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The Missing Mall Mystery

SHERLOCK HOLMES: Great Scott, Watson, come and have a look at this.

WATSON: I say, Holmes. Never seen anything like it, what? Massive hole. And those trees, encased in metal. Look like giant flower pots, don't they. What do you make of it?

HOLMES: I think I've solved the Case of the Missing Mall, Watson. I've just come from the office of the Librarian of UBC, Mr. Basil Stuart-Stubbs, where I've been having a chat. He's in that building way over on the other side, behind the clock tower.

Seems they did a number of studies a year or so ago that showed UBC needed a new undergraduate Library right in the middle of the Main Mall. But that would have destroyed that lovely line of northern red oaks that line the Mall and interfered with the view to the north.

So the architects devised a fiendishly clever scheme. They said: why not build the new Library *under* the Main Mall. While you're at it, they suggested, why not sheath the roots of the trees, surround them with concrete and make them part of the interior of the building.

WATSON: But Holmes, the Library's going to look damn funny down in the bottom of that hole.

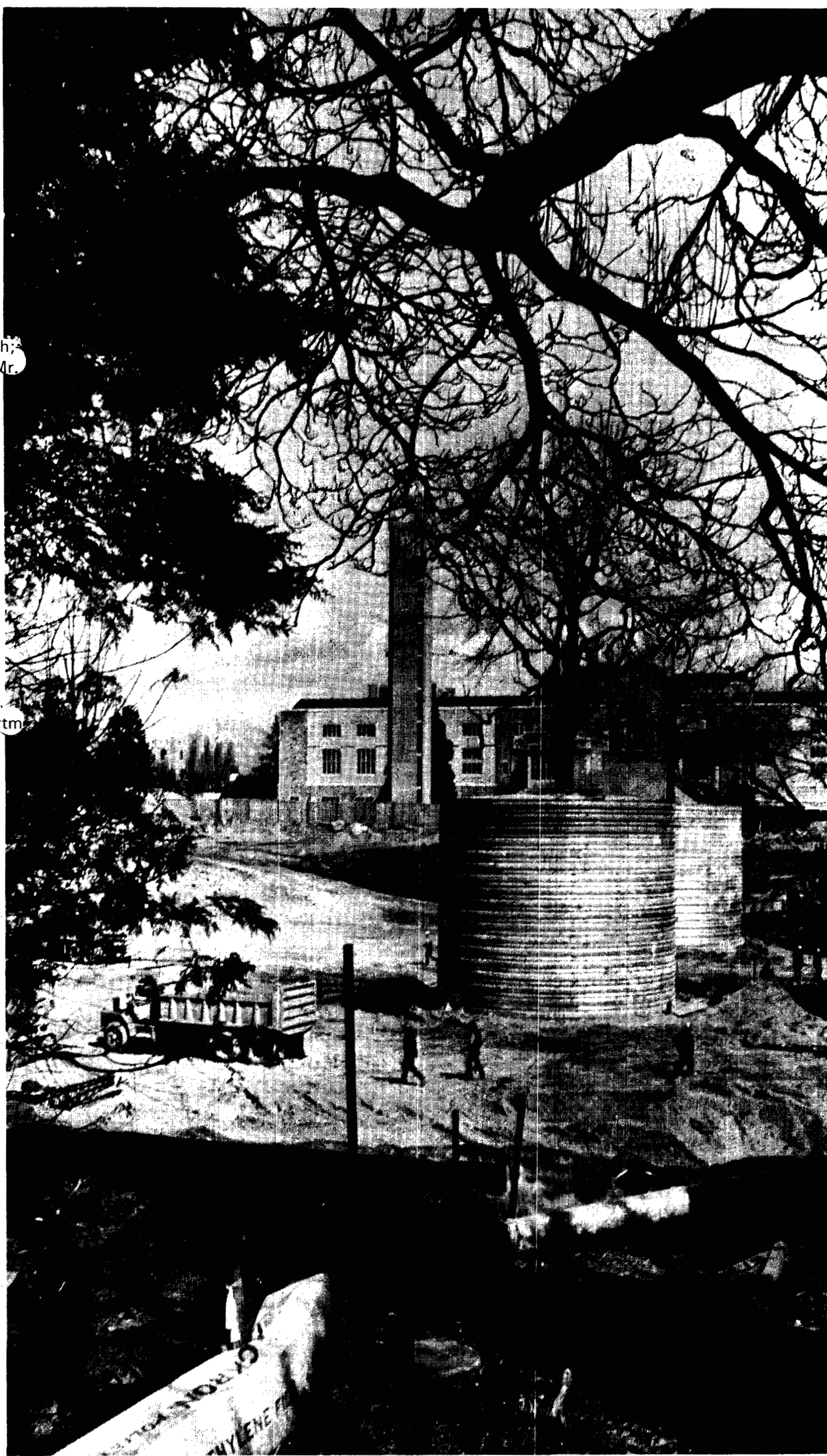
HOLMES: Not a bit, Watson. What they're going to do is this: after the Library's built, they're going to recreate the Main Mall over the top again to re-establish the pedestrian walkway linking the north and south parts of the central campus.

WATSON: Jolly clever I'd say, Holmes. How many books will there be in it?

HOLMES: About 180,000, my dear Watson. But even more important, there'll be study space for 2,000 students. It will help to take the pressure off the poor old Main Library way over there on the other side.

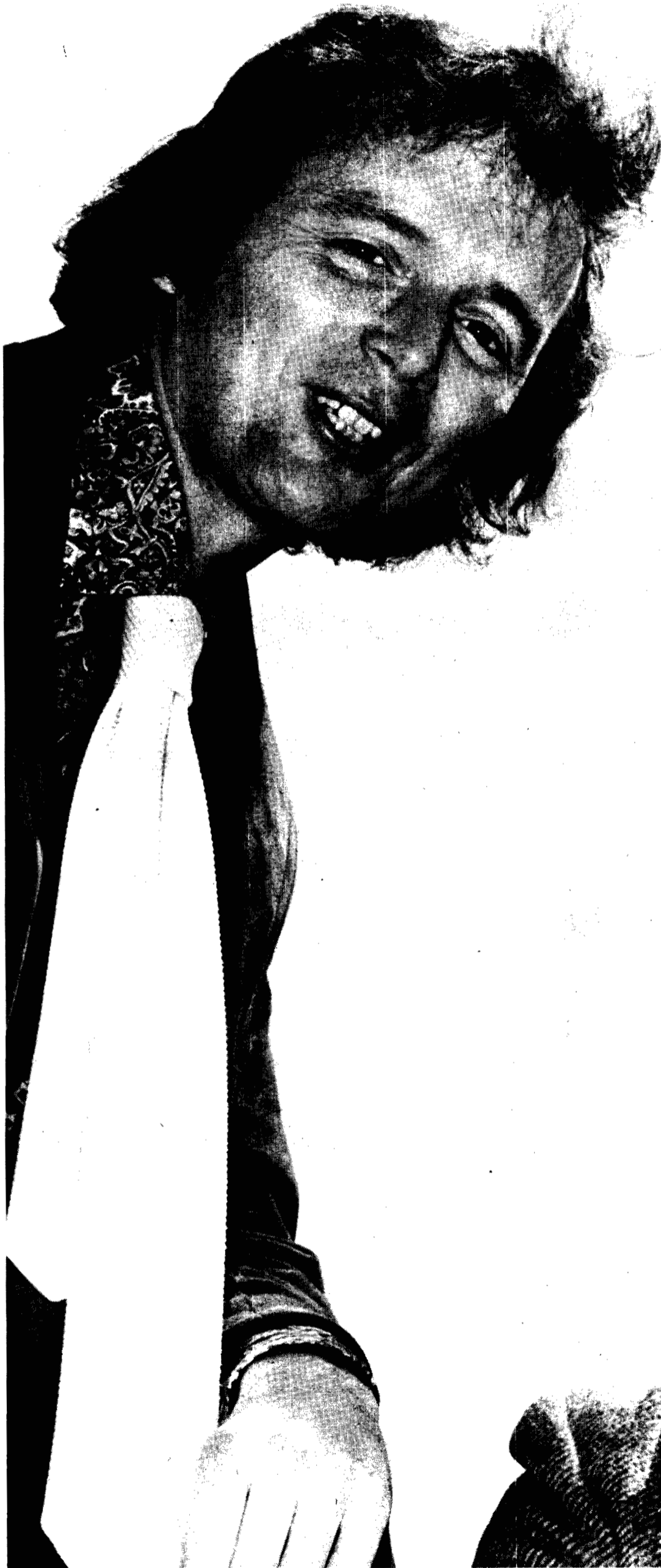
WATSON: I say, Holmes, you've done such a clever job of solving this mystery, couldn't you persuade them to name it after you?

HOLMES: Too late, I'm afraid, Watson. They've already named it after some chap named Sedgewick, who used to teach English here. They tell me he was a capital teacher. That Stuart-Stubbs fellow did promise one thing, though. Said he's put a few of my books in the new building for the students to read.



THE 1971 MASTER TEACHER AWARDS

have been made to Prof. Peter Larkin, below, of the Department of Zoology, and Mr. Floyd B. St. Clair, left, an assistant professor of French. The fourth and fifth recipients of the Award, who will share a \$5,000 prize that goes with the honor, were chosen from 31 eligible UBC teachers nominated by student and a UBC department head. The committee which screened nominations for the award also awarded Certificates of Merit to six other outstanding teachers. For details, see story on page opposite. Photo by the UBC Photo Department.



Dr. Peter Larkin, 46, professor of Zoology, and Dr. Floyd B. St. Clair, 40, assistant professor of French, have been named the fourth and fifth recipients of the Master Teacher Award at the University of B.C.

The two Master Teachers will share a \$5,000 cash prize that goes with the honor.

In addition to naming two Master Teachers, the eight-man selection committee responsible for screening nominees has awarded Certificates of Merit to six other UBC teachers, all of whom will be eligible for the award in future years. The average age of those named by the selection committee is 43.

Certificate of Merit winners are:

- Dr. Bryan R. Clarke, 49, associate professor of Education;
- Dr. Michael S. Davies, 31, assistant professor of Electrical Engineering;
- Dr. David S. Lirenman, 34, assistant professor of Pediatrics;
- Mr. Lothar J. Muenster, 47, assistant professor of Chemistry;
- Dr. Moses W. Steinberg, 53, professor of English;
- Mr. Stanley A. Weese, 47, assistant professor of Theatre.

There were a total of 31 eligible faculty members nominated for this year's competition.

All those named by the committee as Master Teachers or as recipients of Certificates of Merit were nominated by students, with the exception of Dr. Lirenman. He was nominated by the head of his department, Dr. Sydney Israels, who submitted Dr. Lirenman's name after receiving a letter from medical students praising Dr. Lirenman's teaching ability.

At least two members of the selection committee visited the classrooms of every person nominated to listen to lectures, and department heads and deans were asked to provide an assessment of each nominee in relation to the criteria for the awards.

The Master Teacher Awards were established in 1969 by Dr. Walter Koerner, a member of UBC's Board of Governors, as a tribute to his brother, Dr. Leon Koerner. The awards are designed to recognize and encourage good teaching at UBC.

The first winner of the Master Teacher Award was Prof. Walter Gage, now UBC's President. Last year's winners were Prof. Sam Black, professor of art education in the Faculty of Education, and Dr. John Hulcoop, associate professor of English.

Prof. Larkin, in addition to being a master teacher, is internationally known for his research in the field of fish populations and fisheries management. In the past year he has taught two third-year courses in ecology.

He is a graduate of the University of Saskatchewan where he received the degrees of bachelor and master of arts. In 1946 he was awarded the Governor-General's Gold Medal and was named Rhodes Scholar for Saskatchewan. He received his doctor of philosophy degree from Oxford University in England in 1948, the same year he was jointly appointed as an assistant professor at UBC and the first full-time fisheries biologist for the B.C. Game Commission.

In these capacities he developed a research team which carried out imaginative research and guided the management of the sports fishery of the province.

In 1955 Dr. Larkin was appointed director of UBC's former Institute of Fisheries, which came to be regarded as one of the top graduate institutions in North America for

training students in a wide variety of problems associated with fisheries. From 1959 to 1963 Dr. Larkin was also a member of the UBC Department of Zoology with the rank of professor.

In 1963 Dr. Larkin resigned from the faculty at UBC to become director of the federal government's Fisheries Research Board of Canada Biological Station at Nanaimo. He rejoined the UBC faculty as professor of zoology in 1966 and the following year was again appointed director of the Institute of Fisheries.

In 1969 Dr. Larkin relinquished his post as director of the Institute, which broadened the scope of its activities and was renamed the Institute of Animal Resource Ecology under the direction of Prof. Crawford S. Holling. In 1969-70 Dr. Larkin was the acting head of the zoology department during the leave of absence of Prof. William Hoar.

In recent years Prof. Larkin has expanded his academic interests to include problems of pollution and preservation of the environment.

In 1969-70, Prof. Larkin was chairman of the Science Council of Canada committee on fisheries and wildlife research in Canada. He has advocated the establishment of a federal research and information agency to study water pollution and is a member of a group of scientists who are undertaking a long-range research program on a number of ecological reserves set aside by the B.C. government.

Dr. Floyd B. St. Clair, the other Master Teacher named this year, is a native of Los Angeles and a graduate of Stanford University, where he received both his bachelor of arts and doctor of philosophy degrees.

He joined the UBC faculty in 1963 after serving as a teaching assistant at Stanford from 1956 to 1960 and as an instructor in French at Rutgers University in New Brunswick, New Jersey.

Dr. St. Clair has specialized in the teaching of the 19th century French novel. He has also written and broadcast exclusively on the subject of opera for numerous magazines and the Canadian Broadcasting Corporation.

Following are brief biographical notes on Certificate of Merit winners:

• Dr. Bryan R. Clarke heads a program for training teachers of deaf children in the Department of Special Education in the Faculty of Education. He joined the UBC faculty in 1968 after a teaching career in Australia, where he was at the Education Centre for Deaf Children. He is a graduate of the University of Melbourne in Australia and Manchester University in England.

• Dr. Michael Davies is a native of Cardiff, Wales, and a graduate of Cambridge University in England, where he received his bachelor of arts degree, and the University of Illinois, where he was awarded the degrees of master of science and doctor of philosophy. Dr. Davies has been teaching a basic electrical engineering course in circuit analysis, as well as courses in applied electronics and control systems.

He joined the UBC faculty in 1966 after teaching at the University of Illinois.

• Dr. David S. Lirenman, of the Department of Pediatrics, is a native of Winnipeg and a graduate of the University of Manitoba, where he received his medical degree and a bachelor of science degree in 1960.

He joined the UBC faculty in 1966 after completing his training as an intern in Winnipeg and serving as a resident at hospitals

in Boston. In 1965-66 he was a medical fellow specialist in immunobiology in the pediatrics department at the University of Minnesota.

In UBC's pediatrics department Dr. Lirenman has specialized in kidney diseases in children.

• Mr. Lothar J. Muenster was born in Germany and educated at UBC, where he received the bachelor of science degree in 1958. He was appointed a lecturer in the UBC chemistry department in 1959. Mr. Muenster has specialized in laboratory teaching of organic chemistry.

• Dr. Moses W. Steinberg, a native of Ottawa, has been a member of the UBC faculty since 1949 and is widely known for his research and writing on contemporary English and Canadian literature. He is a graduate of Queen's University, where he received his bachelor and master of arts degree and the University of Toronto, where he was awarded his Ph.D. in 1952.

• Mr. Stanley Weese, a native of Minneapolis, Minnesota, has been a member of the UBC faculty since 1965. He is a graduate of the University of Minnesota, where he received his bachelor of arts degree, and the University of Illinois, where he was awarded the master of arts degree. In his teaching, Mr. Weese is primarily concerned with Department of Theatre courses in acting and directing.

Before joining the UBC faculty he was a teaching assistant at Stanford University and an actor, director, scenery and costume designer and technical director for the Actors' Workshop of San Francisco.

To be eligible for the Master Teacher Award, candidates must have held a full-time teaching post at UBC for at least three years and currently be teaching on the campus. Candidates are appraised on the basis of their teaching in recent years.

Those nominating UBC faculty members were asked to submit an evaluation of the candidates, bearing in mind the following criteria:

- ◆ Having a comprehensive knowledge of the subject,
- ◆ Being habitually well-prepared for class,
- ◆ Having enthusiasm for the subject,
- ◆ Having the capacity to arouse interest in it among students,
- ◆ Establishing good rapport with students both in and out of class,
- ◆ Encouraging student participation in class,
- ◆ Setting a high standard and successfully motivating students to try to attain such a standard,
- ◆ Communicating effectively at levels appropriate to the preparedness of the students,
- ◆ Utilizing methods of evaluation of student performance which search for understanding of the subject rather than just ability to memorize and,
- ◆ Being accessible to students outside class hours.

Members of the selection committee were: Prof. Robert M. Clark, UBC's Academic Planner, chairman; Prof. Roy Daniells, University Professor of English Language and Literature; Prof. W.A. Webber, of the Department of Anatomy; Dean of Women Mrs. Helen McCrae; Dr. Kenneth McTaggart, Department of Geology; UBC's Chancellor, Mr. Allan McGavin; Dr. Ross Stewart, Department of Chemistry, and UBC graduate Mrs. Beverley Field, who with Prof. Stewart represented the Alumni Association on the committee.



IS CANADA PRODUCING TOO MANY SCIENTISTS



A little-known study recently released by Canada's Science Council suggests that we probably are. The result is that half of the 14,000 or so students graduating from science and engineering schools in Canada this year will not be effectively utilized. And for science students currently attending universities and expecting to graduate over the next few years, employment prospects are described as gloomy.

Half of the 14,000 or so students graduating from Canadian universities in science and engineering this year will not be "effectively utilized," according to a study prepared for the Science Council of Canada.

This figure includes graduates at the bachelor's, master's and PhD level.

About 400 of the 1,200 to 1,500 post-graduate students who will receive PhDs this year could be in surplus.

Prospects for PhDs next year are bleaker. The most optimistic prediction is that 500 of the 1,800 science and engineering PhDs will be in surplus.

The outlook for the next few years is just as gloomy. This is the analysis of Dr. Frank Kelly in "Prospects for Scientists and Engineers in Canada" issued in April by the Science Council.

Throughout the study Dr. Kelly bemoans the lack of statistics on which to make any reasonable prediction. The calculations he uses to arrive at his projections are agonizing.

"For the first time in its history, Canada faces the prospect of an abundant supply of highly trained people," he says in the first sentence of the report.

And for the first time Canada has reached the point where it must re-examine "some of the cause-and-effect relationships that were established during the long period of graduate scarcity."

When Canada's natural resource and secondary industries entered their boom period after the Second World War, Canada was seriously short of highly qualified manpower.

The ratio of scientists and engineers to the total work force is an indicator of national ability, and the proportion of scientists and engineers in industry is a clue to the level of industrial innovation.

GROWTH RATE

As the economy expanded after the Second World War, so did the total work force. Since 1955, Dr. Kelly says, the annual rate of growth of Canada's labor force has exceeded that of any other sizeable Western nation. The annual increase between 1955 and 1970 was 2.7 per cent, almost twice that of the United States and more than six times the rate of the United Kingdom.

To fill the gap for highly qualified manpower, emigrants from Europe and especially the U.K. entered the work force and money was poured into new graduate schools so that Canada would be able to produce its own scientists and engineers.

By about 1961 about one-quarter of Canada's scientific and engineering manpower consisted of postwar immigrants.

And during the past decade alone, university enrolment and the number of university degrees granted have tripled to 350,000 and 60,000 respectively. A

whole new system of community and technical colleges has spread across the country with a total enrolment of about 150,000, nearly half the total university enrolment.

During the years of rapid expansion in higher education, the ratio of enrolment in science and engineering to total enrolment more than held its own, Dr. Kelly says.

"The proportion of scientists and engineers has grown from 1.1 per cent of the labor force in 1961 to 1.9 per cent in 1970, an achievement paralleled by few other countries," he says.

Government, industry and universities themselves have provided most of the jobs for scientific manpower leaving our universities. But the statistical information available on where our scientists and engineers are employed is miserable.

The total number of scientists and engineers in Canada may be 145,000 and not more than 159,000 — Dr. Kelly can't be sure — and there are no figures at all on the number of technical people, graduates of the new technical and community colleges, who may be beginning to compete with university graduates for some jobs.

WORK FORCE

He can account for only 15 per cent of the guesstimated total of the Canadian scientific and engineering work force.

Universities employ about 9,000 scientists and engineers. Nearly 6,000 of these have PhDs. "During the period of rapid university growth the number of faculty employment opportunities each year amounted to about 80 per cent of that year's PhD output. This proportion now stands at 35 per cent or less."

One of the largest group of scientists and engineers on our campuses are post-doctoral fellows. They number about 2,000 and have been increasing up until now at an annual rate of 20 per cent.

About 7,600 scientists and engineers are employed in 640 industrial research and development laboratories. Fifty companies account for 57 per cent of the total industrial R & D personnel and spend 70 per cent of the \$424 million total budget. About 450 companies each employ five graduates or fewer.

The number of industrial R & D labs in Canada rose from 19 in 1955 to 63 in 1965. After a few years of a rapid increase in numbers, no new additions occurred in 1969 and the number decreased in 1970. Few additions can be expected in the near future, Dr. Kelly says.

Only 300 jobs may be expected to open up in these labs through attrition each year in the immediate future.

About 7,500 scientists and engineers work for the federal government and about 4,700 of these do R & D. The federal scientific work force has remained constant

for the past two years as a result of the freeze on hiring imposed as an anti-inflation measure by the Trudeau government.

No data are available on the number of scientists and engineers in industry other than R & D, or in the service industry which accounts for two-thirds of all jobs with the exception of agriculture in the total work force, or in primary or secondary schools or in community or technical colleges.

Dr. Kelly notes ironically that it is easier to make long-range projections of the demand for highly trained manpower than a short-term prediction.

"Information on employment prospects in the 1971-75 period is far harder to obtain," he says. "In fact, short-term employment projections seem almost an unpopular field of study.

"For one thing, the effects of economic perturbations cannot be averaged out as satisfactorily as in long-range projections . . . The main difficulty is that data about short-term demand by various employment sectors are almost non-existent.

"There is also, of course, the consideration that long-range projections are safer. Errors are less likely to be remembered than are miscalculations affecting the immediate future."

Job projections from the employment sectors are either unavailable or inadequate, he says.

Most universities have estimated their faculty increases up until 1980. The assumptions taken into account in these projections "were made for want of any accurate information on the demand for graduates in Canada and it is unlikely that better assumptions can be substituted at present."

No level of government in Canada, incredibly, bothers to publish estimates of future demand for scientists and engineers.

And industry, instead of having become expert at projecting its highly-trained-manpower requirements during the period of scarcity, routinely forecasts increases that tend to follow trends rather than anticipate them.

NO PROJECTIONS

"Canadian companies are mostly unaware that their manpower projections play an integral part in the nation's educational and immigration policies. As the demand for teachers proportionately lessens in this decade, progressively more weight will be attached to industrial forecasts.

"Even so, few companies believe that their forecasts should commit them to a specific course of action. Government policies, international trade arrangements, and in many cases parent company decisions, inevitably overrule last year's projections."

Here are some factors that will influence the supply

of and demand for scientists and engineers in the next few years:

The growth rate of the general labor force in Canada is expected to increase 2.5 per cent annually until 1980, compared with 1.7 per cent for the U.S. and 0.3 per cent for the U.K.

The proportion of 22-year-olds in the population recently reached a new peak and won't fall back to 1968 levels until 1985. This is the age group that is most likely to receive a bachelor's degree in any given year.

The influx of foreign scientists and engineers can be expected to continue. Even in the worst years of the brain drain to the U.S., Canada enjoyed a net gain of highly qualified manpower entering the country over those leaving.

GRADUATES LOST

"In the last decade Canada has probably lost 11,000 graduates but has gained about 24,000 for a net gain of 13,000," Dr. Kelly says.

And Canada has organized "Operation Retrieval" to bring back Canadian scientists and engineers who have taken jobs in the U.S.

The scientific and engineering work force seems to be continuing to grow at 9 per cent per year, "almost four times faster than the population."

Dr. Kelly said technology influences the policy of modern governments more than ever before. Because it is important to be able to respond to technological innovations quickly, Ottawa should follow the example of other countries and create a system of scientific attachés.

At the moment Ottawa seems to hire scientists and engineers for specific jobs. The result is that few scientists and engineers are in departments without a large technological component.

"Industry has been criticized for this failing but has on the whole a better record than government. Scientists are far more frequently found in plant administration, marketing, corporate planning and in general management than in analogous government departments."

He also suggests that Ottawa contract out mission-oriented research to industry and universities rather than do it in-house.

Until now industry has felt that it should only do research in areas that could provide a short-term profit, he says. But many of the technological innovation problems facing Canada today are longer-term. Their economic and social returns are too imprecise to industry. Contracting out research, a method used successfully by the U.S. government in its space program, should remove this difficulty.

What does "Human Government" mean?

That is a commonly asked question, admits Steve Garrod, the just-elected president of the Alma Mater Society and leader of the human government slate which swept the 1971 student elections.

"In a sense we just use it as a slogan, an identification tool for people to see us all working together. In the beginning we needed a name for the slate," Garrod said recently.

"Human government existed here previously with Stan Persky when he ran the Arts Undergraduate Society and when he ran for AMS president.* The name had for us good connotations, and it essentially means that you work toward the satisfaction of people's needs rather than to ingratiate yourself into the structural forms of society. "In other words, the eight of us who are the executives and the rest of the human government members on the council — about 19 out of 37 — didn't run for career desires.

"I didn't run so I could sit in this office and get

however, before Garrod was successful. He was narrowly defeated in the first election by last year's AMS activities co-ordinator Hanson Lau, even though Garrod had a plurality of the votes on the first count of the preferential ballot.

According to AMS rules, the president must be elected by a simple majority. The ballot is preferential, with voters marking as many choices as there are candidates. If no candidate has a simple majority on the first count of ballots, the candidate with the least number of votes is eliminated and his second and third choices are distributed among the remaining candidates. This process continues until one candidate has more than 50 per cent of the votes.

When this process was gone through on the first election, Lau won by 227 votes. His victory was short-lived, however. The election was challenged on the grounds that there had been voting irregularities and the Student Court and Students' Council voted to hold another election.

In the second election, held five weeks after the first,

university has come to play in our society, as a holding box where it holds people for another four or five years until they get their degrees and go out. Then it turns out they're in the same position they would have been in five years before.

The human government council will try to get a study off the ground this summer as to how many are unemployed, what fields they are in and why they are unemployed. Then, said Garrod, they will work to do something about the problem.

On Canadianization of the University, Garrod said: "The educational system we have is an important point in retaining a Canadian identity.

"We've lost our economy, and there is a possibility we can fight to get it back, but the only way is if we have something left that is Canadian. And perhaps Canadian culture, if we can find it, will be the thing that will be the springboard to bring back a Canadian nation.

"We want to work toward making this University Canadian. I don't want to give specifics, but there are certain things we can do."

Next year, Students' Council will work toward democratization of the University, Garrod said, as its present structure is not democratic.

UBC MICROCOSM

"We see democracy in terms that the people who live in and work in a society should control that society.

"And our society here, the University society, is controlled by a small, elite group of senior faculty, administrators and businessmen and it has very little to do with the students and faculty and staff, who are the University."

Garrod said that, as in other things, the University is a microcosm of society in its discrimination against women. And fighting this will be one of Students' Council's major jobs next year.

"The University discriminates against women in a



HUMAN GOVERNMENT - WHAT DOES IT MEAN?

The 1971-72 Students' Council promises to be radically different from those that have governed student affairs at UBC in the past. *UBC Reports* assigned Fred Cawsey, a student in creative writing at UBC, to interview AMS President Steve Garrod, shown at left on the balcony outside his office in the Student Union Building, on the policies which he and his associates plan to pursue in the coming year. Photo by the UBC Photo Department.

By Fred Cawsey

important phone calls and letters from important people; I ran because I thought the possibility existed that the AMS could be responsive to the needs of the students and could also play a role in the community of Vancouver.

"And in the past, people have run on a human basis, but for themselves. We ran essentially on a populist program to try and help people."

Garrod says that the name human government wasn't chosen in opposition to the slate's opponents, and it wasn't meant to imply that the opponents are inhuman or inhumane.

"We chose it because we thought it typified what we are," he said.

In pragmatic political terms — getting elected, for instance — the human government has already been phenomenally successful.

The slate took all of the eight executive seats, the most powerful seats on Students' Council, as well as electing a majority on the overall Council.

The presidential election had to be held twice,

Garrod emerged the winner by a narrow margin of 81 votes. And in the meantime, the second slate of four AMS executive posts has been won by human government candidates.

On top of this, Garrod said, many of the non-human government people elected to the rest of council are sympathetic to human government proposals.

Basically, the human government slate ran on four major platform points: to work on the problem of student summer unemployment and long-term unemployment of graduates; the Canadianization of the University; the democratization of the University; and to work toward an end to discrimination against women at the University.

CHANGE ECONOMY

Garrod said: "There might be 10,000 students from this campus unemployed this summer, and to work with that we obviously have to change the nature of our economy. But we have to raise the political consciousness of the students and other people in society as to why they're unemployed.

"And on just basic terms, we have to find them jobs because they aren't going to come back to school to go more into debt."

Garrod said there is a large problem of graduates unable to find jobs of any kind, let alone a job which their degree had anything to do with getting.

"That has to do to some extent with the nature the

large number of ways. On the academic level it channels women into certain faculties and schools like Arts, Education, Home Economics, that sort of thing, and out of Medicine, Engineering, Law and other professional faculties and graduate schools.

"It's because they see women as just becoming mothers, and therefore don't want to educate them because they are going to lose them from the job force.

"For instance, there are 24 women in the Faculty of Law, out of 750 students. And it's not overt, it's just hard to get in.

"And it is much harder for women in the University to get money, research grants, scholarships, fellowships, and particularly bursaries."

Garrod said there is also a need for vastly expanded day care centres on campus.

"We want to work toward setting up a women's study program — run by women — so women can start to understand their history, their culture. Hopefully we'll get it off the ground as an experimental program next year, and the following year we hope to have it adopted by the University.

Garrod said the AMS exists on two levels — on the level of services and on a political level.

"On the level of services, the AMS is a service society and the majority of its time and money is spent on that," Garrod said.

"Its time and money is spent running club functions, building the Student Union Building, running SUB, running *The Ulysses*, handling special events and generally making the existence of students on campus more full.

"We, the AMS, satisfy certain things the

* Stan Persky, now a graduate student and teaching assistant in the UBC Department of Philosophy, was president of the Arts Undergraduate Society in 1967-68 and was a candidate for the presidency of the AMS in the spring elections of 1968. After the elections had been held, Persky's eligibility as a candidate was challenged. The Student Court ruled that Persky was ineligible to run for AMS president because he had not been a student at UBC for two years, as required by the student constitution. When the election ballots were counted it was found that Persky had defeated his opponent, law student Brian Abraham 3,854 to 2,541 votes. In the second election for the AMS presidency, David Zirnelt was elected.

administration doesn't do and doesn't try to do because it is concerned with other things.

"Like, there are 150 clubs, which a lot of students belong to, and we help undergraduate societies run their programs too."

Garrod said the difference between what the human government is going to do and what has been done in the past becomes especially pointed on the other level the AMS functions on — the political level.

"We feel that past AMS people have been for themselves or making good careers for themselves, and if you look at where they went when they left here, they certainly did a good job at that.

"We feel that a lot of decisions are made in this University which affect students as people and which are political decisions.

"The AMS must act in a political manner, and we feel the political manner that people in the past have acted in has been to guarantee their careers again.

"For five years in a row we had five former Liberal Club presidents become AMS president. Most of them have since left and joined the Liberal hierarchy and they didn't do anything when they were president of the AMS which would jeopardize their possibilities of career desires."

Garrod said an instance of past AMS failures to work effectively for students could be seen in the fee marches to the Bayshore Inn and Victoria in 1966. He said nothing was done by the incumbent AMS until an ad hoc committee had been formed to force them to do something.

He said the AMS people didn't want to go out and march in the streets because they thought it would break the image they were trying to create for themselves.

"We can't do anything meaningful that the students don't want us to do, but we should be leading the way."

Because the election problems dragged out so long, the human government took office six weeks late, and the program they want is running behind schedule too.

"We've applied for almost \$100,000 from the Opportunities for Youth program, sponsored by the federal government, but because they are research-action programs designed to deal directly with students, and because students are off somewhere else during the summer, they're not workable right now.

"One of the things we are working on is the women's studies program. We sent in a proposal to have people working through the summer so we can start off with a women's studies program in September. This involves researching other women's studies programs, what facilities exist here in terms of research done, what books have been written, what courses could be altered and how it could be brought into the University structure.

Another thing is an expanded orientation thing, just for August and September, called the Ideal University. We want to present at various locations on campus conceptions of what a utopian university would be. The real possibilities, something utopian which could happen.

"There is also a continuation of the publication committee that was working on the McClelland and Stewart thing, they're working on setting up a student-run or student-faculty-run publishing organization across Canada."

Human government has also started a program to build a day care centre behind SUB and to get organizers in the outside community to organize to set up day centres around the city.

REVITALIZE UNION

Garrod said they would also like to revitalize somehow, in some form, a provincial student union.

"Not necessarily the old B.C. Union of Students again. But when the Canadian Union of Students was killed it was said it was a national organization and education is a provincial matter, so we should only have provincial organizations.

"So BCUS was set up and it was just a nowhere, do nothing organization and it was probably justifiably killed. But there are at this time in this province three major universities and nine or 10 regional colleges, and we should know what each of us is doing and where we are, because we have common struggles."

Next year's Students' Council has also decided to investigate the turmoil over tenure and promotion in the English department. Garrod announced April 20 that the inquiry will be headed by five students, including himself, who will spend this summer investigating the operations of the department, and comparing its administration to other academic departments within the University.

In September, Garrod said, it is hoped that faculty,

students and administrators will be asked to testify before the group. He said one of the main reasons for the students' investigation is to discover whether rumors about the internal difficulties and dismissal of various popular professors are true.

Essential to the human government view of things is that students ought to have more control in University affairs.

"Students should be full and equal members in the decision-making process at the University," Garrod said.

"Having sat on the Senate, having worked on departmental committees and just from having been a student here for seven years, I've come to the conclusion that the whole structure here should be scrapped and begun again from the beginning.

"We have a completely illogical structure at this University, and how and why decisions are made is kept under covers."

Garrod said a complete restructuring, especially of the Senate and Board of Governors, must come about.

He said he would make the Senate into two senates — one academic and one community senate. The academic senate would be made up of students and faculty only, each with 50 per cent representation. They would have control over all academic aspects of the University, such as courses offered, content of courses and academic requirements, as well as hiring and firing teachers.

NEW SENATE

The community senate, said Garrod, would have an equal number of representatives from three groups: students; faculty and staff and the community.

"And those community reps would be representative of the true community rather than representatives of the business community as we have now.

"And our Board of Governors is beautifully locked into the political and economic power structure of this province, with forest industry executives, lawyers, industry presidents, and they don't know anything about education and they don't care."

Garrod says that businessmen aren't necessary in the running of the University, and disagrees with those who say faculty and students would have neither the time nor the scope of vision to run the University's affairs.

"It seems ironical to me when people who are presidents of companies downtown, who one would imagine would be working very hard at that, and also are in many other activities such as clubs and political parties and having two to three months holidays a year — it seems to me they would have a harder time to find the time than we would, and if they can find the time, I'm sure the rest of us can find the time."

Garrod said his Council doesn't see its scope limited only to university affairs. Students should also participate in political and social activities off-campus, he said.

He sees students as having an important role in things such as the Four Seasons Hotel conflict, the real estate development at Jericho and the new anti-pollution movement.

Those are the ideals, and Garrod says he'd be the first to admit that society isn't likely to change in the present human government's one-year term of office. But, as he says, that doesn't mean you give up trying.

Students can't effect change alone in society, and Garrod said they must build alliances with other groups, with the working class, poor people on welfare, with trade unions and with professionals, such as the B.C. Teachers Federation, who see themselves as a new working class.

And to make sure the human government is fulfilling the students' expectations of it, they are going to hold a referendum about the end of October, said Garrod, to ask students to review their work and either give them a mandate to go on or kick them out of office.

"It's going to be apparent at that time whether or not we're going to get anything done during the year, and if we're not doing anything for the students, then they should pull us out. What we decided to do is show our commitment to having the people making decisions on this campus."

And that basically is what human government is. Garrod stressed during an interview that he is only one of eight on the executive of the Students' Council, and that each individual has his or her own views. But in the issues they consider important, they are a unified front, he said.

Garrod himself is a graduate student in Anthropology and is currently living in a communal house in Vancouver as he has done for the past several years. At the age of 23, he has been a student at UBC for seven years, active in political affairs since his first year here.

Born in North Vancouver, Garrod is the son of a

transportation consultant (his father retired last year after 36 years with CP Rail), and his mother is a former Alberta school teacher.

After spending his first eight years of life in North Vancouver, he moved to the United States with his family and lived near Chicago for six-and-a-half years. Then his family moved back to West Vancouver where he did his last three years of high school in two years on an accelerated program.

Then his parents bought a house in North Vancouver, and Steve moved to Vancouver to live in a communal house. He says living in a communal house is the only reasonable way for him to live right now.

"I think living with other people and sharing your life with their lives is a much fuller and more satisfying experience than just living on your own either as a single person or as a couple."

Garrod says he's been involved in all facets of the youth culture. He says he became a hippie and grew his hair long — which it still is — in 1965, before hippies became known as hippies.

"I used drugs, I managed a rock and roll band which folded shortly after I started managing them and I worked in the underground press."

A Marxist, as he describes himself, Garrod got involved with the Student Committee on Cuban Affairs when he first came to campus, and has been involved in some sort of political activity ever since.

Of his political philosophy, Garrod says: "I'd say I'm a Marxist — not a Leninist. I'd also say I'm a Marxist who also tries to be an anarchist."

"I'm a Marxist when I think about this society, and I'm an anarchist when I think about our utopian possibilities. The possibility of total human liberation exists, and if we were totally liberated we'd be free from repressive and oppressive structures, sexual structures, political, economic and cultural structures."

Also in his first year at UBC Garrod joined the Nuclear Disarmament Club and was involved in planning demonstrations that year at Comox. The following year he became involved with the Anti-Vietnam Day demonstrations. He helped plan the first be-in in Vancouver and in the fall of 1965 worked on a committee set up to get marijuana legalized.

He was one of the 114 arrested in October, 1968, when Simon Fraser University students occupied the administration building. In 1969 he also set up the Anthropology and Sociology Union, which was a departmental union at UBC of graduate and undergraduate students to try to work for parity in the department.

He was also involved in Students for a Democratic University (SDU) and was editor for one year of the Arts Undergraduate Society newspaper.

ASKED TO RUN

Last fall he became the graduate student representative on the Senate by acclamation. And something else happened last fall which led, finally, to the human government victory in elections this spring.

"The left caucus was having meetings on Wednesday afternoons, but I had a class then, so I didn't know what they were doing and it didn't seem like they were doing much anyway.

"There's a comic statement that's made about the left on campus — and it's true — that we couldn't organize our way out of a paper bag if we wanted to.

"Yet after one council meeting, some members of the left went to the Pit and got quite drunk and started writing 10-point principles about what government should be based on here.

"And they called me up and asked me if I would consider running for an office, and I said I'd meet with them and talk, because I wasn't planning to return to campus next year. I was going to write my thesis this summer and take off somewhere.

"Then I said I'd run for president when they asked me. I would have preferred a woman to run, it's just that none of the women on our slate was eligible for the presidential office.

"Our campaign was short. We had one leaflet in the residences on the weekend before the election and got our posters out Sunday night and Monday morning.

"So essentially we only campaigned for two days, and everyone won but me, and I had a plurality of the votes and lost on the preferential balloting."

Hanson Lau won that first election by a count of 2,795 to 2,568, with 5,363 students voting. In the re-election, Garrod won by 81 votes, with 4,921 students voting.

Garrod said he was surprised at the human government slate's success, and couldn't offer any reasons for it. It is time now to try to implement the programs the students voted for, he said.

Education Is Better The Second Time Around

More than 1,000 mature women are currently enrolled at UBC. To help them adjust to life on a contemporary university campus, the Dean of Women's office has formed an organization called CUE, an acronym for Continuing University Education. In the article on these pages, free-lance writer Rosemary Neering describes the problems faced by mature women when they decide to return to University and the efforts being made to assist them.

By Rosemary Neering

According to an old song, love is better the second time around. Now a growing number of mature women are beginning to say the same thing about education.

Mature women — defined as those over 25 — make up a significant portion of the adults who refuse to confine their campus visits to the graduation of their offspring. Instead, they have joined the student body, and a majority report the experience is most worthwhile.

Enrolment figures for mature women attending UBC speak for themselves. Three years ago, 700 were enlisted in the daytime student ranks. In the last winter session, their numbers had swelled to 1,100.

Their return to campus is not an isolated development. It's a direct result of the increasing emancipation of women that sees them freer to make a choice about how to spend their time. And it's connected with an increasing concern in the University with continuing and community education that has engendered a climate of acceptance of the mature student and positive help and counselling for her.

The number of women who are returning to campus after years away working or raising a family also reflects the decision of many women that they require additional intellectual stimulation, and their realization that the University can provide that stimulation.

Their motives for returning to campus are many and complex. Some, recently widowed or divorced, need the professional skills the university can impart. Others, less impelled by financial considerations, have decided they need to supplement the roles of wife and mother. Still others, their children now in school or grown-up, want to return to the intellectual or working world in a challenging position.

Whatever their reasons, their path is not particularly easy; they have some formidable hurdles to clear both before and after they reach the campus. They must be sure of their families' moral support. They must make some arrangement for financing tuition, books and, if necessary, housekeeping assistance. And if there are still young children at home, they must arrange for reliable day care.

Once they arrive on campus, mature women must adjust to long-neglected study habits, and occasionally they run into negative public or professorial attitudes. There's the pressing problem of time for both student and home life, and that of adjusting to an environment altogether different from the one in which they spent the preceding years.

Yet they do return. And the one thing that strikes the listener is their intense enthusiasm for the academic experience.

Linda Williams is 32, the mother of three children. She entered her third year in the Faculty of Education last fall. Her last educational experience was a year's teacher training in Ontario, immediately after high school. She talks about her decision to return to university:

"I went through all the PTA groups and the 8/UBC Reports/May 6, 1971



MRS. RENIA PEREL

church groups. I was a stereotyped mother for years. Suddenly, I just wanted to be among people who were thinking and talking and discussing things."

Audrey Down is single, a reporter for a daily newspaper, in fourth-year arts. She won't make more money at her job if she has a degree; there were other more compelling reasons for her decision to attempt university courses: "I was undereducated, especially in things like politics. When the conversation started getting detailed, I would stop thinking about it. I couldn't talk about things."

At first, she said, she thought about taking a year out to read. "But then I thought that no one would know if I didn't do anything. I didn't want to take night courses; I knew I'd just slough them off, treat them as a hobby. So I took first year. Then I found I was getting something out of it, more than I had expected to. So I came back for a second year, and I'm still coming back. And I'm getting more out of it now that I would have had I come straight from high school. Coming out of high school, I would have gone to university for the degree, not for the education. Now I've done a lot of travelling; maybe I did it backwards, but my courses (political science and international relations) are relevant to me now."

The enthusiasm is there, but the path is difficult.

Mature students returning to campus face problems younger students do not encounter. The most crucial is time — time for studies, time for family, time for housekeeping, time for social life. There is the problem of adjustment to an environment where your peers may be up to 30 years younger than you. There is adjustment to the type of thought and study necessary at university. And there are numerous other financial, philosophical and psychological problems that face the mature woman student returning to university.

It was problems like these that led the Dean of Women's office to create an opportunity for mature women to meet one another. Dean of Women Helen McCrae and her assistants began to work out a program called CUE — Continuing University Education.

"I've always been interested in women returning to university, probably because I did it myself," says Dean McCrae. "I realized many of them felt as unsure of themselves as any freshette straight from high school. After years at home, they're not so sure of what they can or can't do. We didn't want to segregate them, but these women have so many other life roles that they don't have time to search out friends. And they can help others; they can act as interpreters for those who want to come back, but aren't sure how."

CUE began in the fall of 1967 with three informal luncheons at Cecil Green Park. From these luncheons came a core group whose first task was the writing of a brief to be presented to the Royal Commission on the Status of Women. Doris Morris, 42, who received her master of science degree last spring, was a member of that first group.

"I really did feel the need for CUE," she recalls. "I was petrified. I had taken one course in summer school, but with one course, you don't really get involved. I was quite doubtful about coming back. I was interested, yes, but I didn't feel it was quite the right thing to do. I sort of forced myself to come back, and then this came up right away. I'd never run into any older women students before — I was the only one in Agriculture — and it was quite a relief."

The major recommendations of the CUE brief serve as a check list of the problems mature women encounter. Noteworthy were the concern for day care, for more and better-paying part-time jobs, for educational and employment counselling for women, for tax-deductible housekeeper expenses, for financial aid for part-time students and for active encouragement for women to return to university.

As the brief noted, day care is one of the major issues for mothers of young children when they return to university. Emily Campbell, 50, with three grown-up children, graduated with a master of social work degree a year ago, and immediately became involved with helping to establish a day care center on campus, a joint project of the Department of Health Care and Epidemiology in the Faculty of Medicine and the Faculty of Education.

She outlines the problem of the student-mother: "The two greatest needs are for day care for very young children and for emergency care. Children



MRS. LINDA WILLIAMS



MRS. PEG WEAVER



DEAN HELEN McCRAE



MRS. FLORENCE NICHOLSON

under the age of three aren't allowed to be in group care, yet some women must return to university when their children are still very young. They usually make do with a relative or a neighbour, but it's not the best situation. And there's really no provision for emergencies, no matter what the age; what do you do if your child gets sick and should stay at home but you have to go to classes? It's not so bad for the people who live on campus; they have a co-operative arrangement. But for people off-campus, it's very difficult."

For children older than three, the problem is not finding a day care center, but finding a good center at a reasonable cost. "Day care is one of the major problems a mother returning to university faces," says Mrs. Campbell. "If she's happy about the care her child is receiving, she is able to do much better in her studies."

It's for this reason that many women postpone their return to university until their children reach school age. But whenever they take the step, the return is rarely easy. Time is the difficulty — time that won't expand to encompass classes, studies, travelling to and from campus, preparing food, keeping house, playing with the children, social life. A typical day for a married woman student begins early and ends late.

"Sometimes I'd stay up all night to do a paper, and go out in the morning with it," says Renia Perel, 39, the mother of a 12-year-old daughter. "By 2:30 the next afternoon, I'd be ready to collapse. I'd beg a ride home with someone who was leaving early. Once home, I'd go to sleep until my husband and daughter arrived home and it was time to make supper." Mrs. Perel went through six years of qualifying and University work; she graduated with her BA in Russian, with first-class honors, in the spring of 1969.

It's this press of time that convinces Dean McCrae that a married woman must have support at home if she is to return to university successfully. "If the home isn't looked after, if the children aren't well cared for, it's an impossible situation," she says. "If the family — particularly the husband — aren't behind a woman's return to university, it could put added stress on the marriage. If the husband doesn't see any point in his wife's return to university, it is very

difficult for all concerned."

The time problem forces some sacrifices and, say most married students, social life is the first to go. "I'm fortunate — my husband doesn't like too much social life," says Peg Weaver, 45, a student in special education. "If he did, life would be very difficult. A friend of mine tried it out here for a year, but her husband loved his social life; he's an executive and they have to give a lot of parties. She had to give up university."

For the single girl, the time element is not so crucial. Usually she is on a leave of absence from work or taking a few years out to get an education. For her, and for the others, though, there is the problem of adjusting to the University. For Audrey Down, the major problem was the switch from practice to theory.

"I'd take an economics course," she says, "and the balance in an example would be several thousand dollars out. I'd point it out, but the professor would say it was the theory that counted. Now I've worked in a bank, and I know that if the balance is out by one cent, there's a panic."

"For the first year, things were very difficult that way. I overcame it to some extent by working one night a week. I'd think, 'Here I am, back in reality.' But I no longer feel the University is so unreal; courses are beginning to seem relevant."

For some, the seminars are difficult, the speaking out in a room of strangers. And the age difference between the mature woman student and her classmates sometimes presents problems. "For the first few weeks on campus," recalls Linda Williams, "I was afraid to go into the cafeteria. I'd be starving at lunch hour, but there'd be a big lineup, and I'd be too scared to join it. I thought I was so much older than they were. It took me three or four months to feel at home."

"I remember the very first day out here," says Florence Nicholson, 42, now in third-year Education. "We had to fill out forms explaining why we chose education for our field, and at the top were spaces for your name and age. I glanced over at the girl next to me, and she put down 17. I was just completely demoralised. Here you are, I thought, old enough to

be her mother and just starting University."

To make them feel more at home on campus and to help them realize they weren't alone, the Mildred Brock Room in Brock Hall was set aside for mature women students. It quickly became a haven to them. "I like young people," says Mrs. Nicholson, "But sometimes it's a relief to be among people my own age."

It was here that CUE held its Open House last spring. "They manned a reception center on a volunteer basis," says Dean McCrae, "acted as counsellors, and gave reassurance to potential students. CUE is really an informal organization of women to give support and encouragement to students who are re-entering the educational stream. It provides for a channel of information and interpretation of the opportunities that are available."

CUE is not intended to set mature students off from the rest of the campus. "We would be the last to suggest that students be forced into any particular pattern," says Margaret Frederickson, assistant to the Dean of Women, "and most students would not allow this to happen in any case. CUE and the Mildred Brock Room are simply two of the resources available to students who want or need them, and there are clear signs that many women have found them helpful."

The Dean of Women's office is also concerned with other problems that the mature woman student faces. "Some students do encounter resistance from faculty members and others on their return to University," says Miss Frederickson. "The usual question is, 'What are you doing here? Why aren't you at home?' For someone who has planned and worked hard for the opportunity to come to University and often for someone who wonders herself whether she is depriving a younger person of a chance to come, the moment can be a difficult one."

"Maybe the question is a fair one, but I wish it could wait until the student had had a chance to settle in and get over that initial anxiety."

Please turn to Page Eleven

See CUE

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.

RESIDENCE NAMED

UBC's new co-educational residence development, now under construction adjacent to the Student Union Building, has been named for President Walter H. Gage to mark the president's 50 years of association with UBC as a student and faculty member.

The first stage of the development, to cost \$5,516,000, will house 778 senior men and women students in two 16-storey towers. Each floor of the towers will be divided into four self-contained quadrants. Each will be occupied by a group of six men or six women students.

Stage two of the project — a third residence tower, two low-rise structures containing housekeeping units and completion of the interior of the common block included in the first stage — will begin when funds are allocated by Central Mortgage and Housing Corporation, which has provided the bulk of the funds to build the development.

The loans from CMHC and the Bank of Montreal will be repaid out of rents and other services charged to students living in the complex, in keeping with the Board of Governors' policy of providing housing on a non-profit, self-liquidating basis.

DEAN RESIGNS

Dean George F. Curtis, head of the Faculty of Law since it was established at UBC in 1945, will resign as dean on June 30.

He will be succeeded as dean on July 1 by Prof. Albert McClean, 35, who was first appointed to the UBC faculty in 1960.

Dean Curtis, who will remain a member of the Faculty of Law with the rank of professor, will be on leave of absence in the coming academic year at the Institute for Advanced Legal Studies at the University of London, where he will be a visiting research professor of law.

Prof. McClean, who succeeds Dean Curtis, is an expert on trust law, real property and comparative law. He has done a number of major studies in the field of trusts and in 1970 was given a \$10,000 grant to undertake a study of the law of family property. He has also prepared a major study of the law of

property for the Alberta Law Commission.

Another of UBC's top academic administrators, Dean Vladimir Okulitch, a UBC faculty member since 1944 and dean of the Faculty of Science for the past seven years, reaches his retirement age on June 30.

Dean Okulitch, who took his bachelor and master of arts degrees at UBC in the early 1930s, is widely known for his work in the fields of geology and paleontology, the study of fossil plants and animals. His geological work was concentrated on the earliest life of the Cambrian period and the structure and stratigraphy of the Rockies and the Selkirk Mountains.

UBC's Board of Governors has also approved the appointment of new directors for the Institutes of Asian and Slavonic Research and International Relations.

Dr. Barrie M. Morrison, 40, associate professor of Asian studies, is the new director of the Institute of Asian and Slavonic Research and Dr. Mark W. Zacher, 33, associate professor of economics, has been named director of the Institute of International Relations. (Edition of April 8, 1971).

HIGH HONOR

Prof. J. Lewis Robinson, of UBC's Department of Geography, has been awarded the 1971 Massey Medal, the highest honor of the Royal Canadian Geographical Society.

The medal was presented to Prof. Robinson by Canada's Governor-General, the Hon. Roland Michener, at a March 29 ceremony at Government House in Ottawa.

Prof. Robinson's career as a professional geographer, prolific author and teacher spans 28 years and began in 1943 when he became the first professional geographer to be employed by the federal government. He joined the UBC faculty in 1946 and in 1959 he resigned as head of the department to devote more time to teaching and research.

In the past 28 years Prof. Robinson has written a total of 108 items, including seven books, 32 professional articles for geographical periodicals and 33 authoritative articles on Canada for various encyclopedias. (Edition of April 8, 1971).

GIFT TO UBC

More than 170 tons of steel girders which once formed the framework of one of Expo 70's most popular pavilions in Osaka, Japan, are now in storage on the UBC campus, awaiting possible re-erection as a campus Asian Studies centre.

The girders are a gift from the people of Japan to the people of B.C. and originally framed the Sanyo Electric Co.'s pavilion at Expo 70.

Mr. Alan Campney, president of the Canada-Japan Society, has agreed to chair a fund-raising committee which hopes to raise an estimated \$1.6 million to re-create the building at UBC.

The unique construction and nature of some of the other components of the building made it impossible to dismantle and reconstruct it entirely from its original components.

The building, if reconstructed, would provide

PROF. JOYCE HALLAMORE DIES

Professor Emerita Joyce Hallamore, whose career as a UBC student and teacher spanned 43 years, including 20 years as head of the Department of German, died April 3 at the age of 68.

Prof. Hallamore's career as a student began in 1921 in the "Fairview shacks," UBC's first campus in the shadow of the Vancouver General Hospital.

She was awarded the degree of bachelor of arts in 1925 and the following year earned her master of arts degree. She was appointed an instructor in German at UBC in 1928.

From 1931 to 1933 she carried out additional graduate work at the University of Munich, where she was awarded the degree of doctor of philosophy. She then returned to UBC to resume her teaching career, which ended in 1968 when she retired as head of the German department.

In the 20 years during which Prof. Hallamore headed the German department, its student enrolment more than doubled to 1,100, a doctor

of philosophy degree program was introduced and emphasis was placed on strengthening the senior undergraduate and graduate programs.

Prof. Hallamore's special interest was German literature, particularly that of the 19th century. She held executive posts in a number of professional organizations and was a former president of the Pacific Northwest branch of the American Association of Teachers of German. She was on the executive of the Canadian Association of University Teachers of German for two years.

Prof. Hallamore was a highly regarded teacher who was honored on her retirement by the publication of separate books of essays on German literature by faculty members and graduate students in the German department.

Even after her retirement Prof. Hallamore remained active. She pursued studies in theatre and music, recorded German literature on tapes for the Crane Memorial Library for blind students at UBC and did volunteer work for the handicapped.

space for UBC's 180,000-volume Asian studies library and accommodate other academic, cultural and social activities. (Edition of April 8, 1971).

OPEN HOUSE AT FOREST

As part of its fiftieth anniversary this year, the University of B.C.'s Faculty of Forestry is holding an open house at its 20-square-mile research forest near Haney on Saturday, May 15.

Rain or shine the forest will open at 9 a.m. and close at dusk.

Two marquees will be set up at the entrance to the forest with models of the forest and activity displays so that visitors can orientate themselves.

Three trails dealing with forest management, ecology and research have been blazed through the forest. A post at the beginning of each trail will tell visitors the time required to travel them. Professors and third-year forestry students, spending the month of May at the research forest as part of their training, will explain demonstrations and answer questions.

The management trail will show visitors a sequence of logging operations in a stand of virgin, mature timber, including timber falling, log yarding, log loading and slash clearing. Visitors on the trail will pass through virgin timber and plantations planted by man to see the tremendous difference between the two.

Visitors on the ecology trail will be shown the inter-relation between weather, soil conditions, vegetation and animal life in the forest. Projects on the research trail will include tree genetics, plantation thinning, tree mechanics and the cycling of nutrients.

Each visitor leaving the research forest will be given a seedling grown from the Tree of Hippocrates on the Greek island of Kos. Hippocrates, the father of modern medicine, is believed to have taught under the tree — a plane or sycamore tree — more than 2,000 years ago.

To get to the research forest turn north onto 224th Street from the Lougheed Highway in Haney, turn east onto 120th Avenue (Dewdney Trunk Road), north again onto 232nd Street and then east onto Silver Valley Road which will take you right into the forest.

Travel time from Vancouver is about one hour. Old clothes would be advisable.

Princess Anne Visits Campus

Her Royal Highness The Princess Anne will visit the University of B.C. campus briefly May 7 as part of the Centennial '71 royal tour of B.C. by Her Majesty Queen Elizabeth, Prince Philip and the Princess.

The Princess will arrive at the UBC Faculty Club at 12:10 p.m. After lunch in the Social Suite of the Faculty Club, the Princess will leave for the John Owen Pavilion at 1:25 p.m. to board a Canadian Forces helicopter, which is scheduled to lift off at 1:35 p.m. for New Westminster, where the Princess will rejoin her parents.

A total of 48 guests, including 23 students, faculty and administrative personnel and special guests, will attend the luncheon. An additional 12 persons, including five students, will attend an informal reception in the Faculty Club's Social Suite prior to the luncheon.

Upon arrival at the Faculty Club, The Princess Anne will be officially received by UBC's Chancellor, Mr. Allan McGavin, and Mrs. McGavin and President Walter H. Gage.

Princess Anne is not the first member of the Royal family to be entertained at the Faculty Club. The first guests to occupy the Royal Suite of the Club shortly after it was completed in 1959 were her parents.

Arrangements for the visit of the Princess to the campus have been handled by UBC's director of ceremonies, Prof. Malcolm F. McGregor.

ARTS DEAN ISSUES STATEMENT

The following statement was issued Monday, May 3, by Dean Douglas Kenny of the Faculty of Arts:

"Having completed my initial investigation of the present situation in the Department of English, I am establishing a University-wide Review Committee to carry out an extensive study of the Department and of the problems which have developed in it over the last five or six years, and to make recommendations to me of possible improvements in its academic and administrative structure. As an important part of its study, the Committee will invite submissions of information and views from both faculty and students of the Department. It is my hope that such a review in depth can produce lasting solutions to some of the difficulties which have troubled the Department in recent years.

STEPS TAKEN

"Since this study will naturally take some months to carry out, I have taken steps to assist the Department in continuing to operate effectively during the interim period. For this purpose I have appointed an Executive Committee of Department members to advise and assist the Head in administering the affairs of the Department.

"In order that the Department should contribute more fully to the solution of the problems which have faced it for so long, I have asked them to set up a group to re-examine the various academic functions of the Department and to gather the views of both faculty and students about what these functions are and should be.

"Finally, I have invited the Department to hold a meeting of all its members to discuss the report of the committee set up several years ago to study the question of an elective Headship in the

Department. At the same time I have made it clear that any change in the procedures for appointing Heads at this University must of course be made by the University as a whole and not by individual departments. Nonetheless, I have asked for the results of this meeting to be sent to me for my information, since the University administration has always been willing to consider suggestions from students and faculty of possible improvements in how the University is governed.

"In view of the public interest which has been aroused by some of the recent disputes in the English Department, I would also like to take this opportunity to clear up a few misconceptions which have been circulated in the press and elsewhere. It is especially important at this juncture that ignorance or mistaken assumptions should not cloud the atmosphere while we are seeking long-term solutions to these difficult problems.

"The English Department is one of the largest university departments in North America, with 103 faculty members and several thousand students enrolled in its classes. With such size, it is inevitable that its operation is extremely complex and that there is a great variety of viewpoints among its teaching members. Playing the important role it does in providing students with a good university education, the Department must be especially concerned to maintain the highest possible standards in both teaching and scholarship.

"In 1969, Dr. Robert Jordan was appointed Head of the Department. Dr. Jordan had previously taught in the Department from 1958 to 1963 and was well-known to many Department members. Before the final decision on his appointment was made, the President's Selection Committee canvassed the members of the Department, who indicated virtually unanimous approval of Dr. Jordan's appointment as Head. When he accepted the position, Dr. Jordan was

given the responsibility of maintaining and improving the standards of both teaching and scholarship in the Department, a responsibility he has worked with energy and dedication to carry out.

STRESS EXCELLENCE

"That there have been disagreements on academic matters is not surprising in a university department of more than 100 members. Some of these differences have centred on decisions about promotion or tenure. For the sake of accuracy, it should be made clear that, contrary to some information previously given to the press, Dr. Jordan as Head of a Department does not have the power to make unilateral or final decisions on promotion or tenure. The Head of a Department, always acting with the advice of senior colleagues, can only make recommendations. These recommendations must then be reviewed and approved by higher committees outside the Department.

"In last year's contentious tenure cases, for example, Dr. Jordan's recommendations were consistent with the advice of the appropriate departmental committee. Moreover, during the period of Dr. Jordan's Headship, the Department has continued to apply standards normal to Canadian universities and to lay stress upon excellence in teaching as well as scholarship.

"Finally, the present difficulties should not be allowed to obscure the fact that the Department of English remains an excellent department with an outstanding record in both teaching and research. The primary purpose of the steps now being undertaken is to improve still further the ways in which the Department's many-faceted excellence can be of benefit to the students of this University."

CENTRE PLANS VISIT TO CHINA

UBC's Center for Continuing Education has received permission from the Chinese authorities to conduct an educational-travel program to the People's Republic of China this summer.

The first group of 20 is expected to visit mainland China in August. UBC has applied for permission to send a second group of 20 to the People's Republic and approval is expected soon.

More than 350 persons applied to be members of the tour group after UBC announced in April that it had received permission to organize the tour. An official in the Center for Continuing Education said 80 persons had signed up for the tour and a total of 40 would be selected to make the journey.

Participants will be selected with the aim of making the group representative of a variety of occupations and interests.

The UBC Center is co-operating with the Center for Asian Studies at McGill, the Department of Asian Studies at Toronto and China experts at several other universities to reach people in other parts of Canada who may be interested in the tours.

The itinerary will include visits to Peking, with trips out of the city to the Ming tombs; the Great Wall and other sites, Shanghai and its industrial environs, Wusih, Hangchow, Canton, Nanking and agricultural communes in the vicinity of some of these cities.

The tours will fly CP Air via Tokyo to Hong Kong and on to Canton by train.

Participants will attend orientation sessions at

UBC on Chinese culture and people, geography, politics, industrialization and foreign trade, governmental and legal institutions and international and social relations.

The Center applied for permission in the autumn

of 1970 for group travel to China.

Formation of the tours was encouraged by a team of UBC specialists on China brought together by the Center in January, 1970, to promote a China Studies Program.

CUE

Continued from Page Nine

Miss Frederickson suggests a case can definitely be made for the admission of mature students even in the face of increasing numbers of young students asking for admission to the University.

"Most adult students have a real desire to learn and a fund of experience which makes their learning mean much more to them. Their academic records are often very good. Even when they have come to enrich themselves, most mature women are anxious to get first-class marks, partly to satisfy themselves but usually to show their families they have what it takes. Some of the women have waited a long time for their chance to continue their education. Many gave up their plans to study immediately after the Second World War in order to earn money while their husbands entered the universities."

But, she warns, the mature woman should take a careful look at the University and her own future in it. "An older woman who plans to enter professional work should be realistic about her chances of acceptance into a professional faculty and afterward into the profession itself. Chances are, she may be discouraged from going ahead, particularly if she is in her 40's or beyond.

"Chances are, too, that she will choose to ignore the advice, hoping she will be good enough to make the grade, both in the course and in the profession. But she should at least be aware of the risk and know what she is taking on. Maybe the very qualities that make her persevere and persist are the qualities that will make her a valuable addition to the profession which she has chosen."

Miss Frederickson suggests that it would be interesting to find out what has become of the

mature women who have completed their studies and left the University, and to talk to those who had to leave before completing their planned studies. This year, she is on a year's leave of absence from her job, returning to university work to seek answers to several questions she has about mature students.

Most mature students who are able to stay with their University studies report the experience is worthwhile. They point to a renewed intellectual sense, a deeper understanding of people and of themselves, and a new feeling of personal worth as the most positive aspects of their continuing education.

"If a mature woman is really committed to education, she usually finds it a very worthwhile experience," says Dean McCrae. "It takes a great deal of stamina, both physical and emotional, and a lot of organization. Most of the mature students who stay, do well; they work hard and they have a tremendous emotional investment in their course."

She suggests the trend toward increasing numbers of mature students should not be evaluated in strictly monetary terms.

"If a woman in her 60's comes back, perhaps it is not practical in dollars-and-cents terms as far as her earning power is concerned. However, it is true education and as such has tremendous potential for the individual and for society.

"One could also say it's good for the mental health of both. It's certainly cheaper — and better — than providing more and more nursing and boarding homes for those people who have no interest left in life.

"I can see nothing but good arising from continuing education. In addition to the obvious enrichment it provides the individual and society, we need an educated consumer public. If women become more knowledgeable, especially in economic and political matters, then it's all to the good."

UBC Reports/May 6, 1971/11

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UBC ALUMNI Contact



MR. RALPH NADER

Big Crowd Likely for Nader

The announcement that Ralph Nader will be the guest speaker at the UBC Alumni Association's annual dinner has drawn tremendous response from alumni.

More than 500 alumni have made reservations for the dinner, which will be held on Wednesday, May 19, in the Hotel Vancouver. There is still, however, room for more alumni to attend the affair, but they are advised to reserve as soon as possible.

Nader, the noted American consumer affairs crusader, will speak on "Environmental Hazards: Man-Made and Man-Remedied." He will be introduced by the Hon. Ron Basford, federal Minister of Consumer and Corporate Affairs and a UBC graduate.

The author of *Unsafe At Any Speed*, Nader is best known for his drive to have cars made safer. He particularly stands out in the public mind for his much-publicized clashes with General Motors. But Nader and his lawyer

colleagues, commonly known as "Nader's Raiders," have also campaigned on many other consumer issues, ranging from demanding an end to the watering of orange juice to the development of safer toys.

The annual dinner will begin with a reception at 6 p.m. Nader will speak following dinner and the completion of annual business, including the election of the 1971-72 alumni board of management.

Reservations, at \$6 per person, may be obtained by writing the UBC Alumni Association, 6251 N.W. Marine Drive, Vancouver 8, B.C.

Alumni Fund '71 Campaign Launched

Last year, annual donations to UBC by alumni and other friends helped the University community to the tune of \$278,531.

The UBC Alumni Fund, now well into its 1971 campaign, hopes current donations will enable it to do an even better job in helping the University in the coming year. The extent of giving so far indicates that this may well be possible.

The 1971 campaign is endeavoring to combine information about UBC with an appeal for donations. For example, in a brochure being distributed this spring titled "The Age of Gage," the Alumni Fund pays tribute to President Walter Gage and his half-century of commitment to UBC.

CHARTER FLIGHTS OPEN

The UBC Alumni Association has made arrangements to enable alumni to participate in charter flights to many places in the world.

All alumni, faculty and members of their families are eligible to participate. Persons interested in joining a charter flight are advised to contact Colin Yorath, Kerrisdale Travel Service, 2292 West 41st Ave., Vancouver (261-8188).

Swinging Summer For Young Alumni

The UBC Alumni Association's most popular program — the Young Alumni Club — swung into its summer schedule on May 6.

The club will swing all summer long on most Thursdays from 8 p.m. to midnight in Cecil Green Park. The program will be informal, involving conversation, bubbly beakers of beer, music and, occasionally, dancing.

The dates to mark on your calendar are May 13, June 10, 17 and 24, July 8, 15, 22, and 29, and August 5, 12, 19, and 26. On May 26 and 27 the 1971 Grad Class will hold a chicken barbecue in Cecil Green Park starting at 5 p.m. Reservations at \$2 per person may be obtained by phoning 228-3313.

The Young Alumni Club membership is open to recent graduates and students in their graduating class.

Talks Explain Changing UBC

The message of change at UBC will be carried into B.C.'s central interior next month by two senior academic officials.

In a series of public meetings organized and sponsored by the UBC Alumni Association, Miss E.K. McCann, acting director of the School of Nursing, will speak on "Answers to the Crisis in Health Care" and Dr. J.A.F. Gardner, dean of Forestry, will speak on "Forestry and the Environment."

On Tuesday, May 4, they will be in Williams Lake to address an 8 p.m. public meeting in the Travelodge Hotel. On the following evening, Wednesday, May 5, they will be in Quesnel to speak to a public meeting at 8 p.m. in the Billy Barker Inn. From there, they journey on to Prince George where at 8 p.m. on Thursday, May 6, they will address a meeting in the Simon Fraser Hotel.

Earlier this spring, similar tours have seen senior academics speak to public meetings in Castlegar, Trail, Cranbrook, Campbell River, Alberni and Nanaimo. It is all part of a UBC Alumni Association program of helping to convey information about UBC developments to the public throughout B.C.

Graduation★ Ceremonies

Wednesday, May 26; Thursday, May 27,
and Friday, May 28. The ceremonies
begin at 2:15 p.m. at the War
Memorial Gymnasium . . . for
further information call the Ceremonies
Office, 228-2484.

Chicken★ Barbecues

Wednesday and Thursday, after the
graduation ceremonies, graduates,
relatives and friends are invited to
Cecil Green Park (6251 N.W. Marine
Drive) for a delicious chicken feast
(refreshments available)
reservations and tickets from the
Alumni Office, 228-3313 (\$2 a person).

Graduation★ Ball★

In the B.C. Ballroom at the Hotel
Vancouver . . . Friday, May 28,
from 8 p.m. . . . Tickets, \$5 a
couple, are available now at the AMS
business office in SUB.

GRADUATION '71