

UBC



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Hockey star, publisher to receive degrees

By GAVIN WILSON

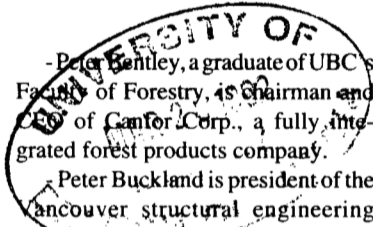
Publisher Mel Hurtig, former hockey star Ken Dryden and television journalist Joe Schlesinger are among the 14 outstanding Canadians who will receive honorary degrees

from UBC this year.

Other honorary degree recipients are UBC academics Margaret Fulton, Peter Larkin, Anthony Scott and Anne Underhill, and businessman Peter Bentley, engineer Peter Buckland, novelist

Louis Cha, nurse Lyle Creelman, artist Doreen Jensen, industrialist Minoru Kanao, and architect Phyllis Lambert.

The degrees will be bestowed at UBC's spring Congregation May 26-29 and at fall Congregation in November.



- Peter Bentley, a graduate of UBC's Faculty of Forestry, is chairman and CEO of Canfor Corp., a fully integrated forest products company.

- Peter Buckland is president of the Vancouver structural engineering

company Buckland and Taylor Ltd., which designed the Alex Fraser Bridge.

- Louis Cha, of Hong Kong, has written more than 15 novels and is also an essayist, academic, translator and publisher.

- Lyle Creelman, a graduate of UBC nursing, has had a major influence on public health nursing around the world as a nursing consultant for the World Health Organization.

- Ken Dryden was an all-star goaltender in the 1970s with the Montreal Canadiens. He is also a lawyer, broadcaster, best-selling author and served as the Ontario Youth Commissioner.

- Margaret Fulton is a retired English professor and former dean of Women at UBC, and former president of Mount Saint Vincent University, who champions the cause of women students and faculty.

- Mel Hurtig is president of Hurtig Publishing Co., editor of the Canadian Encyclopedia, and a force for Canadian unity and cultural and economic independence.

- Doreen Jensen is a Native artist, writer, teacher, curator and consultant born in Kispixox, B.C., who is an outstanding representative of the First Nations of B.C.

- Minoru Kanao, one of Japan's leading industrialists, is chairman of the board of Nippon Kokan K.K. and a leader in Canadian-Japanese trade and investment relations.

- Phyllis Lambert, an architect, curator and philanthropist, is the founder and director of the Canadian Centre for Architecture in her native Montreal.

- Peter Larkin is a long-time professor and administrator at UBC who has played an important role in development of science policy in Canada.

- Joe Schlesinger, chief political correspondent for CBC television news, is one of Canada's most distinguished journalists. He attended UBC in the mid-1950s.

- Anthony Scott is a professor emeritus of economics at UBC who has been a leader in the development of natural resource economics.

- Anne Underhill is an honorary professor of astronomy at UBC who played a key role in our understanding of the galaxy's hot, blue stars.

Liberals visit campus

By GAVIN WILSON

B.C.'s Liberal MLAs called on campus Feb. 21 for a half-day tour to learn of the latest developments at UBC and some of the issues and challenges facing post-secondary education.

This was the second UBC visit for Victoria legislators in February. Members of the NDP government had earlier spent a full day on campus.

A majority of the visiting Opposition MLAs were not strangers to campus. Four have degrees from UBC, and two others have taught at the university.

One former UBC teacher is David Mitchell, now MLA for West Vancouver-Garibaldi and the Liberal advanced education critic.

"There's only so much you can accomplish in half a day," he said, "but I think we can say we got a very good flavor of some of the work that's being done here at the university."

"You can count on us to be strong allies in the challenging times ahead."

Val Anderson, MLA for Vancouver-Langara, said he felt he learned a great deal not only about UBC, but about post-secondary education in general, because UBC is dealing with issues similar to other universities in the province.

Anderson called it "an interesting and rewarding day" and said that he would like to return to campus, perhaps next time to look at areas closely attuned to his respon-

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Winter of Our Content

Photo by Charles Ker

Nitobe Garden was the place to be on campus late last month as Vancouver recorded its hottest February day on record. Temperatures reached 18 degrees Celsius, breaking the old mark of 14.6 degrees set in 1986.

Crane legacy lives on in braille library

By CHARLES KER

Nestled among some 15,000 braille texts lining the stacks in UBC's Crane Library, A Dictionary of Flowering Plants and Ferns occupies a place of prominence.

Three years in the making, the 21-volume set is one of a select few braille publications transcribed by library namesake Charles Crane.

Sentence by sentence, hour after hour, volunteers etched letters into Crane's palm using a deaf-blind alphabet and then watched as he hammered the information out on a braille

typewriter.

"Who among us would have the patience to try that today?" asked library director Paul Thiele. "We'd probably pack it in after a few minutes."

With interests ranging from classical literature to botany and plant science, Crane audited courses at UBC in the 1930s. If he couldn't purchase a commercial text in North America or Europe, he set about making his own.

When the B.C. native died in 1965, UBC inherited his private collection of 10,000 braille books, the largest in the world.

Since 1968, Thiele and his wife Judith have developed the collection from a simple reading room into the second-largest braille textbook centre for students on the continent.

Complementing the hard-copy braille texts are more than 40,000 taped titles recorded in the library's state-of-the-art studio.

Throughout the year, about 120 volunteers create between 300 and 400 "talking books" which are recorded onto reel-to-reel machines and later converted into cassette form. Seventy-five per cent of the taped col-

lection is made up of textbooks and support materials, while the remaining 25 per cent is leisure reading.

"Volunteers often have to read some deadly boring stuff which was never written for verbal translation," said Thiele, who cited former UBC President Walter Gage as a founding volunteer.

"We leave the westerns and bathtub romances to the public libraries and CNIB."

When the Thieles met on campus in the late 1960s, they were among a
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Inside

ADIEU, PARIS: UBC lures a leading scientist from France's Pasteur Institute to head Microbiology Dept. *Profile, page 3*

HISTORIC FOUNDATIONS: The recently released Campus Plan identifies UBC's historic buildings. *Page 8*

JUNK FOOD GENERATION: French fries and candy may help teenage girls' social development. *Page 10*

HIV children given boost by a special care team

By **CONNIE FILLETTI**

The less Dr. Jack Forbes sees of his patients, the better for them.

They're infants and children with AIDS who come from across the province to the Pediatric HIV Care Unit (HCU) Forbes established in 1989.

And it's the comprehensive outpatient care provided by the HCU that enables children with HIV to be cared for in their homes and communities as long as possible.

That's important to Forbes, a pediatric infectious diseases specialist at B.C.'s Children's Hospital, home of the clinic.

"Medical care of these children is only half of it," Forbes said. "The other half is the social care, the love that will help them do much better. It's very important for them to be at home if they are to thrive for as long as possible."

The HCU is the only facility in the province for the youngest patients of the deadly HIV virus, and their families, to get the specialized medical

treatment and counselling services that people in crisis require.

Forbes saw his first and only young AIDS patient die in 1988. A year later, the HCU was a reality.

Since then, the number of infants and children in B.C. suffering from HIV and AIDS has been steadily growing, Forbes said. The majority of infants he sees are born to mothers who carry the HIV virus.

In 1989, almost 3,000 women of child-bearing age across the country were estimated as being infected. B.C. has the third largest number of those cases in Canada, and the highest rate of increase per million population.

And, the number of women and children infected by the HIV virus has shown the greatest rate of increase since 1987, Forbes added.

About one third of babies born to HIV-infected women will develop AIDS. Half of these children will become sick before their first birthday and die before they are four years old. The other half

develop chronic disease, dying later in childhood.

Children who have been exposed to the HIV virus require specialized medical care, and those who are infected require careful administration and monitoring of medications, some of which are not always used in the treatment of adult AIDS patients.

By providing regular outpatient follow-up and early anti-HIV treatment at the HCU, the amount of time spent in hospital is dramatically decreased, Forbes said.

In addition to medical care, Forbes also sees the education of patients, parents, care-givers and health professionals as vital to ensuring the proper care of HIV-infected children in their homes and communities, as well as in hospitals.

He believes that research is another important component, especially in developing better methods of managing the disease.

With the help of a social worker and a nurse clinician, the clinic currently serves all these mandates, but resources and funding are scarce, making it challenging for Forbes and his multidisciplinary team to see all of the province's pediatric AIDS cases.

"The Pediatric HIV Care Unit is a sheer necessity," Forbes said. "British Columbia urgently needs a pediatric AIDS centre if we are to meet the needs of these children and their families."

Nobel winner to speak on campus

Nobel Laureate Gertrude Elion will be on campus today to deliver a scientific address on the selectivity of antiviral agents. Her lecture begins at 11:30 a.m. in IRC 2.

Elion received the Nobel Prize in Medicine in 1988 for her pioneering work in the field of drug research.

During her 40-year career as a scientist for the pharmaceutical firm, Burroughs Wellcome Co., Elion discovered several important drugs, including anti-cancer treatments and therapies for gout. Her work in the field of antiviral agents led to the first effective treatment against herpes viruses.

Elion's discovery of the drug azathioprine in 1957, which stops the human reaction that triggers rejection

of foreign tissue, has made possible the field of human organ transplantation.

The Nobel Prize came almost three decades after the first of Elion's discoveries were made. It was also one of the rare occasions in the 90-year history of the award that the contributions of a commercial researcher were recognized.

In addition to her UBC address, Elion will participate in the Fifth Annual International Conference on Antiviral Research being held at Vancouver's Hyatt Regency Hotel, March 8 to 13.

The meeting will be a forum for the presentation of major advances in the field of antiviral research, from herpes and HIV to the common cold and influenza.

UBC signs agreement with Singapore university

UBC has signed an agreement with the National University of Singapore (NUS) which will lead to more research collaboration and student exchanges between the two schools.

Signed last month by UBC President David Strangway and NUS Vice-Chancellor Lim Pin, the agreement will enable five students from each institution to study selected courses for up to one academic year.

"This new venture is part of our ongoing commitment to broaden international horizons for both undergradu-

ate and graduate students through study abroad," said Strangway.

UBC's Education Abroad Program enables students to integrate into the academic and social life of a foreign country, while fulfilling degree requirements of their home university.

The program includes exchange agreements with the University of California, Ritsumeikan University in Japan, the University of Copenhagen, Yonsei University in Korea and the University of Hong Kong.

Crane collection needs room for tapes, texts



Photo by Charles Ker

Librarians Paul and Judith Thiele with some of the library's braille texts.

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group of about a dozen or so blind students studying primarily in the areas of social work and the arts.

Today, the library supports about 50 visually- and print-impaired students and faculty on campus in virtually every discipline. Its materials are also lent to institutions across Canada, as well as to 56 other countries worldwide.

Thiele takes particular pride in the library's array of what he calls "overcoming technologies".

The dictionary which took Crane years to transcribe can today be reproduced with a computer scanner in a single day. A scanned braille reproduction is, however, triple the cost of a talking book.

For those blind students who need to review printed material quickly, there is a Kurzweil reading machine which scans text and reads it back in synthesized speech. Information from the Main Library's "on-line" database is accessible through a computer that either vocalizes or enlarges information on the screen.

There are also separate workstations equipped with tape-recorders and braille typewriters for reviewing

cassettes, or print-enlarging machines for students with limited vision.

But with 92 per cent of the library's shelf space full, Judith Thiele jokes that she may have to start hanging equipment from the ceiling in order to make way for new material.

The Thieles' eventual goal is to consolidate the recording studio and library, which are now located in different parts of Brock Hall.

For Judith, a graduate of UBC's School of Library, Archival and Information Studies, the chance to work with the Crane collection was a perfect opportunity. While her husband has often thought about pursuing a teaching career, one crisis or another has always managed to keep him at the library.

One such instance occurred when a law student, blind in one eye, suddenly lost all sight halfway through his final term. With help from the Thieles, who worked round-the-clock restructuring all his textbooks and notes, he was able to successfully complete his year.

As Paul explains it:

"We're an overcoming place and to do that we often have to provide service on the fly. It's our life's story."



Photo by Leza Macdonald

Liberal MLA Day brought together President David Strangway and post-secondary education critic David Mitchell.

MLAs pledge support during visit

Continued from Page 1

sibilities as social services critic.

In his presentation to the visiting MLAs, UBC President David Strangway emphasized the contributions the university makes to every aspect of life in the province.

"We want to show you how UBC serves British Columbia through the excellence of its programs and research," said Strangway. "And I hope you can help us maintain our momentum for the 1990s."

Polls show that one of every five British Columbians has taken a course at UBC, he said, and UBC alums are found in cities and towns across the

province. In Kamloops, for example, there are 1,243 alums representing every faculty on campus.

"Obviously, we have a very big influence in these communities," said Strangway.

He also told the MLAs that UBC brings into the province more than \$100 million in research funding each year, equivalent in dollar value to all the tourists from Japan and Hong Kong.

This same research has led to the creation of 87 spin-off companies, based on leading-edge technology developed at the university.

"The effect on B.C.'s economy is quite remarkable," Strangway said.

"If we are going to diversify our economic base, these are the people who are going to do it."

Following Strangway's briefing, the Liberals heard presentations from Clark Binkley, dean of the Faculty of Forestry, Michael Smith, director of the Biotechnology Laboratory and Dan Birch, vice-president, Academic.

Birch described the steps the university was taking to promote equity for women, visible minorities and the disabled.

Several MLAs were then guided through TRIUMF by director Erich Vogt, who told them of medical treatment and research currently underway at the facility and plans for the new KAON factory.



Photo by Abe Heffer

University Librarian Ruth Patrick displays a selection of materials acquired by the UBC Library during 1991, the year of its 3,000,000th acquisition. The display, to be featured at the second annual UBC authors' reception, March 10, will show the variety, depth and specialization of the University Library collection as it passes this milestone. The reception recognizes the accomplishments of UBC authors who have published books recently.

UBC requests mediator in campus negotiations

The University of British Columbia has asked the Industrial Relations Council to appoint a mediator to assist in labor negotiations with two of its major union locals representing more than 3,200 staff.

The staff are members of the Canadian Union of Public Employees (CUPE) Local 2950, which has 1,533 members primarily in clerical, secretarial and library assistant positions, and Local 116, which has 1,743 members primarily in trades, technical and general work positions.

Some members of Local 116 also work in clerical and secretarial areas.

The university and CUPE hadn't reached a contract agreement in collective bargaining by press time earlier this week.

"We want to pursue every available avenue in the collective bargaining process in order to reach a settlement

and avoid a situation which would see a major disruption to UBC's many thousands of students, staff and faculty," said Frank Eastham, associate vice-president, Human Resources.

"We have been listening to the concerns of our union locals and we intend to jointly explore those concerns with the assistance of a mediator."

The collective agreements expired on March 31, 1991, and, through negotiations, the parties have resolved almost all outstanding non-monetary issues.

UBC has offered the union locals a total compensation proposal worth approximately four per cent in one year.

The University of British Columbia has about 27,000 students studying during the regular school term and about 8,000 faculty and staff working on campus.

From arbutus to yew, book lists city trees

By GAVIN WILSON

When Virginia-born Gerald Straley first arrived in Vancouver, he had to ask the identity of the tree that looked like a huge rhododendron with red bark. He'd never seen an arbutus before.

Today, Straley has literally written the book on trees in B.C., including his latest, *Trees of Vancouver*, published by UBC Press.

It is the sixth book on the flora of B.C. by the research scientist at the UBC Botanical Garden, and his first aimed at a popular audience.

The result of years of research, the guide catalogues more than 470 different kinds of trees found within the city of Vancouver and on the UBC campus.

Southwestern B.C. is blessed with

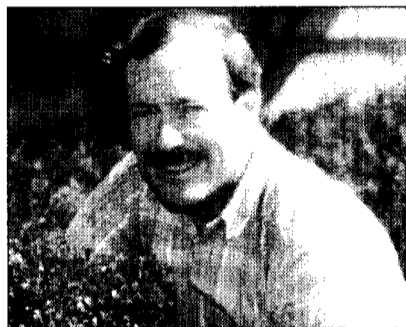
more varieties of trees than any region of Canada.

"There are dozens of trees listed here that would not grow east of Hope," Straley said.

His book also tells readers where they can find outstanding specimens of these trees in parks, on streets and even in private gardens that are visible from the sidewalk.

Straley illustrated the book himself with pen and ink drawings of leaves, cones, blossoms and needles.

UBC has a rich plant heritage, and



Straley

is well represented in the book.

"UBC is a small area that has more unique trees than anywhere else in the city," Straley said. "Stanley Park and VanDusen Garden have

good collections, but there are far more one-of-a-kind trees out here."

For example, the Giant Sequoia in front of the main library is the largest in the city, said Straley. Between the Physics and Biological Sciences buildings, he added, are "fine old specimens of American Elm that you could

see few places in North America."

The trees, natives to the east coast, have been virtually wiped out there by Dutch elm disease.

Most of the unique trees on campus are located on the site of the old arboretum, the original botanical garden planted by John Davidson around 1930.

Straley's book maps 88 trees in the site, bounded by West and Lower malls, the Fraser Parkade and Ponderosa.

Another area of special merit is Shaughnessy's The Crescent, where 47 excellent tree specimens are found, many of them native to eastern North America. Who planted them is a mystery, but they have been there since 1910.

Straley first began collecting in-

formation on Vancouver's trees shortly after he arrived at UBC to do his doctorate in 1976.

He was inspired by a similar book on the trees of Santa Barbara, Ca., and by a Vancouver Sun newspaper columnist, who lamented that Vancouver had no book to document its natural treasures.

As well as his work at the Botanical Garden, Straley is an adjunct professor in the Plant Science Dept. where he supervises graduate students and is curator of the Botany Dept.'s herbarium, which houses more than 500,000 plant specimens.

He is the co-author of other books on B.C. flora, including the four-volume Ministry of Forests series which catalogues all the plants in the province.



Profile

Second choice becomes career for microbiologist

By GAVIN WILSON

When Julian Davies first switched careers from organic chemistry to microbiology, he feared he had made a mistake.

On his first day as a post-doctoral fellow at Harvard Medical School, he attended a lunchtime seminar, and to his horror, discovered he "didn't understand a word of it."

"After leaving a full-time teaching position and moving my family across the Atlantic, I wondered if I'd done the wrong thing," he says now.

He needn't have worried. Davies went on to become a leading world figure in the field of biotechnology and, as of Jan. 1, the new head of the Microbiology Dept. at UBC.

Davies' distinguished career as a researcher and academic spans more than 30 years and includes positions such as president of a pioneering biotechnology company. Most recently, he headed up the microbial engineering unit at the Institut Pasteur in Paris.

The institute, founded by Louis Pasteur in 1888, is a world-renowned centre for the study of infectious diseases, vaccine development and diagnostic tools. Among its most famous achievements are the discovery of a vaccine for rabies and the identification of the AIDS virus.

Before joining the institute, Davies was research director and then president of Biogen S.A., in Geneva, Switzerland.

Biogen was one of the first companies to enter the emerging field of biotechnology. They were heady days. The potential for recombinant DNA in the pharmaceutical industry was just being realized. Scientists were given unlimited budgets as companies raced to be the first with new drugs such as interferon and other cytokines.

Davies relished the intense scientific competition and social and intellectual ferment of the time.

"I can say without any question that my five years in industry with Biogen were certainly one of the most exciting

periods of my entire life," he said.

As the company rapidly grew, he became president, and was soon heading up a staff of 200. Most of his time was taken up with travelling, negotiating contracts and administration.

"Eventually, I had more to do with the business than science, and that's not what I wanted to do. My overwhelming interest is in science, which is one of the reasons I came here."

Davies was alerted to the UBC position by a phone call from his old friend, Michael Smith, head of the Biotechnology Laboratory. It offered the right mix of "new challenges and interests."

"I'm very excited about being at UBC. It's a very good university and I'm in a very good department," he said. "I hope that in the next few years, I can make the Microbiology Department, and the university, even better. All the tools are here."

His research interests centre on how antibiotics work and how microbes become resistant to them. Of particular interest is how microbes interact

with their environment, other organisms and each other.

Davies also looks forward to teaching. A professorship at the University of Wisconsin left him with a fondness for North American students.

"There's something special about North American students. They're so brash. They'll always ask questions

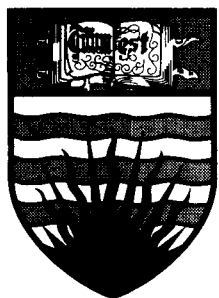
and they're not afraid to let you know if they don't understand."

Davies is especially interested in teaching undergraduates. He believes they should have contact with faculty at an early stage of their university education, when professors may help to develop their learning process and careers.



Photo by Gavin Wilson

Julian Davies looks forward to working with North American students.



DRAFT POLICY ON HUMAN RIGHTS

PREAMBLE TO THE DRAFT POLICY

In August 1990, President Strangway called for a Committee on Race Relations to advise the University about appropriate directions for the development of a University policy on race relations. This was motivated by the recognition of the changing nature of Vancouver with its multi-ethnic population and the existing strains in interpersonal and intergroup relations, from time to time. Several incidents with racist overtones on campus served to heighten all the more, the need for us as a University community to model an inclusive equitable environment. In addressing this issue the University reaffirmed its commitment to ensure that all members of the University community have the right to work and study in a safe environment free from racism and other kinds of discrimination.

The Advisory Committee on Race Relations, comprising a cross section of faculty, senior administrators, staff and students, was struck in September 1990. Its terms of reference were:

1. to invite students, faculty and staff to share their perceptions about existing conditions that create or hinder the development of a fair and equitable climate on campus;
2. to identify ways to foster an awareness among students, faculty and staff about conditions that contribute to systemic and overt racial discrimination in the University community;
3. to recommend appropriate educational programs;
4. to recommend policies and procedures to address racial discrimination.

The Committee met fortnightly over the academic year, studied other university policies, invited specialists to address it on pertinent issues such as "freedom of speech and freedom from harassment", and consulted on an ongoing basis with different sectors of the University community.

The submissions received confirmed widespread expectations. There had indeed been incidents of discrimination and racism, at an overt level as well as in the form of systemic discrimination integral to institutional operations. There had been ample manifestation of this in the graffiti, on washroom walls, on library desks, and on construction site fences.

Recommendations were submitted from individuals situated throughout the University community, both in writing and through personal interviews.

All these recommendations served to inform the committee to draft the following proposed document. We were influenced by other university policies especially those of the University of Western Ontario and Alberta.

In framing our recommendation for policy, we were very mindful of the terminology used, given the dangers of entrenching that which we seek to elimi-

THE UNIVERSITY OF BRITISH COLUMBIA



David W. Strangway
President

February 26, 1992

Dear Colleagues,

The following draft policy on Human Rights is published to elicit your comment. I urge you to review it and offer any advice and suggestions for further revision.

This draft is the outcome of the work of the President's Advisory Committee on Race Relations. I take this opportunity to thank those who served on the committee. Any suggestions for further improvement will be most helpful if received by the end of March. Please address all submissions to Dr. Kogila Adam-Moodley, Director, Multicultural Liaison, c/o Office of the President.

Yours sincerely,

David W. Strangway

nate. We wished to avoid, as far as possible, reification of the concept "race", an arbitrary social construction which draws false conclusions from phenotypic difference and is fraught with a dreadful history. We do, however, recognize the process of "racism" which is based on an ideology that discriminates by attributing positions of superiority and inferiority to groups. For these reasons, we use a broader category. We label our policy a Human Rights policy since it applies to various forms of discrimination and harassment, including racism.

1. Recommendations for Policy on Human Rights

1.1 Every member of the University of British Columbia has the right to study and work in an environment free of discrimination and harassment on the basis of race, ancestry, place of origin, colour, ethnic origin, religion, sex/gender, sexual orientation, age,* disability or other similar grounds.

* this is not meant to affect the University's mandatory retirement policy.

1.2 Discrimination and Harassment

1.2.1 Within the context of 1.1, discrimination may be described as a distinction, whether intentional or not but based on grounds relating to personal characteristics of the individual or group, which has the effect of imposing burdens, obligations or disadvantages on

such an individual or group not imposed upon others.

1.2.2 Harassment is unwelcome behaviour, including remarks, gestures, slurs, innuendoes, jokes, verbal or physical acts, which is directed at an individual or group by another person or group who knows, or ought reasonably to know, that this behaviour is unwanted.

1.2.3 Policies or programs that have as their object the amelioration of conditions of disadvantaged individuals or groups including those who are disadvantaged because of race, ancestry, place of origin, colour, ethnic origin, religion, sex/gender, sexual orientation, or disability are not discriminatory within the meaning of this policy.

1.3 In order to develop and maintain an environment free of discrimination and harassment, it is the policy of the University to:

1.3.1 promote dignity and respect among all members of the university community as well as between the university and the broader community and not to tolerate any act of harassment or discrimination on the bases set out in 1.1 above;

1.3.2 provide educational opportunities that raise the awareness of the university community on human rights issues and assist in addressing human rights violations in inter-group relations;

1.3.3 hold all persons in positions of authority, who make or influence deci-

sions regarding potential or current faculty, staff, and students, responsible and accountable for:

- i. communicating the tenets of this policy to all who come under their jurisdiction and,
- ii. fostering an environment in their area that is free of discrimination and harassment on the bases set out in 1.1 above;

1.3.4 prohibit reprisal or threats of reprisal against any member of the university community who makes use of this policy or participates in proceedings held under its jurisdiction.

RECOMMENDATIONS FOR STRUCTURES AND PROCEDURES IN IMPLEMENTING A HUMAN RIGHTS POLICY

2. Office of Human Rights

2.1 In order to improve the awareness, knowledge, and skills of its faculty, staff, and students on inter-group relations, the President will appoint a suitably qualified human rights officer and establish an Office of Human Rights.

2.2 The Office of Human Rights will have responsibility for coordinating all equity-oriented activities carried out under the auspices of the Sexual Harassment Office, the Employment Equity Office, and similar offices that the University may establish from time to time.

2.3 The Human Rights Officer will be responsible for carrying out the terms of reference of the Office of Human Rights.

2.4 The terms of reference of the Office of Human Rights are:

2.4.1 to promote an understanding and acceptance of diversity on the University campus;

2.4.2 in keeping with the University's mission, the Office of Human Rights shall promote and conduct appropriate educational activities;

2.4.3 in cooperation with faculties, departments and other groups, plan, implement and evaluate a campaign to ensure mutual respect in an atmosphere free from discrimination for all members of the University community;

2.4.4 to provide the University community with information about discrimination and harassment by conducting awareness programs;

2.4.5 to be the official recipient of complaints of discrimination or harassment on the bases set out in 1.1 above and to assist those who make inquiries to determine if a violation of the policy has occurred;



DRAFT POLICY ON HUMAN RIGHTS

2.4.6 to inquire into conditions and incidents leading or tending to lead to violations of human rights and cases of discrimination and harassment and to recommend appropriate action to eliminate the source of tension or conflict;

2.4.7 to maintain records and pertinent statistics on all matters of alleged discrimination and harassment on the bases set out in 1.1 above to the Office of Human Rights and to develop in consultation with the Committee for Human Rights a records management policy;

2.4.8 to provide a confidential advisory service to any individual or group on complaints of harassment or discrimination, which may include:

2.4.8.1 hearing the concerns of the complainant;

2.4.8.2 assisting the complainant in assessing whether harassment or discrimination has occurred; and

2.4.8.3 delineating options for action available to the complainant;

2.4.8.4 providing appropriate referral and support.

2.4.9 As appropriate, the Office may also:

2.4.9.1 assist in the formulation of a written complaint;

2.4.9.2 advise the respondent and complainant of their rights and responsibilities under University policy;

2.4.9.3 initiate complaints where warranted;

2.4.9.4 submit an annual report to the University's Committee for Human Rights.

3. Committee for Human Rights

3.1 The President will establish a Committee for Human Rights.

3.2 The terms of reference of the Committee will be to:

3.2.1 assist the Office of Human Rights in the development and delivery of programs on inter-group relations;

3.2.2 examine and monitor, in conjunction with the Office of Human Rights, University policies and practices and recommend changes to those that may infringe upon human rights or contain systemic barriers on the bases set out in 1.1 above;

3.2.3 investigate complaints to decide if there is any evidence to justify a formal hearing;

3.2.4 receive the annual report of the Office of Human Rights and submit it, with additional comments if necessary, to the President who in turn will report to the university community; and

3.2.5 consider and recommend what future initiatives in the area of human rights need to be undertaken on campus and assess whether such initiatives can be performed by the Committee.

3.3 The composition of the Committee will be Members appointed by the President as follows:

3.3.1 1 member of the Faculty of the University, nominated by the Faculty Association;

3.3.2 1 member of the Support Staff of the University, nominated by their membership;

3.3.3 1 graduate student of the University, nominated by the Graduate Students' Association;

3.3.4 1 undergraduate student of the University, nominated by the Alma Mater Society;

3.3.5 4 other members who have expertise that will assist the Committee in achieving its mandate. The President may appoint persons who may not have a formal affiliation with the University. In addition,

3.3.6 The Human Rights Officer

3.3.7 The Employment Equity Officer

3.3.8 The Sexual Harassment Officer

3.3.9 The Multicultural Liaison Officer

3.4 Members of the Committee, other than those listed in 3.3.6 - 3.3.9, will hold office for three-year terms and will not be eligible for reappointment for more than two consecutive terms (6 years), but will be eligible for reappointment following a lapse of three years after the expiration of the second of two consecutive terms.

3.5 The Chair will be elected annually by the Committee from among the members.

4. Human Rights Complaint Procedure

4.1 A person who believes that he or she has been subjected to comment or conduct falling within the definition of complaint* should discuss the matter with a Human Rights Officer.

*"Complaint" includes a complaint respecting:

- harassment or discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, religion, sex/gender, sexual orientation, age or disability.
- retaliation for consulting with the Human Rights Officer.
- breach of an undertaking as to future conduct.

4.2 The Human Rights Officer should provide the concerned individual with advice and assistance on how to address the situation, on the policy and procedures, on the apparent validity or seriousness of the complaint, and on what action might be taken. The Human Rights Officer may refer the complaint to an appropriate existing office such as the Sexual Harassment Office.

The Human Rights Officer may address a complaint through informal means without having received a formal written complaint. Informal means may

include mediation with the consent of both parties.

A complaint may not be formally pursued by the complainant unless the complaint is specified in writing in reasonable detail and lodged with the Human Rights Officer by at the latest one calendar year after the event, or in the case of a series of events, the last event in the series, on which the complaint is based.

4.3 The decision to pursue a complaint rests with the complainant, and having made a complaint the complainant may withdraw it at any time.

4.4 Events that take place after the giving of written notice may without the filing of a further complaint but with due notice to the complainant or respondent, be the subject of mediation, investigation or formal hearing.

4.5 If a written complaint is not lodged within the prescribed time limit, the Human Rights Officer shall destroy records that may have been compiled.

4.6 The Human Rights Officer may however publish statistical information as to the number of complaints made and information as to the general types of complaints, including information on whether the complaints were made by or against faculty, staff or students.

4.7 If a written complaint is lodged within the prescribed time limit, the Human Rights Officer shall within 5 working days of receiving the complaint:

- deliver to the respondent a copy of the complaint and a copy of the policy and procedures, and shall explain the procedures to the respondent;
- advise the respondent of the desirability of obtaining independent advice, and that, if the respondent so wishes, the Chairperson of the President's Advisory Committee will nominate a member of that committee to provide advice to the respondent;
- deliver a copy of the complaint to the Dean of the Faculty or the Head of the non-academic unit to which the respondent is attached.

4.8 The respondent may, if he or she wishes, respond in writing to the complaint.

Any response in writing shall be delivered to the Human Rights Officer within 15 working days of the receipt by the respondent of the written complaint of the complainant.

Within 5 working days of receiving a written response from the respondent, the Human Rights Officer shall deliver a copy of that response to the complainant.

The Human Rights Officer shall also deliver a copy of any response to the Dean of the Faculty or the Head of the non-academic unit to which the respondent is attached.

Within 30 working days of the delivery of the complaint to the respondent, either the complainant or the respondent may notify the Human Rights Advisor in writing that he or she is prepared to

resolve the matters in dispute through mediation.

If no such notice is given to the Human Rights Advisor, then it shall be presumed that mediation will not take place.

4.9 The Office of Human Rights may initiate a formal complaint if prima facie evidence of systemic discrimination or harassment exists.

4.10 Notwithstanding the provisions of this policy, individuals have the right to seek redress under the provisions of provincial and federal statutes.

5. Formal Complaints

5.1 If a complaint is not resolved by informal means and the complainant wishes to go to a formal hearing, there shall be a formal independent investigation of the complaint.

5.2 The purpose of the investigation is to determine whether there is sufficient evidence to warrant a formal hearing. It is not to determine whether the complaint is well founded or would probably succeed.

5.3 The investigation shall be conducted by such person or persons as the Chair of the Human Rights Committee designates for this purpose.

5.4 The person(s) conducting the investigation shall report to the Human Rights Committee as to whether there is sufficient evidence to warrant a formal hearing. If so, the University shall bring the matter forward to such a hearing. If the conclusion is that there is insufficient evidence, the complainant may still choose to bring it to a formal hearing without the assistance of the University.

5.5 A panel of persons from which Hearing Committees shall be appointed shall be created by the President, upon the advice of the Human Rights Committee. The panel shall include persons representative of the University community as well as at least three persons who are not members of the University community.

5.6 Formal hearings shall take place before a three-person Hearing Committee, nominated by the President with the advice of the Human Rights Committee Chair. There shall be at least one non-University member on each Committee, and the Chair shall be a non-University person.

5.7 Hearings shall be conducted in accordance with the requirements of natural justice, so as to give those involved a full and fair hearing. The parties shall be entitled to be legally represented, and shall have the right to examine and cross-examine witnesses.

5.8 A Hearing Committee shall:

5.8.1 make findings of fact with respect to the complaint;

5.8.2 recommend, if appropriate, that corrective action or disciplinary measures be taken.

5.9 The findings of fact made by the Hearing Committee shall be binding on



DRAFT POLICY ON HUMAN RIGHTS

the parties. Any disciplinary measures, however, shall be carried out by those who are in a position of authority to impose discipline.

5.10 These procedures, outlined in Sections 4 and 5, are intended to operate where a formal complaint is lodged. Those who are concerned about harassment or discrimination may continue to raise the matter with Deans, Department Heads, the Office for Women Students, the Disability Resource Centre, the Multicultural Liaison Office, the President's Advisor on Women's Issues, the Sexual Harassment Office, supervisors or faculty/staff group representatives.

A formal complaint shall be addressed in accordance with these procedures. If, however, the procedures specified here are inconsistent with those in any existing agreement between the University and its faculty and/or staff, that agreement will prevail.

6. Education

The President shall ask faculty and other appropriate groups to:

6.1 encourage faculty members to be sensitive to the impact of language on the members of various groups, including ethnic groups, women and the disabled;

6.2 plan and implement an educational program for faculty and graduate teaching assistants and staff that addresses issues of inter-group relations;

6.3 encourage instructors to facilitate a classroom atmosphere in which students are treated with equal respect;

6.4 incorporate learning opportunities within teaching situations that allow students to examine their own views about equality and respect;

6.5 review all class exercises for gender-biased or discriminatory language;

6.6 coordinate the development of programs which will assist instructors to teach equitably.

7. Elimination of Systemic Barriers

The President should:

7.1 state clearly, the University of British Columbia's commitment to address imbalances in the participation rates of various groups in the University's work force;

7.2 encourage all units to review employment criteria, job descriptions and employment advertising for systemic bias;

7.3 direct that care be taken to ensure that educational and employment experience acquired outside of Canada be properly and fairly evaluated;

7.4 develop and communicate widely a policy with regard to the recruitment of the members of groups which may be under-represented in the University's

work force;

7.5 commit the necessary University resources to fulfill the requirements for compliance with the Federal Contractors Program.

7.6 develop a policy on selection and hiring procedures which reflects the principle that a qualified member of a group which is under-represented in the University's work force as identified by the Employment Equity Office should be hired unless there is a candidate who is demonstrably better qualified for the position;

7.7 require Deans to initiate an orientation session for members of salaries, promotions, selection and tenure committees about the nature of and possible existence of systemic biases;

7.8 direct the selection committees to report to the Vice-President (Academic) the process and outcome of all academic selection procedures;

7.9 direct that the process for and the consequences of the University employment of support staff be reviewed by the Associate Vice-President, Human Resources;

7.10 ensure that University of British Columbia studies ways in which it can become more accessible to persons who have been disadvantaged through personal disability or social and economic inequities;

7.11 request that the Registrar, the Faculties and Senate review all admissions requirements to graduate and undergraduate programs to ensure that all groups are considered fairly and that there are no unnecessary barriers to the admission of the members of particular groups.

8. Other Recommendations

The President should:

8.1 require that all media associated with the University of British Columbia, including student media, adhere to this policy; that they develop guidelines that would further the goals set out in 1.1 for approval by the President.

8.2 ask the Senate to approve the following statement for incorporation in the calendar, and ask the Board to require the incorporation of this statement in all orientation sessions for all incoming students, academic and support staff: "Every member of the University of British Columbia has the right to study and work in an environment free of discrimination and harassment on the basis of race, ancestry, place of origin, colour, ethnic origin, creed, religion, sex/gender, sexual orientation, age, disability or other similar grounds.";

8.3 require that the Alma Mater Society, other student societies and other organizations associated with the University adhere to this policy.



STUDENT DISCIPLINARY ACTIONS

Under clause 58 of the University Act the President of the University has authority to impose discipline on students for academic and non-academic offences. In the past the nature of the offences dealt with and the penalties imposed have not been generally made known on the campus. It has been decided, however, that a summary should be published on a regular basis of the offences and of the discipline imposed without disclosing the names of the students involved.

In the period July 1, 1991 to February 29, 1992 six students were disciplined pursuant to section 58 of the University Act. For each case, the events leading to the imposition of discipline and the discipline imposed are set out below.

I. A student was enrolled in a course where the laboratory grade was based on two tests. Each test was given on more than two occasions. The student wrote each test twice, first under a fabricated name and student number and then under his own name and number, thus gaining advance knowledge of the test.

Discipline: a mark of zero in the course and suspension from the University for 16 months.*

II. A student had another student write the English Composition Test on her behalf.

Discipline: a suspension from the University for 12 months.*

III. An examination was written in two consecutive sittings. A student attempted to remove a copy of the examination paper at the beginning of the first sitting so that he could work on it and write the second sitting of the examination.

Discipline: a mark of zero in the course and a suspension from the University for 8 months.*

IV. A student substantially plagiarized a paper in the preparation of an essay.

Discipline: a mark of zero in the course and a suspension from the University for 8 months.*

V. A student, who was not enrolled in a course, wrote the examination in it.

The stated reason was to see whether he was knowledgeable in the content of the course.

Discipline: a letter of censure to be placed in the student's files.

VI. A student substantially plagiarized a paper in the preparation of an essay and removed from the journal the article which had been plagiarized.

Discipline: a mark of zero in the course, essay to be resubmitted and approved, and a letter of reprimand to be placed in files. This discipline reflected very exceptional extenuating circumstances.

*In all cases in which a student is suspended a notation is entered on the student's transcript. At any time after two years have elapsed from the date of his or her graduation the student may apply to the President to exercise his discretion to remove the notation. Normally students under disciplinary suspension from UBC may not take courses at other institutions for transfer of credit back to UBC.

Symbols of campus heritage

Plan cites UBC's historic buildings

By GAVIN WILSON

What buildings make up UBC's historic heritage?

That was one of the many questions planning consultants du Toit Allsopp Hillier addressed in the recently released third draft of the Campus Plan.

Seventeen buildings were identified as having historical value in the plan, judged in terms of their age and role in the development of the campus.

The consultants based their findings on previous reports and studies and conversations with people on campus, said Peter Smith, an associate with the firm.

This assessment of historic value is part of a strategy used in the campus plan to determine sites for new development that will not diminish the campus's current physical assets.

Other criteria used to judge campus buildings and landscapes include esthetic, symbolic, educational, functional and physical condition.

It is all part of an ongoing process that will require more research and discussion before accurately reflecting the university's outlook, Smith said.

Given the highest historical value are buildings representing the agricultural roots of the university or which

reflect the aspirations of the 1914 Grand Plan for the campus.

Included in this group are the granite core of the Main Library, the Chemistry Building, the Old Barn cafeteria, the Bio-Resource Engineering Annex and Cecil Green Park House.

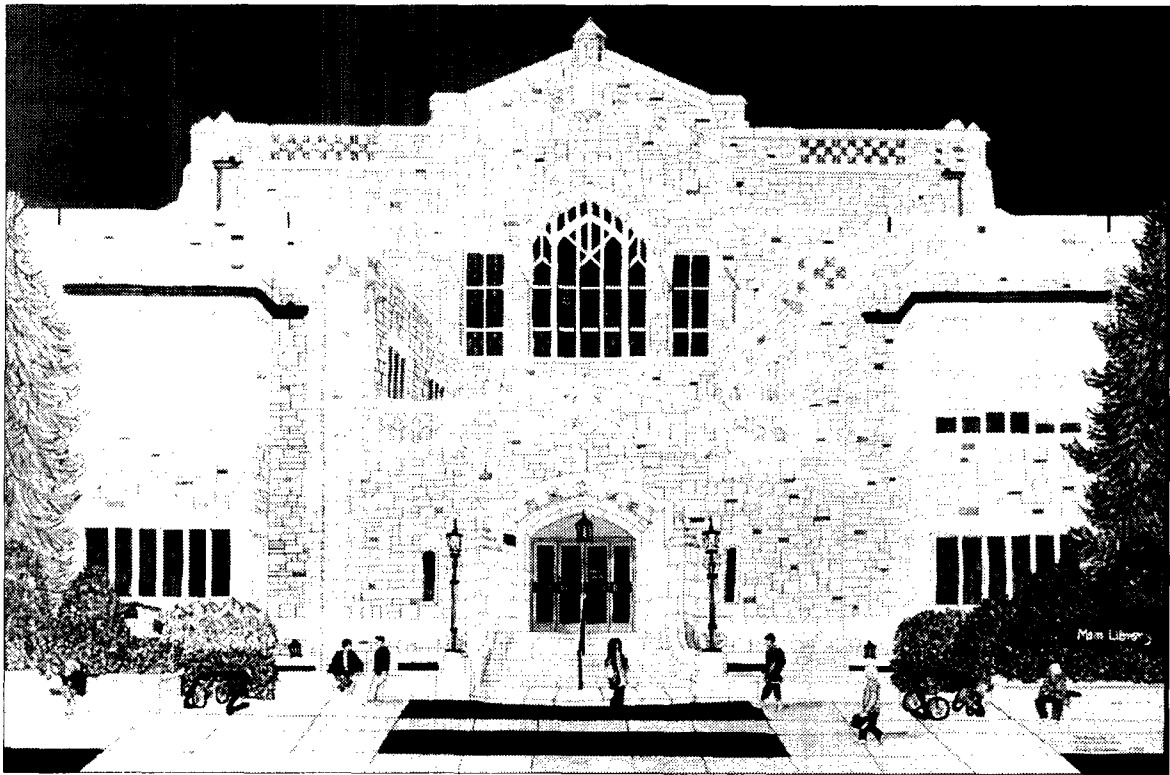
Also named as having historic value are all the other buildings built before the Second World War, and Brock Hall. These include the semi-permanent buildings of the original campus (Armoury, Geography, Mathematics, Old Auditorium and Old Administration) as well as the firehall on West Mall and Graham House.

Currently home of the School of Social Work, Graham House will soon be refurbished as part of the new Green College.

Brock Hall has historic value, but in terms of the specific criteria used to generate the campus plan, Smith said, it is not of the same calibre as buildings such as the core of the Main Library.

"Brock Hall has very high sentimental value, which is very important, but not the same as a high absolute value in terms of its role and how it expresses the principle of the first plan," he said.

"This is just our opinion, maybe there are other, much more informed opinions. This is an ongoing process."



The Main Library, dating from 1925, was designed in the gothic style, complete with gargoyles and stained glass.

CECIL GREEN PARK HOUSE

Cecil Green Park was built in 1912 from a design by Samuel Maclure, a well-known B.C. architect whose arts and crafts style buildings graced many streets in Victoria and Vancouver.

The house was built for courtroom lawyer Edward Davis, who named it Kanakla, a Coast Salish word for "house on the cliff." In 1967, it was bought and donated to the university by Cecil and Ida Green.

The elegant home, with its oak and rosewood panelling and white marble fireplace, has a spectacular view of Georgia Strait. At the end of the drive is the two-storey coach house, used as the servant's living quarters.

When Mrs. Green died in 1986, she bequeathed nearly \$3 million for the maintenance and upgrading of the house.

THE MAIN LIBRARY

The Main Library is the university's most familiar landmark. Its central core, designed by the architectural firm of Sharp and Thomson, was built in 1925 in the neo-Gothic style, complete with gargoyles above the entrance.

The gargoyles comment on the famous Scopes Monkey trial in Tennessee, which riveted the attention of the world while the library was under construction. The one on the left is labelled FUNDA and represents the fundamentalists who opposed the teaching of evolution in public schools. The other is an ape, labelled EVOL.

The library's granite facing was quarried on Nelson Island, in Jervis Inlet. Also notable are the decorative windows in the main concourse which show the crests of universities in Canada and the United Kingdom.

In the far west window above the information desk are the eight panels of the Canadian Jubilee Memorial Window, marking the country's 60th birthday in 1927.

Two wings were added to the library, in 1948 and 1960.

CHEMISTRY

The Chemistry Building, although never as much a landmark as the library, is arguably of greater historic and symbolic value.

Construction of the building began in 1914, more than a decade before the Point Grey campus opened to students. The outbreak of war put an end to those plans and the building sat unfinished for nearly a decade.

In 1922, the Great Trek terminated at the rusting skeleton of the building. Students climbed its open staircases and waved banners from its beams. Then known as the Science Building, it was completed in 1923.

The building was designed in the Tudor style with facings of B.C. granite. All eight of the original campus buildings were to have the granite facing, but it proved too expensive. Two new wings were later added to the main structure.

THE OLD BARN

The Old Barn cafeteria is a piece of campus history that almost met the wrecker's ball in the 1960s, during a period of rapid expansion.

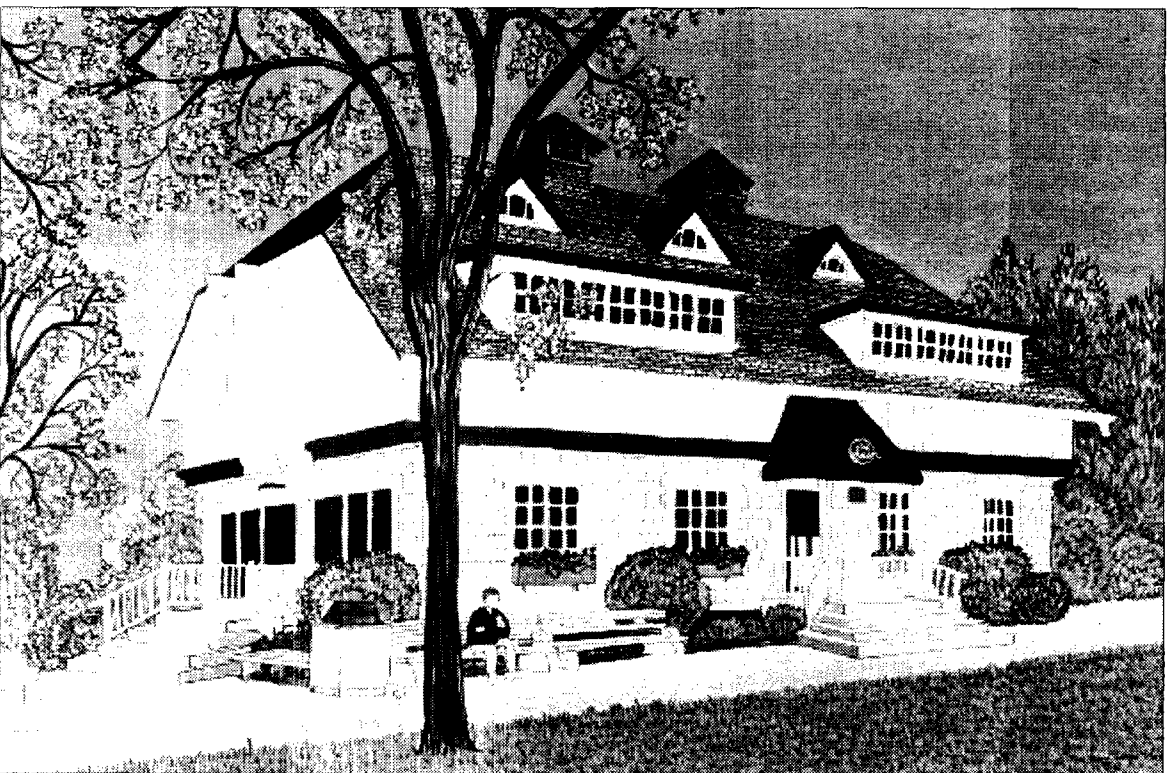
Built in 1917 for \$5,000, the building was originally used as a classroom for returning First World War soldiers. It later became a horticulture facility used by generations of Agriculture undergraduates. In the 1960s, it housed offices and practice studios for the music department.

After a long battle to save it from demolition, it was converted into a cafeteria in 1967.

The paintings and sketch reproduced here are the work of Vancouver Artist Anne Adams and are taken from a series of drawings and paintings of the university's buildings and architectural details. Adams graduated from UBC with a PhD in 1982, and recently returned to art full-time after a career as a cell biologist and cancer researcher. She works in pen and ink, watercolors and gouache.



Designed by Samuel Maclure, Cecil Green Park House commands the bluffs high above the Strait of Georgia.



A preservation campaign in the 1960s saved the Old Barn, a reminder of the campus's agricultural past.

'Junk food' plays role in teen development: study

By ABE HEFTER

Nutritionists must break down the barriers between "healthy food" and "junk food" if adolescent girls are to thrive emotionally and physically, says Gwen Chapman, an assistant professor in the School of Family and Nutritional Sciences.

Chapman has completed a study of the eating habits of young women and found that some of them go through an emotional and physical tug of war during their adolescent years over their food habits.

"Many nutritionists, parents and teachers try to discourage young women from eating so-called junk foods in favor of a more traditional diet," said Chapman.

"My study suggests that young women are eating the proper foods on their own and that junk food can play an important role in their development."

From 1988 to 1990, Chapman interviewed 93 girls between the

ages of 11 and 16. She asked them what they eat, where they eat, why they eat, what food means to them, and their dietary concerns. She also ran a computer analysis of their food intake.

"I found that, overall, these girls are getting most of the nutrients they need. They could satisfy the rest of their dietary requirements by simply eating more of the foods they currently eat."

After talking to the girls, Chapman found that junk food played an important role in developing a sense of independence. Chocolate bars and potato chips ranked high on their lists.

To them, healthy foods represented a family setting and what their parents want them to eat. Junk food, on the other hand, is eaten with friends, between meals, and away from the home, and is part of the peer bonding process that is crucial to healthy adolescent development, said Chapman.

"The tug of war develops for

those who see themselves gaining unwanted weight — weight gain which they have been told is caused by eating too much junk food. The simultaneous wish to both eat and avoid junk food can be part of a situation that may lead to bulimia or anorexia."

Chapman said society must find ways to sever the links between body weight and self-esteem. Simply finding new ways to tell youngsters not to eat junk food is not the answer.

"These kids aren't concerned about their weight for health reasons," explained Chapman. "They're afraid gaining weight will make them less attractive. They don't believe they can feel good about themselves unless they can control their weight."

Chapman adds junk food isn't junk food, if it's eaten in moderation.

"In some ways, it can play an important role in the development of a young person's independence," she said.

Nurse torpedoed food myths

By CONNIE FILLETTI

Lunch on the run. It's a lifestyle familiar to many of us — if we take the time to eat at all, that is.

Students are particularly vulnerable to the hazards of eating on the go, says Margaret Johnston, UBC's Student Health outreach nurse.

"The pressures of schoolwork and studying for exams often interfere with students taking the time to really think about what they're doing for meals," Johnston said.

She added that tight finances and dieting are the other major culprits leading to poor nutrition in students. But Johnston stressed that eating something "quick" doesn't have to be expensive, fattening or lacking in nutrition.

That's why she has teamed up with Katharine Archer and Lori Thomson, two third-year Family and Nutritional Science students, to co-ordinate a week-long pro-

gram of events promoting healthy eating and designed to explode some myths about nutrition.

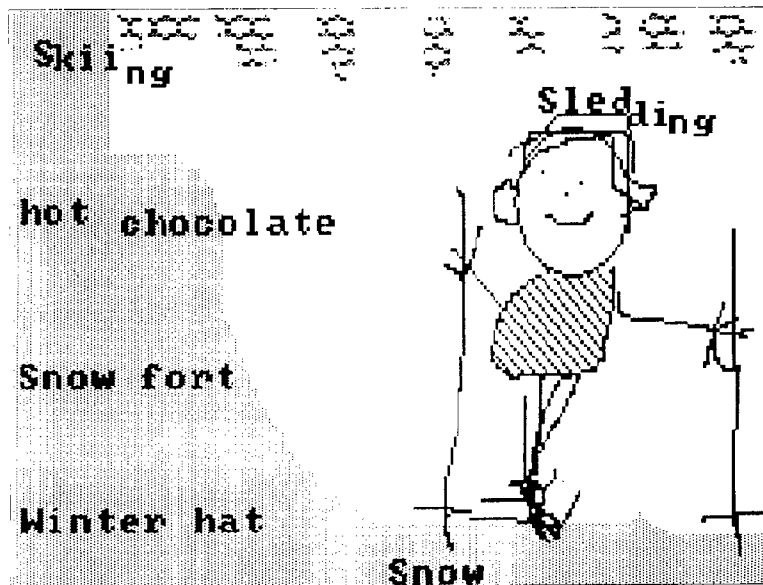
"If you're going to eat in a fast food restaurant, go ahead and order the plain hamburger," Johnston said. "It's a smarter food choice than the chicken and fish dishes which are usually breaded and deep fried in oil."

"Another myth is that dieting is an effective way to lose weight when in reality 95 per cent of diets fail."

Her advice? Don't diet. Eat for good health, choosing foods low in fat and high in fiber.

Anyone interested in these and other nutrition myths, nutritious food preparation, product information, or enjoying some healthy food samples, may visit the Student Union Building Monday, March 9 between 11 a.m. and 2 p.m. Call 822-4858 for details.

Tots tackle high-tech learning



Computer picture created by six-year-old artist at F. W. Howay school.

By CHARLES KER

"And that's why frogs like ponds." Finishing his presentation with a flourish, six-year old Eli waved the computer wand across a bar code in his reader, then quickly joined class-

mates on the floor to watch a frog video scanned off a compact disc.

Welcome to the hi-tech world of primary education.

Eli is one of several hundred British Columbia primary school students and teachers experimenting with micro-computers, video cameras, laser discs and the latest educational technology in a project headed by UBC's Faculty of Education.

For the past year, Professors Mary Bryson and David Robitaille have been studying how technology can support the new provincial mandate to have children thinking critically, working co-operatively, and ready for a "state-of-the-art" workplace.

"We want to break away from simply putting a bunch of computers in a lab and involve teachers and students directly in shaping their uses," said Bryson, an associate professor in the Dept. of Educational Psychology and Special Education.

The New Technologies and the Primary Program project (NTAPP) is being carried out in 12 elementary schools throughout the province.

Together with the Education Technology Centre of B.C., a 10-member

research team from UBC has tried to identify the obstacles and opportunities created when computers are introduced at the primary level.

In the past, Bryson said computer implementation studies have typically involved placing software in schools and assessing their "effects" on young students. However, recent research indicates that it is the teachers' understanding of how best to integrate the technology that determines effect.

"Teachers are often mistakenly viewed more as trainers than educators," said Bryson. "In fact, they are not just delivering curriculum on a cart, but are playing a formative and pro-active role in developing it."

Among the team's observations to date: primary teachers have little or no experience with educational uses of new technologies; support for teachers implementing new technologies is perceived as inadequate; and the best existing software in primary classes tends to consist of outdated business applications, like word processors or spreadsheets, or repetitive drill programs.

Historically, Bryson said elementary schools have not been at the forefront of integrating technology in class. There has, however, been a shift in priority since the 1987 Report of the Provincial Advisory Committee on Computers and initiatives from the BC Educational Technology Centre (ETC).

At the primary level, the Year 2000 educational reforms involve less formal teaching methods and more collaborative, group work between teachers and students.

Bryson said the focus of the new Primary Program is on collaborative and active learning rather than training kids to reproduce existing knowledge. The goal is to make education more meaningful by getting kids involved with working out everyday problems experienced in the playground or at home.

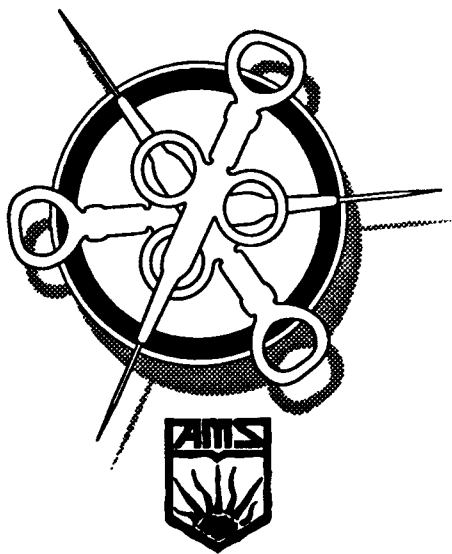
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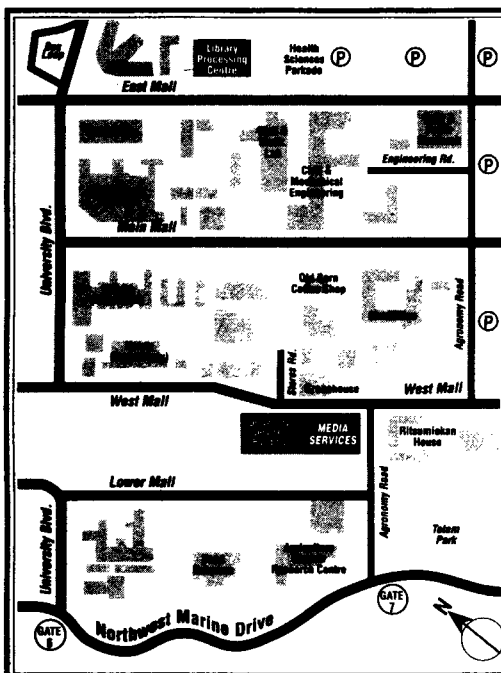
Media Services Has Moved

During the week of Feb. 10, we moved to the spanking new University Services Building at 2329 West Mall near Agronomy Road.

While our address has changed, our phone numbers have stayed the same.

Drop by and see us at our new home, or give our customer service representatives a call at 822-5931.

Improve Your Image!



Study to measure adolescent bone density

Teens crucial time to prevent osteoporosis

By ABE HEFTER

UBC researchers are embarking on a study of bone density in adolescent girls that may contribute to the prevention of osteoporosis.

The two-year study will examine the rate of increase of bone density in young girls as they go through puberty.

"At present, there is no cure for osteoporosis, a condition most common in Caucasian and Asian women over age 60, in which bones are fragile and can break easily," said Dr. Susan Barr, a member of the research team.

"However, many scientists believe that the pre-teen and early teen years are important in helping to prevent osteoporosis."

Barr said the increase in bone strength reaches a maximum in young women between the ages of approximately 11 and 14 and slows down after that. The study will focus on the factors that influence bone develop-

ment during adolescence, such as diet, exercise and menstrual periods.

"If we can help young girls add to their bone mass during those peak years, it may help protect them against bone loss later in life, and decrease their chances of getting osteoporosis," explained Barr, an associate professor in the School of Family and Nutritional Sciences.

The research team, which includes Dr. Jerilynn Prior, associate professor, Dept. of Medicine; Dr. Kim Colwell, clinical fellow, Medical Genetics; Dr. Brian Lentle, head, Dept. of Radiology; Dr. Judith Hall, head, Dept. of Pediatrics; and Dr. Steven Tredwell, clinical associate professor, Dept. of Pediatrics, plans to interview about 100 girls aged 10 and 11.

During the study, they will have their bone density measured once a year, a procedure which is totally painless and completely safe, said Barr.

The subjects will also be examined to follow their rate of growth and physical development, with particular attention paid to menstrual periods.

They will be asked to fill out forms regarding exercise and eating habits and, once every three months, will be expected to keep a record of the food they eat.

Barr said the study is not open to girls who have already started to menstruate, smoke cigarettes, or have any long-term health conditions which require regular medication.

"Even though everyone loses some bone as they get older, this may be less serious in those who start out with strong bones, and broken bones may be prevented,"

said Barr.

"Hopefully, this study will enable us to maximize the potential for bone mass in young women and keep osteoporosis at bay."

Subjects are being recruited for

this study, which is being funded by the B.C. Children's Hospital Telethon. For more information, or to inquire about participation, call Dr. Susan Barr at 822-2502, or 822-6766.

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FOR RENT: furnished two bedroom suite 1000 sq ft for May & June + all or part of July/Aug optional. \$1000/m incl. util/TV. 5 appliances. KITSILANO, 3200 block W 6 Ave. n/s n/p, Exchange of References. 732-6852

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Video camera poised to capture 'big event'

By ABE HEFTER

Jonathan Fannin is waiting for the "big event."

Armed with a video camera which has been set up at a research site in the Tsitika Valley on Vancouver Island, Fannin, an assistant professor in the Faculty of Forestry, is poised to record an active debris flow, or event, in order to better understand the physi-

cal characteristics and behavior of this phenomenon.

Knowledge gained through detailed examination of the Tsitika Valley site, and analysis of an extensive Ministry of Forests database, will be used in the development of a computer model that may help predict the behavior of debris flows, said Fannin, who has a joint appointment

in the Department of Civil Engineering.

A debris flow is like a runaway train of rock, soil, tree stumps and organic material charging down a creek at upwards of 30 kilometres an hour, he explained.

"Anyone who has driven up Highway 99 to Whistler knows the damage and destruction debris flows can

cause."

Fannin said a combination of unstable terrain, high intensity rainfall and saturated soils — triggered by one specific incident, like a small landslide — can result in a debris flow or torrent.

"It's a problem indigenous to the Pacific Northwest and one that government and industry are trying to

come to grips with to ensure good hazard management practices."

Fannin's research is part of a long-term sediment monitoring program initiated in the Tsitika River watershed by the Ministry of Forests last year, at the request of the Tsitika Follow-up Committee. The committee was established in 1978 to oversee the implementation of the Tsitika Watershed Integrated Resources Plan.

One particular gully in the watershed experienced a major event in November of 1990 and, given the nature of the site, Fannin said it is reasonable to expect another in the next few years.

After surveying the 2.5 kilometre channel from source area to depositional fan, on the valley floor, Fannin and his UBC research team set up a video camera which has been running since the fall.

Every day at noon, for one minute, the camera, located on the valley floor, records an image of the gully exit and fan. This data will be used to interpret the behavior and impact of the "big one" when it next hits.

When that happens, the debris flow will trip a switch connected to the camera, and the dynamics of the whole event will be recorded.

"In order to properly address this aspect of hazard management, we have to better understand the physical characteristics and behavior of these events. The computer model that will be developed will be a very useful tool in assisting engineering judgement and experience," said Fannin.

Toothpick bridge carries the load at competition

By GAVIN WILSON

They may be using popsicle sticks, dental floss, toothpicks and glue, but model bridge-building can help teach engineering students something about real-life construction jobs.

So says Brian Hirst, a Master of Applied Science student in structural engineering, who heads the seven-member UBC team in Concordia University's annual bridge-building competition.

Hirst, 43, should know. He spent 15 years in the construction industry before returning to school to upgrade his skills. His specialty: assessing and

maintaining bridges.

"In some ways, this mimics real-life engineering encounters on the job," said Hirst. "It sounds silly, but you'll face similar deadlines, technical limitations and rules."

The object of the contest, which is expected to attract 40 teams of engineering students from more than a dozen Canadian universities, is to construct the strongest and most original bridge.

A hydraulic machine nicknamed The Crusher tests the load-bearing capacities of the bridges, which must be one-metre long and clear the floor by 15 cm.

The UBC team is busily testing prototypes in the weeks lead-

ing up to the March 6 competition. Their best design will be taken to Concordia's Sir George Williams campus in Montreal. The prefabricated sections must arrive in three small, plastic garbage bags, as dictated by the rules.

This marks the first time UBC has entered a team in the event, competing for \$1,500 in prize money.

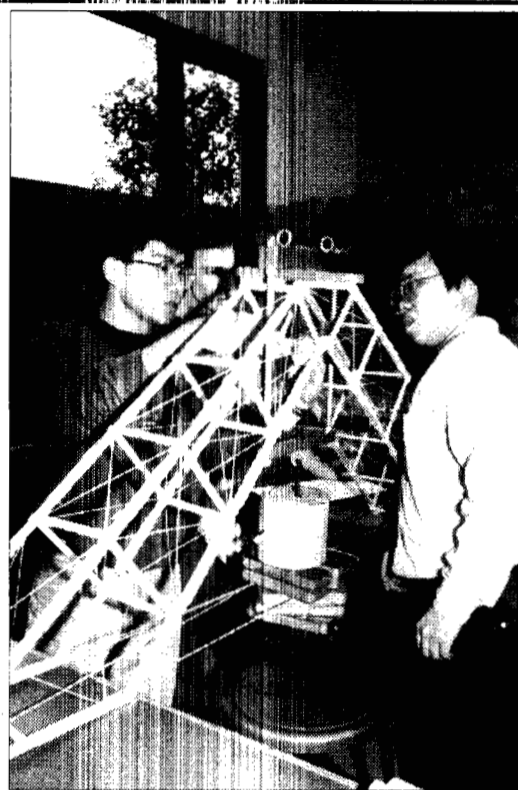


Photo by Brian Hirst
Team members John Lee, Nick Maile and Gary Liang load-test their prototype model bridge.

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