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UBC'S BALL BEARING MAP

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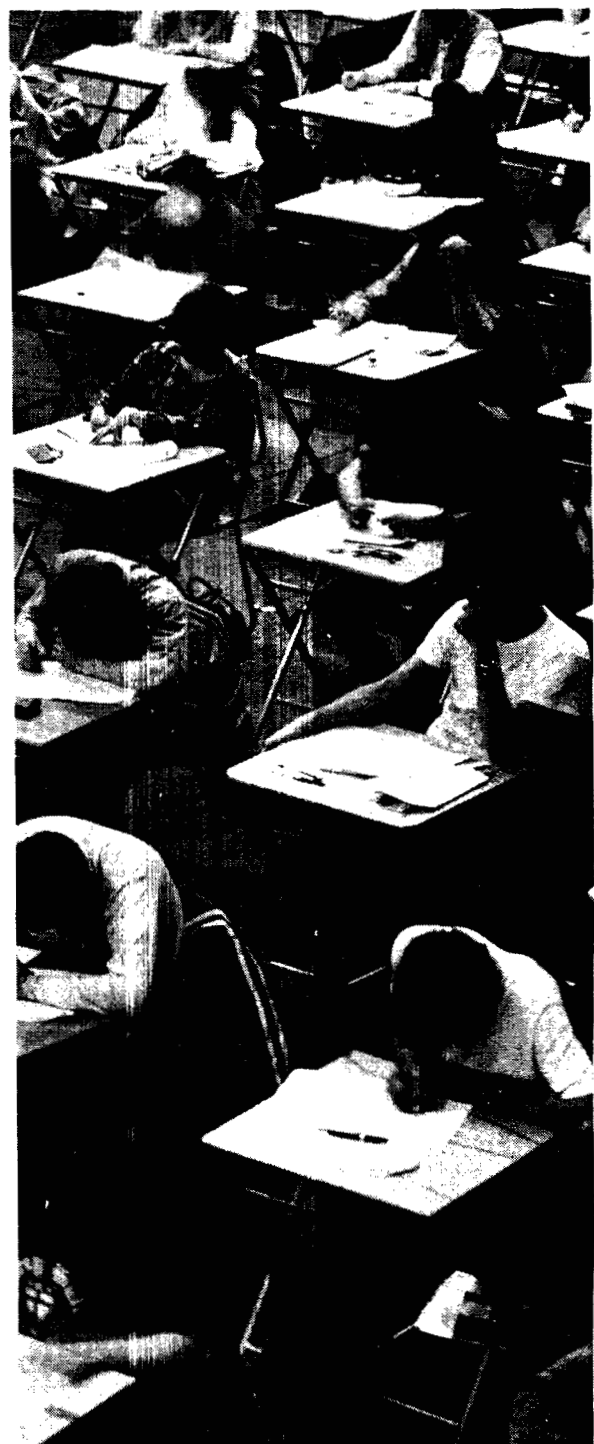


THE AGE OF GAGE

SEE PAGES
TWO TO FIVE

EXAMS¹⁰³ ARE HERE AGAIN

SEE PAGES
SIX AND SEVEN



His Nature Sorts With His Vocation

The following tribute to President Walter Gage was written by a friend of more than 25 years, Dean Emeritus Sperrin Chant, who was head of the Faculty of Arts and Science and the Departments of Philosophy and Psychology at UBC from 1947 to 1964. Following his retirement, Dean Chant was for many years the chairman of both the Academic and Advisory Boards established by the provincial government in the wake of the report on the future of higher education in B.C. by UBC's former President, Dr. John B. Macdonald. Dean Chant was also a member of the committee which aided Dr. Macdonald in the preparation of the report.

By SPERRIN CHANT

Although it was written nearly 400 years ago, I know of nothing that more aptly epitomizes a tribute to Walter Gage than the following quotation from Francis Bacon's Essays. "They are happy men whose natures sort with their vocations. . . . Whatever a man commandeth upon himself, let him set hours for it; but whatsoever is agreeable to his nature, let him take no care for any set times, for his thoughts will fly to it, of themselves."

Walter Gage's way of life affirms the truth of



SPERRIN CHANT

Bacon's statement. His nature "sorts with his vocation" more fully than for any other person I know.

Above all else, Walter is a teacher; not a pedagogue; but a teacher in the perceptive, humane sense. That he has the intellectual capacity to have become a distinguished scholar is apparent to all who know him. But he has used his special field of study, mathematics, principally as a language for his teaching. His versatility is such that he could equally well have moulded some other subject to that purpose. His place in the annals of this University attests to the fact that great teaching, such as his, is as creative a form of scholarship as is original research or the writing of belles lettres.

As a teacher, Walter has never shown eager enthusiasm for novel pedagogical devices or classroom techniques. He does not need them;

because his teaching goes much beyond mere expertise. He belongs to the small communion of born teachers. Even in this impersonal age of vast institutions the oft repeated remark, "a university is a student at one end of a log and Mark Hopkins at the other," retains its metaphoric meaning when Walter's name is inserted. He makes education personal. To him students are individuals, never masses. He recalls each by name, whether as a member of his class or a graduate of many years ago.

No chronometry can measure the time Walter devotes to the University, "for his thoughts fly to it, of themselves." He takes "no care for any set times." Even so he is never tardy. Being prompt on all occasions, he often has to wait for others. He feels no personal need for mid-term breaks as do some others who become wearied by having "set times" for what they "commandeth upon" themselves. He does not look forward to holidays with pleasant anticipation, or to weekends of relaxation. His students don't like him to be away, and he practically never is; because conferences that would take him from the campus are not to his liking. He has never applied for a leave of absence, and I doubt if he ever will.

SENSE OF HUMOR

Walter is naturally friendly, but not overly sociable in a "party-going" sense. His friendships are direct and personal rather than collective. He has little patience for inconsequential chit-chat, grandiloquence, or palaver. Yet he has a ready sense of humor and a witty turn of phrase that at times is even consonant with the absurd.

His generosity is manifold, but completely unpretentious. I doubt if he ever thinks of his open-handedness as generosity. To him it is just another way to help students. When he sends lovely wedding presents to his former students he does not look upon them as gifts, but as tokens of continued regard. Is it any wonder that no one ever forgets him?

No other person can ever match his knowledge of the University. He knows both its past and its present. His viewpoint, however, is always contemporary and is based upon a practical insight into educational values. He is not given to reminiscing about the good old days, or to tedious reviews of former events that may have a remote connection with current happenings.

A natural outcome of all this is that he became drawn into administrative affairs. He never tried to escape that fate, because he is keenly aware that every feature of the scene affects in some way the University's scholarly achievements. Nevertheless, he has never looked upon university administration as his vocation, or as an end in itself. To him it is but one feature of a united effort directed toward making the University a place of learning and enlightenment. Of course, as with others of us, he had the uniquely valuable experience of serving for many years with that most sagacious of all university presidents, Dr. Norman MacKenzie.

Walter, by his own intent, gave up much in order to serve the University — his pleasure in art, literature and theatre, his deep and knowledgeable appreciation of music, even his interest in baseball. Whatever he may appear to have lost, the University has abundantly gained. I have had the privilege of being associated with Walter for more than 25 years and I am perfectly clear that he chose aright. He has fulfilled himself, perhaps not in many ways, but in the way he chose: the way he knew was the most important and challenging course for him. In the years to come the University will ask again and again "when comes such another."



AGE OF

Veteran UBC-watchers would be hard-pressed to name an individual who is held in higher esteem and affection by present-day students and graduates than Walter Gage, who completes his fiftieth year of association with UBC this year.

Even before he became UBC's sixth president in 1969, Walter Gage was known as "dean of everything" at Point Grey and the additional burdens of UBC's top office have failed to diminish his enthusiasm for teaching, overseeing the awarding of millions of dollars annually in scholarships, bursaries, prizes and loans to students, and attending to a multitude of administrative duties, including chairing UBC's Senate.

Most universities wait until a highly-regarded faculty member is decently retired before honoring him. Not so UBC.

STANDING OVATION

In 1958 — 11 years before he was named president — Walter Gage was awarded the honorary degree of doctor of laws for his contributions to campus life. Those who were present at the ceremony remember that he got a standing ovation which stopped UBC's Congregation in its tracks for fully five minutes.

Considering his life-long concern for students, it seemed singularly appropriate that the first message of congratulations to President Gage on his 50 years of association with UBC came from Tony Hodge, the president of the Alma Mater Society.

In a letter to the president in January he wrote that "The respect that you have earned from students as an extraordinary teacher, able administrator, but most important, warm friend, is indeed without equal. It has appropriately been suggested that here at UBC we live and learn in the 'Age of Gage.'" Similar



Happiness is having Walter Gage, UBC's sixth president, for an instructor in mathematics. The President's classes are usually swelled by additional students who have an instinct for seeking out first-class lecturers. Before getting down to the serious business of teaching, President Gage loosens his students up with a few anecdotes. In spite of a punishing schedule that includes 11 hours of teaching each week, the President still marks the papers and examinations of the some 500 students he teaches annually. Photo by David Margerison, UBC Photo Department.

GAGE STARTED IN 1921

messages of congratulations were received from the UBC Faculty Association and individual well-wishers.

The Age of Gage for the University of B.C. began in September of 1921, when Walter Gage, a recent graduate of South Vancouver — now John Oliver — high school, was handed a calendar of courses in the registrar's office of the University's temporary quarters in the shadow of the Vancouver General Hospital in the Fairview district of the city.

TOOK DISTINCTION

In those days there were no counsellors on hand to guide students through the intricacies of choosing academic courses and planning a career. Walter Gage went home, read the calendar thoroughly, and signed up for English, French, mathematics, chemistry and physics in his first year.

He also decided to take a "distinction" in mathematics and chemistry, which in those days meant the student took extra lectures each week and covered additional topics. It also meant that he came in contact with Daniel Buchanan, one of the three men who had the most influence on Walter Gage as an undergraduate.

Prof. Buchanan, described by the president as a "remarkably energetic man whose lectures sparkled with wit and humor," had joined the faculty a year earlier and was to be associated with UBC until 1948, when he retired as head of the Department of Mathematics and dean of the Faculty of Arts and Science. Walter Gage was to be his assistant as dean of Arts and Science during the last three years of Dean Buchanan's career at UBC.

A second major influence was Garnet G. Sedgewick, a diminutive, dapper English teacher, famed for his Shakespeare courses, who made

students feel that "they were studying things that had been written that very day," according to Walter Gage.

The English lectures given by Prof. Sedgewick until he died in 1951 and the mathematics courses which Walter Gage gives today have at least one thing in common — they are swelled by visiting students who have an unerring instinct for seeking out first-class teachers.

The third major influence on Walter Gage as a student was Leonard Richardson, a graduate of the University of London and a UBC faculty member from 1916 until his death in 1943.

Prof. Richardson is described by Walter Gage as a "modest, unassuming man with an amazing knowledge of mathematics." He told Walter Gage, one day in his third year, that the work he was handing in indicated that he would be a successful teacher. "This praise from someone I admired so much spurred me on and gave me great encouragement," the president said recently in an interview.

TEACHING CAREER

During the 1930s, Prof. Richardson and Walter Gage collaborated to produce a textbook entitled *Elementary Analytic Geometry*, which was in use in B.C. for many years.

Even before he entered UBC Walter Gage knew he was going to teach. "I had in mind that I would be teaching high school," he said recently, "and a career in a university had never entered my head." In his second year he considered specializing in chemistry, but he changed his mind after a year of quantitative and qualitative analysis. "I found I wasn't particularly enamored of the procedures involved," he said, "and

so I came back to mathematics. I've never regretted my choice."

In May, 1925, Walter Gage graduated with first-class honors in mathematics. In the following winter session he completed the master of arts degree course with first-class honors in all subjects and was promptly hired by UBC as an assistant in mathematics for the academic year 1926-27 at a salary of \$1,200. He taught eight hours a week in first-year mathematics and conducted two hours of tutorials in applied science calculus.

TEAM MANAGER

During his career as a student Walter Gage was active in community affairs and as a marker of class exercises for two UBC professors. Three or four nights a week and on weekends he worked with groups of boys at a church in the Cedar Cottage area of Vancouver. "I was the world's worst athlete," he said recently, "but I was reasonably good at running soccer and basketball teams as a manager." As a marker, Walter Gage was paid \$15 a month in his final year at UBC and \$25 a month during his first year of graduate work.

This involvement, he said, prevented him from taking an active role in the Great Trek of 1923, a protest by the students of that day against the provincial government's failure to complete the UBC campus on Point Grey. Although he marched in the Trek and took part in all the meetings, he assumed what he describes as a "spectator attitude" toward the event.

At the end of his first year as a lecturer at UBC,

*Please turn to Page Four
See PRESIDENT*

PRESIDENT

Continued from Page Three

Walter Gage enrolled for graduate work during the spring and summer quarters at the University of Chicago, where he first came into contact with Prof. E.T. Bell, whom the president describes as "a unique and remarkable man."

Prof. Bell, a prolific author of mathematical research papers and fiction — he published the latter under the pen-name of John Taine — encouraged Walter Gage to undertake research and to publish the results in learned journals. "I would like to say that my research papers had great merit, but that is not the case," President Gage says modestly. "From time to time I still strive to solve problems which Prof. Bell suggested and which I have uncovered because of his urging."

President Gage spent the summers of 1927, 1928 and 1930 working in Chicago with Prof. Bell, who also persuaded him to accept a teaching fellowship at the California Institute of Technology in 1939-40. So far as is known, these are the only "holidays" Walter Gage has taken from his work at UBC, although he was "ordered" to go to a Commonwealth Universities Conference in England in the 1940s, he recalls.

During the summer of 1927 in Chicago Walter Gage received without warning a telegram from the Board of Trustees of Victoria College, then an affiliate of UBC offering the first two years of arts and science, offering him a teaching post. For the next six years he was, according to a College student of that time, "the mainspring of life at Victoria College."

HAPPY YEARS

He advised students, directed plays and, when the registrar of that day became ill, organized timetables, registered the students and collected the fees in the capacity of registrar and bursar. He guided "student activities in ways that encouraged energy without violence and exuberance without folly — all this in addition to inspired teaching and scholarly publication," according to the same student.

Walter Gage was, in those days, the entire mathematics department of the College, lecturing 20 hours a week in the magnificently panelled dining room of Craigdarroch Castle, which housed the College.

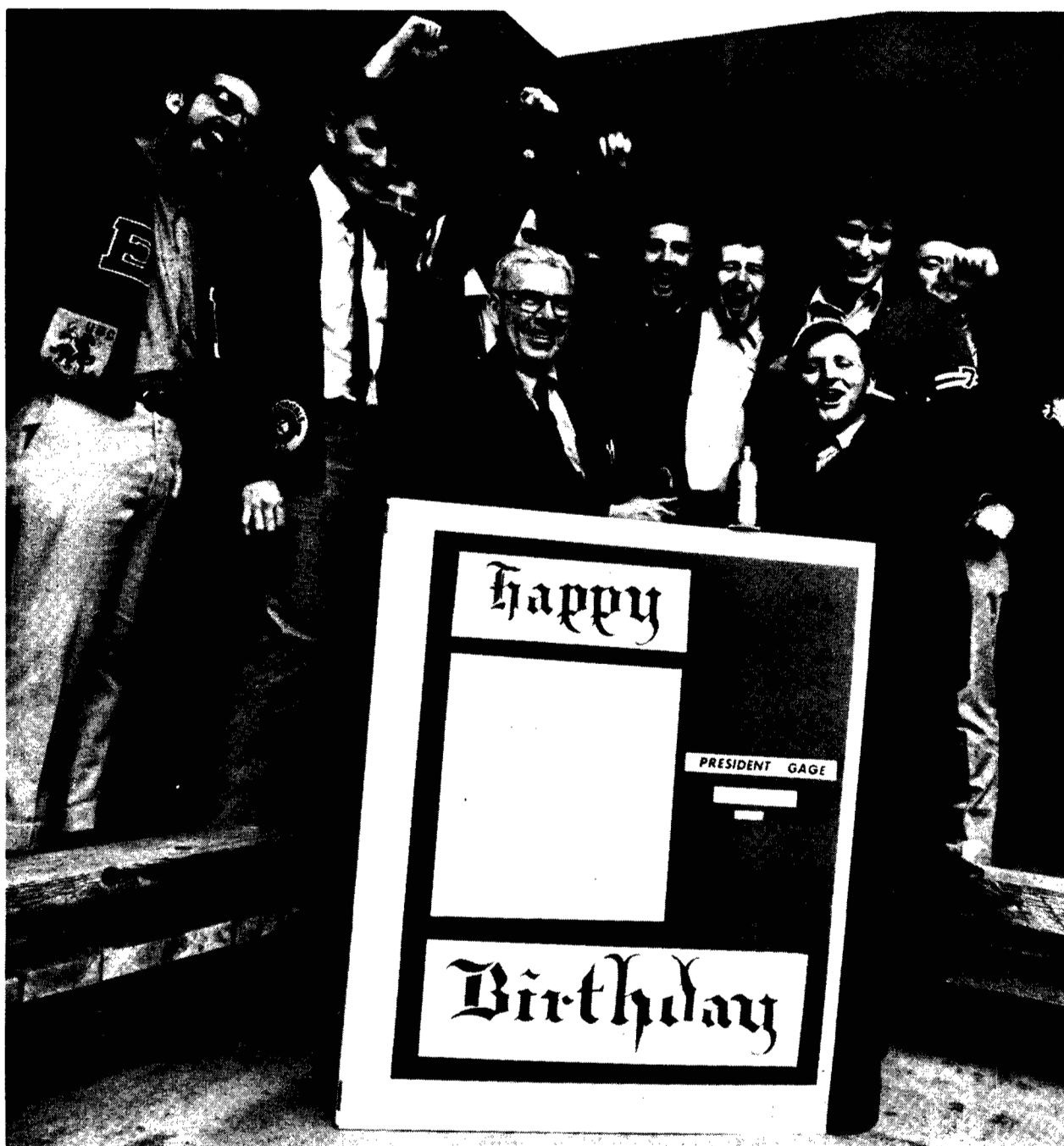
With a student of that day, Prof. Robert Wallace, who retires this year from the University of Victoria faculty, Walter Gage organized the first "theatre night" at the College, and with Margaret Ross, now the wife of Prof. William Robbins of the UBC English Department, he one Saturday afternoon catalogued the entire Victoria College Library of several hundred books with the aid of a Dewey Decimal Reference, the standard library cataloguing system.

Walter Gage says his six years at Victoria College "are among my happiest memories," partly because of his association there with the principal of the College, Percy Elliot, whom the president describes as "one of the most modest men I've ever met, but one of the most profound."

Principal Elliot, in addition to giving Walter Gage "unforgettable encouragement," was a man of "deep understanding of philosophy, religion and science and was well read in all branches of literature."

In the spring of 1933, Dean Buchanan invited Walter Gage to return to his alma mater as assistant professor of mathematics at a salary of \$2,400 a year. Since his return he has held just about every teaching and administrative post which the University has to offer, a situation which led to him being referred to as "the dean of everything."

At one time or another he has been responsible, among other things, for all financial awards to students (he has been chairman of the awards committee since returning to UBC in 1933 and continues to hold the position to this day), student housing, relations with the Alma Mater Society and



UBC's engineering students are particularly fond of President Gage, probably because he has taught mathematics to most of them. Each year, to mark his March 5 birthday, the Engineering Undergraduate Society invites him to a luncheon in the Student Union

fraternities and sororities, athletics, travel grants to faculty members and the University calendar and timetable. The positions he has held are legion and include director of the Summer Session, dean of inter-faculty and student affairs, acting dean of the College of Education (just before it became a faculty), deputy president and acting president. He has been a member of UBC's Senate for some 40 years, more than any other faculty member.

The number of committees which he has either served on or chaired is multitudinous. Some 20 years ago, he recalled recently, he chaired one that recommended the abolition of Christmas exams at UBC, but which included a proviso that faculty members could hold such exams by obtaining permission from Faculty deans. The result was that so many faculty members applied for permission to hold Christmas exams that the recommendation to abolish them became meaningless. "It was the most thorough sabotage job I've ever had done on me," he said.

SPECIAL COURSES

During the Second World War he taught mathematics to a group of Royal Canadian Air Force radio mechanics who were taking special courses at UBC and later was co-director of Canadian Army Course No. 2 for potential officers. Among his students in the latter course were Arthur Erickson, the noted architect, and Hugh Wilkinson, now a professor of commerce at UBC. Instruction of students in both these courses was carried on in addition to his regular teaching and administrative duties and, in addition, he spent four or five nights a week coaching students over and above the day-time lectures.

His capacity for advising students on everything from courses of study to their personal lives is legendary and occasionally has reached ludicrous proportions. Prof. Ranton McIntosh, now director of the secondary division in UBC's Faculty of Education, remembers hearing a newscast on his car radio while driving through Montana in September of 1953 which announced that UBC "expects a registration of 55,000 (sic) students, over half of

Building. On the occasion of his 65th birthday in 1970, pictured above, they presented him with a giant birthday card and a metal gavel. This year their gift to him was a carved wooden plaque picturing Lady Godiva, a sort of EUS mascot over the years.

whom will be personally interviewed by Dean Gage."

Interwoven with what is often described by his colleagues as a crushing work load, Walter Gage has also managed to take an active part in the work of the Royal Astronomical Society of Canada (he was president of the Vancouver branch in 1935), the B.C. Academy of Sciences, the Canadian Mathematical Congress and as a member of the board of directors of the Vancouver Symphony Society for two years. On the campus he has served as honorary president of the Players' Club and the Musical Society, activities which, a friend once wrote, "bring to mind a vivid picture of a wildly gesticulating figure back of the curtain on opening night guiding a grateful chorus through 'Robin Hood' or 'The Gondoliers'."

The president's contributions to UBC life have not gone unnoticed. In 1953 the students gave him their highest honor, the Great Trekker Award, and in 1969 he was named UBC's first Master Teacher, an award established by the then chairman of UBC's Board of Governors, Dr. Walter Koerner, and designed to recognize and encourage good teaching. Characteristically, Walter Gage returned the \$5,000 cash prize that goes with the award to the University to purchase books for three campus libraries.

Students in the Faculty of Applied Science have always had a special regard for President Gage, probably because most of them have been fortunate enough to have him for mathematics. On March 5, as they have done for several years in the past, the Engineering Undergraduate Society marked his birthday with a luncheon in the Student Union Building. Their gift to him on his 66th birthday — a carved wood plaque picturing Lady Godiva, a much-admired engineering mascot over the years.

To mark his 50 years of association with UBC, President Gage will be honored at a private University dinner in the Faculty Club on April 2. UBC's students will pay tribute to him at a reception to which the entire student body is invited on April 7 at 4 p.m. in the Student Union Building.

The punishing pace which Walter Gage has set for himself results in a day that begins at 6:30 a.m. when he parks his car outside UBC's old Administration

Building and strides to his office for a couple of hours of work before meeting his 8:30 a.m. class five days a week.

He works at UBC every Saturday and, until recently, every Sunday as well. In recent years, he confesses, he hasn't come in every Sunday, but has taken work home with him.

Visitors to his somewhat austere office in the old Administration Building are sometimes perplexed to find that he is a "clean desk man." If they happen to visit his other office in the Buchanan Building, where the business of supervising financial aid to students is carried on, they will find him surrounded by mounds of paper and documents.

LEGENDARY MEMORY

His phenomenal memory for present-day students and graduates is legendary. A chance introduction or reference to a student will often bring a recounting by the president of a family history ("His father was a student here in 1939, a very bright person, works for International Nickel now"), the number of scholarships awarded to father and son and the standing of each in their respective classes.

When he assumes the role of teacher President Gage bounds to the front of the room, loosens up his students with a few anecdotes and then settles down to the serious business of teaching, pausing frequently to look over his class and ask, "Does everyone understand that so far?"

After his 11:30 a.m. Monday-to-Friday lecture is finished and he has dealt with the inevitable group of students who want to linger over a knotty problem, President Gage usually lunches in the Faculty Club. Most of the time he stands patiently and anonymously in the basement cafeteria lineup and eats his soup and entree at a large table with whoever happens to have got there ahead of him.

There was a time when Walter Gage and tobacco were inseparable, so much so that columnist Eric Nicol noted in a column that the ashes from his cigarettes tumbled so freely down his front that the buttons of his jacket "were solidly buried in a greenish lava." Some years ago President Gage gave up cigarettes and his suits now sport only the mark of the classroom lecturer — smudges of chalk dust. Occasionally he chews gum, furiously.

Just as President Gage prefers to indulge in individual or small-group relationships with students, he also prefers to maintain a low profile when it comes to dealing with the difficult problems of administering a modern university. He is reluctant to intervene in faculty disputes, in keeping with his belief that academic decision-making should be made at the departmental and faculty level. As a result, President Gage spends a great deal of time attending campus meetings of various kinds and consulting with trusted advisors and friends throughout the University in an attempt to determine what faculty and students want.

Walter Gage's style of operation is reflected in his personal views of the qualities which a university president should possess. "He needs to have enormous patience, to understand people and to be willing to accept and listen to people with whom he may disagree, providing he knows they have the interests of the institution at heart."

He also believes that the president should have a good deal of academic experience. "I don't think a university can be properly administered by a man who doesn't have a strong academic background, including some teaching experience. The important thing is to have the confidence of fellow-academics if the institution is to be stable."

NO PUSH-OVER

He rejects the idea that a president has to spend much of his time being a public relations man for his university. "In this day and age the public sometimes has contempt for a person who spends too much time away from his institution."

All these principles apply as well to relationships with students, the president believes. "The president has to recognize that the student's point of view may be different from the president's. He has to be sympathetic, but not a push-over."

On the whole, he is not overly sympathetic to the criticisms which are levelled at the University about its size in general and the size of classes.

He agrees that there may be some truth in the generalization that the smaller university of the 1920s

and 1930s embodied qualities which have been lost in the so-called multiversity.

"My own opinion," he said recently, "is that in a large institution one can find groups of people with whom you can communicate and I don't see any reason why that should lead to the feeling that life is less personal."

"People often forget the advantages of being part of a large institution. It enables the University to develop special lectures, bring to the campus outstanding lecturers and stage special events — activities which just aren't possible on most small campuses."

"As for teaching, I think the size of the class has to be tailored to the individual lecturer. Some individuals, Sedgewick was an example, are unhappy unless they have a large class to lecture to. Other people are at their most effective in a small lecture or seminar. Every department head should try to give each teacher the size of class he or she can best react to and not worry about class sizes."

The president's own classroom needs are relatively simple. "I insist on a room where everyone in the last row can hear me without a microphone and where every student can see the blackboard without a mechanical device. I like a classroom where I can take in all the students at a glance."

Despite the fact that he lectures 11 hours a week to almost 500 students, President Gage still marks all his own term papers and examinations. "Last year I had a marker for my fourth-year engineering class who did a good job, but I wasn't very happy with the arrangement."

"You see, in marking papers, I get a good deal out of it too. I find out what the student doesn't know, either because he hasn't worked or because I haven't done a good job."

GOOD REASON

President Gage believes there is a good reason why UBC has not been subject to the same degree of unrest which has characterized life at many American and Canadian campuses in recent years.

"I think it stems from the pattern which was set in the early years of the University when it was assumed that students would accept responsibility for the management of their own affairs. With very little assistance from the University, students in 1915 drew up a constitution for the Alma Mater Society. It has undergone numerous changes since then, but the basic premise of that document, responsibility by the students for their own actions, has been preserved to this day."

"In many instances, students at other universities have been endeavouring to gain the kind of autonomy that our students have had since UBC opened its doors. This relationship between the University and its students has helped to stabilize the atmosphere on the campus and to prevent confrontation."

When President Gage is asked about the needs of the University, his answer is couched in terms of the needs of students and teachers. He wants to see the applied science faculty, now scattered about the campus in several buildings, brought together in one area, it bothers him that the students and faculty members in the Institute of Oceanography, "which is so important for this part of Canada," still work in several old army huts on the West Mall, and he wants more done for students in terms of reading rooms and a better library as well as ensuring that classes don't become too large. But his main concern is that the University hold and attract men and women dedicated to teaching and research and to the welfare of their students.

He also hopes that UBC's Center for Continuing Education will be able to do more for communities throughout B.C. "I have in mind a situation where the communities do a great deal of the groundwork and the University provides resource people and material," he said.

Since his appointment in 1969, President Gage has been on a year-to-year contract. In 1970, when he reached the normal retirement age of 65, the Board of Governors said he would continue to serve on a year-to-year basis for a period of from three to five years.

"The only condition I made when I accepted the presidency," he said, "was that I be allowed to continue to teach. I have a time in mind to retire, but I prefer not to say what it is. It isn't this coming year."

"After I retire, I have hopes that I will be allowed to continue teaching."

A great many students hope so too.



Walter Gage's 1925 graduation picture

'Walter Has Original Humor'

Many of the qualities for which President Walter Gage is noted in 1971 — including his wizardry with mathematics and his spontaneous humor — were already apparent when he was a student at UBC from 1921 to 1926.

Here is the personal note on him that appeared in the Tenth Annual of the University of B.C. when he graduated with the degree of bachelor of arts with first class honors in mathematics in 1925:

"Walter is a wizard at mathematics. He can do trigonometry backwards, geometry sideways and calculus upside down. When he is not juggling with increments and probabilities, he engages in philosophical discussions, and after winning a victory he celebrates — by playing the piano. Walter has original humor. It is abrupt, spontaneous and unsuspected. Socially, he is reticent, a fact that probably accounts for his dazzling averages at examination times. In the future Walter hopes to be an authority on Einstein."

The following year Walter Gage completed the master of arts course in mathematics, again with first class standing in all subjects taken.

Among his contemporaries in the 1925 graduating class were: the late Albert E. "Dal" Grauer, who became president of the B.C. Electric; Phyllis Gregory, who as Mrs. Frank Ross was Chancellor of UBC from 1961 to 1966; Joyce Hallamore, who recently retired as head of the Department of German at UBC; Arthur Laing, now Minister of Public Works in the federal government, and Kenneth Caple, now Chancellor of Simon Fraser University.

GIVEN A CHOICE, UBC ST

BY FRED CAWSEY

Examinations — that old student nemesis — are once again just around the corner, and they seem to be one tradition destined to stay with us.

Generations of UBC students have, at one time or other in their university careers, sat through a three-hour, formal, sit-down, final examination in the Armory or one of the many lecture halls on campus.

But it's more than tradition. Examinations, or student evaluations, are tied to the historical concept of the very first universities, which were only examining institutions and did not concern themselves with how the knowledge was acquired.

Evaluation of students is also tied to the basic philosophy that North American universities, at least, should be professional training institutions as well as educational institutions, a philosophy that most UBC faculty members seem to adhere to. And in a competition-based society such as ours, where there are more degrees than jobs that require them, it is important, apparently, for students to know exactly where they stand.

More specifically, formal three-hour exams are necessary in some courses because of another philosophical tenet of North American universities which says we must give the opportunity of higher education to as many people as possible. What this means, in pragmatic terms, is that there are an awful lot of people attending Canadian and American universities.

At UBC it means that in some first- and second-year courses, and even some third-year courses, there are 200 to 300 students, and for them there is really no viable alternative to the final exam.

This is not to say that all courses at UBC require final exams. In fact, many third- and fourth-year courses and most graduate courses do not require them.

It is important, when considering examinations, to realize that most students, when offered an exam or some alternative, will take the exam. This was recently illustrated in a course in the Theatre Department when the students were offered the choice of a final term essay or a sit-down exam.

They voted unanimously for the exam.

SIMPLE CHOICE

"The choice," one girl said later, "was really simple. An exam is over in three hours, and you usually have some idea how you did. But you can slave for weeks on a term paper and still be unsure."

Other alternatives to the three-hour sit-down are the take-home exam; the sit-down, open-book exam; and research projects. But these devices are really only useful in smaller, advanced courses where the student can be given more individual attention. In the large courses they are simply too unwieldy.

The subject of exams has caused some controversy over the years, but the effect has been negligible. The tradition continues and in the last couple of years even the critics seem to have given up.

UBC's registrar, Jack Parnall, says the number of final exams scheduled has remained roughly the same — about 900 — in recent years. He said there are slightly more scheduled this year, but he attributes this to the large number of half-term courses which have been set up.

"I don't see any swing one way or other," Parnall said. "There have always been some courses which have no sit-down written exam, but this year is essentially no different from any other."

"I haven't noticed any trend over the years, though I've been looking for one. There seems to have been more furor about exams in the past than there is now."

"Some people used to say we're entrenched in exams, that there were too many, but after one fuss a few years ago we ended up with more than we had before. It was the old case of stirring up the pot and uncovering a lot of things. Some professors would say they haven't been giving exams, and others in their department would say they'd better, because everyone else was. But it all evened out."

Two trends which have developed in recent years are: a decrease in set Christmas exams; and a decrease in emphasis on final exams.

Results of final exams are often only one of several

means of evaluating the student's progress, and are becoming less important in determining the final grade.

While the subject of exams is not a current topic for public debate, people still hold varying views on their value. Following are comments by senior faculty members — both for and against examinations.

Dr. David Suzuki, professor of zoology, sees a loosening up in how exams are written, but says this isn't enough because grades finally don't mean a thing in terms of the student's interest or ability.

"To change procedures slightly but to still be committed to the exam procedure is no change at all. I think it's really time to ask the questions 'Does an exam allow you a very critical insight into how well a student can think?' and 'Does a grade that you obtain on the basis of an exam really mean anything in terms of that individual?'"

GIVE LIP SERVICE

"I personally don't think grades mean a goddam thing. I don't see why we're so hung up about grading people, anyway. We all give lip service to this idea of maintaining quality, but that's a complete myth because if you really wanted to achieve quality, I'd say 60 or 70 per cent of all kids here would get booted out."

"That's because in terms of really being here for the academic reasons, I think the great bulk of kids really couldn't care less. They don't really understand what education is about."

"They're here for a piece of paper that will either give them status or position, and I think it's clear the piece of paper no longer guarantees a job in any way, so the sooner kids realize this and realize it's a waste of their time, then I think maybe they'll get out."

"Then, once you get over the crippling numbers, I think exams are totally irrelevant because you can tell how good a student is just by knowing him well."

"And I think we should go into a pass-fail system; as long as we're stuck with big numbers I'd just as soon pass everybody. It's only the kids that are really interested in the subject, regardless of grades, that I'm interested in."

Given the system he has to work in, Dr. Suzuki has tried various alternatives to what he calls the Orwellian conditions of 400 students trying to perform a year's work in three hours in the cold, dusty Armory.

When he first arrived at UBC several years ago, his genetics class was small. So he instituted night exams on a night his students chose.

"They could come in any time starting at about 7 o'clock, and it would be in a classroom where they could sit around and be more comfortable, and they could come out and have a smoke or go to the bathroom or go out anytime they wanted and I sat outside so if they had any questions they could come out and ask them."

"It was completely on the honor system. If they wanted to cheat they could. They could take as long as they wanted and then hand their papers in and leave. If they wanted to go out for coffee they could. It didn't matter."

"When the class got bigger some kids started taking hours and hours to finish and a lot of kids started complaining that I was setting five-hour exams because it took them that long to do them."

"This reached Dean Okulitch third-hand and he sent a note around to heads of departments saying there will be no more night exams with unlimited time."

"I suspect the loudest complainers were invariably the people who were doing poorly."

"The consequence of all this was that some students got really annoyed and they took up a petition. And 96 per cent of the 280 kids in the class signed this petition stating that they approved of the unlimited-time exam and that they wanted it reinstated. And the dean reinstated it."

SOLVE PROBLEMS

"The following year, I instituted take-home exams, because I'm not concerned with how much information students can store in their heads. They can all read. I was only concerned with how well they can use that information to think out problems."

"That worked out really well, I think."

"The following year, I felt that the difference between a 78 and an 81 is trivial and no one can convince me that someone with an 81, which is a first-class mark, is better than someone with a 78, which

is a second-class mark. So I gave out marks in blocks of ten, 70s, 80s and so on. And I gave several 100 per cents that year."

"And the next thing I said is I'll give everyone a pass grade, regardless of what you do, if you want to take the course. I'll pass everybody, you will not fail."

"So I was just going to give a P or C for credit. And the class just went up in arms because some said they wanted to get into med school or grad school and that mark didn't have any meaning. They wanted a grade."

"So I said, okay, I'll give everybody in the class



STUDENTS OPT FOR EXAMS

first-class honors, so then it won't go against you. And they took a vote and rejected it five to one.

"Now, the thing that's sick, and the thing about exams that I think people don't realize, is that our system feeds on competition. What these students were saying was that they were not interested in learning something for their own sake, but in fact the only way that they felt important or that it was worthwhile was when they knew where they stood relative to others.

"And I think the sickness of the exam system is that people begin to judge you as a person by whether you're

a first-class student. Somehow people believe that if I'm a first-class student I'm a better human being than someone who's got a C or a pass. It only reinforces the whole thing we're trained to believe from the time we get into grade school, that grades are the absolute judgement of your human value."

Dr. Suzuki said there is another thing about examinations that has been worrying him recently: the whole system is geared for males.

UNDER STRESS

"There's a phenomenon I've just become familiar with, and it's called pre-menstrual tension. It is an interval prior to the menstrual period when women are definitely under physiological stress because of the hormone balance. And numerous tests indicate that women, by any criterion you want to use, perform much more badly in this pre-menstrual interval. So 50 per cent of the population at some point goes through this interval and yet we have absolutely nothing set up to take this into account. We force them to take exams when everybody else does, which means anywhere from one-quarter to one-fifth of all the females may be undergoing this stress at the time the exam is written. We've got to account for the fact that our population is heterogeneous."

Dr. Suzuki does feel that exams can be worthwhile as a teaching tool.

"An exam is a time when a student is faced with a completely new situation and he's got to ask himself how well he really understands this information. Can he really use what he knows to solve a completely novel problem? That's what my exams try to do, but the great bulk of exams are not that way.

"I think exams can serve a very valuable function, but I think to use exams as the sole or primary means of evaluating the student is really bad. It should be considered part of the student's learning process, but a trivial part of the student's grading process."

Prof. Malcolm McGregor, head of the Classics Department, says he is a proponent of examinations in the proper context.

"In small, advanced courses," says Prof. McGregor, "I think examinations are very often not necessary, and nearly always they're not necessary at Christmas.

"In the lower-year class, it would vary a great deal with its nature and its size. If you're teaching language to 30 students it's desirable to have an examination, for their sakes.

"It gives them an opportunity to conduct a systematic review, and if a student is going to write an exam he does the review. If you say 'I won't bother you with an examination, but go home and review,' he may or may not review, because he'll be busy with other examinations and will be spending his time on those.

"Examinations are a form of assessment, and there must be a form of assessment at a university, because a student is coming to a university not merely to attend, to listen and to read and so on, but also to acquire a degree. And if the degree is to mean anything at all, then the university has to be in a position to say that the student has reached a certain standard of knowledge. So we must assess.

WRITE ESSAYS

"In my first-year language course I can make my assessment during the term because work is coming in two or three times a week, and by December I know very well what they are doing, what they have done, what they know.

"So from my point of view an examination is unnecessary to assess them. For the last three years I have given them the choice, and the vote has been unanimously in favor of examination.

"But in a large lecture course of 200 students, it is extremely difficult for the professor to know the students and what they've been doing and, therefore, the level they've achieved. They've all written an essay, perhaps, but the essay is not sufficient because it's a different sort of thing. You have to make a distinction between the kind of knowledge an essay represents and the kind of knowledge you display in the writing of an examination without books and references handed to you.

"So, in that course, I give them an examination; they do not have a choice. This is my decision.

"An exam tests memory, but it should also test the ability to organize, to think, to make judgments as well. The use of memory is part of education. You can't understand history without using your memory. How are you going to understand history without knowing dates, the chronology of events?"

"As a student becomes a senior, and goes on to advanced courses, more and more the greater proportion of the examination tests the ability to organize."

Dr. McGregor doesn't see the need for alternatives to examinations as long as examinations are set properly.

"They should never be used by an instructor to air his learning. If you are using the examination as an educational device, you give the student a chance to show off what he knows."

Dr. McGregor said normally students in his survey course have a pretty fair idea of what some of the questions on the final exam are going to be.

"And I know they know and I don't care, because if they suspect that I'm going to ask them a given question which is central to the course, to the whole understanding of Greek civilization, they go and read and learn about it and come to the exam full of knowledge. Then I've accomplished my purpose."

Dean V.J. Okulitch, head of the Faculty of Science, said he was personally exposed to several European systems of university examinations when he was a student, and he sees our system as the fairest of them all. He, too, feels it is the University's duty to certify competence as well as to educate, especially in professionally-oriented schools such as engineering and medicine.

"I am personally familiar with various kinds of examinations. I was exposed to some extent to the European system of oral examinations, which were very hard on the student. And I am familiar with even more cruel systems where the student is examined only at the end of his four years, when he feels ready.

SYSTEM KIND

"The system we follow at UBC, I've always felt, is rather kind. You are examined in little sections of the course, in a written examination, which at least has one advantage — everybody is exposed to the same questions.

"Therefore it seems the most fair system. And I think, on the whole, the system is a good one.

"Now, there are some American universities which have gone away from examinations and people are simply graded somehow by their professors. I suspect this can be a most unfair system. Obviously someone who appeals to you may be graded better than someone whom you dislike.

"Also, if we leave our students completely ungraded, and they want to go somewhere else, how are they to be judged for admission? We are facing this problem now in the graduate faculty. Some people coming from the U.S. will bring essentially a blank record. They've been recommended. And in a competitive situation where we can admit only so many, how do you make your selection?"

"I realize that examinations are not pleasant, and it's easy to make mistakes, and it's even possible to misjudge a person with a written answer. But I don't know of any better alternative."

Dean Okulitch does not like true-and-false examinations because they don't give enough information, and he doesn't like open-book examinations because too much time can be wasted looking up the material.

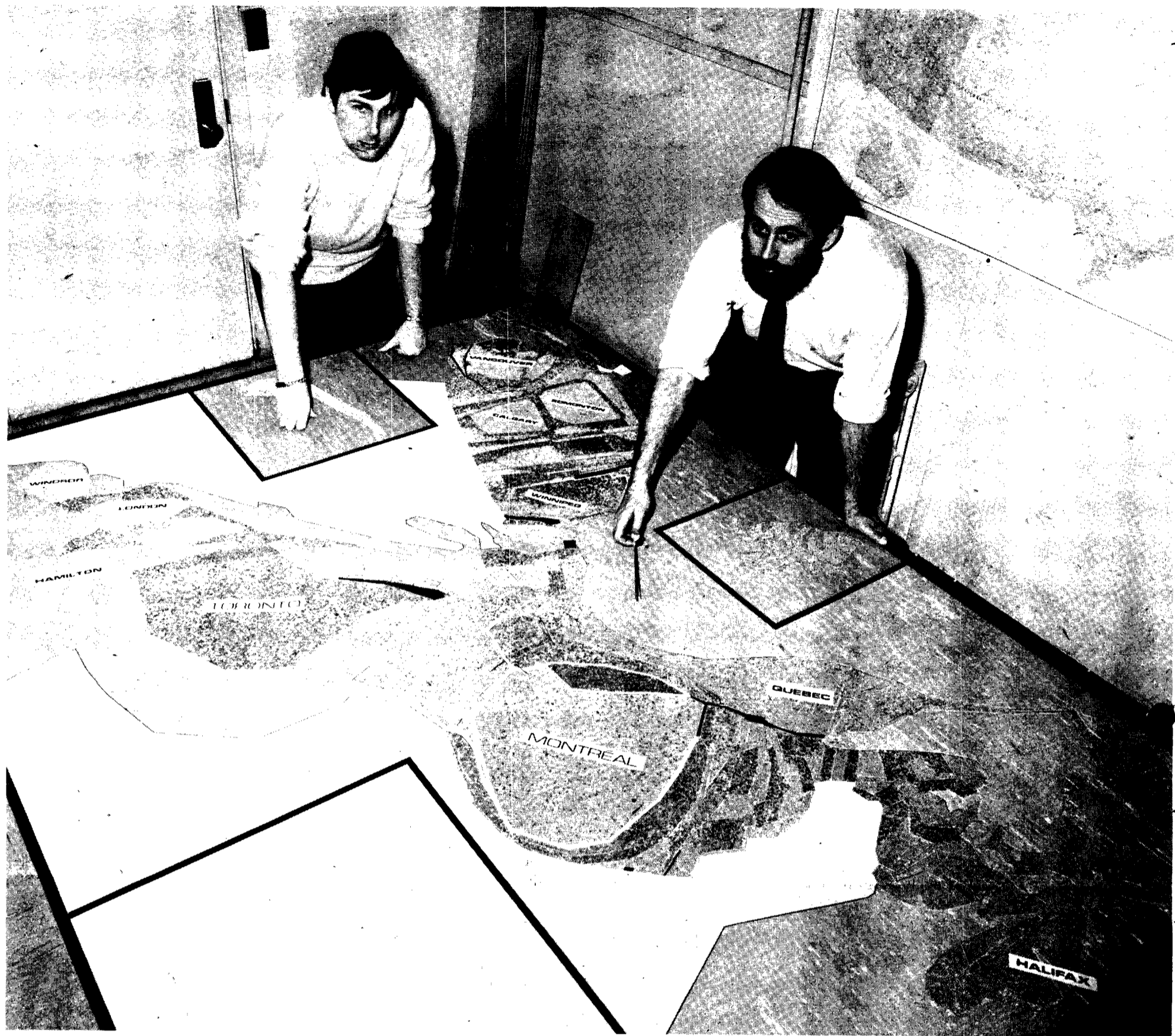
"I dislike questions that rely entirely on memory. That's the main criticism of a regular three-hour sit-down, but then again, some of the courses are mainly information. You have to remember certain things; you have to remember that 9 times 9 equals 81."

Dean Okulitch agrees with Dr. Suzuki that many students are only at UBC for a "union ticket" and are not really interested in learning. "But then again, how can you condemn people who come and say 'my goal is to get a degree?"

"So they do the best they can, even if at times they only memorize certain passages to be able to pass an examination. It's very difficult to separate people who

*Please turn to Page Nine
See EXAMS*





UBC'S BALL BEARING MAP

"Vancouver takes up a quarter of British Columbia; Ontario and Quebec occupy two-thirds of Canada, and areas like the Northwest Territories have practically disappeared."

A political upheaval, or a population explosion to equal a science-fiction horror story?

The answer is neither. For the past 10 months, a team of cartographers, working within UBC's School of Community and Regional Planning, have been plotting instead a new kind of map.

NEW LOOK

Called an isodemographic map, which means "equal population," it is based on people instead of land. And it gives a new look to much of Canada.

The map is chiefly the work of John Robertson and Louis Skoda. The idea behind it stemmed from the Department of Energy, Mines and Resources' Dr. Ian Jackson, head of the Economic Geography Section. Jackson felt that, because the disparity between land area and population distribution in Canada was so great, there was a real need to have a base for plotting social and economic data on which the area of Canada was directly proportional to its population... "I have become increasingly disenchanted with such devised as proportional circles and whatnot..."

Robertson approached Skoda, then a cartographer at Simon Fraser University, and together they convinced Jackson that it would be entirely feasible to construct such a base

map. A research proposal prepared by Skoda led to a contract between EMR and UBC to prepare the map, under the auspices of Dr. H. Peter Oberlander, director of the School of Community and Regional Planning.

Simply, each square inch of Canada — on the map — represents the same population. Less simple is the means of arriving at such a solution, and some innovative and very unusual means to cartography are being employed, including use of 260,000 small steel ball bearings. Each ball bearing represents a given number of people and the balls are assembled into a model of Canada on an eight feet by six feet platform. The construction site is in converted offices in the University's Armory.

Before anyone could begin playing marbles, however, hours of research were necessary, including digitization in terms of latitude and longitude of 50,000 points in Canada — all recorded on individual IBM cards, and stored on tapes for calculation of their new positions on the isodemographic map.

First, a population scale of about 9,000 people-per-square-inch, or approximately 140 per ball, was selected. Then a conventional map of Canada was broken down into census divisions and census tracts. British Columbia, for example, has 10 census divisions; Greater Vancouver is broken down into about 113 individual tracts.

COMPUTER HELPED

The computer took each census division or tract and calculated from its population the area it should occupy on the isodemographic map and the number of balls it will take to fill

Canada has taken on a new look in the isodemographic map, shown at left, constructed by cartographers John Robertson, far left, and Louis Skoda. The map, based on people instead of land, was built over a period of ten months and is designed to aid the study and presentation of economic and social data and in regional planning studies. Photo by David Margerison, UBC Photo Department.

that area. Divisions were thus either blown up or reduced, and areas like Vancouver's English Bay high-rise apartment complex with very high population density took on far greater proportions than its neighboring tracts.

"This," said Robertson, "is where the fun began. We took these shapes and made models of them. Outlines of the provinces and the various census units were constructed of thin strips of brass — and these shapes were then filled with eighth-inch diameter steel balls.

"And this is the reason for the steel balls; to re-fit these shapes back together in their relative positions they had on the standard map, while maintaining their new enlarged or reduced area.

"We pushed the models together, and the steel balls adjusted to their new relationships, shaping themselves into continuous configurations. In other words, the map is a jigsaw puzzle in which originally the pieces don't fit. But when pressure is applied from all sides to the model the pieces reshape themselves to each other.

MAP DISTORTS

"Admittedly, our map is a little difficult for the average viewer to adjust to, since there are some strange distortions. But any map, on any type of projection, is a distortion of reality.

"Ours is still a map, not merely a census scale; cities, boundaries and other map items are all there, and viewers will be able to find Highway 401 or the Fraser River. They just might not be where you think they should be — or have quite the same shape, but it would be reasonably easy to find ones way on the map.

Uses of this new map could be varied, but it should prove most beneficial in the study and presentation of economic and social data. Crime rates, birth, unemployment... any time the basis of a study is people, it will be possible to plot data on the map and draw immediate comparisons, because every square inch on the map will represent the same population.

Dr. Oberlander said the map will be invaluable in the development of regional planning studies. "It will substantially help us to represent effectively the man-to-resource ratio in a study of consumption and development.

"It makes a great deal of sense in B.C. generally, where we are dealing with vast natural resources but a very small population."

Once completed, the result will be a map of Canada about 30 by 40 inches as well as 12 larger scale maps showing urban centres with population greater than 200,000 people. The maps and a technical report describing the project will be published and copyrighted by the Canada Department of Fisheries and Forestry which, in its recent reformation, inherited the project from the Department of Energy, Mines and Resources.

EXAMS

Continued from Page Seven

just want degrees from the genuine student. And there is no assurance that later on in life, or later in university, he will not develop a serious interest."

Dr. Okulitch said there is a possibility that good science students could be turned off by a bad exam, but he said this probably only affects a minority and only on an occasional exam.

"Exams are a proper function of the university. They also have a practical aspect. All of us are human and lazy, and if you have a deadline, you do it, and if you don't, you procrastinate. An examination is such a deadline.

"The danger of something like Arts I is that it doesn't subject the student to this very necessary self-discipline. When it started, I felt Arts I was too unstructured, too indefinite. But a tremendous amount of good intentions went into it, and probably it serves a good purpose for the serious student. It is one way of getting a very broad education.

"On the other hand, if you are trying to avoid work it also gives you an opportunity to avoid it; that's the danger.

"In previous times, the universities were primarily examining institutions, and how the student gained his knowledge was immaterial. Now, in our more organized age, we have set up regular lectures and examinations to make it easier for more people to get a university education.

"But if we are going to open up the university to as many people as possible, I see no other way of going about it than the way we have it organized. It is really a matter of individual choice, the university isn't for everybody."

Dean Douglas Kenny, head of the Faculty of Arts, sees the problem of student evaluation from the overview of psychology.

"In general, most people find it very painful to have others assess them. No one likes to be assessed, psychologically, unless you're going to be placed in the top category, because if you're told that you're down on the bottom, that will inevitably be a blow to your self-esteem. This leads to opposition to exams and other student evaluations.

NEGATIVE REACTION

"In addition, the youth of today are finding that our society is very competitive, stemming from competition in the arms race and competition up the educational and business hierarchy. And they view exams as embedded in that societal structure. This is where the opposition is coming from.

"It's more true in the U.S. than in Canada, in that the U.S. is far more an achieving society, an evaluative society, than Canada, and for that reason the strong negative reaction against examinations has not taken place in Canada, and I don't think it will.

"The need for evaluation stems from our concept of the university. Somehow, when a student leaves after a given course, he should be a changed person. And how do you evaluate whether or not he is a changed person?"

"Examinations of the traditional variety provide one, but only one, means of assessing that. If there were the resources available at the University, one should use more than one means of assessing whether the student has changed in the direction you want him to change, in terms of his educational attainment.

"But I would suggest that it would be very expensive. Sure, use oral examinations, use small seminars, use essay work, other measures of creativity and so on, but you don't have to pinpoint it to just one mode, such as a final exam by itself.

"I think the reason it has been pinpointed to one mode is that the dead hand of the past is pushing us, and the other ways tend to be rather expensive."

Dean Kenny doesn't believe a lot of UBC students are here mainly for a union ticket.

"There may be a small fraction of students who should not enter the University, but it's very small. There you're getting into a value judgment of what function a university serves in society.

"I think most of those who enter UBC belong here. If you assume that knowledge is a powerful resource, and that those who possess this knowledge are likely to control society, then knowledge should spread as widely as possible. It frightens me when people talk of allowing only a select few to receive a higher education. What they're implying is that only a select few should run society.

"In the Faculty of Arts the weight given to the final

exam is gradually decreasing; in other words, it's only a small fraction of the final mark that's assigned to the student. And that's probably right.

"I think there's flexibility within the faculty and within the University on the way of assessing people, and I think the more the better, as long as instructors do not opt out of the problem of assessment."

Those are the opinions. There seems to be some agreement and, of course, some disagreement, but these views seem fairly representative of faculty members at UBC.

Now to a man who is looking into the problem of student evaluation in a factual way. He is Prof. Robert Clark, director of Academic Planning for UBC, and currently chairman of the President's committee on the evaluation of undergraduate student performance, which was formed just before Christmas.

HISTORICAL REVIEW

The majority of its 16 members are faculty members. There are three students, a representative of the Alumni Association and an assistant registrar.

The work has been assigned to four sub-committees, Dr. Clark said.

"The first one is providing a historical review of systems of evaluation in use in higher education. In other words, what are the alternatives available to us?"

"The second and largest sub-committee is looking at the philosophical issues regarding the university system of evaluating performance, and what ought to be done. We have to ask ourselves in the first place what education is for, because the answer to that question obviously influences whether or not it's desirable to have evaluation."

Once they've decided this, Dr. Clark said, they have to decide if there is any justification for evaluation, and if so, what kind — examinations, term papers, projects?

"It's no sufficient answer to say other places evaluate, therefore we ought to. If there is to be any evaluation at all there needs to be a basic philosophical justification for it.

"Our third sub-committee is looking at the effects on individuals of various evaluative systems. And that's going to be a study of empirical evidence.

"Now, we have developed fairly extensive bibliographies, and we're in the course of tracking these down, reading the relevant articles and books and so on.

"For instance, we want to examine the pass-fail system which has been advocated for Arts I, and which we already have at this University to a very limited degree.

"There has already been extensive literature developed on experiments with pass-fail systems of various types in the U.S. We're getting this evidence and we'll be able to take it into consideration in arriving at our conclusions.

"The work of the fourth sub-committee has been temporarily deferred. We shall be looking at variations in marking, for instance, between various sections of the same course, or different courses in the same department, and among the different disciplines. For instance, the Faculty of Law has had a tougher system of grading than other faculties in the University. We want to compare the marking standards of this University with other leading universities.

"We intend to make recommendations to the President. These, in turn, will doubtless be considered by the Faculties and the Senate, which has the ultimate authority on these matters."

Dr. Clark said there is no deadline for the report. It certainly won't be completed before the summer holidays.

Dr. Clark said he had personally noticed two things in recent years which have probably had an effect on evaluation methods at UBC.

IMPROVED RATIO

One is the higher entrance standard UBC now has — raised last year to 65 per cent — which has caused a significant drop in the proportion of students failing.

The other is UBC's improved staff-student ratio, which Dr. Clark said has improved appreciably over the last four years. He attributes this partly to the increased entrance standards, and partly to the development of regional colleges, which take a number of people who might otherwise have wanted to come here.

The last personal observation he made was that although his committee hasn't solicited opinions from faculty members on UBC's exam system, the contact he's had with them as Academic Planner suggests a good deal of support for continuing the present system.

UBC Reports/March 31, 1971/9

UBC
REPORTS

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ORIGINAL FACULTY MEMBER DIES

Professor Emeritus Harry T. Logan, one of the original members of the UBC faculty, died suddenly on Feb. 25, eight days before his 84th birthday.

When Prof. Logan retired from teaching at the age of 80 in 1967, he ended a 52-year association with UBC as teacher, author, editor, administrator and member of UBC's Board of Governors and Senate.

During that time he received just about every honor that UBC could bestow, including an honorary doctor of laws degree in 1965 and the Alma Mater Society's Great Trekker Award in 1960.

RHODES SCHOLAR

Born in Londonderry, Nova Scotia, in 1887, he received his early education in B.C. and took his bachelor's degree with honors in classics at McGill. A Rhodes Scholarship took him to Oxford University, where he took another bachelor's degree and added a master's degree.

As a student at McGill, Prof. Logan captained the track team and at Oxford participated in track and lacrosse. He continued his interest in athletics while teaching at UBC and a quarter-mile track in UBC's south campus athletic complex is named for him.

Prof. Logan was appointed a lecturer in classics at McGill University College, UBC's forerunner, in 1913 and helped to organize the Canadian Officers' Training Corps at the College in 1914.

In the summer of 1915, a few months before UBC opened its doors, Prof. Logan worked with a small group of students in drafting the constitution of the Alma Mater Society. When UBC's classes started that fall Prof. Logan was on leave of absence for service overseas. He served first with the 72nd Seaforth Highlanders and later transferred to the Canadian Machine Gun Corps and in 1919 wrote the Corps' official history.

In 1920 Prof. Logan returned to the UBC campus to resume his career as a teacher of Latin and Greek. In 1936, he again took leave of absence to become principal of the Fairbridge Farm School for underprivileged British children at Duncan on Vancouver Island. He returned to UBC in 1949 to head the Department of Classics.

BECAME EDITOR

After retiring as head of the classics department in 1953 he became editor of the *UBC Alumni Chronicle*, the graduate magazine. He was editor until 1959 and at the same time wrote an authoritative, 268-page history of the University, entitled *Tuum Est*, which appeared in 1958 to mark UBC's 50th anniversary.

Even after giving up the headship of the Department of Classics, Prof. Logan continued to teach as a special lecturer, giving courses in alternate years on the Greek philosopher Plato and the Roman poet Vergil.

Prof. Logan was a member of the UBC Senate from 1930 to 1947, and again from 1955 until 1961. He was elected to the Board of Governors by the Senate in 1941 and served on the Board until 1946.

UBC NEWS IN BRIEF

A COLUMN FOR UBC GRADUATES ROUNDING UP THE TOP NEWS ITEMS OF RECENT WEEKS. THE MATERIAL BELOW APPEARED IN MORE EXTENDED FORM IN CAMPUS EDITIONS OF 'UBC REPORTS.' READERS WHO WISH COPIES OF CAMPUS EDITIONS CAN OBTAIN THEM BY WRITING TO THE INFORMATION OFFICE, UBC, VANCOUVER 8, B.C.

CANADIAN NAMED

Canadian-born Dr. Muriel Uprichard has been named head of UBC's School of Nursing. Dr. Uprichard, who comes to UBC from the nursing school at the University of California at Los Angeles, will take up her appointment on July 1.

Born in Regina, Dr. Uprichard is a graduate of Queen's University in Ontario, where she received the bachelor of arts degree; Smith College in Massachusetts, where she was awarded the master of arts degree, and the University of London Institute of Education, where she received her doctorate in educational psychology.

Before joining the UCLA faculty in 1965, Dr. Uprichard was an associate professor of nursing at the University of Toronto.

She was a consultant to the Canadian Royal Commission on Health Services and was honored for her teaching ability in 1969 when she was nominated by students and staff of the UCLA nursing school for the alumnae award for distinguished teaching. (Edition of March 11, 1971).

SPEECH HALTED

John Turner, Canada's Minister of Justice, was prevented from making a speech at UBC on March 6 by an estimated 50 demonstrators who disrupted a meeting of the Vancouver Institute, a non-University organization which meets weekly on the campus during the winter for a series of lectures designed to improve "town-gown" relations.

The focal point of the demonstration was the War Measures Act and the regulations passed under it as well as the subsequent Public Order (Temporary Measures) Act, the legislation invoked by the federal government to deal with the "apprehended insurrection" in Quebec last fall.

The demonstrators — including some UBC and Simon Fraser University students, women's liberationists, hippies, Yuppies and assorted street people — prevented Turner from reading his prepared speech by chanting slogans such as "No free speech for the Quebecois, No free speech for Turner" and "Free Quebec."

The disruption of the lecture was made easier for the protestors by the no-longer-silent majority at the meeting. By trying to shout down the demonstrators, Turner's supporters added to the din and prolonged — and perhaps exacerbated — the uproar.

Institute President Patrick Thorsteinsson, a Vancouver lawyer, and Turner himself tried vainly for almost 45 minutes to get the meeting underway. The response from the demonstrators was a renewal of the slogan-chanting, which led to rebuttal from Turner's supporters and contributed to the general uproar.

At one point a brief fist fight broke out near the front of the room when a young man forced his way into a group of demonstrators and struck Mordecai Briemberg, a suspended member of the faculty of the Political Science, Sociology and Anthropology Department at Simon Fraser.

At 8:55 p.m., almost 45 minutes after the scheduled start of the Institute meeting, the minister broke off his attempts to read his address and many members of the audience rose and left the room.

Turner remained in the room for an additional 35 minutes, talking to radio and newspaper reporters and a handful of radicals. The bulk of the demonstrators huddled in small groups among the desks throughout

the lecture hall and did not leave until Turner departed at 9:30 p.m.

Early in the week following the disruption the presidents of the UBC Faculty Association and the Alma Mater Society issued a joint statement deploring the disruption of the meeting.

In their statement, Faculty Association President Peter Pearse and AMS President Tony Hodge said the incident "represents an alarming interference with the principle of free expression which we can only hope will not recur."

(The edition of *UBC Reports* for March 11 contains a more detailed report of the meeting as well as the full texts of Mr. Turner's speech and the joint statement of the presidents of the Faculty Association and AMS. Readers may obtain a copy by writing to the Department of Information Services at UBC. See Letters to the Editor column on Page Eleven also).

HEADS RESIGN

Three department heads in UBC's Faculty of Science have resigned effective June 30, but will continue as full professors in their departments.

They are Prof. G.H. Neil Towers of the Department of Botany, Prof. W.H. Mathews of the Department of Geology and Prof. William S. Hoar of the Department of Zoology.

Prof. R.F. Scagel will relinquish his appointment as associate dean of the Faculty of Science to succeed Dr. Towers. (Edition of March 11, 1971).

SENATE GETS FLAG

UBC's Senate is now the proud possessor of a Canadian flag, thanks to Students' Council.

The flag was presented to Senate Feb. 24 during a good-natured interruption of Senate by a group of 24 students, most of them members of Students' Council, led by AMS President Tony Hodge.

The interruption of Senate came shortly after Senate had approved without debate the following motion on Canadian content in UBC courses:

"Whereas members of Senate are concerned that students, in their academic progress, should have broad opportunities to understand the Canadian heritage and assess the future of Canada:

"Senate recognizes our continuing commitment to encourage Canadian as well as international outlooks and urges faculty to renew its concern to ensure that Canadian content and illustrative material are available to students where appropriate to the academic objectives of the courses offered."

Mr. Hodge told Senate, in a short address, that the students had come to present "a gift we hope will bridge the gap of generations and at the same time remind the Senate where it is geographically located."

At the conclusion of the flag presentation President Walter H. Gage, as chairman of Senate, remarked that Senate was "about ten minutes ahead of the students," since it had already passed the Canadian content motion. (Edition of March 11, 1971).

ADDITION OPENED

A \$750,000 addition to the Thea Koerner House, UBC's graduate student centre, was officially opened March 19. The addition includes a dining room seating 208 persons, a multi-purpose room for meetings and social events, a library and committee rooms and offices. Construction of the building was financed by a bank loan being repaid through a \$14 increase in Centre membership fees.

This is a reminder that anyone wanting seedlings grown from seeds from the original Hippocratic tree on the Greek island of Kos should telephone 228-2727 or 228-2273.

Hippocrates, the father of modern medicine, is believed to have taught under the original tree — a plane or eucalyptus tree — some 2,500 years ago.

There will be no charge for seedlings picked up at UBC. But a small donation towards construction of the \$300,000 east-west meeting place for world medicine being built on Kos by the International Hippocratic Foundation would be welcome.

UNIVERSITY PRESS ESTABLISHED

The University of British Columbia has announced the establishment of a scholarly press which plans to publish ten books in its first year of operation.

The University of British Columbia Press will emphasize four general areas in its publishing program — Asia and the Pacific, Canadian literature, western Canada and international law.

While the output of the press will be primarily of value to scholars and students, it is hoped that general readers will also be interested in many of the regional books, text books, reference books and academic journals which will be published.

Mr. Basil Stuart-Stubbs, UBC's librarian and chairman of an advisory committee on the UBC Press, emphasized that establishment of the Press does not mean that the University plans to purchase printing equipment.

The printing of books will be done by independent printing houses outside the University. The press offices on the UBC campus will include editorial and promotion facilities for the books it publishes.

The Press is the successor to the UBC Publications Centre, which has been the publishing department of the University since 1961.

BETTER SERVICE

Mr. Stuart-Stubbs said the change of name and the expanded publishing program reflect the University's interest in increasing its involvement in scholarly publishing.

A reorganization and expansion of the Centre has been carried out in the past 18 months and will enable the Press to provide better and more

efficient service to authors and book purchasers.

The reorganization of the Publications Centre and planning for the new press has been carried out by Mr. Anthony Blicq, a Canadian who joined UBC 18 months ago as executive director of the Publications Centre.

Mr. Blicq, who came to UBC from the Oxford University Press in England, will serve as director of the UBC Press.

Serving as staff editor is Mr. Ken Pearson, a Canadian formerly associated with the firm of McGraw-Hill.

"The announcement of the establishment of a UBC Press comes appropriately at a time when interest in original Canadian publishing is increasing," Mr. Stuart-Stubbs pointed out.

"The existence of a university press on the west coast will provide a greater opportunity for the research and the work being done in this region to be made known and available internationally," he said, "and will serve as a stimulus to scholarly study of many aspects of western Canada."

In addition to publishing some of this research, the Press will advise and assist authors in the preparation and placing of manuscripts for publication with other publishing houses.

A major source of revenue for the Press will be the sale of the books it publishes. However, because greater emphasis will be placed on academic merit than commercial viability when selecting manuscripts for publication, the Press requires and will receive some financial and other support from the University. However, it is anticipated that government agencies and private foundations will provide major assistance.

One of the primary functions of the Press will be to act as a regional publisher of material

pertaining to the west coast of North America and to western Canada generally.

One of the first books to be released under the imprint of the Press will be *The Royal Navy and the Northwest Coast of North America, 1819 to 1914*, a volume which will be of interest to both scholars and general readers.

Other titles to be issued in the future in the fields of history, the humanities and the social sciences will reflect the commitment of the Press to publishing works dealing with this geographical area.

PUBLISH COMMENT

Within the category of Canadian literature the Press will publish comment, criticism and analyses of both English and French-Canadian literature. *A Reference Guide to English, American and Canadian Literature*, and other resource and reference works will also be published in the near future.

When the journal *Pacific Affairs* transferred its headquarters from New York to UBC in 1961, the University also obtained the distribution rights for books published by the former Institute of Pacific Relations. This provided the impetus for the establishment of the Publications Centre that same year. The Press will continue to publish books on topics related to Pacific affairs.

The fourth area of Press emphasis is international law. At present the *Canadian Yearbook of International Law* is published by the Press in co-operation with the Canadian branch of the International Law Association. With Canada's growing importance in this field the Press plans to increase its program in this area.

TO THE EDITOR • LETTERS TO THE EDITOR • LETTERS TO

Dear Sir:

I have read with much interest the article by Dean Ian McTaggart Cowan (*UBC Reports* Feb. 25, 1971), on the wealth of Canada above the 60th parallel. It was a clear scientific description of this wealth. However, the Dean said nothing about whether or not this future wealth would belong to Canada or the next generation of Canadians. He ignored entirely the ability of Canada to resist military invasion by an overcrowded world of the Orient drilled to military precision of warfare and fanatical in their beliefs that their low standard of living is due to democracies of the Western World. The Canadians and Americans, professors and others, are living in a dream world withdrawn from reality. In this respect they resemble the holy men of India who prefer to talk about philosophical religious happiness and ignore the cruder realistic facts of life. In the not too distant future the Canadians, and Americans, will wake up to grim reality as the over-crowded nations of the Orient feel the need for oil and iron, and furthermore, are willing to sacrifice their lives in warfare for these luxuries.

The time has come for us to ask the question of whether this wealth will belong to us, or our children, or to the invader. If this wealth will continue to belong to Canadians there has to be a drastic change in military preparedness. If this is ignored we shall be pushed aside, most likely brutally, as were the Indians and Eskimos by the white man in his search for gold.

Allan Hemingway, UBC Class of 1925
Professor, University of California
Los Angeles

particular, concerning the demonstration. The idea of free speech, for example, was touched on in depth only from Mr. Turner's perspective. Yet the whole point of the demonstration was to emphasize that, for a large number of Canadians, free speech no longer exists. Mr. Turner, if not directly responsible for the War Measures Act and the Public Order Act, certainly, in his capacity as Justice Minister, represents responsibility for them. And these acts are used to arrest and detain persons, without formal charge, because of what they say or have said. The Public Order Act is a far superior method of silencing free speech than any demonstration; Mr. Turner's speech probably received more exposure through the media bending over backwards to be fair, to restore his deprived rights. But what about the Quebecois? They can be imprisoned, not just stopped from speaking, because of what they previously believed and said. Remember the Inquisition? The Salem witch-hunts? The Test Acts?

It further concerns me that *UBC Reports*, which probably shares my aforementioned concern for the maintenance of the University as an open forum for political views, only talked to Mr. Turner and some members of the Vancouver Institute. Had Mordecai Briemberg, Dick Betts, or others on the Free Québec, Free Canada Committee been interviewed, they would have been able to present their views in opposition to those of Mr. Turner. No attempt, from what I can gather, was made to conduct such an interview. No other members of the Students' Council, except for Tony Hodge, were contacted

either, to my knowledge. The backlash which I fear from confrontation tactics is increased from one-sided reporting, even if done unintentionally.

This last complaint becomes more crucial when one realizes that Mr. Briemberg was making a very pertinent point when he was set upon by some mesomorphic fan of Mr. Turner. Mr. Briemberg was about to ask whether Mr. Turner would engage in open debate (in a more hostile Quebec, which is, after all, the only place where constructive dialogue can take place) with any member or members of the Quebec five (Messrs. Chartrand, Gagnon, Larue-Langlois, Lemieux and Vallières). If Mr. Turner would agree, Mr. Briemberg was about to say, then the Free Québec, Free Canada Committee would engage in an orderly, open debate with him. Mr. Turner never got a chance to hear the whole question, but could he really have agreed to talk openly with "seditious" Quebecois, who would have pointed out that this Minister of "Justice" had denied them their supposedly sacred rights because of what they believe and say?

Surely a decision on the morality of interfering with Mr. Turner's rights to free speech can only be legitimately made in view of the above points. Surely anti-student and anti-Québécois backlash can only be eased through a better knowledge of the situation. It is in the interest of these two points that I ask *UBC Reports* to print this letter. Thank you.

Yours sincerely,
Rob McDiarmid
Vice-President Elect, AMS

Alumni Fund Wins Award

Dear Sir:

As a student concerned with the maintenance of the University as an open forum for political views and with the maintenance of free speech in general, I was not in favor of the demonstration by the Free Québec, Free Canada Committee which confronted Justice Minister Turner on Saturday, March 6. I also wonder whether such an action was successful from a tactical point of view; it seems that confrontations of this sort alienate people both from the cause of the Free Québec, Free Canada Committee and from the larger causes of educational and societal reform.

I am even more concerned, however, with the bias shown by the press in general, and by *UBC Reports* in

The UBC Alumni Fund organization has won first prize for the excellence of its alumni giving direct mail campaign in a competition involving 47 similar university organizations in the northwest United States and Canada.

Mr. Ian C. Malcolm, director of the UBC Alumni Fund, was awarded the citation for excellence at a Pacific northwest conference on alumni giving, publications and public relations held in Portland, Oregon, Feb. 3-5. The conference was sponsored by district eight of the American Alumni Council.

The UBC Alumni Fund entry in the competition comprised a series of pamphlets outlining UBC's need

for alumni financial assistance. A notable part of the UBC Alumni Fund direct mail campaign involved a set of pamphlets describing the new developments in the various UBC faculties and pointing out their financial handicaps.

While most of the competitors were from American universities, it is noteworthy that Simon Fraser University also placed in the top five in the competition.

The competition involved alumni giving organizations at universities in B.C., Alberta, Saskatchewan, Washington, Idaho and Oregon.

UBC ALUMNI Contact



DR. DON MUNRO (right), assistant dean of forestry, talks to a Nanaimo high school class about career opportunities in forestry. In an Alumni Association-sponsored tour, Dr. Munro and Dean of

Medicine Dr. J.F. McCreary recently spoke to public meetings in Nanaimo, Alberni and Campbell River about new developments in UBC forestry and health sciences education. Bill Loiselle photo.



MR. RALPH NADER

AN EVENING WITH **RALPH NADER**

Ralph Nader, noted American consumer affairs crusader, will be guest speaker at the May 19 annual dinner of the UBC Alumni Association.

Nader will speak on "Environmental Hazards: Man-Made and Man-Remedied."

The author of *Unsafe At Any Speed*, Mr. Nader is best known for his campaign to have cars made safer. He and his colleagues (known as "Nader's Raiders") have also campaigned on a variety of other consumer issues, from the need for improved rest homes to safer toys.

It is anticipated that about 800 UBC alumni will attend the annual meeting which will be held at 6 p.m., Wednesday, May 19, in the Hotel Vancouver. Mr. Nader will speak following the completion of annual business, including the election of the 1971-72 alumni board of management.

TICKETS, PLEASE

Please send me tickets at \$6.00

Enclosed is a cheque for \$

Name

Address

.....

Phone Number

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

Summer Jobs Vital

EMPLOYERS URGED TO HIRE STUDENTS

Close to 10,000 UBC students will be looking for work this summer. For many of them, the question of whether they find a summer job or not will have a decisive effect on their academic futures.

Summer jobs, of course, have traditionally been vital for providing many UBC students with the financial means to continue their studies. They are as vitally needed as ever — perhaps more so.

Last year, UBC's Office of Student Services found that 82 per cent of all undergraduates needed summer employment to help them finance their way through

University. Even so, the savings from such jobs for many students were not adequate to fully meet the cost of a year's education. A student living on campus needs a minimum of \$1,400 to support himself for a year's education.

The tight financial position of many students is readily apparent. For example, the median income from jobs in 1970 was \$1,275 for men and only \$721 for women students. The student services office found that male students could save on average only \$624, while female students could save only \$396 of their summer earnings. The gap had to be filled with help from parents, part-time earnings in the winter, bursaries and loans.

The need for summer jobs for students is clearly crucial. It is for this reason that the UBC Placement Office and Canada Manpower are working so vigorously to find jobs for students and to encourage employers to hire a student this summer. So far, 2,000 students have already registered with the placement office for summer jobs.

Cam Craik, UBC's Placement Officer, pointed out that many employers are surprised at the skills and job experience that many students have to offer. Many employers are already aware of the value of hiring students in such fields as engineering, forestry, science and geology.

Students from arts, commerce, even home economics, have more difficulty finding summer work. Craik said employers too often think such students, particularly arts students, don't have their feet firmly planted on the ground and so have nothing to offer. On the contrary, he said they often can be of considerable help in summer relief in such fields as construction, office work, retail selling and in the food and tourist industry. Decent-paying jobs for women, however, are still a problem, he said.

Employers in the Lower Mainland who have seasonal openings which could be filled by university students are urged to contact the UBC Placement Office at 228-4327 or 228-4328. Employers outside the Lower Mainland are advised to contact their local Canada Manpower office. A suitable applicant will be referred promptly for the employer's consideration.

ARCTIC OIL TOPIC OF COMMERCE MEETING

One of the most controversial topics on the west coast today will be the subject of the feature address at the Commerce Alumni Division's annual dinner meeting on April 22.

Mr. E.C. Hurd, president of Trans-Mountain Oil Pipeline Company, will speak on "Arctic Oil Pipeline: Economic Necessity or Ecological Disaster?"

The dinner meeting will be held in the University Club, 1021 West Hastings. The function begins with a reception at 6 p.m., followed by dinner at 7 p.m. and the address about 8 p.m. Tickets, at \$6 per person, can be obtained from the UBC Alumni Association, 6251 N.W. Marine Drive, Vancouver 8, B.C. (228-3313).

All UBC commerce alumni are invited to attend what promises to be a lively and informative evening.

PARKING

Alumni returning to study at UBC in the 1971-72 academic year may qualify for preferred parking spaces.

Such parking is restricted to students who by Aug. 31, 1971, have completed at least three years study at UBC or are enrolled in fourth-year or more senior courses for 1971-72. Inquiries and applications (together with a \$1 fee) should be directed to the Traffic Office, Wesbrook Crescent, University of B.C., Vancouver 8, B.C. starting April 1.