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'TRIUMF' GETS GREEN LIGHT



SHARING an April fools' day joke with students in the New Arts I program is Dr. F. Kenneth Hare, president-designate of UBC. On April 1, the day Dr. Hare visited the New Arts I building during a familiarization visit to the campus, the annual goon edition of *The Ubssey* appeared with a banner headline announcing the president-designate's

resignation. The dateline on the edition was April 1, 1966. For a review of Dr. Hare's recently-published book, "On University Freedom," see page two. A tape-recorded discussion on New Arts I by three students and one of the co-chairmen of the program, Dr. Ian Ross, appears on pages four and five. Photo by B. C. Jennings.

The first stage of construction for the new TRIUMF nuclear research facility will begin next fall on UBC's south campus.

TRIUMF is the cyclotron, or particle accelerator, to be operated jointly by the University of Alberta, the University of Victoria, Simon Fraser University and the University of B.C.

It will be the only accelerator in Canada capable of producing the short-lived sub-atomic particles called mesons, whose interaction with nuclei has received little study, and it will yield 1,000 times more mesons than any existing machine anywhere.

FLEXIBLE TOOL

TRIUMF's capability as a meson generator, along with its more commonplace ability to produce powerful beams of protons and neutrons, will make it a uniquely flexible research tool. It will enable Canadian scientists to pioneer the new and relatively unexplored field of intermediate-energy physics and to make significant contributions to man's understanding of the construction of the atomic nucleus.

The TRIUMF project is being funded largely by the federal government, through the Atomic Energy Control Board of Canada, and by the four universities. The total cost of the facility is expected to run to about \$27 million, with the B.C. universities contributing about \$4 million.

First step toward construction of the project will be taken this summer, when tenders will be called for a 15,000-square-foot office block and workshop to accommodate members of the TRIUMF team on the seven-acre site provided by UBC in the undeveloped south campus area.

Construction of this building is expected to begin in September and to be completed in the spring of 1969.

TIME SCALE

The TRIUMF research facility will consist of a huge accelerator hall to house the 75-foot spiral magnet, which forms the core of the cyclotron, and various associated laboratory facilities.

Construction of this second building is not expected to begin until 1970, and it will take about a year to complete.

The time scale for development of the TRIUMF facilities is determined by the time needed for construction of the magnet. Fabrication of the major components of the magnet—some of them from steel plate 10 inches thick—will take an estimated two years, and another year will be required to assemble them on site. The cyclotron is expected to be in operation in 1973-74.

The initial federal grant to launch the construction of TRIUMF was announced recently in Ottawa by the Hon. Jean-Luc Pepin, Minister of Energy, Mines and Resources.

The first grant amounted to \$650,000 and M. Pepin said he expected a further grant of \$650,000 would be made within the next six months.

PEACEFUL USES

M. Pepin said that apart from furthering knowledge of nuclear structures, the cyclotron would also contribute to the search for new ways to explore nuclear energy for peaceful purposes.

He called TRIUMF a unique venture for Canada, involving as it does close co-operation among four universities.

The acronym TRIUMF (for Tri-University Meson Facility) was chosen when the cyclotron was first proposed as a joint venture of British Columbia's three public universities—the University of Victoria, Simon Fraser University and UBC. The name has been retained in spite of the fact that

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See *PRESIDENTS HAIL*

REMOTE TERMINALS PLANNED

Faster, Smarter UBC Computer Will Be Operational This Year

UBC's Board of Governors has approved installation of a new "third generation" computer which will increase by approximately four times the speed and ten times the memory capacity of UBC's present machine.

OPERATIONAL IN OCTOBER

The new IBM 360, model 67, will be operational in October of this year and will replace the existing IBM 7044 model.

In addition to increasing the speed and memory capacity of the present equipment, the IBM 360 will make it possible for many computer users to use the new machine at the same time and receive responses in seconds at any of several dozen remote

terminals located at strategic campus points.

The new system 360 will be rented from IBM at a cost of about \$80,000 per month. The rental costs will be paid by the University, supplemented by a substantial contribution from the National Research Council.

ANNOUNCED INTENTION

UBC announced its intention to install the new computer in April, 1967. Computers are assembled to order and take up to 18 months to complete.

Dr. James M. Kennedy, director of UBC's computing centre, said the new system will enable UBC to be in the

forefront of University computer users.

SIMILAR ADVANCES

Several other Canadian universities are making similar advances in computing facilities. UBC's new machine is designed to meet the increasing need for computing in research, teaching and administration.

The new system will largely eliminate "queuing" by computer users. UBC's present machine can only be used by one person at a time, but the new system is capable of being used by several persons at the same time.

Dr. Kennedy said that at present about 1,800 undergraduates and 600 professors and graduate students use UBC's existing facilities. These numbers will increase as the new machine opens new areas of study. The system will also be a stimulus to the development of the new computer science department, Dr. Kennedy said.

REMOTE TERMINALS

The new system will provide half a dozen terminals situated in areas of heavy programming, each equipped to scan programs on cards and feed them by telephone wires to the computer. These terminals will also be equipped with printers to record the machine's responses.

Several dozen terminals will have typewriter-style equipment to enable users to "converse" with the new computer, either to compose and run short programs or to tap material stored in the computer's memory bank.

Dean of Arts Resigns; Accepts Post at York

The resignation of Dr. Dennis M. Healy as dean of the faculty of arts at the University of B.C. has been announced by Acting President Walter H. Gage.

Dean Healy, who has been dean of arts at UBC since 1965, has resigned to become vice-president of York University in Toronto.

Dean Gage said the Board of Governors had accepted Dean Healy's resignation "with great regret."

He said Dean Healy had initiated and carried through some notable pro-

jects while Dean, including the new Arts I program and a revision of the third and fourth year bachelor of arts program that has strengthened the faculty's academic offerings.

"The faculty of arts," Dean Gage said, "is the largest at UBC, enrolling more than 5,500 students, and presents difficult problems of administration as a result of continued expansion."

"Dean Healy has done an excellent

Please turn to page six
See *ARTS DEAN RESIGNS*

Book Could Modify Higher Education Here

(The following review of a book by UBC's president-designate, Dr. F. Kenneth Hare, was written for UBC REPORTS by Professor Cyril Belshaw, head of the department of anthropology and sociology, and himself the author of articles and a book on university affairs and government.)

By PROF. CYRIL BELSHAW

On University Freedom in the Canadian Context. By Kenneth Hare. Published in association with Carleton University by University of Toronto Press. 1968. Pp; vi + 80.

In February, 1967, Dr. Kenneth Hare delivered the Plaut lectures at Carleton University, subsequently revising them for publication in a succinct and highly readable volume.

We should be delighted that Dr. Hare has been able to speak so frankly on matters of general principle, which affect all of us, before assuming the cloak of office. We should hope that the chill atmosphere of university affairs in British Columbia does not lead him to tighten the cloak around him; that he speaks out further on these issues, and develops themes which could not be stated in the few words available to him in the Plaut lectures.

UNIVERSITY FREEDOM

University freedom is a complex, mysterious mixture of tangible and intangible processes, most of which are judged as a matter of faith within the university community, and in terms which are not often comprehended outside that community.

Clear, objective analysis is rare; freedom is won and held on the campus battlefield and political arena. Universities have only recently, and then in a minority of cases, created research opportuni-

ties for the detached, scholarly study of their own operations.

Dr. Hare was thus wise to limit himself to one major theme; the "so-called autonomy" of universities as institutions, an autonomy which he interprets as a reflection of the relations (mainly financial) between universities and the governments which support them. The choice of theme was not merely a matter of economy of presentation; it was also the result of a judgment about the current state of university freedom in Canada.

UNIVERSITY AUTONOMY

In MOST places (the words are Dr. Hare's, the emphasis mine) the "freedom of the scholar . . . has been largely won." The freedom of the student — to choose courses of study, curriculum, institutions — is "not so healthy," but nevertheless Canadian students are better off in this regard than those of most other countries.

Although there is much to be examined in both these fields, it is the autonomy of universities that is in greatest danger in Canada; and unless that autonomy is secured we cannot make much progress in solving the problems which the freedom of the scholar and the freedom of the student bring in their train.

The author's argument is complex and wide-ranging. From the many points made I select three which seem to me to have considerable relevance in the British Columbia scene.

At least by implication, they differ from those made in the Macdonald Report, and could have an important modifying effect upon the directions of higher education in this province.

BUFFER COMMITTEE

In the English and American tradition, Dr. Hare is strongly in favour of the buffer committee, a politically independent and occa-

sionally statutorily supported group which, on behalf of the legislature, controls the general growth of universities and places funds at the disposal of individual institutions. In the Commonwealth tradition, he leans towards a University Grants Committee type of buffer rather than the North American Board of Regents form.

However, it is extremely difficult for such a committee to face two ways at the same time; to represent the interests of BOTH the legislature and the universities, particularly when the universities are numerous and competing.

Dr. Hare makes the novel suggestion, of considerable importance

from the main university system. The interests and points of view of school boards suggest that the growth of individual colleges into universities, which will be inevitable as the population of the province expands rapidly, will be achieved only through painful controversy and staff pruning on the one hand, or an undermining of university standards on the other.

BRING FRESH IDEAS

Dr. Hare does not take up these points directly, since they are particular to British Columbia, and it would be wrong to pre-judge his ideas about a solution to such questions. But it is clear from his brief remarks on "work-a-day liberal arts colleges" (p. 52) that he will view the situation here with concern, and will bring fresh ideas to bear upon it.

One of the puzzling features of academic freedom, to a layman, is the difficulty of communicating an answer to the question, freedom for what? This is a question that Dr. Hare is forced, in these pages, to leave aside, at least as a matter of systematic treatment. As an author, he is addressing himself primarily to a knowledgeable academic and lay public. But as a university president, he will be communicating with individuals throughout the polity who do not share our assumptions about the unpredictable and uncertain nature of creativity, or about the values of negative evidence as men and women search for new knowledge or more refined judgments.

He will be talking to taxpayers who feel that it is right to demand optimum creative and teaching results, and who find it difficult to believe that to achieve such an optimum it is sometimes necessary to provide an academic shelter for the man who is, at least for the moment, marking time.

NATURE OF FREEDOM

There are in the book many implicit indications of Dr. Hare's views about the nature of freedom, and about why it is important that autonomy be preserved and strengthened. Many of these are what might be thought of as the negative aspects of freedom.

The university system must be protected from undue interference. He who pays the piper does NOT call the tune. Freedom to teach and to learn implies lack of interference from outside, and indeed a lack of interference from one's colleagues. Here we have gained much, and with good result.

There is also the other, more positive question, reflected in the lay puzzlement to which I referred earlier. Is it indeed possible to create conditions which maximize, if not creativity itself, at least the opportunity for creativity? How does one know, and how judge?

Time and again, Dr. Hare concerns himself with matters which bear upon these questions. This is particularly the case when he writes of the fundamental research purposes of universities, or the need for rationality in the distribution of resources, both between and within institutions, or the difficulty of overcoming vested interests and jealousies, as we watch the successes of colleagues elsewhere.

BIGGEST CONUNDRUM

But the biggest conundrum of all awaits another lecture from Dr. Hare's pen. Some universities use their freedom to stagnate, others to move ahead. In some universities the conservative and critical faculty uses its powers to stifle the creative impulses of colleagues. In others, innovation and discovery are the order of the day.

In all universities, some elements are more free than others, some more creative than others.

The conundrum is this: once the formal conditions of freedom have been achieved, what distribution of resources, what internal order of decision-making, will optimize the conditions for creative scholarship within the university?

A discussion of this question would be an intriguing and natural sequel to the Plaut Lectures of 1967.



PROF. CYRIL BELSHAW

to British Columbia, that the provincial buffer committee be matched by an organization of academic university representatives. Immediately it can be seen that such a committee, whether or not statutorily empowered, could ensure that inter-university differences, and the total budgetary request on behalf of the provincial universities, could be settled by academics in terms of academic considerations. The dangers of non-academic pressure and manipulation would be minimized, and the universities would be forced to come to terms with each other at their own level, rather than project their rivalries and differences into a political or quasi-political arena.

CONVINCED FEDERALIST

The problem of inter-university co-operation and planning is indeed central in Dr. Hare's thinking. He emerges as a convinced federalist.

One of the implicit assumptions of the Macdonald Report was that federalism represents a limitation on the autonomy of the individual campuses, a limitation that was undesirable if new, experimental programmes were to be initiated. The fact that the University of California system has been able to give birth to two such different brothers as Irvine and Santa Cruz should at least cast doubt upon the assumption.

I, for one, believe that Victoria would have grown more strongly, Simon Fraser would have avoided most of its troubles, and U.B.C. would have been more coherent and mature, if British Columbia had opted for a federal university system.

This leads to a consideration of the place of junior colleges within an over-all structure of higher education. In British Columbia, again following the Macdonald report, we have committed ourselves to the nurturing of colleges under the supervision of local education boards. There is here the merit of building upon local initiatives, and providing a financial base. There are also severe disadvantages. The Okanagan example has shown how negative local rivalries can become.

STUDENT TRANSFERS

The transfer of students into the full university system raises serious doubts about the theory that colleges can be considered separately

FIRST AWARD THIS YEAR

Medal Award Honors Ex-Agriculture Dean

Forty University of B.C. graduates have endowed a fund to provide an annual medal award honouring Dean Emeritus Blythe Eagles, who retired last year as dean of agriculture.

The award, to be known as the Dean Blythe Eagles Medal, will go annually "to a student in the graduating year in agriculture who, in the opinion of the staff, has best been able to combine good academic standing with outstanding contributions in student or community affairs."

The first award will be made in May of this year.

UBC graduate Dr. Joseph Morgan, now head of the Cancer Research Institute at the University of Saskatchewan and one of the organizers of the fund, said the endowment founders were all former students of Dr. Eagles in the period 1934 to 1948.

"The medal," he said, "serves to pay tribute to Dr. Eagles' outstanding personal qualities and especially to

express the gratitude of those whom he helped in their scientific careers through advice, direction and inspiration."

Dean Walter Gage, acting president of UBC, said the medal award was a fitting tribute to a teacher and scholar who inspired students through teaching and research over a 37-year period.

Dean Gage, who also chairs UBC's awards committee, said the founders hoped that other former students of Dean Eagles would make contributions to the medal endowment fund.

Contributions should be sent to Dean Gage at the University of B.C.

Dean Eagles began his career at the University of B.C. as a student in 1918. He was awarded the Governor-General's gold medal for standing highest in the bachelor of arts graduating class in 1922.

After graduate work at the University of Toronto, where he received his master of arts and doctor of philosophy degrees, and in England, Dr. Eagles joined the UBC faculty as assistant professor of dairying in 1929.

He has been a member of the UBC faculty since then, except for a brief period in 1932-33 when he worked as a research chemist for the former Powell River Pulp and Paper Company. He became head of the department of dairying in 1936 and was named dean of agriculture in August, 1949.

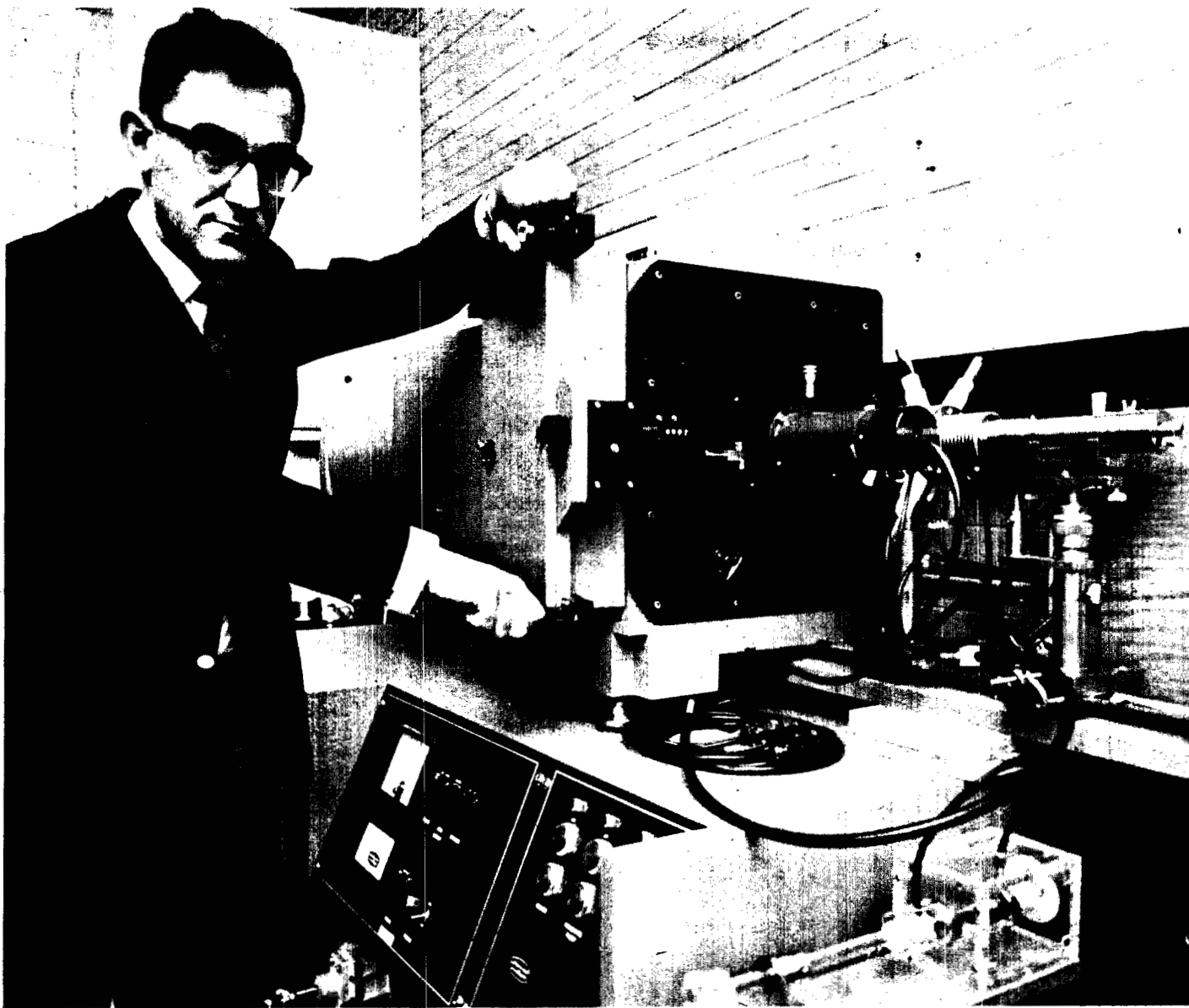
Dr. Eagles now holds the rank of lecturer in the faculty of agriculture and continues to lecture to UBC students. He will receive the honorary degree of doctor of science during UBC's spring congregation May 30.

School Head To Stay On

Professor Samuel Rothstein, whose resignation as head of the University of B.C.'s school of librarianship was announced in January, has agreed to continue to head the school he founded in 1961.

Prof. Rothstein was requested by the Board of Governors and Acting President Walter Gage to reconsider his decision to resign, and will now stay on as head of the school.

The resignation would have been effective on June 30 this year. Prof. Rothstein had planned to remain a member of the UBC faculty to devote additional time to teaching and research.



UBC CHEMIST Dr. Norman Basco will use this \$30,000 machine for photographing chemical reactions which take place in less than a thousandth of a second. Purchased with National Research Council and UBC chemistry department funds,

the machine, known as a vacuum spectrometer, will be used for basic research in the field of flash photolysis, or the decomposition of chemical compounds by light irradiation. His research may have importance for pollution experts.

NEW BASIC RESEARCH TOOL

\$30,000 'Camera' Photographs Very Fast Chemical Reactions

A \$30,000 "camera" for photographing chemical reactions that take place in less than a thousandth of a second has been installed at the University of B.C.

The complicated device, known as a vacuum spectrograph, will be used by assistant professor of chemistry Dr. Norman Basco for basic research in the field of "flash photolysis," or the decomposition of chemical compounds by light irradiation.

TAKE FOR GRANTED

Photolysis is a term chemists use to describe a wide variety of chemical reactions that most people take for granted.

Bleaching or color change resulting from exposure to the sun are probably the most common examples of photolysis. It is a potent factor in air pollution as well.

One of the compounds which Dr. Basco has been investigating in his studies is nitrogen dioxide, one of the

major air pollutants resulting from industrial processes.

Nitrogen dioxide in the atmosphere is photolyzed, or decomposed, by the action of the sun and pollution researchers have been studying it to determine what new substances are created in the process.

FUNDAMENTAL STUDY

Dr. Basco and his research team are not searching for any remedy for air pollution, but his laboratory studies of the decomposition of nitrogen dioxide could be of great interest to air pollution experts.

Dr. Basco's studies are concerned with understanding the way in which molecules break up and reunite, a process which is fundamental to all chemistry.

In his chemistry building laboratory Dr. Basco subjects gases and solutions to blinding flashes of light irradiation a million times brighter than an ordinary electric light bulb.

The intense light irradiation, which lasts for a hundred thousandth of a second, causes instant decomposition of the compound being studied.

After the initial flash a second flash of light is used to photograph the fragments into which the molecules have decomposed. Photographs can be taken at any time between one hundred thousandth and one hundredth of a second after the initial flash.

SPECTRUM PRODUCED

The second flash produces a spectrum of dark lines or bands on a photographic plate in the spectrograph linked to the flash photolysis apparatus.

Dr. Basco and his research team then study the photographic plates and by comparing the light and dark bands to known spectra can determine what substances were produced during decomposition, and how rapidly these substances react.

Sometimes the researchers obtain a new spectrum which fails to fit any known pattern. Further analysis is then carried out to determine exactly what substances were produced during decomposition.

Dr. Basco's new \$30,000 vacuum spectrograph will permit him to widen the range of spectra which can be photographed after decomposition takes place.

He said the spectrographs currently in use in his laboratory contain air which absorbs light of shorter wave lengths and eliminates the possibility of photographing the spectra of many of the decomposed substances.

"By eliminating air from the spectrograph," he said, "and using special plates which respond to light of shorter wave lengths we will be able to photograph the spectra of almost anything present after decomposition."

NATIVE OF ENGLAND

Bulk of the funds — \$25,000 — for purchase of the new vacuum spectrograph came from Canada's National Research Council. The other \$5,000 came from department of chemistry funds.

Dr. Basco, a native of England, has been a member of the UBC faculty since 1964. He was educated at Birmingham University and Cambridge.

Grants Total \$210,000

The Heart Foundation of British Columbia has made 18 grants totalling \$210,000 to support research in nine University of B.C. departments.

The largest single grant of \$24,100 was made to Dr. S. M. Friedman, of the UBC anatomy department, to enable him to continue investigating the relationship between the ability of the body to regulate salt and the regulation of blood pressure.

Previous Heart Foundation grants have led Dr. Friedman and his research team to the conclusion that the distribution of sodium, one of the elements of salt, in the wall of blood vessels is a major determinant of the thickness of the blood vessel.

The current grant will assist the team in their efforts to define the way in which the kidney and hormone systems of the body operate to regulate salt distribution in the blood vessel walls.

Other major Heart Foundation grants were made to:

- Dr. G. E. Dower, of the department of pharmacology. He gets \$18,200 for continuing research and clinical trials of a polarcardiograph, which detects heart damage more accurately than the standard electrocardiograph.

- Dr. K. A. Evelyn, director of the G. F. Strong Laboratory, has been granted \$17,700 for a continuing study of hereditary factors in high blood pressure in humans.

His research team is analysing the protein composition of the walls of human arteries in an attempt to identify the factors responsible for high blood pressure.

- A similar \$17,700 grant has been made to Dr. J. G. Foulks, of the department of pharmacology, for studies of the electrical and contractile functions of the heart and the way they are affected by drugs and other inorganic chemicals.

- Dr. W. G. Trapp, of the UBC surgery department, has received \$14,000 to support clinical research on a new type of heart-lung machine to be installed in UBC's hyperbaric chamber at the Vancouver General Hospital.

The chamber is a 24-foot long cylinder and involves the use of pure oxygen under pressure as a treatment in itself or as an adjunct for special kinds of surgery.

- Dr. Paris Constantinides, of the pathology department, has received \$13,300 for a continuation of studies on the mechanism of heart attacks and strokes with the help of experimental models. He also plans to study the lipid-handling enzymes of arterial walls and their ability to regenerate after injury.

Other Heart Foundation grants are as follows: Dr. Peter Allen, surgery, \$4,000; Dr. J. A. Birkbeck, paediatrics, \$10,900; Dr. A. M. Cairns and Dr. A. R. Cox, medicine, \$12,500; Dr. A. R. Cox, medicine, \$7,700; Dr. J. P. Kutney, chemistry, \$14,000; Dr. K. L. MacCannell, pharmacology, \$9,100; Dr. A. I. Munro, surgery, \$1,000; Dr. J. A. Osborne and associates, pharmacology, \$12,100; Dr. D. J. Randall, zoology, \$7,700; Dr. M. C. Sutter, pharmacology, \$10,500; Dr. M. N. Vyas, medicine, \$10,000, and Dr. W. A. Webber, anatomy, \$5,500.

Last year the Heart Foundation made 18 grants totalling \$175,870 to UBC researchers.

Contracts Awarded for New Lab, Clock Tower

UBC's Board of Governors has awarded three construction contracts with a total value of \$318,325.

The largest single contract for \$201,937 went to R. A. Hall Limited for a new structural testing laboratory for the civil engineering department.

The laboratory will be built on the site of the new applied science development to the last of the existing chemical engineering building. It will be incorporated into a larger civil engineering building in the future.

The new laboratory replaces a materials testing facility in the existing civil engineering building. It will provide facilities for research by graduate students and faculty members on the behavior of structural materials and components when subjected to loads and stresses.

A second contract for \$97,000 went to Smith Bros. and Wilson Ltd. for construction of a new carillon and bell tower adjacent to the UBC Library.

Mr. Leon Ladner, a former member of UBC's Board of Governors, will provide a total gift of \$160,000 for construction of the tower and purchase and installation of clock and carillon equipment.

A third contract for \$19,388 also went to Smith Bros. and Wilson to provide for revisions in the electrical panel and switchboard installation in the UBC Library, including associated service connections and grounds development in the Library vicinity.

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UBC REPORTS

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Fellowships

Two University of B.C. faculty members have been awarded Guggenheim fellowships, rated as one of the world's most prestigious academic awards.

Winners are Dr. Lionel Tiger, of the anthropology, and sociology department, and Dr. David Randall, assistant professor of zoology.

Dr. Tiger will use his \$7,000 award to continue research into the biological factors affecting human behaviour at the British Museum in London and at the London School of Economics.

Dr. Randall, who was awarded a \$7,500 fellowship, plans to spend the next year in Bristol, England, to work with a research group studying the respiratory system of fishes.

'The Best Thing That Ever Happened'

(UBC's radical New Arts I program has completed its first year of operation. To test reaction to the program, UBC Reports asked one of the two New Arts I coordinators, Dr. Ian Ross, to select three students for a tape-recorded discussion. The participants, in addition to Dr. Ross, are first year students Silke Andresen, David Sharpe and Steve Graham. For a description of how New Arts I operates, see the box below.)

UBC REPORTS: Well, we are here today to discuss your reactions to the New Arts I program. I wonder if we can begin, Silke, by asking you to give us your reactions and how you feel about Arts I generally.

MISS SILKE ANDRESEN: Well, my reaction, on the whole, has been quite favorable. When I first heard about it, I asked some friends who were going to UBC if they had heard about the program. They said, "It's a good idea; apply." And — so there I was, in September, among the 240 people in New Arts I.

Since then, I've sometimes had severe doubts about the program. But now that I've assessed what I've gotten out of the year, I think generally it's been much better than what I would have gotten out of a regular first-year program.

Other than Arts I, I take psychology 100 and German 100 and I've found that German doesn't really give me that much. It's like all language courses; I go home and memorize, I do exercises, but that's all there is to it. And psychology, again it's sitting in a big lecture hall. Right now I do my readings, but it's never really contemplating an issue.

STUDENTS CONDUCT PROGRAM

UBCR: How does the kind of thing that happens in Arts I vary significantly from the two outside courses that you take? In what specific ways does the professor conduct the Arts I lecture or seminar?

MISS ANDRESEN: Well, I think the first thing is that he doesn't conduct; the students conduct it. At least, that is how it came to be as we got to know each other in the course of the session. You know that our curriculum in group two consists of a study of a series of themes: war, love, death, and education. Well, a seminar or two before we take up a new theme, we agree on the reading to be done and the sequence of topics.

When we come to the period devoted to the new theme, supposedly everybody has done his reading, and seminars usually begin with a student presenting a report or a strong point of view on the topic. And afterwards we either agree with what has been said or disagree and begin to evaluate the argument.

UBCR: And it largely becomes a seminar or discussion group?

MISS ANDRESEN: Right. And there isn't really that much that the professor — Dr. Ross, for instance — does, other than trying to steer the discussion back to the main issue if people go off on tangents or are reduced to name-calling. In those senses, he controls it.

UBCR: Dr. Ross, perhaps you can be more specific about this. Silke says that one specific thing may arise out of the discussion and will be thoroughly debated. A more conservative academic might say that the object is not to discuss a specific idea within, say, Plato's "Symposium," but to get some idea of the structure

of thought, the whole framework of thought of Plato. Do you think there might be a danger in allowing what a conservative academic might describe as undisciplined student thought?

DR. IAN ROSS: Well, let's accept that there is a problem. You mentioned Plato's "Symposium." The students attempt, in their discussion, to elucidate the argument of the Symposium which concerns different views of love. Different students attach themselves to these views, and out of the expression of opinions we get a dialogue somewhat similar to the one Plato constructs.

Now, I don't believe that teaching is telling. I believe that teaching is opening up perspectives and communicating a passionate desire to arrive at the truth. It is not enough for one man to say, "Such-and-such is the structure of Plato's thought."

PARTICIPATE IN DIALOGUE

Every reader of Plato has to come to his terms with the structure of Plato's thought and evaluate it for himself if it is really to be a part of his thinking and not mere information. The best way to see what Plato is after, indeed, the best way to tackle any question of values, is to participate in dialogue, to follow the back-and-forth movement of ideas about the importance of sensual love or the love of wisdom or whatever may be the issue addressed.

It may be that some students will come out of one of these seminars, having heard a number of points of view expressed, somewhat confused, but I take it that if he's worth his salt he goes back over in his mind what he's heard and wrestles with the structure of Plato's thought.

My concept of teaching, then, includes creating the conditions for students to take up ideas and make them their own in a critical way through the discipline of discussion and independent study.

UBCR: Steve Graham, I understand that you have some reservations about the Arts I program and the way it operates?

MR. STEVE GRAHAM: Well, I joined Arts I because I became somewhat cynical about the university set-up. I told Dr. Ross, as a matter of fact, that if I could work and not come to the seminars I'd just as soon do that, because as far as I was concerned a BA was what you need after your name to get anywhere.

And I was hoping in Arts I to deal with social questions. I guess my attitude towards it from the beginning was preconceived. I wanted to deal with social issues, and the reason I took love was that I was hoping to deal with modern social problems such as divorce, promiscuity, prostitution, homosexuality—what actually is tenderness and this feeling we call love?

Throughout the whole thing I felt that we were beating around the bush and not getting anywhere. Too much time was spent theorizing, theorizing, and whereas theorizing is fashionable at cocktail parties and may have some use to that extent, it isn't really too good when you get out into life.

CHANGE COMES WITH MIXING

And I found the same thing in dealing with war. We didn't seem to dwell too much on the horrors of the trenches or the real causes of it. We touched on them, but even the bulk of the library's books, which were supposed to get at the reasons for aggressiveness, didn't really.

And by the time we got to death, I was pretty well disgusted, books costing the price they did.

We're doing education right now and one thing that bothers me a lot, or did, was Plato's "Republic." I couldn't see why we wasted time on a book like that, because it doesn't deal with a modern situation. Here was Plato setting up ideas to deal with the shortcomings of man, trying to set up a perfect sort of government, and then completely denying the human frailties that people have within themselves.

It was a Cloud Nine world which didn't deal with the way we are today. Perhaps in the education field I'm less qualified because I had given thought to the other fields before I came to UBC. I had never really thought of the concept of education, which is what is being discussed. I thought more of just changing the curriculum to drastically improve it over what the government presently gives elementary and high school students.

As for myself, I found that change didn't come from what I read, although I noted a couple of places where it did, but from mixing with the students in Arts I. I did come in somewhat cynical, being an idealist in a school where idealism didn't exactly flourish. So with the students I took a conservative, hard line and had them present back to me the ideas that I stood for, hoping of course at the same time that they would convince me.

I find that I've got a balance now and don't regard getting a BA as something which is necessary but as something which can fulfil you. In this way, it is helping me become more of a balanced person, and I think it's worth it.

UBCR: Do I sense, then, that Arts I has not quite lived up to your expectations?

DEAL WITH HUMAN PROBLEMS

MR. GRAHAM: Oh no. I found education in high school for the most part dull, and it disappointed me. I regarded university as worldly — the thing to do.

Actually what I wanted was all the answers to life on a silver platter. I had been hoping for something, perhaps more reading in the sociology line, and that of course comes next year. But I still felt that university could deal with human problems as they are, rather than with just sitting around and theorizing.

I don't really go along with the idea that you have to start off with ideas. I think that all of us are smart

enough to have some when we come in, so we can work from there.

UBCR: David, could we hear briefly from you now about your feelings about Arts I?

MR. DAVID SHARPE: First of all I'd like to take up a couple of things Steve mentioned. You criticized Plato because he wasn't relevant for today, that he wasn't really in a modern situation. You said that he set up a republic which didn't take into account what people actually are. Do you feel that perhaps this is the conclusion that you were supposed to come to, that we took Plato not to agree with him necessarily, but to find out constructively, intelligently how to disagree with him?

Now I think you'll find that in many present-day systems — education systems, political systems — that



Arts I student David Sharpe, left, makes a point during a tape recorded discussion of the radical new program, which has just completed its first year of operation.

there is a basic split made between reason and emotion which I think goes back to Plato. He considers only the reason without the emotion, and I think that this is a hang-up that we have right up to the present-day systems.

The high school system is working under the assumption that people can be educated as intellects, that their emotional development will just happen along with it, on the side.

I read the precis of the Chant Report, and there it was expressly stated that they were only interested in the intellect. Now I think that this proves that the consideration of Plato is very revealing to us.

MR. GRAHAM: Well, I dig the latter half of what you've been saying. I agree that it doesn't seem to take emotions into account. But on the very point of whether we are supposed to question Plato, I think that this is something for high school, not something for university.

GROUP TIED TOGETHER

I think we should go to farther fields. This again, I think, is theorizing. I think we should get down to dealing with practical problems.

MR. SHARPE: This is a very practical problem. Arts I is set up on the idea that the individual should be educated, both reason and emotion. At least this is how our particular part of Arts I is working. We are forming a group which is emotionally tied together, the group spirit and the whole bit; we're friends. There's an air of respect, of friendship, in our group. Now this was established first of all, before we could get into actual development as a group.

UBCR: Do you feel that if you were not in the Arts I program, if you were part of the larger body of first-year arts students, that that feeling of friendship and closeness would not be possible?

MR. SHARPE: I would say that it would be very difficult. In Arts I we are in an experimental situation. We are aware that we are in this experimental situation and we are conscious of what's going on. We evaluate what we do as we do it.

We see that it is to our advantage educationally to form a group — not just get together and sit around and talk, but actually form a group. And I don't think that this would take place in first year, first of all because nobody would be aware that this is what should be done; secondly, because of the course set-up in the first year.

UBCR: Do you personally feel that Arts I has lived up to the expectations that you had for it?

How Arts I Works

When UBC's New Arts I program was approved, it was described as "the most fundamental change in curriculum in the history of the faculty of arts."

The 240 students accepted for the program in September, 1967, were divided into two sections of 120 students each. Each section is staffed by six instructors, each of whom direct the work of 20 students.

Each section meets as a group for lectures and each instructor also conducts seminars and tutorials for his own group of 20 students.

Students completing the New Arts I program successfully are given credit for nine units of work in the first year. Arts I students are also required to take two additional courses—a foreign language and an elective course.

The curriculum of the New Arts I program consists of a sequence of themes of broad humanistic interest. Group one dealt with conflict between freedom and authority and its relationship to responsibility. Group two studied the theme of war in the first term and love, death and education in the second.

The academic week of the New Arts I student takes the following shape: six hours in regular courses, one two-hour lecture or panel discussion with all the members of the Arts I group, four hours in seminar discussions, a tutorial session to discuss an independent study project or essay, and attendance at a film or monitoring of a television or radio presentation relative to the group's theme.

Students are also required to make contributions to seminar meetings, and for independent study they may be reading a classical work of literature, doing research on a topic in current affairs or observing contemporary institutions, such as a law court, in action.

Co-chairmen of the New Arts I program are Dr. Gerald F. McGuigan, assistant professor of economics, and Dr. Ian Ross, associate professor of English.

...ed To Me' — A Student of Arts 1

MR. SHARPE: I don't indulge in expectations. I went into Arts I just because it was something different, and I am entirely satisfied with Arts I. I think it's the best thing that has ever happened to me, not just educationally, and that it has specific advantages for me.

ENTHUSIASTIC FOR EDUCATION

It has made me very enthusiastic for education. Right now, after going through Arts I, the thing I want to do most of all is to continue my education. It has given me a new slant on education.

I look upon education now as being something more than mastering of areas of knowledge. It's more a dealing with inter-relationships, with insights. Through the year there have been many occasions when suddenly

high school two years ago I decided I didn't want to go to university because I didn't feel it offered me anything.

At the suggestion of an uncle, who is a Danish teacher, I enrolled for a five-month course at a Danish Folkehojskole, where the learning experience is similar to that in Arts I. I didn't realize that until I enrolled here, of course.

Most of them are residence-type colleges and there are no marks or exams. Most of my time there was devoted to doing things that I wanted to do and the discovery of the satisfaction that could be gained from this sort of activity.

Most of these Danish schools are limited to an enrolment of 100 students — the one I attended had only

room with a carpet on the floor and we hold our big meetings there, and people are on the same level, as it were. We can get a back-and-forth discussion on the basis of the physical environment almost immediately.

UBCR: And you have not found a significant number of students who are reluctant to participate in the general discussion?

DR. ROSS: Well, I find through the year a growing willingness to contribute. I think some students started out very passive, feeling that it wasn't their place to speak. I believe some of the girls felt that.

EVALUATION GOES ON

UBCR: Can we deal now with the future? There has been an evaluation study of the program going on during the year, has there not?

DR. ROSS: Both publicly and privately, I would say. I think everybody's been evaluating it in one way or another. There is a committee of the Faculty of Arts with the specific duty of seeing what we're doing and trying to assess it in some way. They've issued two questionnaires, and members of the evaluating committee have sat in on our big meetings and seminars.

UBCR: I take it then that the Arts I program for first-year students will be continued next year.

DR. ROSS: Yes indeed. We'll call again for applications from the incoming first-year class. We have 240 places, and if we get more than 240 applications, we'll have to run some kind of ballot to fill the places. We were set up to do that last year but as it turned out we didn't need to send anyone away.

UBCR: David, you mentioned that some plans are afoot for an Arts II program. Can you tell us how this has evolved, who's been involved in it, and give us some information about your hopes and plans?

MR. SHARPE: Yes. We realize that the university will not be able to set up an Arts II program next year. There are a number of students who, because of their experiences in Arts I, wish very much for a second year in the same type of education. These students have decided to propose to the university a program set up by these students, in consultation with professors.

It would be small-scale, and not the kind of program the university would offer if it does set up a full-scale Arts II. But for those people who have the initiative and the energy to do it, they will have their second year Arts II.

MORE SPECIALIZATION SEEN

There would be one basic difference, in that the individual will be able to specialize to a far greater degree. I think there is potential in the concept of education in Arts I that hasn't been developed in one year. We've been introduced into one whole area in the Arts I method of education, but there is an opportunity for specialization which hasn't been tapped yet.

Now one more year will not merely be a continuation of Arts I, a sort of hesitancy to leave the nest. The advantage will be that, having gotten used to the Arts I method of education, we will be able to take full advantage of our experience next year.

We have a professor who is willing to continue next year, and I have full confidence in this professor. I think that Arts II, if it receives permission to go ahead, will be fantastic — I've used that word before but I can't put it any other way.

UBCR: And you would plan to take such a program, would you?

MR. SHARPE: Definitely, yes.

UBCR: How about you, Silke?

MISS ANDRESEN: No, I'm not volunteering for this program, because through Arts I I've discovered what I want to do.

UBCR: What is that?

MISS ANDRESEN: Well, I found that most of my essays and writings take a psychological-sociological viewpoint. I didn't know this was what I really wanted at the beginning of the year, but I found that you sort of discover what you want to do, and that's how I found out what I want to major in.

UBCR: And, Steve, I take it you plan to go into the second year of university but not into the Arts II program?

MR. GRAHAM: So many students who come into first year take courses thinking they're going to be great and find they're all disappointing flops.

We've had a chance to find out what we like, and I know what I want to take. I think Arts II is good but I don't feel it's for me.

UBCR: What will you go into?

MR. GRAHAM: Religious Studies and Anthropology.

DR. ROSS: It might be of interest just to mention that we are considering possible themes for next year. You see, one of our ideas is to take a thematic approach so that we can explore different areas of knowledge and have people put forward different points of view.

The group that I'm in, planning for next year's Arts I, is suggesting the broad theme of "The forest and the city" as a possibility, and I believe the other group is thinking of "The social contract" and then "Twentieth century disintegration" as their theme.

CITY CONSIDERED AS THEME

MR. SHARPE: Yes, I might mention in Arts II we thought a good theme would be "The city," taken not as a municipal organization but as a gathering of people through time, a natural gathering of people.

UBCR: And this would include everything from the Greek city state up to the modern city?

MR. SHARPE: Yes, everything that the group would want to consider. I think that the group is in a position to sit down and know what it wants to consider.

DR. ROSS: We might, in fact, be studying an area in our own city.

MR. SHARPE: Yes, there are all sorts of possibilities.



Other participants in the discussion reproduced on these pages are students Steve Graham, right, and Miss Silke Andresen, and Dr. Ian Ross, who with Dr. Gerald F.

McGuigan is one of two co-chairmen of the New Arts I program.

Photo by B. C. Jennings.

things just sort of click on a metaphysical level, such as — what is government?

Well, what is government? This sort of thing. And then just sort of magically, after thinking about it for a long time, things just fall into place. Now this is what I would call real education, and it is probably something which would happen in the regular system. But after 12 years of high school, it has not produced as much as it has in this one year of Arts I. I think that if we had 12 years in the Arts I system, the things we'd be doing now would be fantastic, fantastic.

I think that Arts I has several other advantages. It's introduced me to areas of interest that I never even knew I was interested in. If I was going into regular first year, I would have to make decisions on which courses I wanted to take.

Because Arts I is free, that is, you can consider the subjects freely from various points of view, I naturally found that my considerations of various subjects always sift down to education theory.

When we looked at the 17th century, without planning it I found that I was looking at the school systems of the 17th century. During this past couple of months, I have spent most of my time arranging a plan for an Arts II, dealing very concretely with educational theory.

I would say that my whole year has been based upon this. I'm surprised even now that I'm interested in educational theory. Arts I has allowed me to discover this.

It has also given me the opportunity of groping around. This is something that's very hard to explain, but I'm deeply appreciative of the fact that for three months I could grope around, not knowing where I was or what I should be doing, and yet not being penalized for it, as I would be if I had assignments, and in the end being able to come to a decision in a free and natural way.

CULTIVATE WORKING ALONE

Our particular group has no assignments, and this cultivates in me the ability to work on my own. This includes self-discipline in the traditional way of sitting down and being able to keep at the books, but also self-discipline which includes initiative.

I think that through this year I've acquired this ability to start things on my own, without anyone even hinting that I should be doing something.

UBCR: Silke, on the whole, has the Arts I program lived up to the expectations you had for it when you entered university?

MISS ANDRESEN: Well, when I graduated from

32 — and so, as you can imagine, there was close contact and a seminar-type of education.

I guess I came to university because I found, contrary to what Steven thinks, that the world really doesn't offer you that much. If you go out and get a job, you don't find what you're looking for there. You need the abstract — you need the ideas. You don't read Plato in high school, you don't really meet up with ideas.

I found that I needed ideas in abstract. I was selling advertising for a newspaper, and that isn't very abstract; it's just figuring out good things to write and how to sell things. And I really felt this need, that I wanted to talk to somebody about war or the idea of war in general, or love in general.

UBCR: David has spoken of the interpersonal relationships that he has found so rewarding within the Arts I program. Have you found the close-knit, discussion-seminar type of thing to be the kind of thing you wanted? Do you feel you benefit from this more than from a straight lecture-type program?

DIFFICULT TO BE CRITICAL

MISS ANDRESEN: Yes, I benefit more, because you learn more, I think, by expressing your ideas, and while you're saying it you find out whether it's really good or you get shot down.

In other words, when you're sitting in a lecture hall it's much easier just to sit there and not think critically about what's being fed to you. I realize that the prof. wants you to be critical, but I think it's very difficult sometimes to be critical.

UBCR: You mean the setting is prohibitive.

MISS ANDRESEN: It is, definitely. Certainly we are allowed to ask questions — I'm sure that most profs. are even glad to have students ask questions, but it doesn't always seem feasible, and I think most first-year students are sometimes a bit awed by the whole UBC atmosphere.

I think it's probably the uncertainty of being away from home and being out on your own and facing a whole new atmosphere. It takes a long time for a freshman just to get used to the idea.

UBCR: Dr. Ross, have you found in general, among the students in the Arts I program, a willingness and eagerness to participate in the lecture-discussion kind of thing?

DR. ROSS: Yes, I think so. We don't have a formal lecture hall, as you know. In fact, we have a finished



UBC's armed services units recently surprised B.C.'s lieutenant-governor, the Honourable George Pearkes, with the gift of a bellows made from western yew and laburnum. Presentation was made at the last parade of UBC's three services units,

which have now been disbanded. Mr. Pearkes took the salute at the last parade and presented commissions to officer cadets. Looking on are Chancellor John M. Buchanan, centre, and Dr. Lawrence Ranta, campus army commander.

MILITARY UNITS DISBAND

'Parade Dismissed' Heard for Last Time In UBC Armoury

The University of B.C.'s three armed service units were reviewed for the last time in March by B.C.'s Lieutenant-Governor, Major-General George R. Pearkes.

The 1968 tri-service parade in the

UBC armoury was the last for campus army, navy and air force units because of a Department of National Defence decision to disband university armed forces units.

The Lieutenant-Governor, in addi-

tion to inspecting the 120 officer cadets in the three units, took the salute during a march past and presented commission scrolls to 25 student cadets who will graduate this year or who have qualified for commissions.

UNITS DISBAND

Disbanding of the UBC armed forces units will mark the end of 44 years of military training involving an estimated 10,000 UBC students.

The first units of the Canadian Officers Training Corps was organized in 1914 at McGill College, UBC's forerunner. One of the organizers was Professor Harry T. Logan, then a lecturer in classics at the College, who joined the first UBC faculty in 1915 before going overseas as a World War I machine gunner.

The UBC unit was disbanded in 1920 and reorganized in 1928, again under the leadership of Professor Logan, whose 52-year association with UBC ended only last year when he retired fully from teaching duties.

In the ensuing years, students voluntarily contributed their training pay to a Corps building fund which was used to construct an indoor rifle range, originally located in the basement of the old arts building, and the UBC Armoury, built in 1941 with \$48,000 from the fund.

It was during the war years, when the unit was commanded by Dr. Gordon M. Shrum, that the COTC contingent reached its peak enrolments of nearly 1900 students.

TRAIN OFFICERS

In 1943, units of the navy and the air force were added to the campus military picture. During World War II the three units trained a total of 1,680 students for commissions.

After World War II enrolment in the service units declined but between 50 and 100 students per year have continued to train under the programs.

The top prize-winning unit has been the University Naval Training Division which has captured the proficiency award trophy as the best unit in Canada for five of the past seven years.

Board Approves Rental Rates for New Housing

The University of B.C.'s Board of Governors has approved rental rates recommended by a client's committee planning a new campus residence development for 1,200 students.

The Board also approved a recommendation from the client's committee, which includes representatives of the student body, authorizing architect Reno C. Negrin and Associates to proceed with preliminary drawings for the project.

The new residence development is to be constructed on Wesbrook Crescent on a site previously occupied by a federal government wireless station.

It will consist of three low-rise buildings and two 15-storey towers housing 600 senior students in single rooms and 600 other students in one-bedroom housekeeping suites or single rooms.

Unlike other UBC residences, the complex will provide room only, rather than room and board.

Joins ACE

Mrs. Hilda MacKenzie, associate professor of education at UBC, has been elected to the executive of an international organization on childhood education.

Mrs. MacKenzie has been named vice-president for primary education on the international executive board of the Association for Childhood Education International with headquarters in Washington, D.C.

The Association, which has branches all over the world, sponsors annual study conferences, provincial workshops and symposiums and publishes research papers which are used in 89 countries. There is a B.C. board of ACE and an active UBC branch of some 100 students.

The complex will be built under an arrangement, new to UBC, known as a negotiated contract, which will speed construction and give the University greater financial control.

Rental rates in the new project will be \$60 per month for students living in single rooms and \$65 per person per month for students living in the housekeeping suites.

The negotiated contract arrangement under which the residences will be constructed involves placing a ceiling on the total construction cost before detailed planning begins.

Under the arrangement, the architects will begin early negotiations with a selected group of contractors, who will make proposals for the use of specific materials and construction methods that will complete the project within the pre-determined price ceiling.

The proposal that will produce the best quality housing for the fixed price will win the contract.

The new residences are a major part of UBC's drive to provide on-campus housing for 25 per cent of its unmarried students by 1970.

UBC now provides housing for 2,881 students, or 19 per cent of the unmarried group. Present plans call for a doubling of this figure over the next three years.

Four new residence towers are currently under construction in the Totem Park and Vanier areas and a complex of buildings housing 275 married students and their families was opened this year at Acadia Park.

Completion of current projects and the 1,200-student Wireless Station complex will allow UBC to demolish substandard hut accommodation now being used by 1,000 students in Fort and Acadia Camps.

Dr. Hare Honoured At Western

Dr. F. Kenneth Hare, president designate of UBC, will receive an honorary doctor of laws degree at the University of Western Ontario on May 28, three days before he is installed as UBC's fifth president.

Dr. Hare, who will be one of six persons receiving degrees at Western's five-day convocation May 28 to June 1, will also address graduating students of Western's University College.

Other UBC faculty members who have received, or will receive, honorary degrees this year are:

- Dean of Medicine Dr. John F. McCreary, who was honoured with the degree of doctor of science at Memorial University, Newfoundland, in February.

- Dr. McCreary was a member of the committees set up to establish a medical school at Memorial and served as chairman of the committee to select Memorial's first dean of medicine.

- Dr. Margaret Ormsby, head of UBC's history department, who will receive an honorary degree May 5 from Notre Dame University in Nelson, B.C.

FROM PAGE ONE

Arts Dean Resigns

job of dealing with the many problems of the faculty. I know his many friends and colleagues join me in wishing him well in his new post at York University."

ACTING DEAN NAMED

Dean Gage also announced that Dr. John Young, professor of economics, will serve as acting dean of arts until a successor to Dean Healy is chosen.

He said that Prof. Robert Harlow, of the department of creative writing, will be associated with Dr. Young to assist him in carrying out the duties of the dean's office. He added that both men are extremely busy with their own departmental work, and said he was grateful to them for taking on these additional duties.

Dean Healy paid tribute to the many members of his faculty whom he said "had made it possible for me to come to grips with educational issues and to get increased faculty participation in the formulation of academic policy."

FRENCH EMPHASIS

He said he was attracted to the post at York University because of its emphasis on Canadian studies and the use of French and English as languages of instruction and examination.

Dean Healy first joined the UBC faculty in 1962 after serving as dean of the college of liberal arts, professor of French and chairman of the department of modern languages at Long Island University, New York.

His first post at UBC was that of head of the department of Romance languages, including French, Italian, Spanish and Portuguese. The department was later split into a department of French and a department of Hispanic and Italian studies.

Three years after joining the UBC faculty Dean Healy was named dean of arts.

A native of Bethune, Saskatchewan, Dean Healy received his bachelor of arts degree at the University of Alberta in 1931. He was awarded the doctorate degree by the University of Paris in 1946.

WAR SERVICE

Dean Healy joined the University of Alberta faculty in 1935 and was head of the French section of the department of modern languages from 1948 to 1952, when he became head of the department.

He served in Europe and the middle east during World War II and attained the rank of lieutenant-colonel in the Canadian army. For a time he was a British intelligence agent behind German lines in Italy and was awarded the OBE (Military Division) for his war service.

STUDIED IN 'FAIRVIEW SHACKS'

Ex-Students Retire as Department Heads

Two UBC department heads, whose University careers began as students in the famed "Fairview Shacks," will retire on June 30.

They are Professor Joyce Hallamore, head of the German department, and Professor Jacob Biely, head of the poultry science department in the faculty of agriculture.

A third well-known member of the UBC faculty, Sir Ouvry L. Roberts, will retire as administrative officer, and Prof. J. Lewis Robinson, head of the geography department, has resigned to devote more time to students and courses.

★ ★ ★

Professor Hallamore, in addition to spending five years as an undergraduate and graduate student at UBC from 1921 to 1926, has been a member of the faculty for 38 years, including 20 years as head of the German department.

She will be succeeded as department head by Professor Michael Batts, a German scholar who has been at UBC since 1960.

STUDIED IN GERMANY

Professor Hallamore studied at UBC while it was still housed in the Fairview Shacks, a group of wooden buildings in the shadow of the Vancouver General Hospital.

She was awarded the degrees of bachelor and master of arts by UBC and was appointed to the faculty as an instructor in German in 1928. She broke her teaching career briefly from 1931 to 1933 to study at the University of Munich in Germany, where she received her doctor of philosophy degree.

She returned to UBC in 1933 and has been a member of the faculty since then. In 1948 she was named head of the German department, succeeding Prof. Isabel MacInnes, who had been one of Dr. Hallamore's professors when she was a student.

During the 20 years that Dr. Hallamore headed the German department enrolment has risen from 500 to more than 1,100 students. Emphasis has been placed on developing courses in the upper years of the undergraduate and the graduate programs. The doctor of philosophy degree program was added during Dr. Hallamore's period as head and the teaching staff increased from six to 16 plus 11 teaching assistants.

At present the department enrolls 21 graduate students, including nine Ph.D. candidates. Library holdings to keep pace with the expanded graduate program in German have been aided by a number of major purchases, including one totalling \$20,000.

Professor Batts, who succeeds Dr. Hallamore, was born in England and educated at the University of London, where he received bachelor of arts degrees in the general and honours programs.

He studied for his doctor of philosophy degree at the University of Freiburg in Germany and taught at universities in Germany and Switzerland and at the University of California before joining the UBC faculty in 1960.

★ ★ ★

Professor Biely, of Canada's leading agricultural scientists, will continue to carry out full-time teaching and research duties at the University of B.C. after retiring.

Dean Walter Gage, acting president of UBC, said he was delighted that Prof. Biely would continue to be associated with the University.

"I know too," he said, "that the Canadian poultry industry will welcome this continued association. Prof. Biely has made a notable contribution to research in this area over the years and his studies have aided modern developments in the poultry industry."

FORMER STUDENT

Professor Biely has been associated with UBC since 1922 when he entered the faculty of agriculture as a student. He was head of the graduating class for the degree of bachelor of science in agriculture in 1926.

He carried out graduate work at Kansas State College, where he received the degree of master of science in 1929, and UBC, where he was awarded the master of science in agriculture degree in 1930.

Prof. Biely joined the agriculture faculty as an instructor in 1935. He achieved the rank of professor in 1950 and was named head of poultry science in 1952.

Prof. Biely's research has earned him an international reputation in such fields as poultry disease, vitamin utilization, the action of antibiotics, and improvement of the nutritional value of grains.

As a result of research on utilization of feeds carried out under Prof. Biely's direction in the past eight years, savings of \$300,000 annually have been passed on to B.C. poultry farmers.

In recognition of his contributions to research Prof. Biely has been elected a fellow of the American Association for the Advancement of Science and the Agricultural Institute of Canada.

The Poultry Science Association of America elected Prof. Biely a fellow in 1960 and also presented to him the \$1,000 Ralston Purina Teaching Award for his contributions to the teaching of poultry science students.

He is also a fellow of the Royal Society of Canada, this country's most prestigious academic organization. He is a former president of the Nutrition Society of Canada and former chairman of several committees of the National Research Council and the federal and provincial departments of agriculture.

★ ★ ★

Sir Ouvry L. Roberts has been a member of the UBC administrative

staff since 1961 as director of ceremonies and director of traffic.

He will be succeeded as director of ceremonies by Professor Malcolm McGregor, head of the classics department, who will return this summer from a year's leave of absence in Greece.

ARMY CAREER

Dean Walter Gage said an announcement regarding Sir Ouvry's successor as director of traffic at UBC will be made later this year.

Sir Ouvry had a distinguished career in the British army before coming to Canada in 1956 as president of Grosvenor-Laing (B.C.) Ltd., the company which developed the Annacis Island Industrial Park in the Fraser river near New Westminster.

Dean Gage also announced the appointment of Mr. Leslie Rohringer as director of residences for UBC as from July 1, 1968, succeeding Professor McGregor, who has resigned from the post.

Mr. Rohringer has been acting director of residences during the current academic year while Professor McGregor is on leave of absence. He was born in Hungary where he received the degree of bachelor of architecture. In 1945 he went to Venezuela, where he designed school buildings for the ministry of public works.

Subsequently he worked for the Texas Oil Company and Shell Oil of Venezuela designing and constructing exploration camps and residences. He joined the UBC staff as housing administrator in 1962.

★ ★ ★

Professor Robinson, who has been a member of the UBC faculty for 22 years, and who was the first and only head of the geography department, said his decision to resign was made during the past winter. He said he felt less and less satisfied with administrative tasks and wished to devote more time to students — both graduate and undergraduate.

The Board of Governors, at its meeting on April 24, appointed Dr. John D. Chapman, professor of geography, as acting head of the department from July 1.

Professor Robinson was invited in 1946 by UBC's former president, Dr. Norman MacKenzie, to come to UBC from a federal government post to organize a program of geography courses in the department of geology and geography.

Geography was made a separate division in 1953 with Professor Robinson as chairman. It became a department in 1959 and he was named the first head.

"The geography department faculty is now one of the best in Canada," Dr. Robinson said, "and I feel able to resign with complete confidence that the future direction of the department is in good hands."

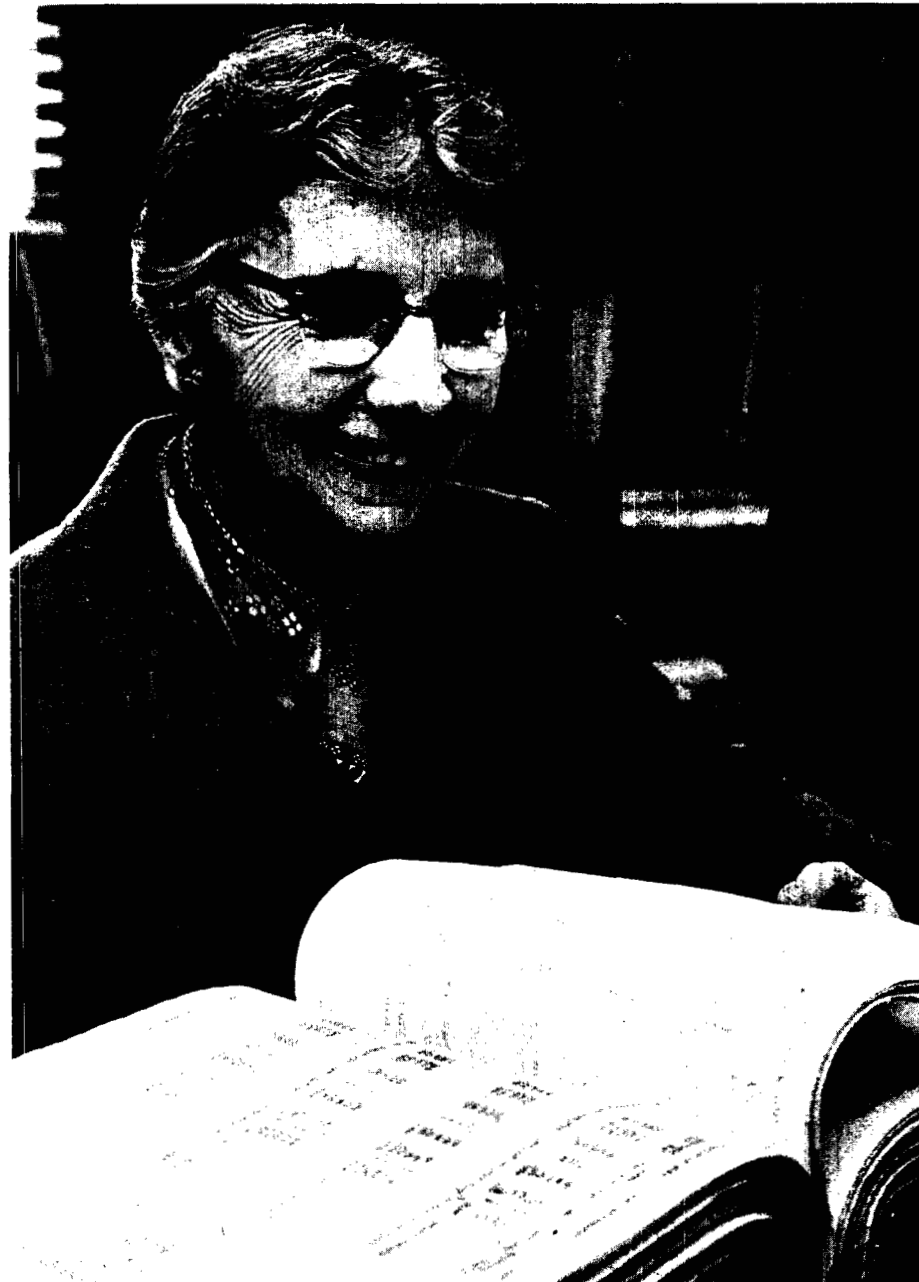
TOP STUDENTS

For the past ten years the geography department has had the largest undergraduate enrolments in Canada and ranks as one of the largest in the world. Its graduate program is rated among the leading four in Canadian universities and attracts graduate students from many foreign countries.

Prof. Robinson is well known for his work with geography teachers in B.C. He has chaired several committees for the provincial government dealing with curriculum change. He has published more books, chapters, articles and maps than any other Canadian geographer and his publication list now exceeds 100 items.

Professor Robinson is currently hospitalized as the result of a minor coronary attack and will be absent for the remainder of the spring term. He emphasized that the minor heart attack was in no way related to his decision to resign as head of the department.

His resignation was announced to the geography department staff in January and arrangements for the administration of the department were worked out at that time.



SCRUTINIZING the record of a graduating student is assistant registrar Miss Myrtle Kievell, who retires at the end of June after 31 years service to UBC. See story below. Photo by B. C. Jennings.

RETIREES JUNE 30

Assistant Registrar Attends Last Ceremony

How many faculty and staff members can say they've attended every UBC degree-granting ceremony in the past 23 years?

One person who can is assistant registrar Miss Myrtle Kievell, who will present her last degree certificate at UBC's spring congregation before retiring on June 30.

UBC GRADUATE

Born in Toronto, Miss Kievell was raised in Vancouver and took a bachelor of arts degree at UBC, majoring in Latin and history. Her association with the University reflects most of its history.

She studied in the "Fairview Shacks" next to the General Hospital and took part in the 1922 Great Trek when students marched to the present site to demonstrate the urgency of the need for a new campus.

President in her student years was Dr. Leonard S. Klinck, and among her teachers were such well-remembered University figures as Mr. Frederic G. C. Wood, Dr. G. G. Sedgewick, Mr. Lemuel Robertson, Dr. Harry T. Logan and Dean F. H. Soward.

After graduation she went into busi-

ness for a few years before joining the University in 1937 as a clerk in the registrar's office, then headed by Mr. Stanley Mathews, her former principal at King Edward high school. She worked as clerk of records before becoming assistant registrar in 1945.

During her 31 years of service at UBC Miss Kievell has watched the registrar's office swell from a staff of five, dealing with a student enrolment of 2,500, to 40 staff members and an enrolment of nearly 18,400.

Computers have been introduced, faculty advisers arrange course programs, the housing department long ago removed the burden of the boarding house list, and today's office staff is specialized under administrative assistants.

STUDENT RECORDS

In recent years, Miss Kievell's duties have been chiefly concerned with student records, with emphasis on the graduating class.

Miss Kievell said she has enjoyed her 31 years on campus and was particularly happy with her associates. She will devote her retirement to volunteer work.



UBC PHYSICS professors who head up the TRIUMF cyclotron project are shown with a model constructed to a scale of one foot to 20 feet. Dr. John B. Warren, left, director of the project, places a scale model of a human figure on one of

the twelve giant magnets which will act as a guidance and focusing system for the cyclotron's proton beam. At right is Dr. Eric Vogt, associate director of the project, and chairman of the TRIUMF design study group. Photo by B. C. Jennings.

Nine Get Degrees at Ceremony

Canada's Governor-General, His Excellency D. Roland Michener, will be one of nine persons to receive honorary degrees at the University of B.C.'s three-day spring Congregation May 29-31.

The Governor-General will receive the degree of doctor of laws on May 31. The same day, Dr. F. Kenneth Hare, UBC's president-designate, will be installed in office. Officially, he becomes UBC's fifth president on June 1.

NOVELIST HONOURED

Honorary degrees will be awarded to the following persons on May 29:

Dr. Hugh MacLennan, one of Canada's leading novelists and associate professor of English at McGill University, doctor of literature. (Dr. MacLennan was prevented from attending the 1967 Congregation to receive a degree owing to illness);

Mr. Richard B. Wilson, Chancellor of the University of Victoria and former mayor of Victoria, doctor of laws;

Dr. Adelaide Sinclair, a Canadian who retires this year as deputy director of the United Nations Children's Fund (UNICEF) and the wartime director of the Women's Royal Canadian Naval Service (WRENS), doctor of laws,

PHILANTHROPIST

Mr. P. A. Woodward, retired Vancouver merchant and philanthropist whose gifts to the University of B.C. have aided construction of the Health Sciences Centre, doctor of laws.

On May 30, honorary degrees will be conferred on: Dr. A. W. "Whit" Matthews, former dean of pharmacy at UBC who is also noted for his involvement in UBC and Canadian athletics, doctor of science;

Dr. Blythe A. Eagles, former dean of agriculture at UBC and a well-known animal scientist, doctor of science;

Dr. Walter Gropius, founder of the famous Bauhaus School of architecture in Germany in the 1920s and one of the greatest architectural educators of the 20th century, doctor of laws, and

ANTARCTIC EXPLORER

Sir Charles Wright, a member of the pre-World War I expeditions to Antarctica led by Captain Robert Scott and who is still active as a research scientist and occasional lecturer in the UBC geophysics department, doctor of science.

UBC's Congregation ceremonies will be held in the War Memorial Gymnasium beginning at 2:15 p.m. each day.

Asian Head Resigns

Professor William L. Holland has resigned as head of the University of B.C.'s department of Asian studies, Acting President Walter H. Gage has announced.

Professor Holland, who has been a member of the UBC faculty since 1960, will remain at UBC as professor of Asian studies and editor of "Pacific Affairs," one of the world's leading learned journals on Asian political and economic affairs.

Prof. Holland was director of the Institute of Pacific Relations in New York until 1960, when he accepted an invitation to join the UBC faculty to organize a new department of Asian studies.

FROM PAGE ONE

Presidents Hail Federal Grant

a fourth institution, the University of Alberta, has since become associated with the project.

The federal grant has been made by the Atomic Energy Control Board in Ottawa, with Dr. G. C. Laurence as president. For the Atomic Energy Control Board this is a new step in its continuing support of nuclear research in Canadian universities.

The heads of all four universities hailed the federal grant as a first step toward the creation of an important and badly needed research tool.

Dean Walter H. Gage, acting president of UBC, issued the following statement on behalf of himself and the presidents of the other three universities — Dr. Malcolm Taylor of the University of Victoria, Dr. Patrick McTaggart-Cowan of Simon Fraser University and Dr. Walter Johns of the University of Alberta.

MAJOR SUPPORT

"We wish to express our great pleasure at the recent announcement by M. Pepin that the federal government will provide major financial support this year for our TRIUMF project.

"This will enable the implementation of this scientific venture to begin immediately, and we look forward to the operation of this exciting scientific facility in the early 1970s.

"TRIUMF is the first collaborative effort of this kind in our country. Scientists of the four universities have joined together to design a unique accelerator of world-wide interest which will make feasible a wide range of experiments in physics, chemistry, medicine and biology which are now impossible.

"TRIUMF will form the base for the first major research industry in Western Canada. We are determined to make a success of our western col-

laboration, and we believe this may well set a pattern for other inter-university collaborations in quite different fields.

"We are most gratified that our government, despite this difficult fiscal year, has decided to support this stimulating, forward-looking project."

DESIGN TEAM

The TRIUMF plans grew out of an established research program under the leadership of Dr. J. B. Warren, professor of physics at UBC. The planning for TRIUMF was carried out by a study group of 40-odd physicists and chemists from the associated universities, under the chairmanship of Dr. Erich W. Vogt, professor of physics at UBC. The design team has had Mr. J. J. Burgerjon as its chief engineer.

When the accelerator is in full operation it is expected to be used by perhaps 90 university faculty members and about 180 graduate students, and it will be served by a technical staff of 80.

Total cost of the facility, according to present estimates, will amount to about \$27 million over the next six years, including the costs of the building, the accelerator, associated re-

search equipment and initial experimental equipment.

The three B.C. universities have agreed to make contributions from normal university capital funds to cover the cost of the TRIUMF building by the time of the scheduled completion of the project. These payments are expected to amount to about \$400,000 in 1969-70 and approximately \$1 million in each of the four subsequent years.

Federal government contributions to the TRIUMF accelerator and associated research equipment are expected to include \$1.3 million for 1968-69; \$2.9 million in 1969-70; and an average of about \$4.5 million in each of the four following years.

FUNDS CONTRIBUTED

Government and university contributions to the project to date total about \$625,000. The Atomic Energy Control Board in Ottawa has contributed \$200,000 to support work on the design of the cyclotron. The seven-acre site contributed by UBC, and the cost of site preparation already done, are valued at \$350,000. The three B.C. universities have also made cash contributions totalling \$74,000 for work on the design of the TRIUMF building and other studies.

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