, with impeccable nails, a skein of fine, barely-seen veins, and wrinkled skin like light pine. Those hands were quick when she taught me, at six, simple tricks of juggling, learnt when she was a village girl in Southern Canton; a troupe of actors had stayed on her father's farm. One of them, "tall and pale as the whiteness of petals," fell in love with her, promising to

return. In her last years his image came back like a third being in our two lives. He had been magician, acrobat, juggler, and some of the things he taught her she had absorbed and passed on to me through her stories and games. But above all, without realizing it then, her hands conveyed to me the quality of their love.

Most marvellous for me was the quick-witted skill her hands revealed in making windchimes for our birthdays: windchimes in the likeness of her lost friend's only present to her, made of bits of string and scraps, in the centre of which once hung a precious jade peony. This wondrous gift to her broke apart years ago, in China, but Grandmama kept the jade pendant in a tiny red silk envelope, and kept it always in her pocket, until her death.

These were not ordinary, carelessly made chimes, such as those you now find in our Chinatown stores, whose rattling noises drive you mad. But making her special ones caused dissension in our family, and some shame. Each one that she made was created from a treasure trove of glass fragments and castaway costume jewellery, in the same way that her first windchime had been made. The problem for the rest of the family was in the fact that Grandmama looked for these treasures wandering the back alleys of Keefer and Pender Streets, peering into our neighbors' garbage cans, chasing away hungry, nervous cats and shouting curses at them.

"All our friends are laughing at us!" Older Brother Jung said at last to my father, when Grandmama was away having tea at Mrs. Lim's.

"We are not poor," Oldest Brother Kiam declared, "yet she and Sek-Lung poke through those awful things as if —" he shoved me in frustration and I stumbled against my sister, "— they were beggars!"

"She will make Little Brother crazy!" Sister Liang said. Without warning, she punched me sharply in the back; I jumped. "You see, look how *nervous* he is!"

I lifted my foot slightly, enough to swing it back and kick Liang in the shin. She yelled and pulled back her fist to punch me again. Jung made a menacing move towards me.

"Stop this, all of you!" My father shook his head in exasperation. How could he dare tell the Grand Old One, his aging mother, that what was somehow appropriate in a poor village in China, was an abomination here. How could he prevent me, his youngest, from accompanying her? If she went walking into those alleyways alone she could well be attacked by hoodlums. "She is not a beggar looking for food. She is searching for — for...."

My stepmother attempted to speak, then fell silent. She, too, seemed perplexed and somewhat ashamed. They all loved Grandmama, but she was *incon-*

venient, unsettling.

As for our neighbors, most understood Grandmama to be harmlessly crazy, others that she did indeed make lovely toys but for what purpose? *Why?* they asked, and the stories she told me, of the juggler who smiled at her, flashed in my head.

Finally, by their cutting remarks, the family did exert enough pressure so that Grandmama and I no longer openly announced our expeditions. Instead, she took me with her on "shopping trips," ostensibly for clothes or groceries, while in fact we spent most of our time exploring stranger and more distant neighborhoods, searching for splendid junk: jangling pieces of a vase, cranberry glass fragments embossed with leaves, discarded glass beads from Woolworth necklaces.... We would sneak them all home in brown rice sacks, folded into small parcels, and put them under her bed. During the day when the family was away at school or work, we brought them out and washed every item in a large black pot of boiling lye and water, dried them quickly, carefully, and returned them, sparkling, under her bed.

Our greatest excitement occurred when a fire gutted the large Chinese Presbyterian Church, three blocks from our house. Over the still-smoking ruins the next day, Grandmama and I rushed precariously over the blackened beams to pick out the stained glass that glittered in the sunlight. Small figure bent over, wrapped against the autumn cold in a dark blue quilted coat, happily gathering each piece like gold, she became my spiritual playmate: "There's a good one! *There!*"

Hours later, soot-covered and smelling of smoke, we came home with a Safeway carton full of delicate fragments, still early enough to steal them all into the house and put the small box under her bed. "These are special pieces," she said, giving the box a last push, "because they come from a sacred place." She slowly got up and I saw, for the first time, her hand begin to shake. But then, in her joy, she embraced me. Both of our hearts were racing, as if we were two dreamers. I buried my face in her blue quilt, and for a moment, the whole world seemed silent.

"My juggler," she said, "he never came back to me from Honan... perhaps the famine...." Her voice began to quake. "But I shall have my sacred windchime... I shall have it again."

One evening, when the family was gathered in their usual places in the parlor, Grandmama gave me her secret nod: a slight wink of her eye and a flaring of her nostrils. There was *trouble* in the air. Supper had gone badly, school examinations were due, father had failed to meet an editorial deadline at the *Vancouver Chinese Times*. A huge sigh came from Sister Liang.

"But it is useless this Chinese they teach you!" she lamented, turning to Step-mother for support. Silence. Liang

frowned, dejected, and went back to her Chinese book, bending the covers back.

"Father," Oldest Brother Kiam began, waving his bamboo brush in the air, "you must realize that this Mandarin only confuses us. We are Cantonese speakers...."

"And you do not complain about Latin, French or German in your English school?" Father rattled his newspaper, a signal that his patience was ending.

"But, Father, those languages are *scientific*," Kiam jabbed his brush in the air. "We are now in a scientific, logical world."

Father was silent. We could all hear Grandmama's rocker.

"What about Sek-Lung?" Older Brother Jung pointed angrily at me. "He was sick last year, but this year he should have at least started Chinese school, instead of picking over garbage cans!"

"He starts next year," Father said, in a hard tone that immediately warned everyone to be silent. Liang slammed her book.

Grandmama went on rocking quietly in her chair. She complimented my mother on her knitting, made a remark about the "strong beauty" of Kiam's brushstrokes which, in spite of himself, immensely pleased him. All this babbling noise was her family torn and confused in a strange land: everything here was so very foreign and scientific.

The truth was, I was sorry not to have started school the year before. In my innocence I had imagined going to school meant certain privileges worthy of all my brothers' and sister's complaints. The fact that my lung infection in my fifth and sixth years, mistakenly diagnosed as TB, earned me some reprieve, only made me long for school the more. Each member of the family took turns on Sunday, teaching me or annoying me. But it was the countless hours I spent with Grandmama that were my real education. Tapping me on my head she would say, "Come, Sek-Lung, we have *our* work," and we would walk up the stairs to her small crowded room. There, in the midst of her antique shawls, the old ancestral calligraphy and multi-colored embroidered hangings, beneath the mysterious shelves of sweet herbs and bitter potions, we would continue doing what we had started that morning: the elaborate windchime for her death.

"I can't last forever," she declared, when she let me in on the secret of this one. "It will sing and dance and glitter," her long fingers stretched into the air, pantomiming the waving motion of her ghost chimes; "My spirit will hear its sounds and see its light and return to this house and say goodbye to you."

Defly she reached into the Safeway carton she had placed on the chair beside me. She picked out a fish-shape amber piece, and with a long needle-like tool and a steel ruler, she scored it. Pressing the blade of a cleaver against the line, with the

fingers of her other hand, she lifted up the glass until it cleanly *snapped* into the exact shape she required. Her hand began to tremble, the tips of her fingers to shiver, like rippling water.

"You see that, Little One?" She held her hand up. "That is my body fighting with Death. He is in this room now."

My eyes darted in panic, but Grandmama remained calm, undisturbed, and went on with her work. Then I remembered the glue and uncorked the jar for her. Soon the graceful ritual movements of her hand returned to her, and I became lost in the magic of her task: she dabbed a cabalistic mixture of glue on one end and skillfully dropped the braided end of a silk thread into it. This part always amazed me: the braiding would slowly, *very* slowly, *unknot*, fanning out like a prized fishtail. In a few seconds the clear, homemade glue began to harden as I blew lightly over it, welding to itself each separate silk strand.

Each jam-sized pot of glue was precious; each large cork had been wrapped with a fragment of pink silk. I remember this part vividly, because each cork was treated to a special rite. First we went shopping in the best silk stores in Chinatown for the perfect square of silk she required. It had to be a deep pink, a shade of color blushing toward red. And the tone had to match — as closely as possible — her precious jade carving, the small peony of white and light-red jade, her most lucky possession. In the centre of this semi-translucent carving, no more than an inch wide, was a pool of pink light, its veins swirling out into the petals of the flower.

"This color is the color of my spirit," she said, holding it up to the window so I could see the delicate pastel against the broad strokes of sunlight. She dropped her voice, and I held my breath at the wonder of the color. "This was given to me by the young actor who taught me how to juggle. He had four of them, and each one had a centre of this rare color, the color of Good Fortune." The pendant seemed to pulse as she turned it: "Oh, Sek-Lung! He had white hair and white skin to his toes! It's true, I saw him bathing." She laughed and blushed, her eyes softened at the memory. The silk had to match the pink heart of her pendant: the color was magical for her, to hold the unravelling strands of her memory....

It was just six months before she died that we really began to work on her last windchime. Three thin bamboo sticks were steamed and bent into circlets; 30 exact lengths of silk thread, the strongest kind, were cut and braided at both ends and glued to stained glass. Her hands worked on their own command, each hand racing with a life of its own: cutting, snapping, braiding, knotting.... Sometimes she breathed heavily and her small body, growing thinner, sagged against me. *Death*, I thought, *He is in this room,*

and I would work harder alongside her. For months Grandmama and I did this every other evening, a half dozen pieces each time. The shaking in her hand grew worse, but we said nothing. Finally, after discarding hundreds, she told me she had the necessary 30 pieces. But this time, because it was a sacred chime, I would not be permitted to help her tie it up or have the joy of raising it. "Once tied," she said, holding me against my disappointment, "not even I can raise it. Not a sound must it make until I have died."

"What will happen?"

"Your father will then take the centre braided strand and raise it. He will hang it against my bedroom window so that my ghost may see it, and hear it, and return. I must say goodbye to this world properly or wander in this foreign devil's land forever."

"You can take the streetcar!" I blurted, suddenly shocked that she actually meant to leave me. I thought I could hear the clear-chromatic chimes, see the shimmering colors on the wall: I fell against her and cried, and there in my crying I knew that she would die. I can still remember the touch of her hand on my head, and the smell of her thick woolen sweater pressed against my face. "I will always be with you, Little Sek-Lung, but in a different way . . . you'll see."

Months went by, and nothing happened. Then one late September evening, when I had just come home from Chinese School, Grandmama was preparing supper when she looked out our kitchen window and saw a cat — a long, lean white cat — jump into our garbage pail and knock it over. She ran out to chase it away, shouting curses at it. She did not have her thick sweater on and when she came back into the house, a chill gripped her. She leaned against the door: "That was not a cat," she said, and the odd tone of her voice caused my father to look with alarm at her. "I can not take back my curses. It is too late." She took hold of my father's arm: "It was all white and had pink eyes like sacred fire."

My father started at this, and they both looked pale. My brothers and sister, clearing the table, froze in their gestures.

"The fog has confused you," Stepmother said. "It was just a cat."

But Grandmama shook her head, for she knew it was a sign. "I will not live forever," she said. "I am prepared."

The next morning she was confined to her bed with a severe cold. Sitting by her, playing with some of my toys, I asked her about the cat: "Why did father jump at the cat with the pink eyes? He didn't see it, you did."

"But he and your mother know what it means."

"What?"

"My friend, the juggler, the magician, was as pale as white jade, and he had pink eyes." I thought she would begin to tell me one of her stories, a tale of enchant-

ment or of a wondrous adventure, but she only paused to swallow; her eyes glittered, lost in memory. She took my hand, gently opening and closing her fingers over it. "Sek-Lung," she sighed; "he has come back to me."

Then Grandmama sank back into her pillow and the embroidered flowers lifted to frame her wrinkled face. I saw her hand over my own, and my own began to tremble. I fell fitfully asleep by her side. When I woke up it was dark and her bed was empty. She had been taken to the hospital and I was not permitted to visit.

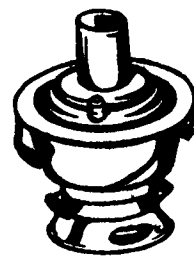
A few days after that she died of the complications of pneumonia. Immediately after her death my father came home and said nothing to us, but walked up the stairs to her room, pulled aside the drawn lace curtains of her window and lifted the windchimes to the sky.

I began to cry and quickly put my hand in my pocket for a handkerchief. Instead, caught between my fingers, was the small, round firmness of the jade peony. In my mind's eye I saw Grandmama smile and heard, softly, the pink centre beat like a beautiful, cramped heart. □

The Jade Peony was the winning entry in the Chronicle Creative Writing Competition for UBC students. Author, Wayson Choy, BA'61, was taking a qualifying year for graduate studies. Prize funds for the competition are provided by the UBC Alumni Fund.

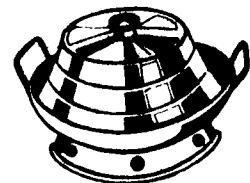
IF YOU LOVE COOKING
YOU'LL LOVE

MING WO



MONGOLIAN POT

CHINESE WOK



MING WO COOKWARE

- CHINATOWN
- LANSDOWNE PARK
- RICHMOND CENTRE
- CAPILANO MALL
- COQUITLAM CENTRE
- LOUGHEED MALL
(THE CONTENTED KITCHEN)

News

1999: Reflections On a University

What does the future hold for UBC? No one really knows, but several educated predictions were made at the Homecoming seminar, October 27, sponsored by the Class of '39.

UBC: 1999 was the subject when four members of the academic community, minister of education Dr. Pat McGeer, the university chancellor, J.V. Clyne, the head of the Universities Council, Dr. William Gibson and Rhodes scholar from the Class of '39, Dr. Jack Davis offered their views. These were followed by papers prepared by four members of '39: Dr. Robert Bell, former principal of McGill University; Dr. William Sibley, head of the Saskatchewan Universities Commission; Dr. John McLaren, Northwestern University and Fred Hartley, president and chairman of Union Oil of California and chairman of Union Oil Canada.

Space limitations only allow publication of brief notes from the papers. Copies of the full texts are available from the alumni office for \$5. Cheques should be made payable to the UBC Alumni Association, 6251 Cecil Green Park Road, Vancouver V6T 1X8.

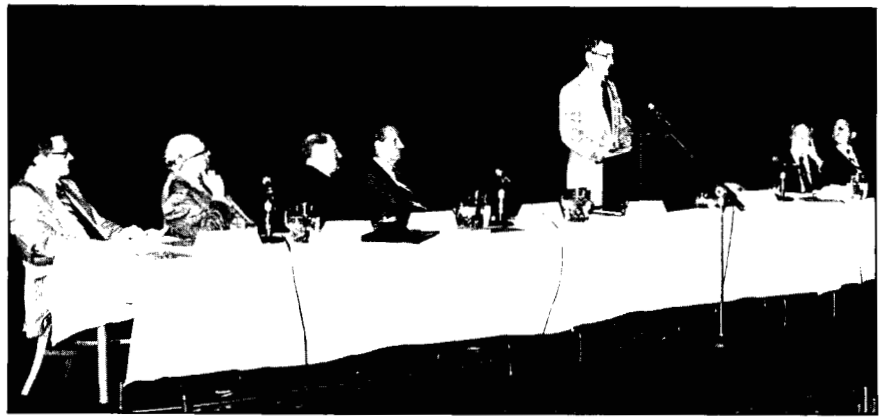
Pat McGeer, reflecting on the history of UBC, predicted that an important phase in its history is coming. Technology is bringing dramatic changes in the delivery of education and the management of institutions. UBC may have to decide if it can increase the size of its professional areas (in the face of great demand) at the possible expense of some of its traditional fields.

The technological revolution was examined by Jack Clyne. One effect will be a decline in employment and the amount of time required for work. Because of this universities of the future will have to place greater emphasis on teaching an appreciation of the arts, and an understanding of history and how society works.

In hoping that the university will continue to grow in quality, not in quantity, Bill Gibson suggested a system of "equalization grants" to help students from outside the lower mainland, ensuring that qualified students would be able to attend university. In noting that the Open Learning Institute will only offer BA and BSc degrees he saw an important role for the university in the development of adult education, perhaps "a weekend university."

Jack Davis paid tribute to the faculty of the university and suggested that UBC should be "unique to a degree, in this province, perhaps in the nation," by emphasizing the universality of knowledge, and stressing interdisciplinary thought and should not simply be a repository of knowledge.

Robert Bell (in his paper, read by Pauline Ranta, seminar committee chair) offered a plea for balance — but not the status quo — in the roles required of a university: vocational, professional training, research and innovation; personal intellectual enrichment; social activist and critic. Extremes in any one "will change the university into something else all together." He saw two major dangers to the roles of the university in the lack of a real national science policy and the growing influence of govern-



The Class of '39 seminar: At the microphone, John McLaren, who originally suggested the event. The other speakers were (left to right) Jack

Davis, J.V. Clyne, William Gibson, Lloyd Detwiler, the moderator, Fred Hartley and Frank Turner.



There were memories and tea for the 60th anniversary of the Class of 1919 at Homecoming '79. Constance Adams, BA'19 (right), one of the original members of the Players Club chats with

Mildred McDairmid, BA'19 (partially hidden) and Mrs. McDairmid's daughter. In the background, UBC chancellor Jack Clyne (left) and Johnny Berto, BA'20.

ment planning on universities.

John McLaren, basing comments on his experience in the Chicago area, said that growth of universities and colleges in the past 25 years has raised questions concerning educational quality, student motivation and educational outcomes. "I believe that the interest of the students, the province of B.C. and Canada will best be served by a high quality, research-oriented campus that will attract more able students." A modern university must have the ability "to effectively participate in industrial growth and development, at the same time safeguarding the professional and scientific values of the educational process." The arts and humanities will provide the enrichment and intellectual stimulation.

Fred Hartley offered a challenge to the university, based on the projected need for many more engineers. "Our future will in large measure depend on how many highly-trained en-

gineers society can produce." Additional teaching facilities and faculty will be needed for these students if Canada is to be able to play its full role in a complicated, technology and science-oriented society.

William Sibley considered (in a paper presented by Frank Turner, co-chair of the '39 reunion committee) the "new crisis" at universities. The tremendous changes of the past few years have brought a complexity to the decision-making process that, he feels, may lead to avoidance, frustration and impasse on the hard choices necessary in the 1980s. While universities no longer live in an ivory tower, they must be clearly seen to demonstrate good stewardship of their tremendous resources if they are "to recapture the support they will need in the troublesome decade ahead."

The challenge of the future is here, and in the words of William Sibley, "It would seem that 'Tuum est' is still an appropriate injunction."

Saturday Nights with The Vancouver Institute

Continuing in its 63rd year of excellence, The Vancouver Institute offers a series of outstanding lectures on successive Saturday nights that is open to the public, free of charge, in the campus Woodward Instructional Resources Centre at 8:15 p.m. Opening the new year on January 26, **Sir George Baker**, a Dal Grauer Memorial lecturer, presents "Aspects of Family Law." Sir George is a British judge and president of the family division of the High Court of Justice. "New Knowledge in Color Perception" is the topic for the February 16 lecture presented by **Dr. Michael Wilson** from the United Kingdom.

Two other lectures are scheduled for February, but as yet, the dates are uncertain: **Eli Mandel**, poet, critic and professor at York University, Toronto, will be offering a reading of some of his works as well as speaking on the subject of literature and **Dr. Geoffrey Parker** of St. Andrew's University, Scotland, will present a lecture on early European history. A prolific writer, Parker had authored 11 books by the time he was 36.

Provost of King's College, Cambridge, **Sir Edmund Leach** will discuss "Michaelangelo's Genesis — an Anthropologist's View" on March 1. "Peking and China, Historical Geography" is the subject of professor **Hou Jen-Chih's** presentation on March 8. Professor Hou is the head of the geography department at Peking University, Peoples Republic of China. Professor **Juan Linz** talks about "Spanish Society and Politics" on March 15. A sociologist and political scientist, Linz is a member of the faculty of Yale University.

Dr. Richard Weinshilbom from the graduate school of medicine at the Mayo Clinic will share "The Chemistry of the Brain" with his listeners on March 22. Weinshilbom is chief of clinical pharmacology at that institution. On March 29, "Nerves and Muscles" is the subject of **Sir Andrew Huxley's** lecture. Sir Andrew is a Royal Society research professor at University College, London, England. He was a recipient of the Nobel prize for his work in physiology.

The visits to the campus by Juan Linz, Sir Andrew Huxley, Sir Edmund Leach and Hou Jen-Chih are part of the Cecil H. and Ida Green visiting professorship program. No details for the Vancouver *Sun* lecturer are final yet. For more information on this or any other of the events, call the UBC Information Office, 228-3131, or write 2075 Wesbrook Place, Vancouver, B.C. V6T 1W5.

Gage Fund Reaches \$180,000

The **Walter H. Gage Memorial Fund** is a cause near and dear to the hearts of many UBCers. Thousands have donated to the endowment fund which now totals well over \$180,000 and began allocating income early this fall. Although the major Gage Fund campaign is ended, donations will always be accepted and will continue to provide emergency aid to students and assistance to student projects in the spirit of Dr. Gage's lifelong commitment to the university community.

Other fund campaigns for the 1979-80 year

New Executive Director Appointed

The UBC Alumni Association has appointed Dr. Peter Jones as executive director of the association.

Jones, who succeeds Harry Franklin who resigned in July, took up his post November 15.

A Canadian citizen, he was born and received his early education in Britain. He earned his licentiates in religious studies (1964) and philosophy (1960), (equivalent to Master's Degree) from the Gregorian University, Rome and his Doctorate in religious studies from McGill University in 1973.

He joins the UBC Alumni Association from the Food for the Hungry, Canada where he was executive director. Previously he had spent five years with the Canadian Council of Christians and Jews. He was appointed executive director of the Council's Pacific Region in 1974 and was named national president in 1976. As president he was responsible for the Council's nationwide educational programs and fund-raising

have received, to date: \$3,200 to the **Burke/Penn Memorial Scholarship Fund**; the **Frank Gnuv Memorial Fund** raised \$6,340 in the 3rd Annual Gnuv Golf Classic; the **Dental Alumni Challenge Fund** gained \$2,700; the **Wolfgang Gerson Prize for Architecture** holds \$2,600; the **Golden Jubilee (Nursing) Scholarship Fund** raised \$950 and the **Jessie McCarthy (Nursing) Scholarship Fund** contains \$2,010. Meanwhile, standing commitments of the Alumni Fund continue. Alumni and friends of the University have given \$4,410 to the **President's Fund** and \$19,850 to alumni scholarships and bursaries, towards an annual commitment of \$110,750.

Donations to the UBC Alumni Fund through October 1979 reached \$294,000. In addition, \$73,000 was credited to the fund by the university's finance department as alumni donations made directly to the university, bringing total alumni donations to \$367,700. A total of \$96,700 reached UBC from alumni wills and bequests. The **Alfred T. Adams Memorial Bursary Fund** campaign, honoring the late executive secretary of the University Resources council, now stands at \$4,700. The fund remains open to donations and the chairman of the campaign committee, Mr. William Mortifee, hopes to reach \$10,000 before the end of March 1980.

YAC's New Friday Philosophy

The Young Alumni Club executive has taken a good look at its "Friday philosophy" and has made a few changes. November 23, the door to YAC's Friday Night Social at Cecil Green Park closes at 11 p.m. The move aims to encourage members to make Cecil Green a choice for the evening rather than a "last chance." Membership fees, like many things these days, have been raised, but the new annual price of \$12 is still low for the privileges that come with the membership card, now valid from June 1st rather than September 1st.

Great events are planned by the executive and there is an emphasis on physical fitness. The volleyball court is re-activated and



campaigns.

Trilingual (English, French and Italian), he was a faculty member at Concordia University between 1967 to 1974 where he was assistant professor of Theological Studies and director of the Centre for Interdisciplinary Studies, Loyola Campus. Prior to his Concordia appointment he was a lecturer at Marianopolis College, Université de Montréal.

everyone — "especially newcomers" — is welcome. Matches are held every Thursday evening at 7:30 p.m. at Queen Mary School (4th and Trimble) until December 6, 1979 and pick up again in 1980 on January 3rd. Plans are laid for badminton, floor hockey, broomball, ice skating and skiing and dates for these and other activities will appear in future YAC-YAKS.

On a more sedate level, special evenings continue as the Christmas season approaches. Yacers, vampires and werewolves met the Great Pumpkin on the dance floor in October and howled to the music of the Orbits — a nostalgia band with a new wave sound. Costume dress was essential and the evening progressed well beyond the witching hour.

Thursday nights are jazz nights, 9 p.m. at Cecil Green Park; soon these evenings will include other musical styles as well. Thursday nights may also see guest speakers, perhaps preceded by an informal dinner. A Thursday night suggestion box is set up and the YAC crew welcomes comments.

And finally, YAC holds its traditional Christmas party Thursday, December 13th at 6:30 p.m. in Cecil Green Park. The evening

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Alumni Award Of Distinction

Honorary Life Membership

Each year the UBC Alumni Association makes two awards — the award of distinction, its highest honor, to a graduate who has made a distinguished contribution in his or her field of endeavor and the honorary life membership to recognize outstanding contributions to UBC and education. To nominate someone for either award, send the nominee's name, a brief biographical outline and your reasons for making the nomination to the Awards Committee, UBC Alumni Association, 6251 Cecil Green Park Rd., Vancouver V6T 1X8
by February 15, 1980.

starts with tree decorating and Christmas cake, eggnog and carolling, and perhaps will even be graced with a visit from the head reindeer man himself. There is a small charge for guests; members are admitted free.

For information on any YAC events call the alumni office at 228-3313 or drop in to Cecil Green any Thursday or Friday night — before 11 p.m.

Frosh Fend Off Fog

Fall 1979 in Vancouver has been a grey surprise for residents expecting one last Indian Summer reprieve of sunny days and crisp nights. Grey rolls of fog shrouded the city for days on end reaching their densest Friday October 12 when the 42 members of the Class of '83 departed the campus for Camp Elphinstone for a three day retreat, in the company of 15 university faculty, staff and alumni, on the Sechelt peninsula. Topics discussed by participants included university government, counselling and basic campus services. Social gatherings were frequent and although the fog persisted outside, clarity and understanding of the university structure was achieved in spite of the weather. Frosh Retreat was organized by the student affairs committee, headed by Doug Aldridge, reviving a campus tradition that disappeared in the 1960s.

Help for the Job-seekers

The alumni student affairs committee has always cared about what happens to graduates — immediately upon graduation and for a long



UBC visited Surrey in October with a "mini-Open House", organized by the alumni branch committee, at the Guildford Shopping

Centre. The engineers' electric car, (above) agricultural sciences and the student jazz ensemble were among the campus participants.



It was a foggy weekend at Camp Elphinstone for Frosh Retreat, a tradition revived by the student affairs committee. Forty-two first year students attended the orientation weekend along with

faculty, staff and alumni representatives. The result, frosh less foggy about UBC, its opportunities and services.

time thereafter. Together with the campus Canada Employment Centre the committee hopes to contact every potential 1980 graduate of UBC offering information to make his or her job search more fruitful. They have sent out over 1,000 guides to writing résumés and a "cheat sheet" on The Interview — surely a traumatic time for every job-seeker. The joint program is offering not only the booklets, but personal and group counselling in looking for post-graduation jobs.

University Singers: Island Encore

The University Singers are polishing their voices again in preparation for their week-long Vancouver Island tour organized through the alumni branches. Under the direction of James Schell, the Singers hope to better their very successful tour of last year. Beginning January 15, the tour will make five stops including Cow-

ichan Community Centre, **Duncan**, January 15; Malaspina Community College, **Nanaimo**, January 16; Courtenay Civic Centre, **Courtenay**, January 17; First United Church, **Port Alberni**, January 18 and Knox United Church, **Parkville**, January 19. Before the island tour begins, the group will make one stop at the **Chilliwack** United church on January 14. All concerts begin at 8:00 p.m.; for further information contact the alumni office, 6251 Cecil Green Park Rd., Vancouver V6T 1X8, 228-3313.

1980 Board Nominations Sought

Although the possibility of a re-election hangs over all Canadians these days, the election of a new alumni board of management will definitely be happening next spring. In preparation, nominations are now being sought by alumni past president, Paul Hazell, who is chairing the nominations committee for the 1980 election. So why not throw your or a fellow UBC graduate's — including those who attended Victoria College — hat into the ring.

The positions to be filled by election are: the officer positions (one year terms) of vice-president and treasurer and 10 members-at-large (two year terms). To place a name in nomination or for further information call or write Paul Hazell, Chair, Nominations Committee, UBC Alumni Association, 6251 Cecil Green Park Road, Vancouver, B.C. V6T 1X8 (228-3313) **no later than Monday, December 31, 1979**. Nominations must be in writing and be accompanied by the signatures of five nominating members and a written letter of consent from the nominee.

Branches: Past, Present and Future

Branches activities — those already happened and those still to come — are numerous this fall. **Southern California** alumni met at the home of Dr. & Mrs. Hartley Turpin on October 13 for a buffet featuring delectable B.C. salmon. Guest speaker for the occasion was W.A. (Art) Stevenson, vice-president of the alumni association....Saturday, November 17 was the date for a "mixing and mingling" involving tennis and squash for the **Ottawa alumni**....The **Williams Lake** Library was the location for a combined branches/speakers bureau event on November 18. The Sunday afternoon included a talk by Dr. Harry V. Warren, UBC professor emeritus of geological sciences. His visit was partially funded through the speakers bureau Koerner Foundation grant....On November 30, **Seattle and PNW** alumni gathered at the Robinswood Park Clubhouse, Bellevue, for a pot luck dinner organized by Gerry and Eileen Marra and featuring a presentation by Chuck Connaghan, vice-president, administration, UBC....Alumni past-president and head of the B.C. Universities Council, Dr. William Gibson met with **Denver, Colorado** alumni November 10, with the purpose of starting an active branches group in that city. Dr. Gibson spoke on the role of the Universities Council of British Columbia

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Schlumberger, the world leader in electronic well logging with sales in excess of 2.5 billion dollars in 1978 is inviting applications from highly motivated engineering graduates with 0-5 years industrial experience to be trained for assignments as Field Engineers in Western Canada. Preference will be given to graduates in the Mechanical, Electrical, Geophysical and Petroleum disciplines, however other engineering graduates with an electronics background will be considered.

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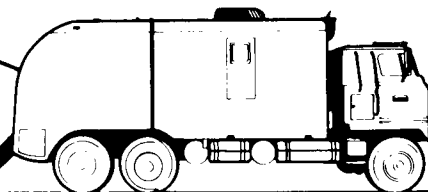
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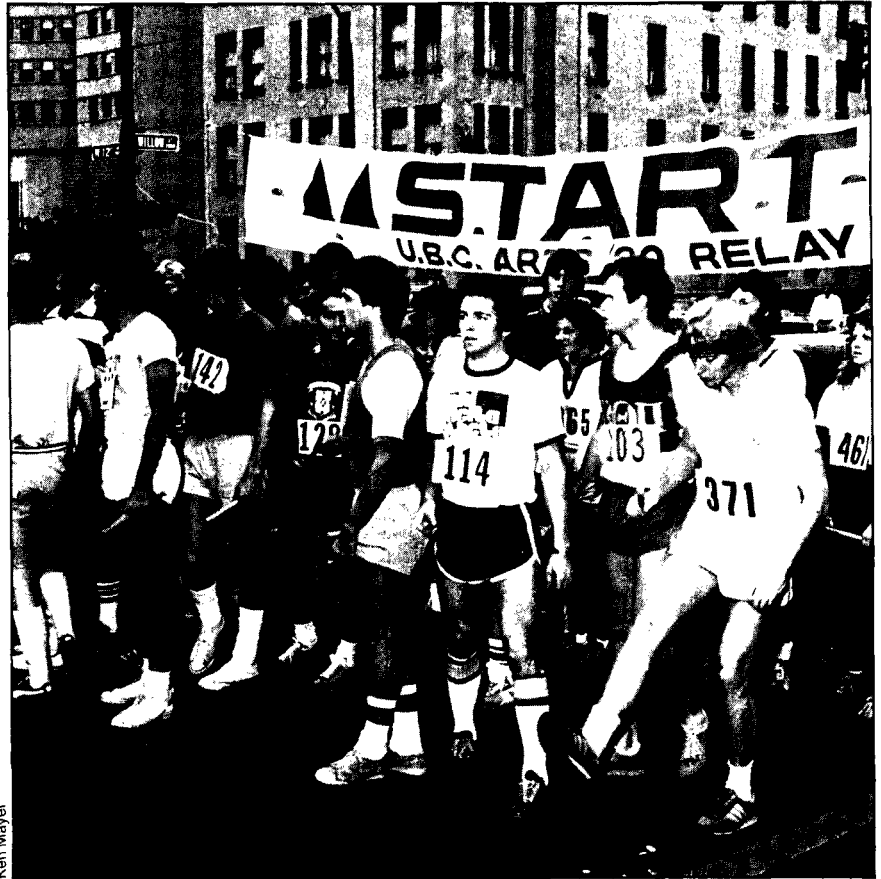


The annual running of the Arts '20 Relay attracted 88 teams to the Fairview to UBC course. Judge Alfred Swencisky, BA'20, one of the original runners, was starter for the 1979 edition. First across the line for the men was the rowing crew and junior field hockey for the women. Winners of the relay were presented with miniatures of the Cairn by George Plant, alumni president, Evelyn Storey Lett, honorary starter of the race and Heiley Arkley, one of the original participants. The trustees of the Schwesinger Fund, Mrs. Lett and Orson Banfield, have offered the remaining \$2500 of the trust fund to provide trophies in perpetuity for the Arts '20 relay.

and the development of post secondary education in B.C.

Dr. Douglas Kenny, president of UBC, already has two alumni branches events on his 1980 calendar. In March he will be attending an Ottawa branch reception. Special guests for the occasion will be the UBC alumni members of parliament and the other British Columbia MPs....On May 22, Dr. Kenny will be the guest speaker at the annual Canadian universities dinner, in Washington, D.C., hosted this year by UBC.

The Trail, B.C. chapter is now headed by Peter Hemmes, BASc'66. All those interested in participating in branches activities in Trail should get in touch with Peter, 105 Ritchie Ave., Trail....The alumni chapter in St. John's, Newfoundland is not as lucky: they need a new leader. Anyone interested in the position should contact the alumni office.



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Spotlight



Robert Hadley

Many students have graduated from UBC with degrees in philosophy, but one of the more well-known graduates has left that field for another.

Robert Hadley is gaining recognition through composing and playing his own guitar music. Bob graduated with a doctorate in philosophy in 1973, the same year he released his first album, "The Raven." "When I finished my degree I felt fairly torn between philosophy and music," he recalls. "But by that time I didn't want to leave Vancouver, and to teach philosophy I would have had to."

A native of Virginia, he has lived in Vancouver since 1968. He came here partly because of his opposition to the Vietnam war, and also because of the offer of a graduate fellowship in philosophy from the university.

UBC students from that period will remember Bob as one of the more pleasant features of the barren Student Union Building foyer, sitting near the south entrance playing his guitar, and, after the release of "The Raven," selling copies of the album.

He describes his music as "romantic extrapolations of folk music, primarily American folk music, with influences from Irish, oriental and classical music."

Primarily a self-taught musician, "I started during the folk music renaissance of the '60s, and learned to play when I was 17," he says. His instruction came from friends, with a few months of professional lessons.

Most of his playing is done by ear, but Bob uses an old-fashioned method of notation known as tablature to write down some of his tunes and to teach his students. Between 10 and 15 students come to Bob's home every week for lessons. "It (teaching) is a fairly friendly and peaceful kind of thing, though it can be frustrating," he says. And it lacks the challenge and excitement of both composing and performing. He gives an average of four concerts yearly,

and appears frequently in local coffee houses. As well, CBC radio uses his music extensively. "They've been very receptive to my music," he says. "They've given me a lot of coverage in Vancouver and some national exposure."

But one difficulty he has found as a Canadian musician is that his records have more exposure on American than Canadian stations. He speculates that the variety of stations south of the border may be responsible. "There's not a great variety of stations in Vancouver. Even as near as Seattle there's a greater diversity of stations."

His second album, "Tunes From The Well," was released in 1976. He's now working on a third, but, because he's searching for a new record company, a release date has not yet been set. His two earlier records were put out by Kicking Mule Records, an English-American company based in London and Berkeley. Promotion of the two albums has sent him on tours of Europe and the States.

Bob does most of his composing by "sitting and playing, and improvising for hours. When I discover little melodic passages that appeal to me, I write them down. Or sometimes I just sit down and decide to write a melody and within an hour I come up with most of the tune."

At university his main areas of study were the philosophy of language and the foundations of logic. Not surprisingly, he feels there is a relationship between his philosophy and his music.

"One fairly obvious connection is that the music that I play tends to be highly structured," he says, and an interest in structures "is one of the things that attracted me to philosophy. I still have a fairly strong interest in the subject," he adds. And teaching is something he would still like to do.

"Romanticism drew me to music and philosophy — they're both distinctly impractical." But Hadley speculates that a teaching career in philosophy would have been more lucrative.

Heather Walker

20s

David B. Charlton, BA'25, has been named as advisor to the governor of Oregon on the newly-formed pesticide analytical response center. Charlton has made it his life-long work to upgrade the quality of the Oregon environment and to integrate conservation and the increasing heavy demands of society....When Helen McGill Hughes, BA'25, asked in a recent *Chronicle* that other early grads "catch up" in these pages, Clare N. McQuarrie McAllister, BA'27, MSW'56, responded that after retiring from UBC's school of social work in 1970, she moved to Galiano Island. After six years there, she returned to her earlier home of Victoria where she has since been active as a member of, among others, the James Bay health project, Victoria school board's education commission, the committee on the future of Victoria General Hospital, the James Bay community association executive, the Victoria Historical Association executive and the James Bay Multi-Level Care Association executive. Thank you for writing, Mrs. McAllister!

30s

Newly-appointed member on the board of trustees of the Penticton Hospital Society is Frank C. Christian, BA'32. Christian served as an ad hoc assistant prosecutor for the City of Vancouver from 1937 to 1943. He is a former alderman of the City of Penticton and was an MP during the 1957-58 session, representing the then federal constituency of Okanagan-Boundary as a Social Credit member....Howard O. McMahon, BA'35, MA'37, (PhD, MIT), was presented with the prestigious Samuel C. Collins Award for outstanding contributions to cryogenic technology. McMahon, past chair of the board for Helix Technology corporation, Waltham, Mass., is a director and consultant for Helix and is presently involved in a study of upper atmosphere ozone, commissioned by the National Academy of Science.

A professor emeritus of Huron College, University of Western Ontario, Rodney P. Poisson, BA'35, MA'39, (PhD, Wash.), has now retired to Victoria, B.C. with his wife, Helen Fergusson Poisson, BA'33, MA'39.... Lachlan F. MacRae, BA'36, BA'37, MA'37, (BA, Wash.), one of Canada's best-known librarians, has retired as special advisor to the National Librarian of Canada — a position he has held for the past two years. MacRae has been very active in numerous national and international librarian associations and served as

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Beverley Lecky

director of the Canadian Film Institute from 1951-53....**Beverley K. Cunningham Lecky**, BA'38, has been elected to the board of directors of the Bank of British Columbia. A past president of the alumni association, she served as a member of the senate and board of governors of UBC....**Walter R. Ashford**, BA'39, MA'41, (PhD, McGill), formerly director of quality control, Connaught Laboratories, Toronto, has retired and is living in Victoria, B.C.

40s

After 28 years with the company, **Arthur T. Physick**, BA'41, is retiring as assistant vice-president of the New York Life Insurance Company. Prior to his transfer to New York, he was in charge of the company's Canadian group marketing operation. Both he and his wife will now live in Toronto....Long-time Banff Park resident, **Robert Seaton Crosby**, BASc'44, (MSc, MIT), has been appointed to the University of Calgary senate. Crosby spent 25 years with the RCAF, from 1944 to 1969, during which time he was project engineer for a number of programs. Since his retirement from the RCAF, he has been vice-president of the Crosby Company and is on the Banff Hospital board.

Marion (Mardee) I. Dundas Galt, BA'46, is acting director, publicity and promotion, for UBC's Centre for Continuing Education. With a newspaper background, she has worked in public relations and has served as information officer for the B.C. provincial department of health....Vancouver's St. James United Church has a new minister now that Rev. **H Irvine Hare**, BA'49, is serving that congregation. He accepted the post after retiring from the Canadian Armed Forces as base chaplain, CFB Halifax. He joined the military chaplaincy in 1955....In the past 25 years, **Glen McDonald**, LLB'49, has had no complaints from his clients — though none really sought his services. He has been Vancouver's coroner since 1954 and has now left that office for a year during which he will oversee the coroners' courts in the Okanagan before retiring.

50s

The Forest Products Research Society elected **F. Alan Tayelor**, MASc'50, as president at its annual meeting last June in San Francisco. Tayelor is with Forintek, Vancouver....The congregation of St. John the Evangelist Angli-



F. Alan Tayelor

can Church, Leamington, Ontario, has welcomed its new pastor, Rev. **Aubrey W. Bell**, BA'51, (STB). Bell began his theological studies in 1964, and was ordained in 1968. He served at St. John the Divine and All Saints Anglican Churches, New Westminster, before joining the Diocese of Huron where he served two congregations during the last four years"The trick is not to arrive, it is to stay," says **Milla Andrew Koyander**, BA'52, a Vancouver-born soprano who has spent the past quarter of a century in the opera world trying to perfect her art and her name. Now, suddenly, she has managed to do both with her ability to bring to life the heavyweight heroines of Verdi, Puccini and Donizetti. The latest sign of her success is that the English magazine, *Records and Recording* saluted as the pick of the month of June her recording of Donizetti's "Gabiella di Vergy"One of the year's best book titles is the creation of **Thelma G. Barber-Stein**, BHE'52, author of *You Eat What You Are* (McClelland & Stewart, 1979). She researched what she calls "gastro-ethnology" throughout Canada and her 640-page book is "all about food — although there are no recipes in it."

Regional manager of the Kamloops forest region for B.C.'s ministry of forests is **Anthony B. (Tony) Robinson**, BSF'52, who assumed the position in July. He has been with the ministry since 1955**Richard A. Crouter**, BA'53, has been appointed director-general for fisheries management in the Maritimes region. He is responsible for federal fisheries operations and research in Nova Scotia, New Brunswick and Prince Edward Island....**William D. Ewing**, BSF'53, has been named president of C.D. Schultz and Company, resource and engineering consultants of Vancouver.

Allan "The Foth" Fotheringham, BA'54, has gone national and is now living in Ottawa and Vancouver. He has joined FP News Service and is writing a thrice-weekly national column that is available to all nine FP daily newspapers, including his old *alma mater*, the Vancouver *Sun*....The Autumn '79 issue of the *Chronicle* was guilty of an error of omission when it reported on UBC grads who were successful in the May 22, 1979 federal election. **Roy W. MacLaren**, BA'55, was elected as Liberal MP for Etobicoke North. MacLaren is publisher and part owner of *Canadian Business* magazine....**Robert W. Mier**, BA'57 (MBA, Western), has been appointed president of Dancer Fitzgerald Sample Inc., San Francisco....After a successful tenure as principal of Douglas College, **George C. Wooten**, BASc'57, MASc'59, PhD'67, has been ap-

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pointed director and secretary of the board with the Vancouver Public Library.

Norm A. Gillies, BA'58, BSW'61, a long-time member of the San Francisco alumni branch executive was in Vancouver last fall. He revealed that he is a man of multiple personalities: a psychotherapist, he is also an aspiring author of a book he has been working on for the past 17 years — *Zap you're dead. Or how to be your own psychologist*. He is also a photographer and is presently working with cibachrome for use in interior design (large, framed color prints of B.C. and California scenes) ... **James D. Horsman**, BCom'59, LLB'60, is minister of advanced education and manpower for the province of Alberta.

60s

Gordon E. Forward, BAsC'60, MASc'62, (PhD, MIT), is executive vice-president of production with Chaparral Steel Company of Dallas, Texas. Prior to joining the company in 1973, he was general superintendent of Lake Ontario Steel Company in Whitby, Ontario. ... **W. David Latham**, MEd'60, writes to inform us that his son, **W.D. Mark Latham**, BSc'74, MSc'78, is now married and working toward his PhD at MIT. ... "The complete practical guide to organizing and winning any election campaign," boasts the cover of *How to Win An Election*, co-authored by **Anthony J. Gargrave**, LLB'71. So, for those of you who aspire to the hustings — read on. ... Professor of English at York University, Toronto, **Beryl Rowland**, PhD'62, has been awarded a Faculty of

Arts Fellowship for 1979-80. She has recently published her revised edition of the *Companion to Chaucer Studies* (Oxford U.P.)

After serving as general counsel and secretary for Crown Zellerbach Canada, **Gordon M. Clark**, BA'62, LLB'67, has been promoted to vice-president, general counsel and secretary. He will be responsible for all legal functions for the Vancouver-based forest products firm. ... With 20 years' experience in mining and mineral engineering in the potash and base metals industries, **A.F. (Tony) Banks**, BAsC'63, is now manager of metallurgy with Kilborn (Saskatchewan) Ltd. ... Animal scientist at Oregon State University, **Peter R. Cheeke**, BSA'63, MSA'65, (PhD, OSU), was given the outstanding young scientist award by the western section of the American Society of Animal Science. Cheeke has been a member of the department of animal science at OSU since 1969.

Anyone venturing east of the Lakehead may find good use for *Ottawa: Capital and Country Guide*. **Douglas Paul Durber**, BA'64, has co-authored the handy guide that covers everything from skiing at Calabogie Peaks to cruising down the Mississippi to some of the hot night-spots in Ottawa. ... Investigating the impacts of herbicides and insecticides on forests in the Pacific area is **John F. Manville**, BSc'64, PhD'68, who returned to Victoria in the summer from Vancouver where he was with Forintek Canada. ... After joining R.J. Reynolds Tobacco International, Inc. as manager of accounting operations in Hong Kong, **Spencer Kim Gung**, BCom'66, is now manager of internal accounting and controls. ... **Merle Reagh**, BA'68, has moved from Lumby to

Vernon, B.C. where she is French coordinator for School District #22.

Two more graduates are now working under the aegis of the Canadian Broadcasting Corporation. **Kathleen Ruff**, MA'69, (BE, Southampton; BEd, New Brunswick), is host of CBC-TV's *Ombudsman*. In her position as human rights director for the B.C. government she saw the number of cases dealt with by her department climb from 47 in 1972 to over 700 in 1975. First full-time reporter in Saskatchewan for CBC-TV's *The National* is **Eve Savory**, BA'69, who will be based in Regina. She joined CBC in 1974 as a reporter in Vancouver.

70s

Stanley H. Fogel, MA'70, (PhD, Purdue), is acting head for the department of English at St. Jerome's College (federated with the University of Waterloo). ... Newly promoted to vice-president and director of international business for Grey Advertising, Venezuela, is **Barry Milavsky**, BCom'70, (MA, Pennsylvania). He worked in advertising in New York before moving to his present job in Caracas. ... New head of the B.C. Police Commission is **Roy Sanderson McQueen**, LLB'71. McQueen has 17 years of police experience in England and with the Vancouver police force.

Equally at home in the dense bush of B.C. or behind the desk in her Victoria office is **Cecily Vold**, (BSc, Berkeley), MF'74, who is with the forest ecology branch of the British Columbia Forest Service. In 1978 summer months, she was one of 10 people doing ecology work in the

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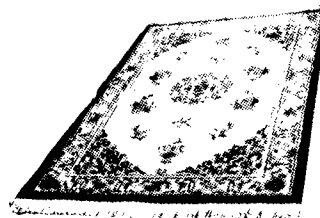
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Prince Rupert area. The work was both arduous and dangerous, but as she says: "Most of the oldtimers are getting used to us (women) now."...A summer visit to China convinced **Rosalie S.Y. Tung**, MBA'74, PhD'77, that Chinese industrial managers are as concerned with worker productivity as are their U.S. counterparts. Bonus systems have been reintroduced said the University of Oregon management professor, who was offered a university position teaching management while in China.

Recent gossip from the bar includes the move of **Alexander R. Szibbo**, LLB'75, from the department of justice, Ottawa, to the legal department of Northern Telecom Canada, Toronto; **Hendrik Poulus**, BA'69, LLB'72, who has taken a two year leave of absence from McAlpine, Roberts & Co. to work with Kaiser Resources and **R.J. Randall Hordo**, LLB'76, who has joined Poulus' old firm. **W. Stanley Martin**, MA'76, LLB'79, has won one of the two Law Society Gold Medals at the June annual meeting. Martin has received numerous awards in his career as a law student and proposes to article at Russell & Dumoulin and possibly teach....A self-confessed "late-bloomer," Victoria playwright **Joan Mason Hurley**, MFA'76, has taken second place in the 40th annual competition for original one-act plays sponsored by the Ottawa Little Theatre. She won \$350 for *Women's Work*, a play about the maternity wing of a hospital.

William A. Smith, BSc'76, is district agriculturist-in-training at Peace River with the Alberta department of agriculture. Prior to his posting, he was the farm management technician at Peace River....New counsel for B.C. Telephone Company is **Dorothy E. Byrne**, LLB'77, (BA, Carleton)....**Reg D. Neale**, BA'77, has returned from London, England with a masters degree in international relations and is working for Fraser Valley MP, Bob Wenman as a research assistant in Ottawa.

A natural love for children and a great deal of enthusiasm are two strong qualifications for **Bonnie Caron**, BEd'78, who is now supervisor of the playground program at Williams Lake, B.C. She has had many jobs working with children and has organized a puppetry program in the Kootenays....**Kathleen M. McPhail**, BEd'78, is the first to admit that it was the boom-like atmosphere of the town of Fort Nelson that allowed her to get her present job of industrial education teacher at Nan Streeper Middle School. Drawing from her experience of working with her father, a carpenter, she set out to adapting her woodworking skills to the classroom. After a summer at UBC she was ready to offer a woodworking course to Grade 6 and 7 students....Ending an almost three month journey, **P. Gary Garossino**, BSc'79, and **Boris Lum**, BSc'78, terminated their cross-Canada cycling tour in the pool at the Willowdale home of Garossino's parents after travelling from Vancouver to St. John's, Newfoundland by bicycle and back to Toronto by train.

Weddings

Johnson-Bonthoux. Donald J. Johnson, BA'73, LLB'77, to Judith E. Bonthoux, BEd'73, July 21, 1979 in Summerland, B.C....**Learn-Riddell.** Ken Learn to Cynthia L.C. Riddell, BSR'73, June 2, 1979 in Nanaimo, B.C.



Beverly Pyne

Approaching Langley, we contacted the tower and requested clearance to land. It was a busy day and eventually we were given the number three position to land from Beverly Pyne. It was her last day at the Langley tower and a quarter of an hour before her lunch break. A few minutes later, Bev shared a milkshake and some thoughts about her transition from marine biologist (unemployed), BSc'76, to air traffic controller (ATC).

It might have been the job that did it: minimum wage as a drapery presser is difficult medicine to swallow for a keener who moved to the west coast from Saskatchewan to study marine biology, "something you couldn't get on the prairies." But Bev didn't have to keep that job long — she was laid off a few days before Christmas — and a better job followed, but still not the "right" one.

She had wanted to fly since her school days, but "who had \$500 in Grade 9?" and again in university "but then it was \$1,000!" Graduation from UBC found her no closer to the world of aviation. However, one June day, a bicycle ride "ended up" at Vancouver International Airport's south side (Bev once took a bicycle ride that started in Victoria and "ended up" in St. John's, Newfoundland) the site of several flying schools, and soon she had her "fam" (familiarization) flight logged in what was the beginning of her current 250 hours flying time.

Her private license followed three months later and was soon joined by a night endorsement, float endorsement and a commercial pilot's license. Then her application for training as an ATC was accepted (after the normally tough screening procedures) and a year-long training period began. She started in Castlegar, B.C. and then

moved on to the classroom sessions in Cornwall, Ontario and finally back to Langley where she completed her training, on-the-job. Now a fully licenced ATC, Bev moves on to Prince George where she will monitor traffic ranging in size from two-place trainers through Lear jets to Canadian Pacific's scheduled 737s. Prince George tower operates at night and as such will give her quite a challenge in the visual separation of traffic.

How does being a pilot affect or help her job? Sometimes, she says, she finds that she almost gives herself clearances when she (as a pilot) radios the tower. "So far, I haven't done that." From the controlling viewpoint, however, a pilot's training is a benefit, "especially at first, when everything is new."

Bev doesn't know where any of this will lead. She agreed that she was probably the type who gets an idea and "simply does it." There will likely be larger towers with more traffic (movements), radar or IFR (instrument flight rules) work; her short term goal is flying more, obtaining her instructor's ticket and teaching when not in the tower. She is looking for an "older" personal plane just now, possibly a Piper Tripacer or a Cessna 150. She asked us to drop in on her at Prince George where the "pilots come in during the spring to have their skis changed for floats. They land in the snow, wait a while for the melt, put the floats on, and then take off from the grass — just little dollies under the pontoons." It's a sight she's looking forward to. As for our finding Prince George from Vancouver: "Just keep the mountains on your left, the river on the right and go straight up."

That sounds like straightforward advice from a woman who knows exactly where she's going.

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Births

Mr. and Mrs. William Chapco, (Ellen J. Hunter, BA'68, PhD'75), a daughter, Jane Alexandra, September 9, 1979 in Regina, Saskatchewan....**Mr. and Mrs. Richard R. King**, BSc'73, a son, Matthew Lewis, August 25, 1978 in Kelowna, B.C....**Mr. and Mrs. Roger F. McDonnell**, BA'63, MA'65, PhD'75, (Barbara E. Neagele, BSc'69, MSc'74), a daughter, Lillooet Nordlinger, August 12, 1979 in Kelowna, B.C....**Mr. and Mrs. Ian A. Paterson**, PhD'73, (Barbara Goudy, BSc'65), a son, Malcolm Hunter, September 18, 1979 in Vancouver, B.C....**Mr. and Mrs. Brian T. Reid**, (Marilyn J. Thomas, BA'59), a son, Thor Kristoffer Goulding, June 7, 1979 in Delta, B.C....**Mr. and Mrs. Gary Smirfitt**, BAsC'72, MASc'77, (Carla K. Smirfitt, BSc'72), a daughter, Kristin Anne, October 7, 1979 in Kitimat, B.C.

Deaths

George F. Fountain, BAsC'22, February, 1979 in Vancouver. He served with the 196th Western University Battalion and the 46th Western Infantry Battalion in World War I. One of UBC's first two graduates in civil engineering, he was employed by the City of Vancouver where he remained until his retirement in 1963. Starting in the engineering department, he became assistant city engineer in charge of surveys and planning. In 1952, when the planning department was formed, he became assistant director of planning and later was appointed as director of planning. Survived by his wife, a son and a daughter, (Joyce R. Fountain DesBrisay, BA'56).

Arnold Alexander Webster, BA'22, MA'28, (BPaed, Toronto), July, 1979 in Vancouver. Former CCF MLA, he represented Vancouver East in the legislature from 1953-56 after his election as party leader in 1953. He resigned his seat and the leadership in 1956 but returned to active politics in 1962 as the NDP MP for Vancouver-Kingsway until 1965 and was a member of the B.C. Parole Board from 1966-71. He served 22 years on the Vancouver Parks Board (1940-62), four of which were as chairman. In 1966 he was awarded "Freeman of the City of Vancouver" for his service to the city and the province of British Columbia. Despite his long political career, his first calling was teaching and he taught social studies, history and English at the old Fairview high school of commerce for 21 years including five years as its principal. He was the B.C. representative on the Canada Youth council and was the co-author of *Living Together in Canada*, designed for use in B.C. schools. Survived by his wife, Daisy Webster, MA'68 and a son.

Albert Edward Jagger, BA'28, BASc'29, March, 1977 in Panama City, Florida. Jagger was president of the Science Undergraduate Society (1927-28), and the Men's Undergraduate Society (1928-29) and a member of Phi Kappa Pi fraternity. After graduating, he worked for Canadian General Electric Co. at Peterborough, Ontario until 1940 when he joined the department of national defence with Small Arms Ltd., where he was in charge of production. In 1947 he moved to CCM, Wes-

ton, Ontario and was vice-president and general manager of Standard Cycle Products (a subsidiary) prior to his retirement. Survived by his wife, Mary Elizabeth Guerney Jagger, BA'27, MA'28, and two daughters.

Ralph Duncan James, BA'28, MA'30, (PhD, Chicago), May 1979 on Saltspring Island, B.C. In 1973 he retired as head of the mathematics department of UBC after holding that position for 25 years. He taught at the University of California at Berkeley and at the University of Saskatchewan where he became professor and head in 1939 at the age of 30. He was elected a Fellow of the Royal Society of Canada in 1943 and throughout his career took an active part in the revision of the school curriculum in mathematics in British Columbia. James was a member of numerous organizations and was editor-in-chief (1957-62) of the *American Mathematical Monthly*. He was a member of the UBC senate for 13 years and was instrumental in the formation of an Institute of Applied Mathematics and Statistics at UBC. Survived by his wife.

Donald John MacMillan, BA'43, September, 1979 in Orillia, Ontario. He was active in the UBC Radio Society (including a term as president) and was a member of the honorary fraternity, Sigma Tau Chi. He served overseas with the Canadian Army and was in radio and advertising in Calgary and Toronto. An instructor in media at Georgian College, Barrie, Ontario, he is survived by his wife, a son and a daughter.

Joseph S. Height, BA'44, MA'45... (PhD, Berkeley), April, 1979 in Franklin, Indiana. A professor emeritus at Franklin College, Height taught for 15 years, twice serving as head of the modern foreign language department where he introduced linguistics studies. In 1972 he published his first cultural history, *Paradise on the Steppe* and three years later published its companion volume, *Homesteaders on the Steppe* — both the result of a 20-year study. In addition to his major books, (the last, *Memories of the Black Sea Germans*, published posthumously). Dr. Height authored numerous publications and has translated and edited several German works. Survived by his wife and two daughters.

Margaret Smith Croucher, Dip. Public Health '48, BSR'64, April, 1979 in Stettler, Alberta. She spent three years with the Saskatchewan department of health prior to joining the Vancouver branch of the Victorian Order of Nurses. A member of the first UBC class in rehabilitation medicine, she was instrumental in incorporating rehabilitation medicine into the VON home visiting program. The school of rehabilitation medicine has established the UBC Margaret Croucher Memorial Fund in her honor. Donations may be forwarded through the UBC Alumni Fund.

Emil W. Gundrum, BEd'64, December, 1978 in Kelowna, B.C. Gundrum began his teaching career in Vancouver and then moved to the Okanagan in 1953. For the past 11 years he was principal of South Rutland Elementary School. He served as president of the Kelowna Teachers' Association and president of the Principals' Association. Survived by his wife and two daughters (Carolyn Gundrum Siarkiewicz, BEd'71).

Sandra J. Garvie, MLS'74, September, 1979 in Edmonton, Alberta. She was a librarian for the Legal Resources Centre in Edmonton. A memorial scholarship is being funded in her name through the Legal Resources Centre. Contributions can be sent to the centre at 10047-81st Ave., Edmonton, Alberta, T6E 1W7. □



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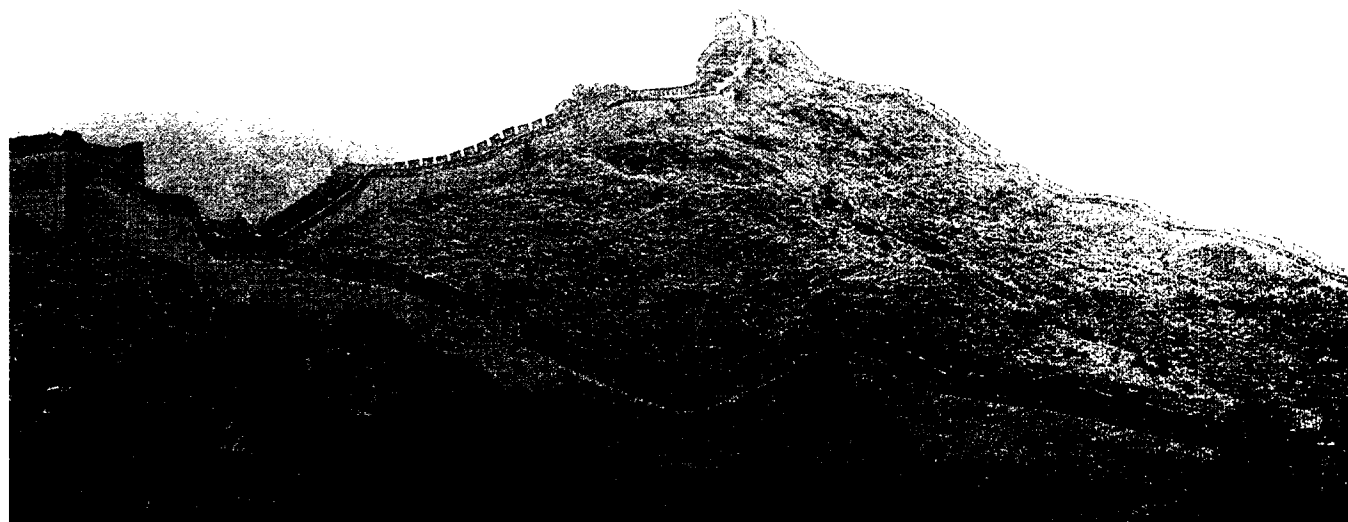
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