

# UBC REPORTS

VOLUME SIXTEEN, NUMBER SEVENTEEN

OCTOBER 1, 1970, VANCOUVER 8, B.C.

BULK

CANADA
POSTAGE - POSTES
4c CTS.
PERMIT No. 2027
VANCOUVER, B.C.

RETURN REQUESTED  
UBC Reports,  
Information Services,  
University of British Columbia,  
Vancouver 168, B.C.

**GEORGE CLUTESI**, SHOWN AT RIGHT SPEAKING TO STUDENTS, IS AN INDIAN WRITER AND ARTIST WHO GAVE UP A TRIP TO EUROPE THIS PAST SUMMER TO COME TO UBC TO TAKE PART IN A SUMMER SESSION COURSE IN CROSS-CULTURAL EDUCATION DESIGNED TO FAMILIARIZE TEACHERS AND WOULD-BE TEACHERS WITH INDIAN CULTURE AND HISTORY. THE COURSE IS BUT ONE EXAMPLE OF AN INCREASING EMPHASIS AT UBC ON STUDIES DEALING WITH NATIVE INDIANS. UBC'S EFFORTS IN THIS FIELD ARE DETAILED IN AN ARTICLE BY ROSEMARY NEERING BEGINNING ON PAGE TWO. PHOTO BY MEREDITH SMITH, UBC PHOTO DEPARTMENT.



**ROBIN MATHEWS**, SHOWN BELOW SPEAKING TO A UBC AUDIENCE RECENTLY, IS ONE OF TWO CARLETON UNIVERSITY PROFESSORS WHO HAVE GAINED NATIONAL PROMINENCE AS A RESULT OF THEIR CLAIMS THAT CANADA IS COMMITTING CULTURAL GENOCIDE BY ALLOWING UNLIMITED IMMIGRATION OF FOREIGN (AND ESPECIALLY AMERICAN) UNIVERSITY PROFESSORS INTO CANADA. WHILE VISITING VANCOUVER RECENTLY, MR. MATHEWS AND HIS COLLEAGUE, DR. JAMES STEELE, APPEARED ON AN OPEN LINE RADIO SHOW AND TOOK PART IN A UBC MEETING TO DISCUSS THE "DE-CANADIANIZATION" OF THIS COUNTRY'S UNIVERSITIES WITH SEVERAL UBC PROFESSORS. FOR A SUMMARY OF THE PROS AND CONS OF THE DISPUTE, TURN TO PAGE SIX. PHOTO BY DAVID MARGERISON, UBC PHOTO DEPARTMENT.



Dr. Art More, acting director of UBC's new Indian Education Research and Resource Center (see box on Page Four), and Summer Session students listen intently to native Indians on a North Vancouver reserve. Dr. More and other UBC educators are expanding efforts to improve the abilities of B.C. teachers to meet the needs of Indian students in their classrooms. In the article beginning below Rosemary Neering details this and other UBC efforts to learn more about the culture of native Indians. Photo by Kim Gravelle.

# Indians and Education- UBC Opens New Avenues

By Rosemary Neering

"Sell out or drop out."

The speaker is an articulate young Indian. His name is Bill Wilson; he is one of the few Indians in B.C. with a university degree. He is angry, a little bitter, still optimistic. He is describing the choices the educational system gives the Indian child.

He can sell out — accept the white culture, the white language, the white goals in school. Or he can drop out — physically as soon as he's old enough, mentally as soon as he wants — from this white man's game called education.

An isolated voice from one angry Indian? An unfair indictment of a perfectly adequate educational system?

Don't kid yourself. It's increasingly agreed among educators and those who study education that frequently the North American school system serves only the children of those people who designed it, the white middle-class majority. And it's especially hard on the poor, the isolated and the culturally different.

The Canadian Indian qualifies, often on all three counts.

Central to the problem are the cultural differences between white and Indian. A recent examination of the basic features of both cultures suggests that in almost all respects they are different.

The differences show up strongly when a young Indian child enters school. He comes from a home where silence is valued to a school where loquaciousness is often equated with intelligence. He comes from a home where deep thought is valued above quick judgements to a school where children are encouraged to be first with the answer, to race against time to complete assignments. He comes from a home where the language is Indian or non-standard English to a classroom where he is expected to speak acceptable English. And he comes from a home where literacy is not highly valued to a school where it is the main value.

## SCHOOL UNPLEASANT

Little wonder that the Hawthorn Report, a comprehensive survey of the Canadian Indian, printed in 1967 and edited by UBC's Professor of Anthropology, Dr. Harry Hawthorn, had this to say about the Indian child's first venture into education:

"School for some of them is unpleasant, frightening and painful. For these and for some others it is not so much adaptive as maladaptive. They have little reason to like or be interested in the school in any way, in or out of the classroom, and it does not provide the path to the jobs that some expect from it. Preliminary studies indicate their (the Indian children's) motivation to do well in school drops during their stay there. They fail to reach their potential as scholars. They fall behind from the beginning and come to see themselves as failures. Their schooling is not justified by results, and moreover they are unhappy in it. A pattern that is followed by a few white children is followed by many, perhaps most, Indian children."

The problems of cultural difference are

complicated by those of poverty, which often gives the Indian child a poor physical start, and geographic isolation, which demands the child leave his home and enter an alien society if he wishes to continue his education beyond elementary school.

In addition to these setbacks, the Indian child faces the further problem of racial stereotype. "Indians are poor learners," the stereotype says. "They are more suited to vocational studies. They don't care enough to do well; they lack motivation." And if the teacher is influenced by the stereotype, these expectations are all too likely to come true.

The results of this? Only 10 per cent of the school-age Indian population in B.C. reach Grade 9. Three per cent finish Grade 12. Less than one per cent enter post-secondary education.

Contrast these with the figures for all school-age children in B.C. Over 90 per cent of them reach Grade 9. Fifty-five per cent finish Grade 12. Twenty per cent continue to post-secondary education.

Listen again to the Hawthorn Report: "There is no basis . . . on which to assume any lesser degree of potential ability on the part of either child (Indian or white)."

The situation has become well-known over the past few years, and a number of organizations are trying to do something about it, among them the Indian Affairs Department, various Indian groups and some groups of teachers and school boards. At UBC, four attempts are underway to improve one aspect or another of Indian education.

## STUDENT MOTION

The Senate Committee to Study the Native Indian Situation at UBC is dealing with Indian students at the high school and university level. The committee, established as the result of a motion by a student Senator last fall, brought in four recommendations this spring. Two recommendations — that a counselling program for native Indians be established and that admission procedures for native Indians be streamlined to reduce administrative hurdles to University entrance — were passed by Senate. A third, that an introductory program for native Indian students be set up, was referred to a special committee of Senate, which will look at possible special programs that would make University work easier for Indians without the educational background of non-Indians. And the fourth recommendation — that formal educational requirements for University entrance be waived for native Indians with other educational backgrounds — was tabled.

The counselling program was the first off the ground. Backed by \$3,000 grants from the President's Contingency Fund and the Leon and Thea Koerner Foundation, the Senate committee hired three Indian students to travel around the province this summer talking to Indian high school students, counselling and discussing, telling about their own experiences at University, and encouraging young Indian students to continue their education.



The three, Mechelle Pierre, a third-year Education student at UBC; Roberta Willie, who finished second-year Arts last year; and Edward Moodie, a Vancouver City College student, were not tied to a program laid down by the committee. Instead, they travelled around the province at their own speed, visiting what reserves they could.

"One of the main problems that Indians seem to have in entering university is that they don't know much about it," says Mike Kew, an assistant professor of anthropology and adviser to the Senate committee. "It's difficult for them to learn to cope with the bureaucracy. The committee thought it would try a counselling program, and who better qualified to counsel than Indian students who have been through the process?"

"The counsellors can come to members of the committee for advice if they want it," he says. "But we felt the counsellors should have a fairly free hand in feeling their way into a new field job."

## SUMMER DESCRIBED

Miss Pierre describes the summer: "We try to talk to each other as friends. I go to a reserve and say, 'Let's have a party or something.' I don't want them to think, 'Here she comes; she thinks she knows everything.' If there's a problem and I don't know the answer, we'll work it out together."

"A lot of the kids wish they could have someone to talk to about university — not Indian Affairs counsellors or anyone like that, but someone their own age, who's been through it. I talk to anyone who



wants to talk — young kids, older kids, adults, anyone."

Adds Miss Willie: "It helps if the Indian students know that someone really cares what they do with their lives. They're afraid to come to a university on their own; we can talk to them about the problems they'll face."

## INTEREST LOST

"Their main complaint is still that they're being channelled into vocational-commercial programs. Indian Affairs and school counsellors think they know what's best for all Indian kids just because they've worked with a few of them."

What the counsellors found over the summer was that in many cases they were too late, that by the time an Indian student reaches university age, he has already lost all interest in school, and has frequently dropped out before obtaining the formal qualifications necessary for university entrance. UBC's Faculty of Education is tackling this end of the Indian education problem.

Members of the faculty are trying to train teachers to work with Indian children and to provide the teachers with materials that emphasize the Indian heritage and culture.

Dr. Art More, an assistant professor of Education at UBC, was born on an Indian reserve in B.C., and has always felt close to the problems of Indian children. "About two years ago," he recalls, "A group of the Education faculty was talking about the fact that Indian children were not succeeding by any

criterion you want to use, and the fact that we were not preparing teachers to teach Indian classes."

The group decided to do something about the situation. That something began with a course for the teachers of Indian children, given for two weeks in the summer of 1969, and practice teaching sessions with Indian children last winter. This summer a cross-cultural education course designed by Dr. More was given for credit; it is being offered as a regular session course this fall. The aims of the course are to familiarize teachers and would-be teachers with Indian cultures and history and to point out the particular problems that Indian children encounter in the school system.

"What I hope will happen," says Dr. More, "is not just a knowledge but a real feeling that when Indian children come to the classroom, they are bringing a great opportunity for the class. The really important thing is that the teachers honestly feel that it is a privilege for the class and the teacher to have Indian children in the class, and that they are aware of the tremendous contributions Indians can make to the classroom."

## SHARE CULTURE

Dr. More invited Indian high school and college students, Indian education committee members (similar to school board members), Indian teachers and Indian spokesmen to address the class, which registered 72 people this summer, including six Indian teachers. Among the speakers was George Clutesi, Indian writer and artist. He talks about his reasons for

agreeing to spend two weeks helping to teach the course:

"I received an offer, just about the time I got the request to teach at UBC, to go on a tour to Europe. I had been so involved with my work here in British Columbia that I didn't even think of going to Europe when I had this chance to come to UBC and be an actual part of a program like this. I think in Europe I would be just a curio. They want to see an Indian with a feather on his head. I think we're beyond that stage now; we have a problem here and we must expend all our effort to solve that problem."

"I think the main purpose of this program is to find some means whereby the Indian child can be reached early enough to motivate him into pursuing education on his own. For hundreds of years we've been forcing the child, telling him what to do, and up till now, very, very few Indians have had the desire to use the learning they have got that way. We've forced them too much; we've taught them the same way you teach the non-Indian children. And it hasn't worked, and now I think educators are beginning to realize this."

What Mr. Clutesi and the other speakers stressed was that the teachers must try to share their culture and the Indian cultures, not try to teach the Indian the white culture. And, they said, the non-Indian teacher must get rid of any idea that his culture is superior to the Indian culture, and must try to get his class to appreciate the Indian culture.

Some teachers have been trying to do this already.

*Please turn to Page Four  
See INDIANS*

## INDIANS *Continued from Page Three*

But they have been handicapped by an absence of material on Indian history and cultures. "The history taught in the schools is really only about half the history of B.C.," says Dr. More. "They talk about the two founding races, but they always forget about the Indians. I think social studies would be far more interesting if Indian history were included — you could talk about the Haida and their trips to California in their monstrous canoes, and the trading trips of the Kwakiutls."

Dr. More's classes, and his graduate student, Mrs. Vicki Green, have been working on the problem of producing more materials on the Indians. Four kits of material were sent out to 350 teachers of Indian children and other interested people in B.C. last year. The kits are now going all across Canada. Included in one of the kits was a bibliography of material on Indians, prepared by Mrs. Green.

Another group of students, directed by Education Professor Frank Hardwick, is also preparing material for use in classes.

## POORLY PRESENTED

The Hawthorn Report makes clear the lack of such materials: "In most (school) systems, there is no material related to Indian culture . . . . Some attempts have been made to include references to Canadian Indians in a few provinces. Such material is usually poorly presented and highly stereotyped. The Indian is always portrayed as a Plains Indian with the ubiquitous feather band. Much of the material is as unrealistic to the Indian child in school as it is to the non-Indian. In one province, texts include biased and falsified accounts of encounters between Indians and whites."

Prof. Hardwick and his assistants are attempting to help correct this situation by preparing booklets containing actual source material relevant to Indian history and culture. In the summer of 1969, with the help of the B.C. Teachers' Federation, they produced a booklet called "To Potlatch or Not to Potlatch," an examination through source materials of the merits of the age-old Indian ceremony.

This summer, they completed a series of studies focused on the Indian contribution to the exploration and development of British Columbia.

Both groups are aware of another fact: that eventually the Indian himself must be responsible for the recording of his history and the teaching of his children. It is with this aspect of Indian education that a number of the members of UBC's Department of Anthropology and Sociology are involved.

They are trying to get B.C. Indians involved in recording their own history, language and culture. Their first project, a short-term one, will see an Indian historian from the Lower Mainland hired to investigate and write the history of an episode in the past of one of the Lower Mainland tribes. The Indian will be trained at UBC in research methods, and the eventual product of his training and investigations will be mimeographed and distributed to Indian tribes throughout B.C.

## UBC PROJECT

The long-term project would, the anthropologists hope, see 10 Indian ethnographers being trained in research methods, then going back to their reserves to collect and collate historical data. The objects of the project are to develop literacy in the Indian languages, to improve cultural awareness of the Indian groups, and to collect data by which to analyse the foundations and transformations of Indian culture.

And by means of this project, it is hoped that Indians will be trained to be capable of promoting and preserving their own cultural heritage.

Dr. Pierre Maranda, associate professor of Anthropology at UBC, discusses the projects: "I would like to see Indians properly trained to take in hand the interpretation of their own values and views, not leave them as prey for foreign anthropologists. And there are other benefits that would accrue from a stronger cultural integration."

Dr. Maranda sees many parallels between Canadian Indians and natives of other areas of the world. "All these cultures must define themselves in the face of white cultural imperialism. Some ignore the whites, but the best way to resist is to be able to say who you



are, to say, 'Wait, this is a dialogue, not a monologue.'"

Also involved in the Anthropology projects are Prof. Harry Hawthorn, former head of the Anthropology department, and editor of the Hawthorn Report; Wilson Duff, associate professor of Anthropology; Mike Kew; Dr. Elli Maranda, wife of Dr. Pierre Maranda and an anthropologist in her own right; and graduate students in Anthropology, Suzanne Storie and Andrea Laforet.

The short-term project should be complete in about three months; the choosing of an Indian to undertake it is now underway. The long-term project may begin by January; results are expected five to eight years after launching.

Amid all of this, the question of why arises. Why should the University help Indians get an education in preference to helping any other group? Does the University have any responsibility in this field at all?

Bill Wilson has an answer, and it cuts sharply into the "ivory-tower" image of the university. "If universities don't, who else is going to? Universities are supposedly the center of enlightenment, yet they're perpetuating the myth that we have equality and everything is hunky-dorey. When will they finally realize that anthropology isn't 18th century Indians, that the same problems that existed then exist now? If the university won't help us, who are we going to get any guidance from? The public certainly isn't going to do it. And we don't have enough money or enough people to pressure the government. I think if the universities don't help, then all of those so-called concepts of justice and equality they try to imbue in their students are just sheer hypocrisy."

Universities already give preference to a special group (the middle-class majority) Wilson insists, by the type of entrance requirements they have and the

fees they charge. And if they say they don't give preference, then that's just more hypocrisy, he says.

How successful are the programs initiated so far? George Clutesi, for one, is greatly encouraged by them:

"The reaction from the teachers in the class has been marvelous. We have begun to communicate. And I think in my long struggle to be heard, this is my very first experience where I have felt that the people I'm talking to are willing to listen till I'm finished. And this means so very much to the Indian. Firstly, because this is how we teach; we make the teacher finish what he is saying before we retaliate, before we disagree or even before we agree. And this is the general feeling of this program. I think it's been a very successful program. I think it has had a very wonderful start and I think the people who are involved in it are very sincere."

But those involved in all the programs are also aware that there is a long way to go. It is ironic that Roberta Willie, one of the Senate committee counsellors, was thinking of dropping out of University after this summer. The reason? No one she could talk to, no one who she felt really cared about her or what she did at University. Plenty of people who would listen politely, she said. But no one who really wanted to help.

And commenting on the program for teachers, Bill Wilson summed up what is needed in all these programs: "I see you as a faceless mass of people I've spoken to 100, 200, 300 times. And you've never done anything. I'm naive enough to believe that maybe this time you'll do something; maybe after a couple of thousand speeches, I'll give up. Because it's up to you to do something besides listen. If you go away and forget all you've heard this summer, you might as well have stayed home."

## Grant Aids Indian Studies

An Indian Education Research and Resource Center has been established at the University of British Columbia in an effort to erase some of the root causes of the problems Indian students encounter in B.C. schools.

The Center is the first of its kind in Canada to be run almost entirely by native Indians. It will be guided by a Council consisting of 15 representatives of B.C. native Indian teachers. There are currently 31 certified professional Indian teachers in B.C.

Elected chairman of the Council is Mr. Alvin McKay, a native Indian who is principal of the Greenville Indian day school, located north of Terrace, B.C. Mr. McKay is currently on a one-year leave of absence to continue his studies at UBC.

Responsible for carrying out the decisions of the Center Council will be Dr. Art More of UBC's Faculty of Education, who has been appointed acting director of the Center while a search is being conducted for an Indian educator to assume the position.

Dr. More has been largely responsible during the past year for the negotiations which led to the establishment of the Center.

One of the major objectives of the new Center will be to improve the abilities of B.C. teachers to meet the needs of Indian children in their classrooms. Dr. More has already been responsible for designing a cross-cultural credit course for teachers of Indian students which seeks to improve their knowledge of Indian students' social, cultural and historical backgrounds. The Center will also collect and make available up-to-date and accurate resource materials and instructional aids related to the education of Indian students.

Approximately 400 interested teachers in B.C. are already on a mailing list to receive this material, which is intended for supplementary use in classrooms. Other interested teachers can receive this material by writing to the new Indian Education Research and Resources Center, Hut 012, University of British Columbia.

The Center is a cooperative project of the native Indian teachers of B.C., the Faculty of Education and the Center for Continuing Education at UBC. It is being funded by the Education Division of the Department of Indian Affairs and Northern Development.



Jack Blaney, left, is acting head of UBC's Center for Continuing Education while Director Gordon Selman, right, is on leave of absence.

# A NEW LOOK FOR EXTENSION AT UBC

There's a new look to what was the Extension Department at UBC.

For 34 years UBC's Extension Department has offered programs for adults in British Columbia. It has grown to one of the largest university extension programs in Canada, serving more than 20,000 persons annually — a figure equalling the regular session enrolment of the University.

In July of this year the UBC Board of Governors approved a Senate recommendation that the Extension Department become the Center for Continuing Education. This change marks a transition that has been taking place in extension in the past decade.

The University has supported extension work since its earliest days. However, budget restrictions in 1963 forced the Department to reexamine priorities, abandon some program areas, concentrate more heavily on the Vancouver area, release some staff and change the assignments of others. More encouraging developments followed. A 1964 committee on the Academic Goals of the University, in its report *Guideposts to Innovation*, gave strong support to continuing education as a "major responsibility of the University." Subsequent University presidents gave increased support to the institution's extension function.

The position of Extension was nevertheless a source of great concern to the Department. On top of budget reductions and necessitated changes in the program came increasing uncertainty about the place of the Department in the University. Extension felt there were a number of unresolved problems of policy and organization hampering further development.

In 1966 Extension submitted a brief to the administration and the Senate requesting the establishment of a long-range policy about the development and organization of continuing education on the campus. There was mixed reaction from the Faculties and no changes in policy were effected.

Still greatly aware of problems facing it, Extension then recommended the creation of a Senate Committee on Continuing Education to be representative of various interested Faculties, Schools and Departments on campus and to take the matter of the overall policy and organization of continuing education at UBC under review. A Committee was appointed in 1968.

Dr. Ian Ross, of the Department of English, who chaired the Committee during the second of its two

years in action, worked diligently and imaginatively with those concerned. Dean Philip White and Dean John McCreary, the heads of two other centers of continuing education on campus (Commerce and Medicine) contributed significantly to the Committee's work.

Members were: Prof. W.M. Armstrong, Prof. Sam Black, Miss Drina Allen, Dr. John P. Blaney, Dr. C.A. Brockley, Mr. D.M. Brousson, MLA, Mr. F. James Cairnie, Dr. W.C. Gibson, Dr. D.T. Kenny, Dean Helen McCrae, Mrs. W.T. Lane, Mr. Stuart S. Lefaux, Mrs. Mary Frank Macfarlane, Mr. K.R. Martin, Mrs. Margaret Neylan, Dean V.J. Okulitch, Mr. J.E.A. Parnall, Mr. E.C. Roper, Dean M. Shaw, Dr. J.H.G. Smith, Dr. Coolie Verner, Mr. Ken Young and Mr. Gordon Selman, secretary.

## THREE MAJOR AREAS

The Committee's report focused on three major areas in its recommendations: 1) the place of continuing education as a responsibility of the University; 2) principles of budgeting; and 3) the organization of continuing education at UBC.

General recommendations from the Committee were:

- That "the University of British Columbia should recognize that it has growing responsibilities in three areas connected with continuing education" . . . degree programs for part-time students; continuing education for professional groups; and university-level programs carrying no credit towards degrees dealing with liberal and scientific studies, public affairs and community projects;

- That the Senate strike a committee to study the need for degree programs for part-time students;

- That the contributions of teachers to continuing education programs be given full weight in connection with career recommendations in Faculties, Departments and Schools; and

- That requirements of continuing education be considered in the building plans for the University for the 1970s.

With the broad goal of providing efficient administration and coordination of programs and services and leadership in the field, and recognizing the effectiveness of present arrangements, the Senate Committee recommended a two-fold form of organization of continuing education at UBC: through a *Center for Continuing Education and Faculty or School Divisions of Professional*

*Continuing Education*, such as the Health Sciences and Commerce programs.

The new Center for Continuing Education would administer all Extension's programs and services. These include: degree programs currently being offered for part-time students; non-credit programs in humanities, science, creative arts, public affairs, urban affairs, and social sciences; and professional continuing education programs in Education, Engineering, Law, Home Economics, Agriculture, Fisheries, Forestry, Community and Regional Planning and Social Work.

The selection of the name Center for Continuing Education is significant. The term "Center" connotes the more strongly integrated role for continuing education in the University. "Continuing Education" means that UBC as an institution is going to emphasize more the continuing education of graduates and education at an advanced level.

The concept of a Center also represents many of the changes in extension programs which have occurred in recent years. More courses are now planned on a sequential and systematic basis than in the past. Emphasis is currently being given to those programs which build upon undergraduate education and professional training. And, to a much greater extent than before, experimental projects and interdisciplinary courses are specially designed to focus on urgent community problems and the unique interests of adults.

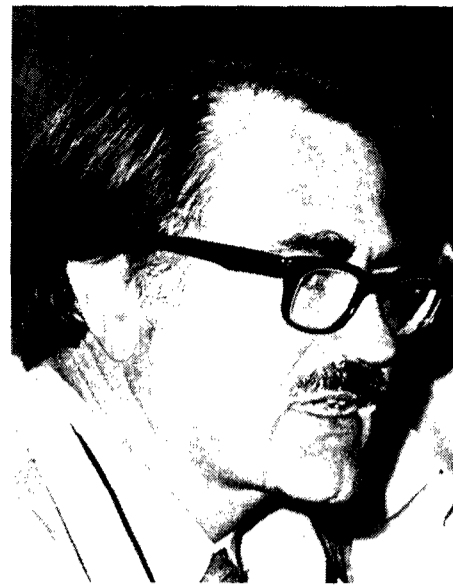
The Senate Committee also recommended the creation of a policy Council for the Center which would create a University-wide forum for the discussion of major new programs and provide advice on matters which go beyond the concern of one Faculty. Extension has always worked in direct contact with individual Faculties, Departments and Schools.

With the appearance in B.C. since 1963 of other universities and colleges, and the growth of school board programs, the responsibilities of UBC in the field of continuing education have changed. Certain activities which UBC Extension undertook in years past because there was no other agency to organize them, no longer concern the University. Extension has been concentrating increasingly on more sophisticated kinds of programs and community projects.

At the same time a major increase in professional

Please turn to Page Eight  
See NEW LOOK

# FOREIGN ACADEMICS IN CANADA - THE DEBATE GOES ON



PROF. CYRIL BELSHAW



DR. JAMES STEELE

Two years ago a pair of teachers of English at Carleton University in Ottawa began a campaign designed to sensitize Canadians to the danger of allowing foreign academics to enter Canada in unlimited numbers to teach at Canadian universities.

Dr. James Steele and Mr. Robin Mathews have stumped the country warning audiences that unrestricted immigration of academics is tantamount to committing "cultural genocide."

During a visit to Vancouver in late September, Mathews and Steele stated their case to radio and television audiences and took part in a discussion at UBC on what they call the "de-Canadianization" of Canada's universities.

What follow are excerpts, edited for clarity and brevity, from the debate at UBC and from a discussion on Jack Webster's open-line radio program.

Taking part with Mathews and Steele in the UBC debate, which was part of an orientation program sponsored by the Alma Mater Society, were Prof. William Webber of UBC's Faculty of Medicine and a past-president of the UBC Faculty Association; Mr. Art Smolensky, past president of the Graduate Students' Association and co-author of a recently released report on the citizenship of the UBC faculty, and Prof. Cyril Belshaw, head of UBC's Department of Anthropology and Sociology.

**JAMES STEELE:** If our universities want to continue to exist as Canadian institutions... they are going to have to fight very hard for their very existence.

The core of Canadians teaching in the arts and science faculties of Canadian universities dropped from about 75 per cent in 1961 to 49 per cent in 1968. And the rate at which the diminishment has been taking place has been increasing very rapidly. Fifty-two per cent of those newly-appointed about eight years ago were non-Canadian, 72 per cent of those appointed four or five years ago were non-Canadian and last year 86 per cent of new appointments were non-Canadian.

Last year the universities in Canada employed approximately 3,087 additional faculty. The number of persons entering the country intending to take up employment as university professors last year was 2,398. That means that 77 per cent of all those employed last year were non-Canadian.

There are two terrifying things about this pattern: It is occurring at a time when there are well-qualified Canadians available and in response, some university administrators have said they will reduce the number of students being admitted to graduate studies programs. In other words, they are saying that because of over-production of trained personnel coming from other countries they will curtail opportunities to Canadians to do graduate work... That is academic colonialism in rather pure form.

What is needed now is legislation which will enable our universities to strive to employ a clear two-thirds majority of Canadians and which will make citizenship a necessary qualification for those taking administrative posts in the universities.

The proposals which Mathews and I are making are ten times more tolerant than those of any other country in the world. We must try to obtain a 2/3 majority of Canadian faculty and 1/3 foreign.

**PROF. WILLIAM WEBBER:** There is a sense in which a university is both national and provincial. But these roles should be secondary to its primary aim, which is to preserve the store of human knowledge, to extend it and to transmit it.

Universities don't hire people as a mass; they hire individuals and at a time when the individual's place in society is being questioned, it's important that the university should continue to hire people individually

and judge them on their merits. What merits? This depends on the individual departments.

The criteria which I would like to see applied are those of scholastic excellence and teaching ability. As a Canadian, if I were applying for a job I would wish to be considered on that basis. I would neither wish to be hired because I was or was not a Canadian nor because of any other criterion which is extraneous to the central purpose of the university.

I am convinced that Canadian society and Canadian institutions are not so fragile as some of this discussion might have led us to believe. I think there is a great deal of latent nationalism present in Canada. My concern is the direction which nationalism might take.

There are many positive aspects to Canadian nationalism. One is obviously the tolerance which has been mentioned by several people. Whatever other countries might do, we should endeavour to be more tolerant than we are now.

I have no concern about the ability of Canadian students to compete effectively, given an equal opportunity.

## STUDENT CONTACT

**MR. ART SMOLENSKY:** There are a few results from our recent report which bear repeating. First, when we look at the UBC faculty as a whole, we find that about three-quarters are Canadian citizens. That's very good in comparison to many other universities.

But when one takes a closer look at the Faculties of Arts and Science you find that 60 per cent of the faculty are Canadians. And when you take a look at all the full professors and associate professors you see quite a trend. We used to have quite a few Canadians at these ranks and a nice mix...but these aren't the people who have the greatest amount of student contact.

At the assistant professor level, where there is a heavier teaching load, only 50 per cent are Canadians and we find this very disturbing.

In the period 1964 to 1969, UBC hired 11 non-Canadians for every nine Canadians. This has happened at a time when more and more Ph.D.'s are being turned out by Canadian universities.

(UBC Reports submitted the report prepared by Mr. Smolensky and Alma Mater Society President Tony Hodge to a UBC statistics expert and asked him to comment on the methods used to arrive at the results.

(He said: "In view of the way in which the sample was taken the only estimates of citizenship which are appropriate are those which estimate the percentage of Canadian citizens and the percentages of other citizenships in the faculties and schools of the University as a whole."

(He took issue with those parts of the report in which attempts were made to estimate the citizenship of professors in the Faculties of Arts and Science).

(On Page Ten of this issue, Dean of Arts Douglas Kenny replies to statements made in the report concerning hiring practices in the Department of English).

**PROF. CYRIL BELSHAW:** I was educated in New Zealand and England and no questions were asked at that time as to whether I was going to take a job in Canada. The taxpayers in those countries didn't ask that question.

We have a duty to the international world of scholarship. We have a debt to pay off. And we are in the process of paying off that debt.

If you look at the names of the people who have produced the very few, very slim readers in Canadian sociology, if you look at the data which have been produced about Canada, believe me, in many fields, they

have been produced by non-Canadians. In every possible field — the natural sciences, forestry, ecology, commerce, anthropology, sociology, literature — many of the people who are making some of the greatest contributions to the understanding of Canadian society are non-Canadians. And the Canadians on the faculty don't necessarily link up with Canadian interests at all.

So there is no relationship, in direct terms, between citizenship and the topic of interest.

In a certain sense I'm anti-American. I do not like American cultural values on the whole. I do not like American political values. I'm proud that I can associate myself with Canadian social values and I have chosen these not being born to them.

One of these is a tolerance of cultural diversity. When I came here in 1953, the University was about 30 per cent American, 30 per cent other and 30 per cent Canadian. So it was more of a crisis in 1953.

I want an international, cosmopolitan university. It has been said that Canada is the only country which does not require some manifestation of citizenship for permanent employment. That's not true. There are Canadians who are presidents of universities in the U.S. without changing their citizenship.

**MR. ROBIN MATHEWS:** "Who has produced the knowledge on Canada," Prof. Belshaw asks. Prof. Belshaw suggests, "Since we began colonial, let us go on colonial."

*The Canadian Journal of American Studies* and a number of journals of the same kind in Canada are being polluted by American scholars who are distorting Canadian history as I've never heard it distorted in my life before.

Excellent Canadians are being pushed away from medical schools because the (federal) Department of Health and Welfare has a projection for the next 15 years of training 1,200 doctors a year and getting 1,200 cheap from abroad, a solution which discriminates against Canadians of great potential.

Canadian students have the right to be brought to excellence in their own educational and cultural institutions and to take their place in those educational and cultural institutions in terms of their own history and their own traditions and to develop both radical and other roots out of their own past and to make the culture brilliant, to make it excellent. We will leave greatness to the United States.

We must have immediately reciprocal legislation in immigration with the U.S. We must make U.S. academics take two years to get landed immigrant status as they make us and if they come in without landed immigrant status, we must take them in on two-year visitors' visas.

After this they must go back to wherever they want to go for two years before reapplying.

Every other country in the world has precise immigration policies so that they can bring forward their own excellence and let it develop and flower within the country.

I also believe we should have a moratorium right now on the import of all foreign academics and the import of all foreign graduate students until we have forced the universities to sit down together and make a national policy on Canadian education.

Debating the de-Canadianization issue with Mathews and Steele on Jack Webster's open-line program were Dr. Peter Pearce, associate professor of economics and currently president of the UBC Faculty Association, and Prof. Walter Young, head of the Department of Political Science. Both Pearce and Young emphasized that they were appearing as individual faculty members, rather than in any official capacity.

Supporting Mathews and Steele in the debate was Miss Christine Krawczyk, acting vice-president of UBC's Alma Mater Society.



PROF. WILLIAM WEBBER



PROF. WALTER YOUNG



MR. ART SMOLENSKY



DR. PETER PEARSE

**DR. PETER PEARSE:** I get very upset by this kind of argument and the tactics of Mr. Mathews because I think it's destructive to our universities. I do think his arguments touch on a very important problem, but I think he identifies it wrongly. The only really legitimate objective of a great university like mine is excellence in teaching and research, excellence in the pursuit of knowledge and understanding. Universities have an important role to play in fostering a community identity and a national identity. But it follows that the only legitimate criterion in hiring faculty members is competence in teaching and research.

Now, that competence in teaching and research includes a familiarity with what's going on in the world around us and with Canadian affairs, to a greater or lesser degree. This is more important in some disciplines such as the social sciences than it is in, say, mathematics, physics, or pharmacy. But it is a relevant consideration throughout the university.

Now, I want to make two points. The first is that familiarity with Canadian institutions and Canadian conditions is not the same thing as Canadian citizenship. It's less closely correlated with citizenship in the academic world than in almost any other profession.

Secondly, any group of faculty or students is enriched if it includes people with different backgrounds, experiences and outlooks. But we do need to ensure that our students are being exposed to enough professors who can talk in Canadian terms and can use Canadian examples. If any administrator or any department head fails to recognize the need for balance and Canadian content, he's not doing his job properly. But I think Mr. Mathews has charged bias against hiring Canadians, charging that Canadians have been held in contempt. That's a very serious charge which I believe is quite unjustified.

## DEVELOP EXCELLENCE

**WEBSTER:** The sole aim of you, and people who think like you, is excellence in the quality of the product, right?

**PEARSE:** That's right.

**WEBSTER:** And if we became, say, 100 per cent American, or 90 per cent non-Canadian and 10 per cent Canadian, you would still find that satisfactory, as long as we had excellence?

**PEARSE:** Including a familiarity with Canadian conditions and institutions, that's right.

**MATHEWS:** I reject that introduction out of hand. I reject it at every step of the way. For Prof. Pearse to have said that is an absolute resignation of his responsibility to the Canadian community.

A community has the absolute responsibility — not the choice — to develop its own excellence, in a majority, in its cultural and educational institutions.

**PROF. WALTER YOUNG:** I think you misinterpreted Prof. Pearse's statement. You ignored the crucial point that Peter made, that, if you assume that people teaching in our universities have a familiarity with the Canadian scene and a commitment to the Canadian community, then citizenship doesn't make that much difference. If you bring people from other countries, from the United States, and they are really birds of passage who only come here briefly, then sure, you've got a problem.

**MISS CHRISTINE KRAWCZYK:** What I'm concerned about is that I can get jobs in Canada when I graduate and want to teach in a Canadian university. I can't go down to the States and get a job there because of their immigration laws which state quite clearly that people cannot be hired unless there isn't someone in their own country that can do the job that they want to

hire a foreigner for. In a country of 200 million that's a pretty tricky thing to prove.

**WEBSTER:** What's wrong with reciprocity, gentlemen? What do we do to protect Canadians?

**PEARSE:** Many of the best Canadian products of our universities have got jobs in the United States.

**WEBSTER:** Answer my question: The Americans put up barriers to Canadian academics, true or false?

**PEARSE:** Not effective ones, as far as I know.

**STEELE:** I can explain this. The barriers are those that are administered by the American department of immigration. What they say is that anyone who wishes to hold a permanent position in the U.S. must enter as a landed immigrant. At the present time it requires 16 months to have one's application for landed immigrant status processed. Now it's virtually impossible for a person to get a job in a university about two years in advance. So, in effect, this immigration rule has cut down the flow since about 1968.

A survey has just been done by the Department of Manpower and Immigration which sent out a questionnaire to all departmental chairmen in Canadian universities. The chairmen are reporting that Canadians with excellent qualifications are having a very difficult time finding jobs, especially in these disciplines: biology, chemistry, biochemistry, English, French, classics, philosophy, physics and math . . .

**YOUNG:** This whole discussion is ignoring a fundamental point, and that is that universities are not simple agencies. It would be nice if we could judge the quality of a university by the citizenship of its faculty, if we could say, "Here's a university, 100-per-cent Canadian, therefore the best university in Canada." Not so. This is the implication of your argument. But it's not so.

**PEARSE:** Let me say this: I am very concerned about the undue American influence in every realm of Canadian life. I'm very disturbed about it in terms of the ownership of our industries, for example, much more disturbed about that, I may say, than I am about American influence in our universities.

**WEBSTER:** We can always confiscate the industry back, but we can't confiscate the minds back which have been brainwashed by Americans.

**PEARSE:** But look at the situation. For example, at UBC, according to the Smolensky-Hodge report, three-quarters of our faculty are Canadians.

**MATHEWS:** But their point was that in the last five years, 11 non-Canadians have been hired for every nine Canadians.

**YOUNG:** It's a university, it's not a parochial institution. The function of a university isn't just to teach Canadian art to its fine-arts students or Canadian politics to its political-science students or Canadian economics. These things have to be done, admittedly. But the university has a universal competence and strives to achieve that.

**CALLER:** If all these experts who have been hired from other countries cannot produce Canadian Ph.D.'s who are good enough to hire here, then there's something wrong with the system, surely?

**MATHEWS:** Brilliant point!

**PEARSE:** She's talking about the surface on an iceberg there. The Canadian academic profession has for years been exhorting governments to support the universities more, so that we can produce an adequate flow of Canadian Ph.D.'s and people who are capable of taking on high academic posts. I hope the people who are on the Mathews anti-American bandwagon will also be supporting UBC in its desperate struggle with the government of British Columbia.

**MATHEWS:** I don't mind Peter calling me an anti-American one bit, because what he is really describing is his own colonial-mindedness and his

anti-Canadian-ness.

**WEBSTER:** I'm sold on Mathews' and Steele's case. The other side, Pearse and Young, sound great but they won't give us all the facts because they don't know them and because nobody's ever made any real surveys to show how much our universities are being dominated by non-Canadians. Right?

**PEARSE:** That's right. The Senate of the University of British Columbia has refused to disclose information relating to citizenship because it has been regarded as an illegitimate criterion for hiring policies.

**YOUNG:** Citizenship doesn't indicate whether the university is dominated by one particular nationality or another. What you've got to find out is whether or not professors who come from another country make a serious commitment to Canadian society, and a great many of them do.

**WEBSTER:** If you think that Mathews and Steele are so wrong, shouldn't you people at UBC do something positive to disabuse the likes of myself, who is totally convinced that we're being taken over by American and other foreign brains?

**PEARSE:** Jack, I reject that. If you want to make that point, you've got to demonstrate to us somehow that we're ignoring Canadian studies at UBC and you haven't done that.

**CALLER:** This program today has pointed out what a lot of us have felt for a long time: that is, that the academic community in Canada is very immature. If you have bouquets to throw at them, they will accept them very graciously —

**WEBSTER:** Or Canada Council grants.

**CALLER:** But if you have criticism to throw at them, they very quickly pass it off to some political badman who's doing them wrong. Today I've heard people criticizing the immigration policy of the federal government; I've heard them criticizing the Social Credit government of British Columbia. The whole blame for who we have in our universities rests entirely with the universities. The hiring is done by the university and that's where the buck stops.

**WEBSTER:** A valid point, I can't disagree with him in any way.

**MATHEWS:** A very valid point. For the first seven months of our battle, Prof. Steele and I begged the universities to address their problems in whichever way they thought best, but to get onto the job before we had to go political about it. And they told us we were racists, fascists and anti-semites.

**YOUNG:** The man's quite right. The universities are responsible for whom they hire. But the universities were very suspicious of this issue when it first came up because they maintain, and I think quite rightly, that a university must first try to have the best people in each field. To tell a student, "Your education is going to be less than adequate but at least you'll be taught by Canadian professors," is a total mockery of the whole purpose of a university.

**MATHEWS:** That's a colonial position, because you're saying we cannot produce out of our own community, as every other country does, the best man in the field, and also a man who understands the Canadian experience, knows it thoroughly and can relate it to his teaching.

**WEBSTER:** Jim Steele, "The Struggle for Canadian Universities": Are you winning or losing the battle?

**STEELE:** It's too early to say. I'm not optimistic.

**MATHEWS:** At the present moment we are not winning the battle but we are going to win. If we have to, we will shortly be going on the barricades. We are going to escalate this thing and if it means closing down the universities, we will close down the universities. We are going to have change.

## NEW LOOK

Continued from Page Five

and technical programs offered by Extension has taken place. This change came about as a result of initiatives taken by the Department; increased realization on the part of professional persons and associations of the need for continuing education; and the cooperation of the professional Faculties on campus.

Currently more than 40 per cent of all courses offered by Extension deal with professional or technical subject matter.

A number of other factors have also been at work in recent years to increase the demand for Extension courses which carry credit towards a degree. With the increasing complexity of society many individuals feel the need for more advanced education in order to cope successfully with vocational and other areas of interest. Employers are requiring more advanced qualifications. As post-secondary institutions increase in size, there are more students in the system and many of them, if they drop out for a period, seek to gain credit towards degrees by part-time study. The regional and district colleges now make it possible for students to complete the first two years of a degree program and increasing numbers wish to continue their course work on a part-time basis. As in the past, many teachers continue to work towards a degree by this means as well.

During 1968-69 there was a 24 per cent increase in enrolment in Extension credit courses over the previous year and another 16 per cent increase in 1969-70. Innovations have included a May-to-July evening credit program, established in 1967, and in-the-field credit courses, initiated in 1968 when the Geography of Latin America was given that summer in Mexico. In July, 1969, three courses were given in cooperation with Sophia University in Tokyo, Japan, and a geography course in Andean South America in July, 1970.

During 1969-70, 21,238 persons took part in Extension programs; this included 3,325 persons in part-time credit courses, 11,212 in non-credit courses in the liberal arts and 6,701 in continuing professional education.

Each year several hundred UBC faculty members participate in Extension programs.

## MANY ACTIVITIES

The Center's scope now embraces many activities:

*Public issues and community development* — As the principal arm of the University concerned with relating the knowledge and expertise of University faculty to the examination of community problems, Extension has initiated programs directed at public issues and community development. The function is twofold: (1) to provide people with factual information and (2) to help people develop the skills to deal with community issues and problems through participation in the process of social change. Programs attempt to reach strategic groups in the community, public officials, leaders in community organizations and actively concerned citizens.

Among programs of this nature carried out in recent years have been those dealing with international and national issues and problems of modern society, including housing, water and noise pollution and overpopulation. Programs aimed at developing skills in community leadership have included an Indian leadership development project, a joint program with the Union of B.C. Municipalities for local government elected officials, a joint program with the B.C. School Trustees Association for school trustees, and a community self-survey project.

The latter program was a pilot project aimed at helping British Columbia communities solve community problems. Beginning in May, 1969, the Extension Department and the Voluntary Association for Health and Welfare, with the aid of a grant from the B.C. Department of Social Welfare, conducted a three-phase community self-survey in Penticton. It was designed to involve as many members of the community as possible and to stimulate their interest in and desire to act upon community problems. A door-to-door survey of the community was made, study committees researched in depth areas of concern disclosed by the survey, and a community-wide conference was held in which recommendations of the study committee were considered and priorities for action established. The

project is looked on as a possible prototype for citizen involvement in decision-making in small communities.

*Certificate and Diploma Programs* — Working closely with Faculties, Extension has launched several certificate and diploma programs in the last few years: a diploma program in adult education; a certificate program for the education of young children; a diploma program in engineering administration; a criminology certificate program; and a social work registration program.

*Reading and Study Skills Center* — In cooperation with the Faculty of Education, a University Reading and Study Skills Center was developed by Extension in 1968 and has now served over 600 university students and 400 non-student adults.

*New Approaches to the Humanities* — Over the years courses in the humanities have become an increasingly significant part of the Extension non-credit program. Along with traditional courses there has been a move toward interdisciplinary treatment of subject matter emphasizing relationships between academic disciplines. Courses such as *Homo Ludens: Play, Games and Game Theory*, *The Possibilities of Psychic Evolution* and *Time: The Strange Dimension* have linked the humanities with



the sciences, social sciences and other fields and offered imaginative new frameworks for study in the humanities.

Recently the humanities section of the Department has developed new programs within the framework of two general themes: *Quest for Liberation* and *Explorations in the Human Potential*.

*Quest for Liberation* is a series of lecture-discussions and symposia aimed at offering a better understanding of the current cultural ferment in the West and its implications for the individual and society. Central to the Quest series has been a "Distinguished-Visitor-in-Community" program supported by a grant from the Leon and Thea Koerner Foundation. This program has brought to Vancouver outstanding teachers and thinkers of diverse viewpoints including: Huston Smith, Kenneth Boulding, Abraham Kaplan, Ashley Montagu, Alan Watts, Theodore Roszak and Philip Rieff. Coming in October is John R. Platt, a biophysicist and head of the Mental Health Research Institute at the University of Michigan.

The second theme, *Explorations in the Human Potential*, focuses on human potential, its direction and fulfillment. Programs with Buckminster Fuller, the late Frederick S. Perls, Edward Maupin, Vincent Giuliano and George I. Brown have examined topics such as gestalt therapy, interpersonal communications and coping with an over-rich information environment, and have included workshops on creativity and awareness, feeling, sensing and intuition. Dr. Herbert A. Otto, a psychologist and chairman of the National Center for Exploration of the Human Potential, will be another in the series Oct. 23-25.

*Changes in the Province-Wide Program* — One aspect of Extension's program which has changed most strikingly in the last decade is service to adults outside the Greater Vancouver area. From a peak enrolment of 6,766 in 1963-64, province-wide programming diminished to 1,754 in 1968-69. The

decline was largely a result of the termination of special province-wide funds and a study-discussion program. Currently, province-wide programming is increasing in the areas of continuing professional education and in public and urban affairs. This year the Center is jointly undertaking, with the UBC Alumni Association, a project aimed at substantially increasing the number of courses outside Greater Vancouver areas.

*The Teacher and The City* — In a special Extension project known as The Teacher and The City, eight teachers have produced resource and methods material for use in school programs related to understanding the city. A grant from Central Mortgage and Housing Corporation financed the project, the culmination of which will be the publication of a book later this year.

*Educational-Travel Programs* — Since 1965 Extension has offered a series of educational-travel programs. The Department entered the field because of the special contribution which it is felt the University could make to this aspect of adult education, including orientation programs; language courses related to the areas to be visited; visits to places not on the regular commercial tours; seminars and other educational events in the countries being visited involving local experts drawn from academic, governmental, business, professional and artistic circles; and on most occasions taking academic leaders along with the tour group in order to assist with the general understanding of what is seen and experienced.

The program has included tours to Quebec (1965), Mexico (1966), Japan (1968-69-70), South America (specializing in ranching and agriculture — 1969), the Moorish World (southern Spain and North Africa — 1969), Central America (1970) and two to Europe (1970).

## DAYTIME PROGRAM

*The Daytime Program* — In 1968 the Department began a major expansion of daytime offerings in the liberal arts. Major factors influencing the decision to enlarge the daytime offerings were: belief that there is a significant and growing audience including housewives, shift workers and the retired; adult interest in daytime programs as revealed in Extension surveys; the availability of off-campus facilities such as the Vancouver Public Library; and the success experienced by the University of California with its Berkeley daytime program.

Extension services have been offered by UBC since the earliest days of the University. The Faculty of Agriculture was giving courses for farmers and other primary producers before it accepted regular full-time students. More than 1,300 veterans of the First World War attended vocational short courses at the University between 1917 and 1921. A lectures service for community organizations was organized by the Faculty in 1918 and arranged some hundreds of lectures each year. Almost all these activities were curtailed in the early 1930s, however, when the University grant was cut drastically by the government.

In 1935 part of a Carnegie Corporation grant was used to conduct a remarkable series of 893 lectures attended by more than 70,000 persons. To give permanence to this work the University created the Department of University Extension in late April, 1936.

The Extension Department has had four directors since that time. Mr. Robert England (1936-37), Dr. Gordon Shrum (1937-53), Dr. John Friesen (1953-66) and Mr. Gordon Selman (1966 to present).

In the coming year the Center aims to help establish a full, part-time degree program for adults. Vancouver is probably the only city of its size on this continent where such a program is not available. More programs will be placed off-campus in places where people live and work and programs which deal with urgent community problems (housing, poverty, etc.) are also on the agenda. Effort will be made to expand and improve continuing education services to professional groups, and develop on-going research and development activities.

The Center for Continuing Education has moved from the Extension quarters in huts on the East Mall to a wing of the newly acquired residence halls of St. Mark's College on the northeast corner of the campus. Service departments — audio-visual and photography — remain at the former Extension location.



### SPECIAL PROGRAMS

**THE UNIVERSITY AND ITS TEACHERS: ALONG THE CRITICAL PATH** - Tuesdays, Oct. 13, 8 p.m., UBC (6 sessions). A lecture-discussion series with outstanding teachers on the UBC Faculty. Offered in conjunction with the Alumni Association.

**LeDAIN REPORT ON THE NON-MEDICAL USE OF DRUGS** - Friday, Sept. 25 and Saturday, Sept. 26. Opportunity to discuss the report with members of the Commission.

**ENVIRONMENTAL MANAGEMENT - A BRITISH COLUMBIA PRIORITY** - Monday, Oct. 26 and Tuesday, Oct. 27, 9 a.m. to 5 p.m., Bayshore Inn. The first of a series of programs on Environmental Management. Topics will be Conflict in Resource Development and Bases of Resource Management.

**SPECIAL RADIO SERIES: PRINT-ON-AIR** - Sundays, Sept. 13, 10:15 p.m., on CBC Radio (12). Produced by the CBC in cooperation with the Center for Continuing Education, this new series will be concerned with emerging thought, changing ideas and new forms of expression.

**OCEANOGRAPHY: THE MOTIONS OF THE OCEANS** - Thursdays, Oct. 8, 8 p.m., UBC (6).

**INTRODUCTION TO THE STUDY OF EDUCATION** - Thursdays, Oct. 1, 1:30 p.m., UBC (5). The first in a new series of experiential programs in the professions.

**ACTUALIZING HUMAN POTENTIALITIES: NEW DISCOVERIES AND FINDINGS** - Friday, Oct. 23, 8:30 p.m., UBC. A lecture-discussion with Dr. Herbert Otto, psychologist, educator and Chairman, The National Center for The Exploration of Human Potential, La Jolla, California. The First Fall Event in the ongoing series Explorations in the Human Potential.

**A TRAINING AND EXPERIMENTAL WEEKEND IN METHODS DESIGNED TO ACTUALIZE HUMAN POTENTIAL** - Saturday, Oct. 24, 9 a.m. to 10 p.m., Sunday, Oct. 25, 9 a.m. to 5 p.m., Vancouver Airport Inn. An intensive weekend of training through experiencing with Dr. Herbert A. Otto.

**DR. JOHN R. PLATT: WHAT WE MUST DO** - Friday, Oct. 9, 8:30 p.m., Saturday, Oct. 10, 9:30 a.m. - noon, UBC. The 11th Event in the Quest for Liberation series. Dr. Platt is Research Biophysicist and Associate Director of the Mental Health Research Institute at the University of Michigan.

**STRATEGIES FOR SURVIVAL: COPING IN A WORLD OF CHANGE** - Thursdays, Oct. 1, 8 p.m., UBC (8).

**THE LEGACY OF FRITZ PERLS** - Friday, Nov. 13, 7:30 p.m., Saturday, Nov. 14, 8:30 a.m. to 3 p.m., UBC. A short weekend of film, lectures and a symposium with Guest Speakers.

**A MATTER OF CHOICE: OPTIONS FOR WOMEN** - Tuesdays, Oct. 6, 9:30 a.m., UBC. Six lecture-discussions on choices in life-style for women. Three optional psychological test sessions. Offered in conjunction with the UBC Alumni Association.

**THE CHINA PRESENCE** - Wednesdays, Oct. 7, 8 p.m., UBC, and Tuesdays, Oct. 6, 12 p.m. to 1 p.m., Vancouver Public Library. The first event in a new series, The China Program.

### AGING

**FACING CHANGE WITH THE OLDER PERSON** - Details available from the Center, 228-2181.

**ANTHROPOLOGY AND SOCIOLOGY**  
**AN OVERVIEW OF SOCIAL CHANGE** - Thursdays, Oct. 8, 8 p.m., UBC (9 sessions).

**ANTHROPOLOGY: VOYEURISTIC, VANDALISTIC, VALID?** - Wednesdays, Oct. 7, 8 p.m., UBC (10). An introduction to anthropology - its development, current direction, and its validity as an academic discipline.

**INTRODUCTION TO THE ETHNOLOGY OF B.C.** - Fridays, Sept. 18, 9:30 a.m., Vancouver Centennial Museum (6).

**ORIGIN AND EVOLUTION OF HUMAN CULTURE AND SOCIETY** - Tuesdays, Oct. 6, 8 p.m., Maritime Museum (10).

**POWER, POLITICS AND PEOPLE: SOCIOLOGY OF C. WRIGHT MILLS** - Tuesdays, Oct. 6, 8 p.m., UBC (8).

**WOMEN IN A CHANGING WORLD** - Wednesdays, Sept. 30, 8 p.m., UBC (8).

**THE YOUTH CULTURE IN ANGLO-AMERICA** - Wednesdays, Sept. 30, 8 p.m., UBC (8).

### ARCHAEOLOGY

**ARCHAEOLOGY OF THE ANCIENT NEAR EAST** - Wednesdays, Sept. 16, 7 p.m., UBC (27).

**FAMOUS CITIES OF THE EAST** - Sundays, Oct. 4, 8 p.m., Centennial Museum (10).

### ASTRONOMY

**THE EXPLORATION OF THE UNIVERSE** - Mondays, Sept. 28, 8 p.m., H.R. MacMillan Planetarium (10). A group reading and discussion program.

### CLASSICAL STUDIES

**THE AGE OF ALEXANDER** - Tuesdays, Oct. 6, 8 p.m., UBC (8). Also offered daytime Thursdays.

**CONTEMPORARY THOUGHT**  
**CONTEMPORARY THOUGHT** - Thursdays, Oct. 15, 8 p.m., Vancouver Public Library (6). Also offered daytime Tuesdays.

### CREATIVE WRITING

**INTRODUCTORY CREATIVE WRITING WORKSHOP** - Mondays, Oct. 5, 8 p.m., UBC (10). And a separate section Tuesdays, Oct. 6, 8-9 p.m., UBC.

**ADVANCED CREATIVE WRITING WORKSHOP** - Wednesdays, Oct. 7, 8 p.m., UBC (10).

**EDUCATIONAL TRAVEL PROGRAMS AND IN-THE-FIELD COURSES**

**FISHERIES OF JAPAN** - March 1971  
**JAPAN EDUCATIONAL TRAVEL PROGRAM** - May 1971  
**CLASSICAL GREECE** - June 1971  
**CHINA EDUCATIONAL TRAVEL PROGRAM** - Summer 1971

**ARCHAEOLOGY OF THE ANCIENT NEAR EAST** - July-August 1971 - Tunisia  
**SHAKESPEARE** - July-August 1971 - England

**THE DAYTIME PROGRAM**  
**THE CHINA PRESENCE** - Tuesdays, Oct. 6, 12-1 p.m., Vancouver Public Library (8). The first event in a new series, The China Program.

**A MATTER OF CHOICE: OPTIONS FOR WOMEN** - Tuesdays, Oct. 6, 9:30 a.m., UBC. Six lecture-discussions on choices in life-styles for women. Three optional psychological test sessions.

**INTRODUCTION TO THE STUDY OF EDUCATION** - Thursdays, Oct. 1, 1:30-3:30 p.m., UBC (5)  
**INTRODUCTION TO ANTHROPOLOGY** - Thursdays, Oct. 8, 10 a.m., UBC (10)  
**CULTURE AND PERSONALITY** - Thursdays, Oct. 8, 1:30 p.m., UBC (10)  
**INTRODUCTION TO ARCHAEOLOGY** - Wednesdays, Oct. 7, 1:30 p.m., UBC (10)  
**INTRODUCTION TO PSYCHOLOGY** - Tuesdays, Oct. 6, 1:30 p.m., UBC (10)

**INTRODUCTION TO SOCIOLOGY** - Tuesdays, Oct. 6, 10 a.m., UBC (10)

**THE SOCIOLOGY OF MINORITY GROUPS** - Wednesdays, Oct. 7, 10 a.m., UBC (10)

**THE NEW AWARENESS: CANADIAN POETRY** - Mondays, Oct. 5, 1:30 p.m., Kitsilano Public Library (5)

**INDIVIDUAL EXPRESSION IN INTERIOR DESIGN** - Mondays, Sept. 28, 1:30 p.m., Vancouver Public Library (20)

**THEORY AND PRACTICE OF HATHA YOGA** - Tuesdays and Thursdays, Oct. 13, 1:30 p.m., Kitsilano Public Library (10)

**CRITICAL READING** - Tuesdays, Oct. 6, 10 a.m., Kitsilano Public Library (9)

**LANDSCAPING THE URBAN HOME** - Tuesdays, Sept. 22, 10 a.m., Vancouver Public Library (7)

**CONTEMPORARY THOUGHT** - Tuesdays, Sept. 29, 1:30 p.m., Hycroft (6)

**RELIGION AND THE SURVIVAL OF MAN** - Tuesdays, Oct. 13, 2 p.m., Vancouver Public Library (5)

**DAY IN COURT** - Tuesdays, Sept. 22, 10 a.m., West Vancouver Community Center (8)

**COMMUNICATING WITH CHILDREN** - Wednesdays, Oct. 7, 9:45 a.m., Vancouver Public Library (7)

**EXPLORATIONS IN MATURITY: A DISCUSSION COURSE** - Wednesdays, Oct. 14, 1:30 p.m., New Westminster Public Library (6)

**BUDDHIST MEDITATION: PRACTICE AND PHILOSOPHY** - Wednesdays, Sept. 30, 10 a.m., Hycroft (8)

**THE INTERNATIONAL SCENE** - Wednesdays, Oct. 7, 1:30 p.m., Vancouver Public Library (8)

**THE AGE OF ALEXANDER** - Thursdays, Oct. 15, 1:30 p.m., Vancouver Public Library (8)

**LAW AND SOCIETY** - Thursdays, Oct. 8, 10 a.m., Vancouver Public Library (6)

**EFFECTIVE STUDY** - Saturdays, Nov. 7, 10 a.m., Vancouver Public Library (4)

**WORKSHOP ON MARRIAGE** - Thursday, Oct. 22 in Vancouver. With Dr. Herbert Otto, consultant on pre-marital and marriage counselling, author, teacher.

## Center Lists More Than 150 Programs

More than 150 evening and daytime courses for adults in the Greater Vancouver area are being offered by UBC's Center for Continuing Education in its autumn program beginning in late September and early October.

Twenty-seven classes will be held at off-campus locations, including the Vancouver Public Library, Kitsilano Library, University Women's Club, West Vancouver Community Center, New Westminster Public Library, the Centennial Museum, Maritime Museum, the H.R. MacMillan Planetarium and in North Vancouver and Richmond.

Humanities, arts and science programs are listed on this page.

Continuing professional education programs being offered by the Center this autumn include courses in the fields of education, engineering, law, forestry, social work, agriculture, fisheries and criminology. A brochure with details of Center programs is available by telephoning the Center at 228-2181.

### EDUCATIONAL SERVICES

**READING IMPROVEMENT COURSES** - Several sections begin the week of Oct. 5 (10 sessions each)

**WRITING IMPROVEMENT PROGRAM** - Several sections begin the week of Oct. 5 (10 sessions each)

**SPECIAL ART HISTORY SEMINAR** - May-June 1971 - Italy  
**JAPANESE LITERATURE IN TRANSLATION** - July-August - Japan

**INTERMEDIATE PAINTING** - July 1971 - England

**ART HISTORY** - August 1971 - France and England  
**HISTORICAL AND GEOGRAPHICAL FIELD STUDIES** - July 1971 - England

### ECONOMICS

**INTERMEDIATE ECONOMIC ANALYSIS** - Thursdays, Sept. 17, 7 p.m., UBC (27)

**PRINCIPLES OF ECONOMICS** - Mondays, Sept. 14, 7 p.m., UBC (27)

### ENGLISH

**INTENSIVE ENGLISH COURSES FOR FOREIGN STUDENTS** - For details contact the Center, 228-2181

### FINE ARTS

**THE ARTS OF CHINA: CHINESE PAINTING** - Mondays, Sept. 21, 8 p.m., UBC (8)

**THE LIVELY ARTS IN VANCOUVER** - Wednesdays, Sept. 23, 8 p.m., Various locations (8)

**THE PHOTOGRAPHER'S EYE: CREATIVE PHOTOGRAPHY WORKSHOP I** - INTRODUCTORY - Tuesdays, Sept. 29, 8 p.m., UBC (10)

**THE PHOTOGRAPHER'S EYE: CREATIVE PHOTOGRAPHY WORKSHOP II** - ADVANCED - Wednesdays, Sept. 30, 8 p.m., UBC (10)

**THE CITY THROUGH YOUR CAMERA: ADVANCED PHOTOGRAPHY WORKSHOP** - Saturdays, Sept. 12, 9 a.m., Vancouver General Hospital (24)

**EXPERIMENTS WITH THE PROJECTED IMAGE** - Saturdays, Oct. 3, 10 a.m., UBC (3)

**OMNIBUS OF THE ARTS II: DISCOVERING THE MUSE** - Weekends, Sept. 11/12, 10 a.m. (6) A participatory studio in the arts.

**TAPESTRY AND CREATIVE WALL HANGINGS WORKSHOP** - Tuesdays, Sept. 29, 7 p.m., UBC (10)

**HISTORY OF ORIENTAL ART** - Wednesdays, Sept. 16, 7 p.m., UBC (27)

**HISTORY OF MODERN ART** - Tuesdays, Sept. 15, 7 p.m., UBC (27)

**HISTORY OF ART** - Thursdays, Sept. 17, 7 p.m., UBC (27)

**DRAWING FOR ARCHITECTURAL STUDENTS** - Tuesdays, Oct. 20, 8 p.m., UBC (18)

### GEOGRAPHY

**GEOGRAPHY OF BUSINESS LOCATIONS** - Mondays, Oct. 5, 8 p.m., UBC (10)

**INTRODUCTION TO HUMAN GEOGRAPHY** - Thursdays, Sept. 17, 7 p.m., UBC (27)

### HISTORY

**ARCHITECTS OF ILLUSION: LEADERS AND IDEAS AFTER WORLD WAR II** - Tuesdays, Oct. 6, 8 p.m., UBC (8)

**SELECTIVE PERCEPTIONS: CANADIAN AND AMERICAN CONTRADICTIONS** - Mondays, Oct. 5, 8 p.m., UBC (8) A comparative analysis of the problems and forces at work in both countries, and the approaches each country must take in handling these problems.

**THE MUSLIM CONTRIBUTION TO WESTERN CIVILIZATION** - Mondays, Oct. 5, 8 p.m., UBC (10)

**MODERN CHINESE HISTORY** - Tuesdays, Sept. 15, 7 p.m., UBC (26)

**HISTORY OF AFRICA** - Mondays, Sept. 14, 7 p.m., UBC (27)

### HUMAN DEVELOPMENT

**ZEST-TO-LIVE - EXERCISE AND HUMAN PERFORMANCE** - Wednesdays, Oct. 7, 8 p.m., UBC (8)

**INTRODUCTION TO THE THEORY AND PRACTICE OF HATHA YOGA** - Fridays, Oct. 16, 8 p.m., UBC (8). Also offered daytime Tuesdays.

### HUMAN RELATIONS

**LABORATORY IN INTERPERSONAL COMMUNICATIONS: A GESTALT APPROACH TO LEARNING** - Tuesdays, Oct. 13, 7:30 p.m., UBC (8)

**EXISTENTIAL AWARENESS WORKSHOP** - Sundays, Oct. 4, 9:30 a.m., UBC (7)

**UNDERSTANDING "DIFFERENT" PEOPLE** - A program for persons whose work brings them into contact with people whose culture is different from their own. Details: 228-2181.

### INTERIOR DESIGN

**INTRODUCTION TO INTERIOR DESIGN** - Thursdays, Oct. 1, 8 a.m., UBC (10)

### LANGUAGES

**AN ADVANCED COURSE IN STUDIES IN FRENCH LANGUAGE AND STYLE** - Wednesdays, Sept. 16, 7 p.m., UBC (26)

**JAPANESE - BASIC** - Basic I, Monday, Oct. 5, Basic II, Thursday, Oct. 8, 7:30 p.m., UBC (22)

**SPANISH - FIRST YEAR** - Tuesdays and Thursdays, Sept. 15, 7 p.m., UBC (55)

**SPANISH - SECOND YEAR** - Tuesdays and Thursdays, Sept. 15, 7 p.m., UBC (55)

### LINGUISTICS

**GENERAL LINGUISTICS: PART I** - Mondays, Sept. 14, 7 p.m., UBC (27)

**GENERAL LINGUISTICS: PART II** - Wednesdays, Sept. 16, 7 p.m., UBC (27)

### LITERATURE

**PHILOSOPHY OF MODERN LITERATURE: EPICENTRES OF CONTEMPORARY CONSCIOUSNESS - PART I** - Thursdays, Oct. 8, 8 p.m., UBC (9)

**UNREALITY IN LITERATURE: THE MAGICAL THRESHOLD** - Wednesdays, Oct. 7, 8 p.m., UBC (10)

**CANADIAN LITERATURE** - Wednesdays, Sept. 16, 7 p.m., UBC (27)

**CONTEMPORARY LITERATURE** - Mondays, Sept. 14, 7 p.m., UBC (27)

### MUSIC

**GREAT CONCERTOS - A LECTURE PERFORMANCE SERIES** - In conjunction with the Vancouver Symphony Orchestra.

**WORKSHOP IN CHORAL LITERATURE AND HISTORY** - Mondays, Sept. 28, 8 p.m., UBC (10)

**EARLY MUSIC AND INSTRUMENTS** - Thursdays, Oct. 1, 8 p.m., UBC (10)

**UNDERSTANDING ROCK AND FOLK-ROCK** - Tuesdays, Oct. 13, 8 p.m., UBC (10)

**INTERMEDIATE RECORDER FLUTE** - Tuesdays, Sept. 15, 8 p.m., UBC (10)

### NUTRITION

**CHANGING FOOD HABITS - A CANADIAN CHALLENGE** - Thursdays, Oct. 22, 8 p.m., UBC (6)

### PHILOSOPHY

**INTRODUCTION TO PHILOSOPHY** - Mondays, Sept. 14, 7 p.m., UBC (27)

**SOCIAL AND POLITICAL PHILOSOPHY** - Thursdays, Sept. 17, 7 p.m., UBC (27)

**LOGIC AND SCIENTIFIC REASONING** - Wednesdays, Sept. 16, 7 p.m., UBC (27)

### PSYCHOLOGY

**INTRODUCTORY PSYCHOLOGY** - Tuesdays, Oct. 6, 8 p.m., UBC (10)

**THE WORLD OF ADOLESCENTS** - Thursdays, Oct. 8, 8 p.m., UBC (7)

### PUBLIC AFFAIRS

**ZIONISM** - Mondays, Oct. 5, 8 p.m., UBC (8)

**THE INTERNATIONAL SCENE** - UBC - Thursdays, Oct. 8, 8 p.m., UBC (8)

**THE INTERNATIONAL SCENE - RICHMOND** - Mondays, Oct. 5, 8 p.m., Richmond Secondary School (8)

### RELIGIOUS STUDIES

**MYSTICISM: ANCIENT AND MODERN** - Fridays, Oct. 2, 8 p.m., Vancouver Public Library (8)

**WORLD'S MAJOR RELIGIONS** - Tuesdays, Sept. 15, 7 p.m., UBC (27)

### THEATER

**BEHIND THE SCENES: THE BARD AND NON-BARD** - Mondays, Oct. 19, UBC (4). A Theater-lecture series in conjunction with The Playhouse Theater Company.

# DEAN OF ARTS STATEMENT

In the following statement, UBC's Dean of Arts, Dr. Douglas Kenny, comments on a section of a recently issued report on the citizenship of UBC's faculty dealing with the hiring practices of UBC's Department of English.

The University of British Columbia has never recognized citizenship as a qualification for employment, nor has it maintained a registry of the citizenship or national origin of its faculty. In the present period of increasing concern for national values in Canada, some voices are calling for revision of this policy and others are making such extreme demands as "tenure for Canadians only." Uninformed charges are being made against the University and against various departments for alleged indifference to Canadian values and discrimination against Canadians in hiring practices.

In particular, the Department of English has been singled out in more than one public statement for its alleged biases in this regard. In observance of University policy Professor Robert Jordan, the Head of the Department, has withheld public comment up to this time, since he was unwilling to draw special attention to the citizenship of members of his Department, deeming it irrelevant to their academic qualifications. Since the report by Art Smolensky and Tony Hodge has publicized an account of English Department practices which was in conflict with my own understanding, I have looked further into the matter and now wish to set the record straight.

Messrs. Smolensky and Hodge refer to "the alleged hiring for 1970-71 of eight American professors and only two Canadians in the Department of English." The fact is that the English Department appointed for 1970-71 one British, one New Zealander, five Americans and eight Canadians. These persons were all appointed either to one-year or two-year

contracts, and all have outstanding qualifications. The Department of English made unusual efforts to attract qualified Canadians to its ranks. It advertised vacancies only in Canadian and British journals. Professor Jordan journeyed across Canada to visit graduate schools and interview graduate students completing their work and seeking teaching positions. The first two offers made by the English Department were to Canadians and they were declined. In the course of the year's recruitment activities it became apparent that many of the most highly qualified persons from Eastern Canada were not interested in moving to British Columbia. Many wished to remain in the East or accept offers in other countries, including the United States. Although the English Department maintained very high standards of quality in assessing applicants for positions it did give special consideration to Canadian applicants for positions and will continue to do so.

In filling positions at the M.A. level the Department found that it could observe a policy to hire only Canadian M.A.'s and make no sacrifice in quality. This the Department did and consequently for the first time in recent history, it has appointed only Canadian M.A.'s. If after performing a year's teaching duties at UBC these persons return to their graduate studies and complete their training they might very well prove a source of future Canadian staff for the Department.

It should be remembered that many Canadian university teachers are employed in other countries. The Department of English is undertaking this year to track down such persons and, depending upon their qualifications and the Department's needs, attempt to interest them in British Columbia. Insofar as this kind of activity can be carried on in consistency with maintaining high standards of qualification the University will clearly benefit.

## UBC NEWS IN BRIEF

The first in a series of half-hour television programs entitled "UBC Now" went on the air September 15.

The series, which is being produced by UBC's Information Services Department, aided by a grant from the Alumni Association, aims to show life at UBC in all its facets.

It can be seen on Tuesdays at 7:30 p.m. on Channel 10, available to subscribers to the service offered by Vancouver Cablevision and affiliates.

Mr. Michael Tindall, producer of the series, invites viewers to write and express their interests and preferences in the content and presentation of the series. Letters should be sent to Information Services, Main Mall North Administration Building, UBC, Vancouver 8, B.C.

\* \* \*

UBC's 1970-71 registration stands at 20,829 students, just 19 short of a predicted enrolment of 20,848. Present undergraduate enrolment is 18,503. Additional enrolment in the Faculty of Graduate Studies, where 2,326 students have already been admitted, could increase enrolment by an additional 200-300 students.

\* \* \*

A joint faculty-student committee has decided not to press for a standardized, campus-wide course and teacher evaluation survey.

The committee has decided that its basic aim should be to coordinate the existing evaluations and promote such studies in areas where they do not now exist, notably the Faculty of Arts.

**UBC  
REPORTS**

Volume 16, No. 17 - Oct. 1, 1970. Published by the University of British Columbia and distributed free. J.A. Banham, Editor. Kim Gravelle, Production Supervisor. Letters to the Editor should be addressed to Information Services, Main Mall North Administration Building, UBC, Vancouver 8, B.C.

### AN IMPORTANT NOTE TO OUR READERS

UBC wants to ensure that you will receive your copy of *UBC Reports* in the months ahead.

You can help us to keep our mailing lists accurate by doing the following:

1. Check the mailing label on the front page of this issue.
2. If the label is incorrectly addressed, return the label, together with a note of your new address to Mailing Lists, *UBC Reports*, Cecil Green Park, 6251 N.W. Marine Drive, Vancouver 8, B.C. (If you're receiving more than one copy of *UBC Reports*, please return the labels from all copies. We'll see you get only one copy.)

The appropriate changes can be made to our mailing lists only if you return the mailing label (or labels).

The editors of *UBC Reports* look forward to hearing from readers who have comments to make on articles or have suggestions for material which they would like to see in the paper.

# HUNGRY, THIRSTY CAMPUS

UBC's students, faculty and staff are a hungry, thirsty lot.

Last year they ate and drank more than \$2.2 million dollars' worth of food purchased through campus food outlets and in residence dining halls. The cost to the University of purchasing the food was just over \$1 million.

The largest single food expenditure was nearly \$300,000 for meat and not far behind at \$238,863.29 was the cost of various beverages - coffee, tea, milk and soft drinks - to wash it all down. (Milk and milk products, you'll be pleased to know, were the biggest favorites, ringing up sales of more than \$178,300.

The vegetables to add to meat dishes and the fresh fruit for dessert cost almost \$110,000 and when food patrons weren't eating meat they consumed fish and chicken valued at just over \$91,000.

Other major campus food items were bread worth nearly \$63,000, eggs costing more than \$31,000 and doughnuts valued at just over \$16,250.

The total cost of food purchases to UBC is shown in the table at bottom on the page opposite and the names of suppliers and the amounts paid to them are contained in the annual financial statements issued by the University in accordance with the Public Bodies Financial Information Act, passed by the provincial government in 1961.

The Financial Statements, which include the consolidated statement of fund transactions reproduced at the top of the page opposite, include the salaries paid to all faculty, staff and student assistants as well as the names of all commercial suppliers to the University and the amounts paid to them in excess of \$500.

The statements are available at the UBC Bookstore for \$3 per copy plus tax.

The fund transactions statement opposite shows that \$44,868,554 - more than half of UBC's income for operating and capital purposes - was in the form of provincial government grants. However, the provincial government recovers a major share of this from Ottawa.

Other major sources of income were grants for sponsored and assisted research totalling \$11,138,650, student fees amounting to \$10,441,390 and gifts, grants and bequests totalling \$7,647,452.

Nearly half of UBC's total expenditure - \$37,956,253 - was classified as "Academic" and included more than \$23,600,000 in salaries to teaching staff and almost \$1,800,000 to student assistants for teaching duties and laboratory supervision.

Other major UBC expenditures were for research - \$11,027,951 - and for land, buildings and equipment - \$10,297,033.

In addition to salaries paid to students for services rendered, UBC also made fellowship, scholarship and bursary awards and prizes totalling \$5,236,806 to students. (These latter awards are not included in the table at top opposite.)

UBC's Ancillary Services generated more than \$6,500,000 in revenue in the last fiscal year as shown in the table at bottom opposite.

Four of the services - the Bookstore, Campus and Residence Food Services and Housing Services - broke even, in keeping with University policy of operating such services on a self-supporting basis.

The University Health Service Hospital showed a deficit of \$5,595, which was met out of UBC's general revenues.

The University Farm at Oyster River on Vancouver Island showed a small profit of \$791. This profit reverts to UBC's general revenues and offsets past deficits in farm operations.

# UBC's CONSOLIDATED STATEMENT OF FUND TRANSACTIONS

FOR THE YEAR ENDED MARCH 31, 1970

Income	OPERATING FUNDS			Endowment and Student Loan Funds	Capital Funds	Total of all Funds
	General Purposes	Specific Purposes	Total			
Operating and Capital Grants — Canada	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Health Sciences Center	-	-	-	-	788,625	788,625
Triumf Project	-	-	-	-	2,343,500	2,343,500
— British Columbia	38,868,554	-	38,868,554	-	6,000,000	44,868,554
Health Sciences Center	-	-	-	-	135,079	135,079
Student Fees	10,441,390	-	10,441,390	-	-	10,441,390
Services	1,523,814	718,524	2,242,338	-	-	2,242,338
Endowment Income	-	1,256,888	1,256,888	-	-	1,256,888
Sponsored or Assisted Research	-	11,138,650	11,138,650	-	-	11,138,650
Gifts, Grants and Bequests	-	2,423,100	2,423,100	1,504,959	3,719,393	7,647,452
Miscellaneous	679,264	43,811	723,075	-	157,292	880,367
<b>Total Income</b>	<b>\$51,513,022</b>	<b>\$15,580,973</b>	<b>\$67,093,995</b>	<b>\$ 1,504,959</b>	<b>\$13,143,889</b>	<b>\$81,742,843</b>
<b>Expenditure</b>						
Academic	\$36,300,462	\$ 1,655,791	\$37,956,253	\$ -	\$ -	\$37,956,253
Library	4,048,030	12,947	4,060,977	-	-	4,060,977
Sponsored or Assisted Research	( 78,563 )	11,106,514	11,027,951	-	-	11,027,951
Administration	1,904,034	7,331	1,911,365	-	19,764	1,931,129
Student Services	804,036	386,673	1,190,709	-	-	1,190,709
Plant Maintenance, including Renovations and Alterations, \$2,278,982	7,433,450	64,760	7,498,210	-	-	7,498,210
Fellowships, Scholarships and Bursaries	828,742	1,401,525	2,230,267	-	-	2,230,267
General Expenses	152,655	128	152,783	1,385	67,016	221,184
Land, Building and Equipment	-	603,907	603,907	-	9,693,126	10,297,033
<b>Total Expenditure</b>	<b>\$51,392,846</b>	<b>\$15,239,576</b>	<b>\$66,632,422</b>	<b>\$ 1,385</b>	<b>\$ 9,779,906</b>	<b>\$76,413,713</b>
Ancillary Enterprises (Net)	4,804	-	4,804	-	-	4,804
	<b>\$51,397,650</b>	<b>\$15,239,576</b>	<b>\$66,637,226</b>	<b>\$ 1,385</b>	<b>\$ 9,779,906</b>	<b>\$76,418,517</b>
Excess of Income over Expenditure for the year ended March 31, 1970	\$ 115,372	\$ -		\$ -	\$ -	
Net Additions to Fund Balances	-	341,397		1,503,574	3,363,983	
Reclassification of Funds	-	( 51,969 )		51,969	-	
Fund Balances at April 1, 1969	114,648	6,168,057		16,491,423	4,905,055	
Fund Balances at March 31, 1970 as per Statement of Financial Condition	<b>\$ 230,020</b>	<b>\$ 6,457,485</b>		<b>\$18,046,966</b>	<b>\$ 8,269,038</b>	

## STATEMENT OF UBC's ANCILLARY ENTERPRISE OPERATIONS

FOR THE YEAR ENDED MARCH 31, 1970

Income	Bookstore	Campus Food Services	Residence Food Services	Housing Services	Health Service Hospital	University Farm Oyster River	Total all Sources
Sales	\$ 2,133,167	\$ 1,062,187	\$ 122,976	\$ 47,633	\$ -	\$ 145,301	\$ 3,511,264
Rentals and Meal Passes	-	2,312	1,036,597	1,853,974	-	1,933	2,894,816
Hospital Revenue	-	-	-	-	145,724	-	145,724
	<b>\$ 2,133,167</b>	<b>\$ 1,064,499</b>	<b>\$ 1,159,573</b>	<b>\$ 1,901,607</b>	<b>\$ 145,724</b>	<b>\$ 147,234</b>	<b>\$ 6,551,804</b>
<b>Expenditure</b>							
Cost of Bookstore Supplies and Food Purchases	\$ 1,736,310	\$ 413,040	\$ 608,898	\$ -	\$ -	\$ -	\$ 2,758,248
Salaries and Wages	245,756	415,169	388,729	523,829	110,642	58,182	1,742,307
Fringe Benefits (Including Board Allowance)	12,463	28,876	26,598	12,735	4,471	4,467	89,610
Dietary Service	-	-	-	-	17,801	-	17,801
Utilities	5,357	20,838	17,382	178,971	4,846	5,253	232,647
Electricity Rate Adjustment	( 6,566 )	( 12,979 )	( 16,660 )	( 106,330 )	-	-	( 142,535 )
Other Operating	88,995	105,988	52,038	190,969	13,559	78,541	530,090
Development of Facilities	-	-	-	20,636	-	-	20,636
Debt Repayment, Including Interest	-	93,567	82,588	1,052,797	-	-	1,228,952
	<b>\$ 2,082,315</b>	<b>\$ 1,064,499</b>	<b>\$ 1,159,573</b>	<b>\$ 1,873,607</b>	<b>\$ 151,319</b>	<b>\$ 146,443</b>	<b>\$ 6,477,756</b>
Net Operating Margin for Year	\$ 50,852	\$ -	\$ -	\$ 28,000	( \$ 5,595 )	\$ 791	\$ 74,048
Less Prior Year's Inventory Adjustment	71,347	-	-	-	-	-	71,347
	<b>( \$ 20,495 )</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 28,000</b>	<b>( \$ 5,595 )</b>	<b>\$ 791</b>	<b>\$ 2,701</b>
Reserved for Expansion	( 20,495 )	-	-	28,000	-	-	7,505
Excess of Income over Expenditure for the Year Ended March 31, 1970	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>( \$ 5,595 )</b>	<b>\$ 791</b>	<b>( \$ 4,804 )</b>

# UBC ALUMNI Contact

Reunion  
Days '70

October 23 & 24



Dr. Willson H. Coates (left picture) accepts cup of tea at July reunion of class of 1920, while (right picture) Judge A.H.J. Swencisky (left), Mrs. Ada Smith Lintelman (center) and Mrs. Coates (right) chat. Vlad photo.

## HEALTH SCIENCES, FORESTRY

### Information Campaign Launched

A modern university is much like an iceberg: only one-tenth of it is ever visible to the public at any one time.

UBC is no exception. Try as it might, the University cannot convey to the public the full range and complexity of its work. The UBC Alumni Association has long been impressed with one particular aspect of UBC's work: the way in which the University serves the province of B.C.

One of the many responsibilities of a modern university is to serve the community in which it exists, to help improve economic, social and environmental conditions of life, and UBC meets this responsibility. The Alumni Association would like alumni and members of the public to know more about it.

Consequently, the Association, with the co-operation of the University, is launching an information campaign for 1970 aimed at spreading the message of how UBC serves the province of B.C. The information campaign, initiated by Alumni President Barrie Lindsay and the Alumni Board of Management, will be directed primarily at telling the story of the work underway in the areas of health sciences and forestry, but will touch on the work of other areas as well.

"We're impressed with the work being done by the health sciences and forestry faculty members," said Jack Stathers, executive director of the Alumni Association. "These people are doing something of real benefit to the people of B.C., and we want people to know more about it. In fact, the University as a whole is doing an impressive job of helping to improve social and economic conditions in this province."

The information campaign will be beamed at both alumni and the general public, and will involve several approaches. Articles on health sciences and forestry will appear in the alumni magazine, the *Chronicle*. (The first article entitled "Forestry's Quiet Revolution," appears in the current *Chronicle*.) Features on faculty projects will appear on future "Contact" pages in *UBC Reports*.

News features on specific research, teaching or community service projects will be dispatched to newspapers throughout the province. In addition, the

message will be carried to meetings of alumni branches throughout B.C. and California by means of a slide show and speakers. UBC President Walter Gage will address the California meetings.

An effort will also be made to convey information to key decision-makers in the province. A series of FYI (for your information) bulletins will be distributed to all members of the B.C. Legislature, municipal councillors, school trustees and other education officials in B.C.

While dealing mainly with Health Sciences and Forestry, the FYI bulletins will also discuss work underway in other areas aimed at solving community problems (eg., pollution). Last year a series of bulletins on university finance was distributed to MLAs.

Other means of spreading the message are also being considered. It is hoped, as well, that the information campaign will be continued in 1971, with the work of different faculties being focused on.

## VOLUNTEERS WANTED

If you're an alumnus and you're interested in promoting academic excellence at UBC, then the Alumni Association has a job for you! Serving as a member of the alumni awards and scholarship committee.

The function of the awards and scholarship committee is to examine, on a continuing basis, the Alumni Association's extensive program of scholarships, bursaries, and awards. The committee makes recommendations to the Alumni Board of Management on changes in the scholarship program. It also has the responsibility of recommending to the Board names of individuals to be honored by the Association with the Alumni Award of Merit and the Honorary Life Membership. The first committee meeting this fall is expected to be held in early October.

If you're interested in serving on this committee contact Mrs. Barbara Vitols, program director, UBC Alumni Association, Cecil Green Park, 6251 N.W. Marine Drive, UBC (phone 228-3313).

## Alumni Co-sponsor Extension Programs

The UBC Alumni Association and the UBC Center for Continuing Education are co-sponsoring two lecture-discussion programs this fall with alumni in mind.

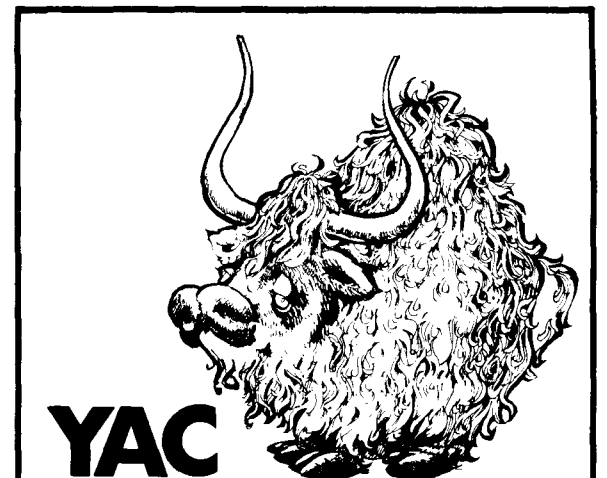
The first is a daytime program, "A Matter of Choice: Options for Women," intended to enable participants to examine ways of changing their life styles. Topics include: approaches to creative living, return to education, work and careers, the new "career" volunteer and the practical considerations for combining these with home responsibilities. The program is being offered on six Tuesdays, beginning Oct. 6, from 9:30-11:30 a.m. at Cecil Green Park, for a fee of \$15.

The second is an evening program entitled, "The University and Its Teachers: Along The Critical Path." It is designed to give alumni an opportunity for dialogue with outstanding UBC teachers, winners of the Master Teacher Award or Certificates of Merit in teaching. The program is being offered on six Tuesdays, beginning Oct. 13, at Cecil Green Park, 6251 N.W. Marine Drive, UBC. The fee is \$9 single or \$15 husband and wife.

UBC president Walter Gage will introduce the lecture-discussion series and the program will be hosted by members of the Alumni Association Board of Management. Refreshments will be served.

The following are the lectures offered: Oct. 13 - "The University and Its Teachers," Dr. Walter Young, head, Department of Political Science; Oct. 20 - "On Man, Play and Art," Mr. Sam Black, professor of art, Faculty of Education; Oct. 27 - "The Student Builds His Syntopicon: A Teaching Strategy," Dr. C.J. Brauner, professor of philosophy, Faculty of Education; Nov. 3 - "The University and the New Music: Updating the Critical Ear," Mr. Cortland Hultberg, associate professor, Department of Music; Nov. 10 - "Let's Have Less Teaching and More Learning Within the Applied Sciences," Dr. C. Ronald Hazell, associate professor of mechanical engineering, Faculty of Applied Science; Nov. 17 - "On Man Understanding the Universe," Dr. Michael Ovenden, professor of astronomy, Department of Geophysics.

Further information may be obtained by contacting the Center for Continuing Education, 228-2181.



## YAC

YAC/yac/n. (f. Tibetan *gyac*) a long-haired, lumpy, bleary-eyed, snorting, wild ox-like creature found only on the northwestern slopes of Point Grey in British Columbia. Both males and females are noted for their friendliness. Lives off malt brew and a small animal called the *Hot Dog*.

This uncommon herd gathers twice weekly at Cecil Green Park - **Thursdays** (October 8 to November 26) from 7 to 11 p.m. and **Fridays** (to December 4) from 4 p.m. to midnight. If you are a UBC graduate or a student in your graduating year you are invited to join the Young Alumni Club. For information phone 228-3313.