

UBC ALUMNI

# Chronicle

AUTUMN 1975



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# UBC ALUMNI Chronicle

VOLUME 31, NO. 3, AUTUMN 1975

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**EDITOR** Susan Jamieson McLarnon, BA'65

### EDITORIAL ASSISTANT

Barbara G. Smith (BJ'72, Carleton)

**COVER** Vancouver Sun photo. The Princess Louise is towed under Lions Gate Bridge on her final voyage to Long Beach, California, for use as a restaurant ship.

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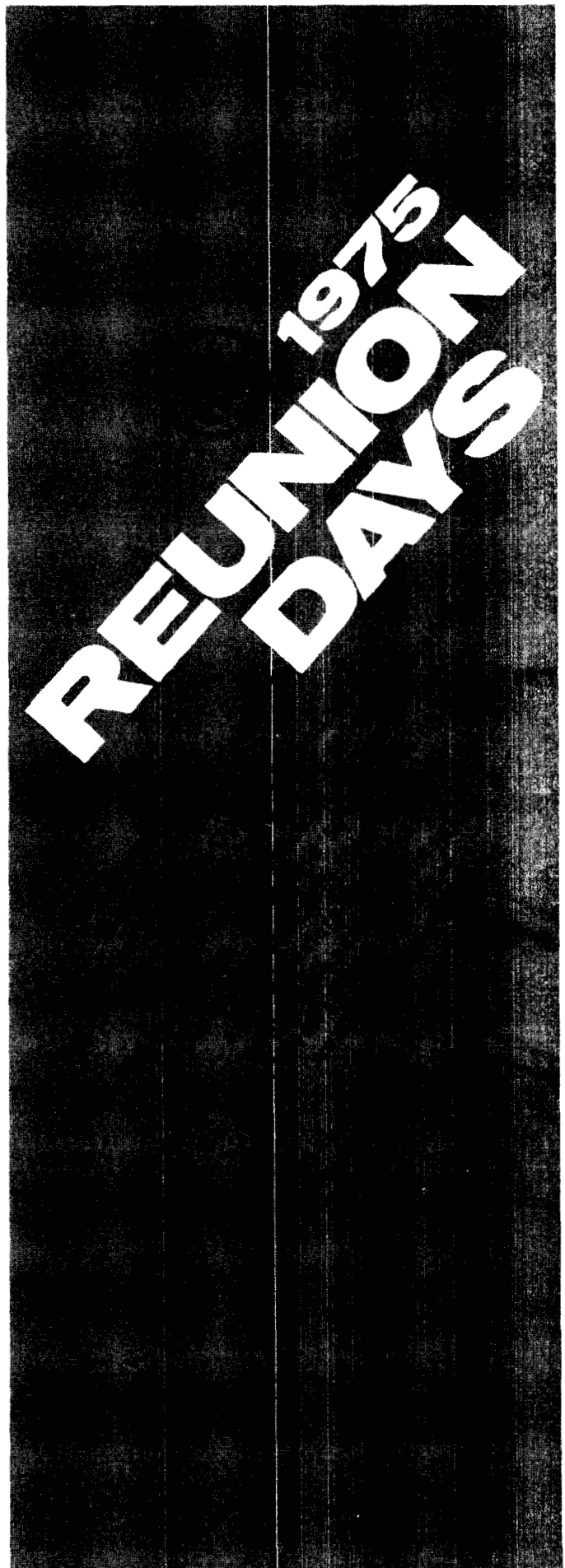
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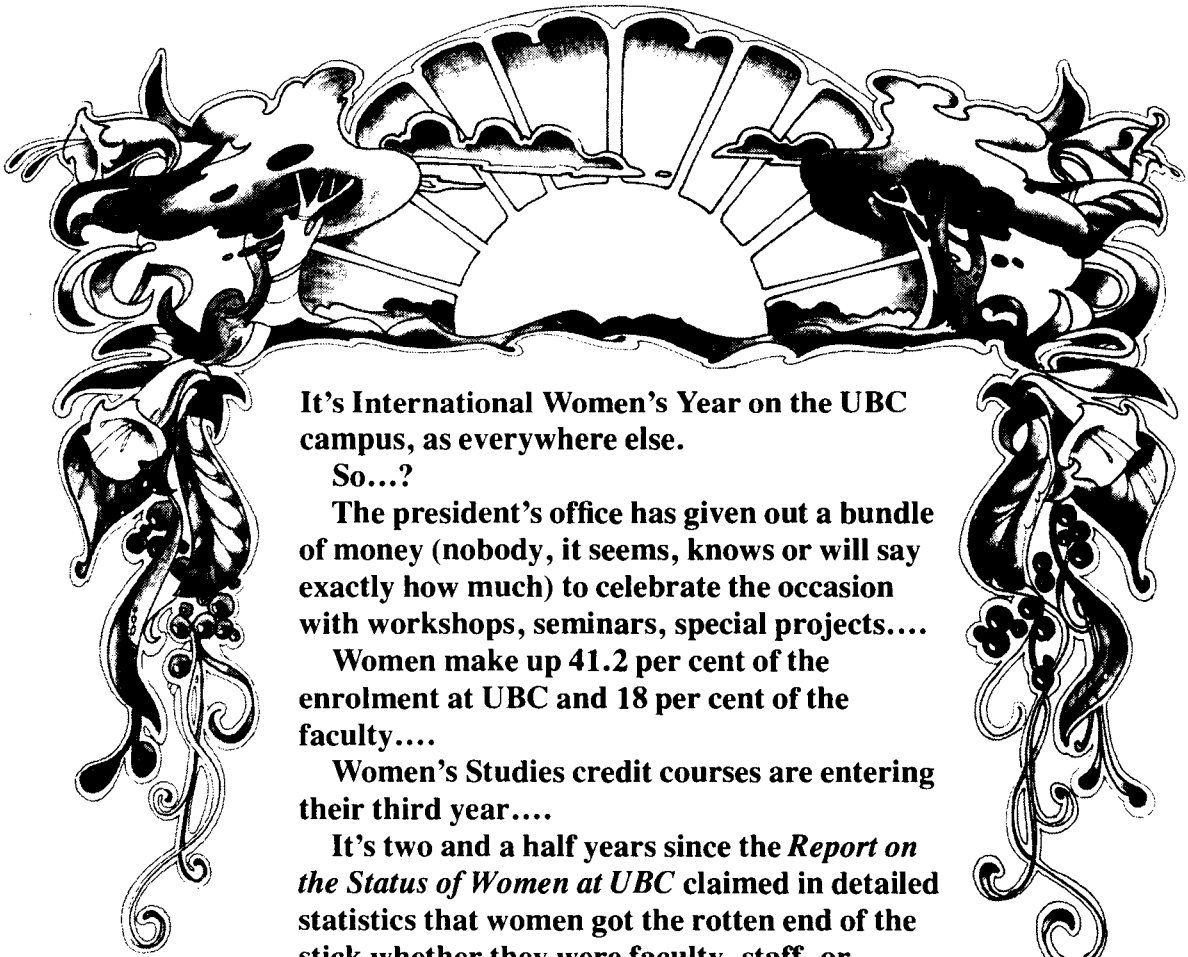
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# They're Beginning To See The Light



It's International Women's Year on the UBC campus, as everywhere else.

So...?

The president's office has given out a bundle of money (nobody, it seems, knows or will say exactly how much) to celebrate the occasion with workshops, seminars, special projects....

Women make up 41.2 per cent of the enrolment at UBC and 18 per cent of the faculty....

Women's Studies credit courses are entering their third year....

It's two and a half years since the *Report on the Status of Women at UBC* claimed in detailed statistics that women got the rotten end of the stick whether they were faculty, staff, or students....

Some people are very enthusiastic.

Some are totally unimpressed.

## ...But changing the system is a slow process

Viveca Ohm

been there. With more Position than Power, some feel that it is on the verge of extinction, others that it has never before been so important.

# Women's studies



Illustration / Peter Lynde

## The students

Welcome to the Women's Office...er, branch...centre...well, there are many of them, and perhaps a little guided tour is in order.

First of all, we have **Women's Studies**. This is the credit program for UBC students taught by women faculty with the administration's blessing, or something approximating it.

Then there's the **Women's Office**, a student-run centre which has been around somewhat longer and was the first to offer non-credit women's courses back in 1971. It is now an amalgam of campus groups operating out of the Student Union Building, organizing workshops and projects on and off campus and functioning as a haven, a sounding board and resources place for women who want to start their own projects elsewhere.

Not forgetting the **Women's Resource Centre**, run by the Centre for Continuing Education. It has an office and drop-in centre at the downtown public library, and runs seminars and workshops open to the public.

And this being International Women's Year, there are a number of special lectures and programs sponsored by the **Dean of Women's Office** in conjunction with various faculties. The dean of women's office, by the way, has always

*Women have been written out of our history. To change this, they must be given the same kind of conscious attention that is being gradually accorded to native peoples, to the poor and to immigrants. Our college curricula must give women special consideration until this attention leads to their incorporation as an integral part of our culture and curricula. It would seem ridiculous to have courses on the history of men or the sociology of men because it is men who set the norm; special attention to the male is merely redundant in a male-dominated society. Women's studies will be necessary until the place of women in our society is equal to that of men.*

*Our commitment must be translated into precise activities. Our work must take many forms including delving into attics, recording oral history, rewriting books, analysing statistical data, and yes, for the time being, establishing special courses and programs about women and by women. At each step we must ask ourselves: What was women's role? Why was their role so defined? Why have they been omitted? We must do systematic research and develop a social theory of women. Women's studies can be an anachronism to the next generation if we do our work today!*

- Sherrill Cheds, "Why Women's Studies?" from *Communique: Canadian Studies* 1:2, December, 1974

Dr. Helga Jacobson, one of the four women faculty members who teach Women's Studies at UBC, doesn't agree women's studies will become an anachronism. She doesn't see the course as "something we'll teach for N years and then it'll die a quiet death," or as a matter of righting a wrong. For her it's a matter of a wholly new focus, of "re-creating a discipline so that women are fully included, and that means the discipline is always changing...I see women's studies as an area that will continue to generate different ways of looking at social, political and economic situations." Dr. Jacobson is one of the original members of the group who put the course together and pushed

it through the academic maze of department heads and senate.

Women's Studies 222 is an interdisciplinary course (and what problems it has encountered stem mainly from that fact, for UBC's administrative structure is not kind to interdisciplinary courses, they don't fit smoothly). The course looks at women from the various perspectives of anthropology and sociology, psychology, and literature, and branches off into related seminars in those areas, which students are recommended to take concurrently with the main course.

"It's a really, really good course to teach. The students are lively, extremely hard-working and very creative." A few men have taken the course too, and there seems to be no way of categorizing the students who take it by background or academic and political interests. Dr. Jacobson denies her students are particularly "political."

"I think any course is political anyway, so I wouldn't single out women's studies. It's not being taught as a political enterprise."

She admits that, so far, relatively few women on the faculty seem interested in teaching women's courses or doing studies related particularly to women. "I don't know what it would take to make that happen."

In the larger view, is she happy with the position of women on campus?

Hesitation. "No, I wouldn't go on record as saying I was happy...."

\*\*\*

Students on Women's Studies:

*"... I looked upon those courses as a gift to myself. I felt I wanted to give myself that gift of time, time to be in contact with other women... And it was just satisfying to me to have models available, or opportunities to discuss frustrations - yes, just to have a female outlook on the world...."*

*"It's an absolutely indispensable course. For women, all of us, we've really learned a lot. At first there was a lot of argument about whether it was too academic and a lot of women had come with the idea it should be more like a sort of sensitivity/gestalt sort of thing. But I felt really strongly, after a month, that we were going the right way."*

*"Too many women just don't have the information. They don't know what they're arguing about. We have these feelings, but without knowing why we have had them...you're kind of left floating around. And now I feel I can put my foot down and slam my fist on the table, and I know what I'm talking about."*

- from *Voices of Women Students*, published by Women's Research Collective at Women's Office, SUB

# Women's office

Over in SUB in a large bright second-floor office, where secretaries drop in to eat their lunch, students to let off steam or a group of women from Penticton to find out how to organize a workshop, Jeannette Auger talks about it all....

This is the Women's Office. It's here the Women's Action Group started out and started in on the statistical digging that resulted in the *Report on the Status of Women at UBC*, campus best-seller of winter '73. What the report found at the time was "...that women at the University of British Columbia are a small proportion of the faculty, that they are paid less than men in every academic rank, that with the same qualifications as men women are in inferior ranks, that the work women staff members do is paid less than the work men staff members do, that women do not occupy supervisory and administrative positions on the staff in the same proportions as men, and that the University educates fewer women than men, and educates them less."

Auger: "There never was any money." What was done came out of the women's own pockets and on their own time. The \$74,500 that the report asked for to fund further research into women on the campus was not allocated. The group eventually split up, having to find outside jobs to support themselves. The Women's Office carries on with the rest of its business....

"We offer a non-credit educational program for women — and men — that focuses on women. We also have a TV program on Cable 10 called "Women In Focus". This is mainly a community workshop for non-student women. We train them to use the equipment, then they make their own productions.

"We also have a library, a tape library of lectures ... and we offer consciousness-raising groups, workshops, self-defence, anything that people want...generally what we are is a resource place."

Money? "We get our money from anyone who'll give it to us. The Secretary of State gave us money for the "Women In Focus" program. We have an OFY grant till August ... some money came through the Dean of Women's Office to bring in speakers like Margaret Atwood...we applied to the alumni association but got turned down...we'll try again.

"Trouble is, as we're on the university campus, everyone says get money from the university, but the university

says you're really a community group, why don't you get it from the community? We're both those things...."

Auger credits the Women's Office — or its forerunner, the non-credit women's program — with getting things rolling in the first place. "If you hadn't had the non-credit courses, you wouldn't have the Women's Bookstore, you wouldn't have the Women's Health Collective, you wouldn't have half the women's groups in the community."

Has there been any interest or support from men?

"I've been amazed at the kind of awareness there was in several men I've talked to...it's just kind of assumed that men don't support you, I know I've assumed that, and I was surprised to find that many did."

On the other hand, men In General and In Groups rate little appreciation from Auger: "When Shelagh Day talked on the Women's Action Group, the engineers came in with snakes, throwing snakes all over the floor, that's not very supportive...the Lady Godiva ride and "Home Ec's are Easy" doesn't make me think men in general on this campus are very supportive. I'd be surprised to find they were.

"But then lots of women aren't supportive either. It's the society we live in. One of the big problems is showing women at UBC that they are in fact discriminated against...you know, it's a big deal to come to university, you're better than everybody else, so the theory goes, so how can you possibly be discriminated against? That's the attitude of a lot of women...."

On the other hand, she promises "If you're here the first month of school, there'll be women in here every day saying thank God for the Women's Office...women who go into law, science, engineering, there's nowhere else to go for moral support...."

## Dean of women

Yes, Virginia, there are sexist professors. And classroom atmospheres that make you feel like you're swimming upstream.

*At first they didn't know what I was doing. There's always some reference in a classroom situation to gentlemen and lady. I had one instructor, you know, he'd put something on the board, and he'd always address me and ask me if I understood. So I ended up by dropping the course.*

*My professors, some of them are un-*

*nerved by having girls in the class. They feel they can't tell dirty jokes. And sometimes they tell, oh, one example, in neurology, some of them are crude about it. The jaw muscles...when your jaws open, it's harder to close them than when it's pulled open. So he gets a woman to stand up in front of the class and says 'hold your jaws open, honey,' and he pushes on them and says, 'you see, you can never shut a woman's mouth.'*

*When I went to see my honors advisor in the fall, the dear gentleman asked me about what I was going into and whether I felt I could handle the honors program, which in itself was an affront because last year I got an 85 per cent average, with 92 per cent in his department, and it was quite evident from my marks that I could handle the honors program. And he asked me if I felt I could handle it this year, and I said 'you know, my marks last year would seem to indicate that I can.' And he didn't take that to mean anything. He said, 'well, you know, it's a very hard grind, and women are emotional,' you know, the whole thing. Encouraging me in a sense not to go on.*

*The first year of university my professor was a very sort of sensual man, and he'd write things on my essays, like he called me pussycat, and in class he called me pussycat. I'm not here because I'm sensual as a pussycat, cuz I look like a pussycat. I'm here for intellectual stimulation. Look at me, look where my head's at: I can think and I can do this, and look, I can achieve academically, and intellectually, and I'm not just another pretty face.*

- from *Voices of Women Students*, published by Women's Research Collective

The Dean of Women's Office gets its fair share of such complaints. And Dean E. Margaret Fulton admits that "Many male professors make remarks almost out of ignorance, which women take as a put-down where none is intended." She contributes her own story of challenging a male administrator who had referred to a secretarial pool as "the harem" and finding him stunned at her reproaches.

"He'd never considered it like that...yet. I'm sure it would never occur to him to scruple against promotion (of women)."

Students come to her with all manner of problems, personal, financial, and to a lesser degree, academic. As dean of women, she is the official representative for women's interests on campus. Yet she feels in a way that her office is obsolete.

"If you're going to get real equality for women on this campus, this office is not going to do it, because it's too

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stereotyped (as the traditional moral watchdog).

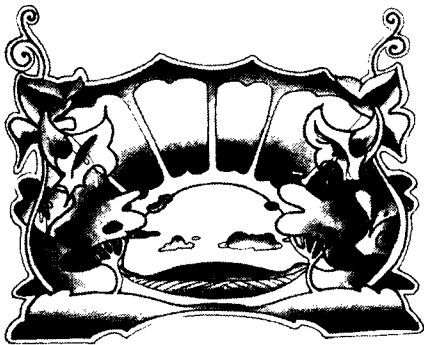
"What do women want? If they're concerned about equality in an integrated society, then they should in fact be opposed to a segregated women's office...any segregated offices should in time disappear. I think the reason we want them now and support them now is because women have just been awakened to the fact that the opportunities for equality are there, but they haven't had the training or support... that's why we need the separate offices, to give them role models and to further that awakening. Ideally in another decade or so, women's offices that work for women only should disappear...."

"The more I work with women, the more I realize that women are not motivated to take positions of responsibility...are they afraid? Or are women maybe not as competitive and aggressive as men? I think women are opposed to high power aggressiveness and what we think of as the male ego game...."

After her first year as dean of women, does she find UBC a fairly liberal campus?

"Well, I don't think it's any better or any worse...it's a fairly conservative campus. I don't think there are as many women employed on this campus on the whole as I've been accustomed to in universities I've worked at in Ontario — but that's a notion I have no facts to support.

"I think in many ways the women's movement has been more alive on this campus...you could argue that's because women have been traditionally more put down here, or you could argue it's because they've had more opportunity to speak out and are more aware...I don't know which is true."



## Graduate studies

In the wave of committees and reports that followed The Report, graduate studies emerged as one of the healthier areas.

While more men than women applied for — and are admitted to — grad school, women nevertheless had a higher acceptance rate — in proportion to their numbers.

The reason? Women who applied had higher marks. Also, they applied more frequently to MA programs (where the admittance rate is high) than to PhD programs, which traditionally admit fewer students.

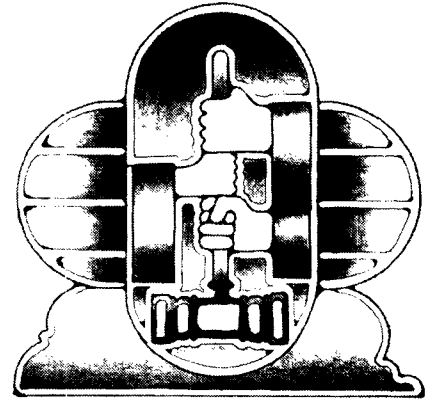
Conclusion: no discrimination against women applicants for graduate work.

Kate Swann, who tinkers with statistics in the UBC academic planning office, and was recently a student contemplating grad school, thinks it's more subtle than that.

"If a woman is really bright and in the top five per cent, no problem. She's getting proper encouragement and academic help from the faculty." The problem occurs when "you move down to the B+ or A- bracket, where men have no hesitation about applying, but women don't apply if they feel 'just competent or good'."

It's a familiar echo of an old hesitation. You have to be three times as good to get to the same place — or so many women are conditioned to feel. You have to be exceptional.

"Women who get in have to get in because they're so good that any refusal would be blatant discrimination," Swann muses. "They're the kind of women who would go through hell and fire to get their degrees."



## Women in law

Of all the traditionally male faculties, law is probably the one in which women have made most headway. Why? Numbers and organization.

"Women In Law" was a course given by and for women students. The upshot was the Women's Legal Aid clinic, formed in 1972 and still going strong. It is run off-campus by women students to inform and encourage women in the community about their legal rights.

The Women's Caucus was formed after that, made up of female law students. The group meets on an informal basis, and in the past has provided supportive action when any of its members ran into what looked like discrimination. A result is women are getting more intolerant of sexism in the classroom, and feel more confident about challenging it on their own.

With around 150 students, women now make up nearly 22 per cent of the law school enrolment. There was a particularly big jump in enrolment in 1972, which was also the time these groups and activities began forming.

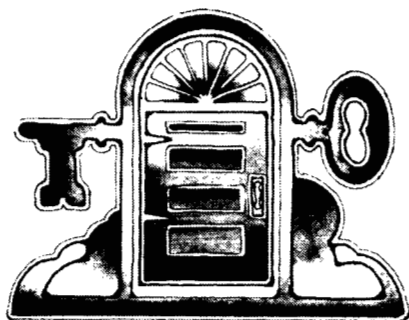
Currently the Women's Caucus has been preparing data and questionnaires on hiring practices in the city — what women law graduates can expect when they apply for that first always-hard-to-land articling job. Their research found discriminatory attitudes to women exist in some law firms, which clearly preferred hiring men.

And in the classroom? According to Pat Winfield, an active member of the Caucus and Women's Legal Aid:

"There are sexist professors, and some that are trying. And there is sexism among the students. The men may look on us as colleagues and 'exceptions to femininity', but in general their attitude to women outside and to legal secretaries continues to be exploitative."

### Random notes of a 10 year stretch:

	'64/65	'74/75
Total female enrolment at UBC	34 %	41.2%
In "male" faculties	.03%	2 %
Engineering	2.5 %	21.3%
Law	8.4 %	29.5%
Medicine	9.6 %	20.6%
In Ph.D. programs		



## The staff

In 1973 the *Status Report* and the presidential committee assigned to check on it agreed that:

- sex-typed female job categories have lower salaries within the university than job categories which are sex-typed male.
- in proportion to their number, fewer women occupy supervisory and administrative positions.

Among the recommendations of the presidential committee were:

- that all advertising and hiring practices be free of sex preferences and state clearly the position is open to both men and women. (*They are, they do.*)
- that for a time women be hired in preference to men when all other qualifications are the same. "A crash program is essential to right a long standing wrong." (*This was never implemented as a policy; the university sticks to its alleged merit-alone system.*)
- that the need for child care facilities be recognized and provided for. (*We'll get back to that one.*)

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On the subjects of women's work and women's pay, one administrator had this to say in response to a committee questionnaire in 1973: "I cannot answer the first part of these questions definitely, since the possibility of obtaining the services of a male secretary/stenographer is nil. However, I do regard my own secretary (female) as just as capable, skilful, intellectually acute, and willing to accept responsibility critical to the operation of the department, as my senior technician (male). Yet my technician receives an annual salary of \$11,280 while my secretary receives \$5,904 which is manifestly unjust and unjustifiable. Admittedly, part of the salary discrepancy stems from the greater age of my technician, and some recognition for age is reasonable. But the extent of the salary discrepancy is

not reasonable and stems from a tradition that women are worth less, the fact the technicians have a union and secretaries do not, (*They do now*) and the usual wearisome male chauvinism in high places, especially the personnel department."

About 1100 secretaries, clerical workers and library assistants, most of them women, belong to Local 1 of the Association of University and College Employees (AUCE). The union, which was formed in 1972/73 has won substantial salary increases and greater benefits including maternity leave, for both full-time and part-time employees. There are now about a half dozen unions on campus including the Canadian Union of Public Employees (mostly maintenance and grounds workers) so that except for certain non-union technical workers nearly everyone has a place to take grievances.

Sandra Lundy, past provincial president of AUCE and staff member in the UBC information office:

"When we started to organize, the salaries for clerical staff were so low and the opportunities for advancement virtually nil, that we came to the conclusion the only way to make the gains we wanted was to unionize," she said. "My own salary last year was about \$200 a month less than it is now, which meant after seven years I guess I was making around \$580. My understanding now is that salaries at the university are certainly as good, if not better, than downtown...."

So is she happy with the status of women on campus? "I certainly think there have been terrific improvements, largely because of what the union has done. But in terms of the whole university, although the proportion of women students, and women entering professional fields, increases every year — women are still virtually invisible in administrative and management positions."

There is an effort now being made to get women into these positions. "Both men and women are encouraged to apply" is now routinely printed on top of all job vacancies circulated by the personnel department. Nor are jobs to stipulate gender, unless it is inherent in the job itself, "actress" or "director of men's athletics," for example.

The personnel department, while eluding any attempt to pin down specific figures, claims that "a lot of women are applying for senior positions," and Wes Clark, assistant director of that department insists, "We are trying to de-sex our policies and our thinking."

\*\*\*

There are several women gardeners and one woman laborer employed on campus.

\*\*\*

One of the main criticisms of the *Status Report* has been that its staff statistics included part-time employees, which turned out to be misleading and sometimes inaccurate in the final analysis.

"I was disappointed in the *Report*, they didn't do their homework... We women have to be very careful, the best woman has to work ten times as hard as the worst man to be credible...."

"Yes, I feel underpaid. But that's a matter of job classification rather than discrimination."

- *Fiercely anonymous senior employee in the academic planning office.*

## The faculty

Among the faculty today it's still true that women tend to occupy lower ranks than men. The majority of women faculty seem to be assistant professors, instructors or lecturers, with very few associate professors or professors. In a typical recent year, 333 out of 519 applications received from women were for appointments as assistant professors. Once hired, women seem to be promoted less often and later than men.

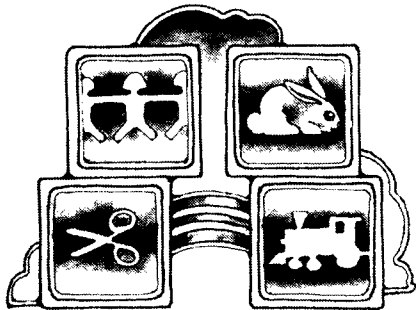
Dr. Robert Clark, of the university's academic planning department, who headed the president's committee to investigate the situation exposed by the *Report on the Status of Women at UBC*, says, "There is no policy of conscious discrimination, but there might be unintentional discrimination.... The primary emphasis (in promotions) is still on research, and while teaching is considered, it doesn't carry as much weight. My impression is that the majority of women faculty, at least the ones I know of, place a greater emphasis on teaching."

There is no standard university-wide formula to decide promotion or pay increases, he explains. "You can't say research counts 60 per cent and teaching 30 per cent, for instance." It's left to the discretion of individual department heads and their committees.

However, he points out that in 1974-75, 18 per cent of the total promotions went to women, though they comprise 14 per cent of the full-time faculty. In plain numbers, 84 men were promoted and 18 women. And since these 102 promotions named 39 faculty members professors, 52 associate professors and 11 assistant professors, several of those 18 women would have gained at least associate professor ranking.

According to the *Status Report* women in the same rank, and equal in all other qualifications, were paid substantially less than men. That seemed to be

enough of an embarrassment to bring on administrative action. A president's committee is looking at this whole subject and word has it that the board of governors is considering setting aside special funds in the current budget to correct any salary inequalities which may be turned up by the committee.



## Day care

Women's life rhythms are rather different from men's. Women who want to have children usually want to have them during the years that are designated for undergraduate or graduate studies, or the first year of settling into a career. Since in our culture women are still chiefly responsible for child-raising, and support services are minimal, women with small children are forced to interrupt their education and career patterns. That we stereotype all education and career patterns by age and continuous progression, penalizes every woman with children.

- *Report on the Status of Women at UBC, 1976*

One answer is part-time studies and/or part-time jobs. It's easier doing either than it used to be. The number of part-time students is up by a fairly dramatic 54.5 per cent among undergraduates, and by nearly 23 per cent at the graduate level over previous years. Part-time faculty and staff are eligible for maternity leaves no less than are full-time employees.

A bigger issue is day care. Still. Whose responsibility is it? The administration's, the government's, individual parents'? Several women connected with the Women's Office in SUB held their own protest insisting the university should provide free day care for children of students. Nothing much came of that.

Margaret Fulton, the dean of women, has backed efforts to increase day care facilities on campus. But as she says it's difficult. "When you get right down to

the hard core of changing the system you've got to have a dean with the power of an academic dean, with that kind of clout.... Take day care. Beyond recommending that day care be provided, what can I do? I have a vote on the senate, but one in 30 or 40, a vote on the deans' council but I'm the only woman there among 15 men."

Meanwhile the available day care at UBC is working out well. There are eight parent co-ops in the old army huts at Acadia Camp — four for children under three (each with 12 children, the legal limit, and two paid staff and one parent volunteer) and four co-ops for over-threes (24 children to 3 staff).

The university's contribution is to give the huts rent-free plus some basic maintenance. The parents pay a fee (up to \$170 a month depending on financial circumstances and the child's age) toward staff salaries, and are responsible for cleaning the huts and putting in three to four hours a week working with the children.

The co-ops are open to children with at least one parent a student, or faculty or staff member, and need only more space to accommodate their long waiting lists.

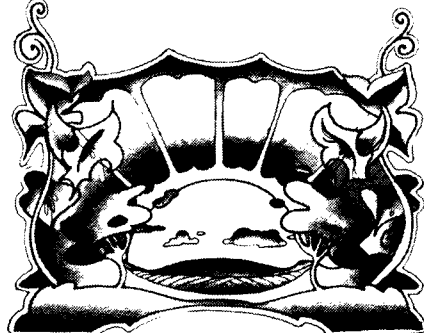
There are also family day care facilities, involving 20 to 40 people with children, who with government approval, take other children into their homes.

\*\*\*

There have been a lot of improvements, yes. Better wages for women, or if you want to look at it another way, the kind of wages they should have had in the first place. Special places to go for support and encouragement — because the need for support and encouragement is apparently stronger than ever. Special policies that promise special action for special wrongs while insisting that women are not special at all. And over all a murmur of "Rome wasn't built in a day"....

Nor in a year. International Women's Year is almost up; it's been called everything from a farce to a milestone but one thing it ain't — the five o'clock whistle to pack up our tools and go home. □

*Viveca Ohm, BA'69, a Vancouver writer, has recently completed her second novel.*



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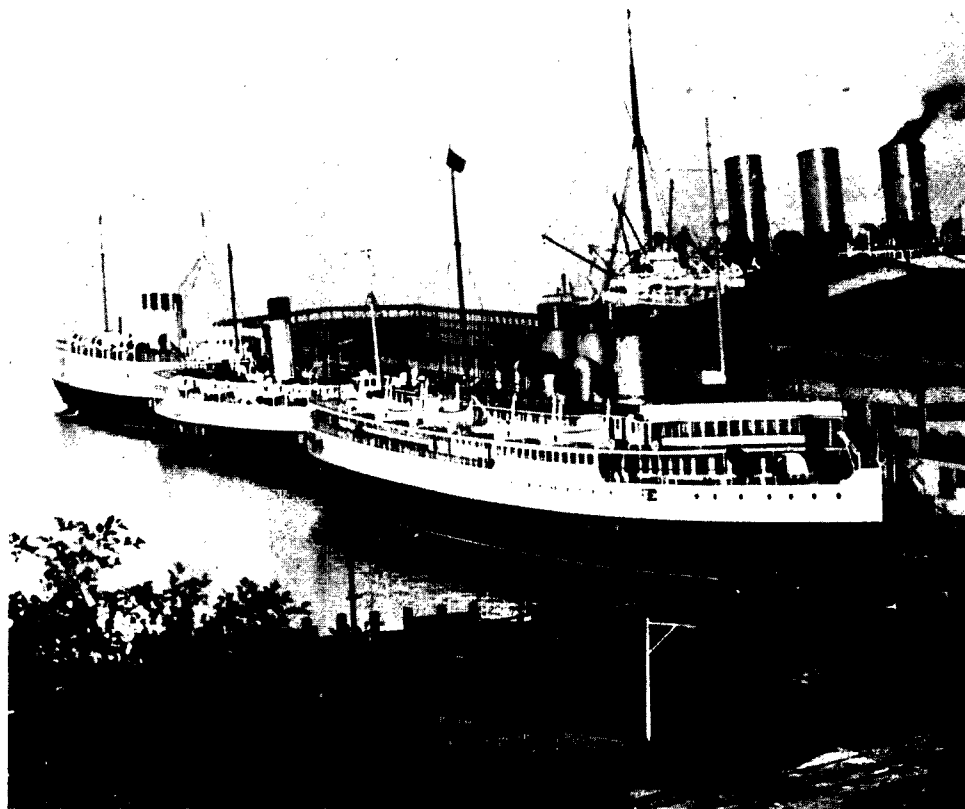
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# A Fleet of Princesses

## Sailing into B.C.'s history

Geoff Hancock



Below us, English Bay seems a vast blue and green anchorage and the sky is clear as an aquarium. From the twenty-first floor of W. Kaye Lamb's bright and tidy apartment you can see the whole precious world of little yachts, yawls, sloops, cabin cruisers, freighters and sailboats on the move. To the north is the Vancouver city harbour and between us and the boats nothing but sunlit air. Many voyages can begin between water and sky and for a marine historian it's important to keep up with the goings-on.

Kaye Lamb puts down his binoculars. "If you look out here on a Sunday morning you can see 150 yachts. You suddenly realize a lot of people here have a connection with the sea, that the sea embraces those chugging around as well as those sailing."

Norman Hacking, Lamb's friend for over forty years, agreed. He is the marine editor of the Vancouver *Province*, one of only three such editors on the Pacific coast. He considers that a high sounding title, "but since Vancouver is one of the great seaports of the world, I think a paper should have somebody who is able to write about it with some knowledge."

Kaye Lamb and Norm Hacking have pooled their knowledge in *The Princess*

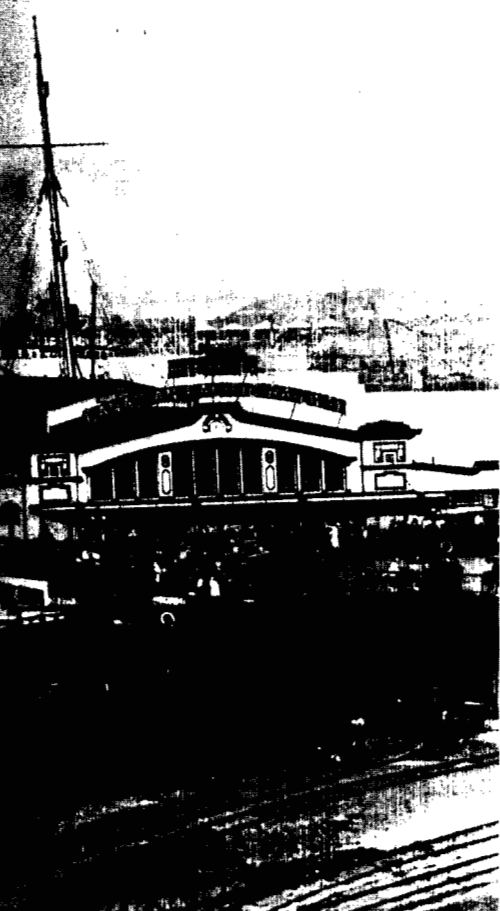
*Story: A Century and a Half of West Coast Shipping*. "It's a straight hobby book. Parts of it have been in draft for years. We just never got around to putting it together. Then a rumour reached me that someone else was going to do a history of the Princesses. So I said to Norman, look here, we'd better pull up our socks and do something because we don't want to be scooped after the toil and toil of years. And that's the story," said Lamb.

Not quite. The Princess ships and the Empress ships in the '20s were sleek, handsome and tempting enough to make boys want to run away to sea and Hacking and Lamb were no exception.

Hacking: "As a child I knew all the CPR ships. I used to lie in bed and listen to their whistles. I could tell them apart. Some of the ships had two tone whistles and others had elaborate whistles that covered all the notes of the scale. They could even play little tunes sometimes. 'How Dry I Am' was a favourite.

"I used to go to the docks and look at the ships and I felt I was a part of them. When I went to UBC I wrote a graduating thesis on the early marine history of British Columbia."

Lamb: "When I was in high school I was patient and long suffering. I'd get a pass from the CPR and crawl all over



Vancouver Public Library

dian Pacific Navigation Company and Captain James Troup hit upon his "original and pretty plan" to christen the newly acquired fleet after members of the Royal family.

"The division of the writing was also a matter of friendships," Lamb points out. He speaks in a gently flowing voice that has a solid vein of sincerity. "Norman had the good fortune to know Captain Johnny Irving, son of B.C. shipping pioneer William Irving and I had the good fortune to know John Heritage, chief engineer on all the major Princess boats on the Triangle run."

The Triangle run! Adventures and gales on the dark spots of the sea! But not so. Originally called "the crazy run", the Vancouver-Victoria-Seattle trips began in June, 1904. At first the hard working coal burning steamers ran Vancouver-Victoria round trip, then later in the day went from Victoria to Seattle round trip. The ships were on the move sixteen hours a day.

But in 1908 rate wars between the CPR and Seattle shipping companies led to more efficient service. The CPR introduced the Triangle run, with two ships running in opposite directions

along the Triangle daily. At the height of the rate war the fare between Victoria and Seattle was as low as 25 cents (supplemented, some said, by free beer.)

Much of the book's lively information comes from patient research in archives and newspaper clippings. But even more comes from long discussions with many of the pioneers and captains themselves, sometimes under less scholarly circumstances.

"When I met John Irving on the street he'd always say 'how about a smile?'" Hacking recalled. "A smile meant let's go have a drink and tell a story. We went down to a little joint on Pender and Burrard where the customs house is. Margaret's bootlegging joint. She was a real old timer. Gone to school with old Judge Howie."

The point Hacking was making was simple. You can't sit down and write a book like the Princess story. You have to gather information here and there.

Lamb said you have to have sessions with people for the specific purpose of getting information while they're alive. Both men regretted not pumping their informants enough. "You don't realize the opportunities of talking to men like

*(Left) The Princess Marguerite (foreground), the Princess Mary and Princess Charlotte tied up at pier D, Vancouver, the Princess terminal from 1914 to 1938. The Empress of Canada is on the other side of the pier.*

*(Below) In heavy fog the Princess May piled up on Sentinel Rock in 1910 on her way from Skagway to Vancouver. All 148 passengers were landed safely and she was refloated within a month.*

the Empresses. Knew them all. And to the astonishment of my family, in 1921 I saved up my pennies and bought a \$35 *Lloyd's Register of World Shipping*. I used to pore over this book as people pore over their Bibles."

What, I ask, being a dummy about nautical matters, is the difference between boats and ships? "Technically speaking, a boat is something you put on the deck of a ship," Hacking said.

"But even purists make mistakes, Norman," said Kaye. "James Troup refers to one of his Princesses as 'a fine boat'." Like a good marriage. Lamb and Hacking neatly balance their conversations, with one quietly chiding, reinforcing or contradicting the other.

Hacking wrote part one of *The Princess Story, 1827-1901*. This includes the early Hudson's Bay Company sailing brigs and schooners and the sweaty men shovelling coal into gleaming furnaces to drive the new-fangled steamboats. Lamb carries on from 1901 to the present. In 1901 the Canadian Pacific Railway acquired control of the Cana-

**The Princess Story: A Century and a Half of West Coast Shipping**, by Norman Hacking and W. Kaye Lamb, Mitchell Press Ltd., Vancouver, B.C. \$9.75 paperback.

Maritime Museum



that, who were in Vancouver before this city existed, who can say "Oh, Gassy Jack Deighton, I remember him. He used to work for me." Hacking said.

Where did the Princess ships come from? "In 1879 there was a sidewheeler called the Olympia. She was renamed the Princess Louise at the time Princess Louise was going to visit B.C.," Hacking said. Princess Louise was the wife of the Marquis of Lorne, Governor-General of Canada and later Duke of Argyll.

"When Captain Troup took over the fleet in 1901 he thought Princess Louise was a nice name, and since the CPR already had Empresses on the Pacific, he said let's have Princesses," Lamb said.

*Authors Lamb (left) and Hacking, on the old CPR dock in Vancouver harbour. In the distance the Carrier Princess, designed to carry rail cars and freight - not passengers.*

Of course, the next time a Princess came to visit B.C., she promptly had a ship named after her. Princess May, later Queen Mary, wife of George V became the first namesake of over forty Princess ships flying the CPR chequered houseflag.

The Princess May was later involved in a spectacular pileup on the rocks in 1910 that left her high and dry with over 100 feet of her hull unsupported. Her rescue, which took nearly a month to plan, became a classic feat of marine salvage.

But not all ships were so lucky. The mortality rate of ships on the B.C. coast is high. The early wooden sailing ships were apt to run aground, not because they were inefficient, but because the charts were poor and there were no navigation lights. Many waterlogged wrecks lie off the treacherous B.C. coast.

Some of the Princesses met humble

ends. The Princess Louise and Princess Elaine became restaurant ships in the United States. Several were sold in the 1950s to Greek owners and renamed. Several foundered and sank. One, the Princess Sophia, went aground on the Vanderbilt Reef in Alaska in October 1918. With terrible misjudgement the passengers were not removed to the safety of rescue craft. In the middle of the night the Sophia slipped off the reef and went to the bottom taking 343 passengers and crew with her. The sole survivor was a little dog.

The photographs of the sinking Princess Kathleen in 1952 are almost as spectacular as those of the sinking Andrea Doria. There is a special bitterness, Lamb writes, because the disaster might so easily have been avoided.

Several Princesses were pressed into wartime service and some became casualties. The Princess Irene was blown to bits loading mines in Scotland in 1915. The Princess Marguerite was torpedoed off Cyprus in 1942 and sank within an hour.

Both Hacking and Lamb considered the first Marguerite and Kathleen the most attractive Princess ships. With their sharp lines and three sassy funnels belching smoke like volcanoes, no wonder school boys sighed when they hove into view.

The Princess Patricia, which still operates the Alaska cruise service, and the second Princess Marguerite, now the property of the B.C. government and operating between Victoria and Seattle, are disfigured, Lamb said, pointing out the differences in the photographs (which are thankfully aligned with the text).

"Because the CPR put the captain's and officer's cabins in front of the deckhouse, they've got three or four miserable little windows instead of sleek lines. They look sloppy compared to the glass observation windows of the Kathleen and the first Marguerite." The CPR has clearly offended Norman Hacking and Kaye Lamb. But then, to them, a Princess is not just any old ship, like say, Lord Jim's Patna, rusted worse than a condemned water tank.

Lamb: "They're miniature ocean liners, beautifully finished ships, real ships. And there you were, on a real ship, on your way to Victoria."

Hacking: "All you could eat, beautiful white table linen, silver service...."

Lamb, as chief archivist of British Columbia from 1934-1940, made many crossings between Vancouver and Victoria. "I used to say I'd slept in every stateroom on every Princess. Well that's an exaggeration, but I slept in an awful lot of them."

But nobody wants to spend four hours in a stateroom any more. Not that the old Princesses were slow. "I remember the old Princess of Victoria



John Mahler

was half an hour late leaving Victoria. I never knew why. She just stayed at the dock and then she took off. And believe me, did the old girl go! She got to Vancouver on time. She was an old ship and she went like the Dickens. She didn't vibrate either," Lamb said.

"Not like the Charlotte who vibrated so badly I used to call her old tumpety-tump. She'd go tumpety-tum, tumpety-tump," Lamb said, bouncing up and down on the sofa.

The barriers preventing a fleet of Princesses again appearing around every corner are economic. Nostalgia can revive one or two, like the Marguerite, but the days of luxury steamer travel are gone.

First of all, the lucrative tourist season is too short. "The CPR can run the Princess Patricia because she's 26 years old and paid for. She's off the books, except for a small bit of reconditioning. The overhead is very little. She's in good condition and can go along for years. But to build a new Princess Patricia would be a staggering cost and the CPR would only get five months service out of her," said Lamb.

And second, the Princess ships' luxurious and spacious staterooms were meant for night travel. But the free and open deck space which is so important for fresh air seeking day travellers was limited. In addition, the luxury Princesses could not accommodate increased vehicular traffic, a problem James Troup foresaw as early as 1925.

As a result the American Black Ball ferries and the B.C. government ferries became serious competitors. Due to the shorter routes between Swartz Bay and Tsawwassen, more frequent sailings were offered. In addition the commodious new ferries could unload and load hundreds of vehicles in minutes. The ferries were a spectacular success with the public and the Princesses became a thing of the past.

Lamb says grudgingly: "I've got nothing against the B.C. ferries. They're all right. But they're bathroom architecture. They remind me of a mass of plumbing."

Thinking back to the last unmelted cheeseburger and cornstarchy clam chowder I had on a tourist packed B.C. ferry, I can only agree that for a marine historian, looking for class and graciousness, the best direction is backwards. *The Princess Story* makes a good time machine. □

*Geoff Hancock, BFA'73, MFA'75, is a creative writing instructor with UBC's Centre for Continuing Education and editor of The Canadian Fiction Magazine.*

*Norman Hacking, BA'34, has been marine editor of the Vancouver Province for many years. W. Kaye Lamb, BA'27, MA'30, (PhD, London) retired as Canada's National Librarian and Dominion Archivist in 1968.*



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# Psychology Changes Direction

**In research and treatment  
the move is into the community**

Josephine Margolis

The average layperson doesn't quite know what to make of the modern psychologist. Psychologists seem to possess too much of the scientist to be social workers, yet too little of the therapist to be psychiatrists. In our academic, social service or medical experiences, psychologists do not fit a clearly defined niche.

Conjure up the popular image: psychologist visits the school occasionally, tests children, diagnoses and assesses learning disabilities, performs behavioral tests in mental hospitals and does endless controlled experiments. Nowhere is there a vision of the psychologist assuming the role of therapist in the community setting, nowhere is the white-cloaked technician seen as a socially-conscious, applied behavioral research scientist. Readjust the image: see community psychologists, clinicians who enter the environment of the disturbed person. Whether it is the depressed wife in her home, the disgruntled business executive, the hyperactive child in kindergarten or the uncooperative tot in a day care centre, the psychologist will tackle the problem by teaching "coping skills" to the person with the problem as well as select members of that person's environment.

Focus on a new view of the laboratory researcher: In the past the discovery that seizures and possible brain

damage can be the result when alcohol addicted rats are cut off from their daily ration of alcohol, would have been an acceptable and adequate research result, worthy of funding by tax dollars, and good reason for academic promotion. Today's psychologist is expected to go even further and draw an analogy to drunks thrown into police station dry-out tanks.

Speak to any psychologist from any sub-discipline — social, environmental, behavioral, physiological, developmental or clinical — and he or she will attempt, with much conviction, to describe this wide and changing role of the psychologist. To understand this change, in part a response to government demands for increased relevance in universities, in part a response to obvious social needs, start with the profession's new characterization — "community psychology" — which as recently as 1973 did not exist as a designated program at UBC. Note also as part of the change, the increasing shift towards applied research.

The UBC psychology graduate program, entitled "clinical/community psychology", trains clinical psychologists to work in community settings. The 24 participating students interning in Lower Mainland municipal health departments, UBC Health Sciences Centre hospital and Riverview hospital, are able to learn their evalua-

tive, therapeutic and consultative skills in these settings as well as in labs and lecture halls. Program director, Dr. Park Davidson, explains the orientation of this program, one of several which the department offers: "Traditionally, we trained psychologists to work in large mental institutions. Today in most mental health disciplines we treat the individual in the community rather than in the hospital. We believe that with help people can manage their own problems and so we teach them social survival skills and this can be achieved only by meeting and dealing with people in their everyday environment. Our approach is analogous to calling in a contractor to repair the house or taking an evening course in carpentry and doing it yourself."

Dr. Douglas Kenny, the university president and former head of the psychology department, defines the underlying need for such an approach: "One-to-one intervention therapy is rapidly disappearing; the fifty-minute therapy hour is an ill-afforded luxury and the benefits in terms of behavior modification and the number of people that can be treated is so limited as to make it unrealistic and impractical."

The move is away from the medical-diagnostic model to the social-adaptive approach. Dr. Peter McLean, one of the three coordinators of the Health Sciences Centre hospital internship







**We must bring the know-how and skills regarding human behavior out of esoteric settings ... to the centers of everyday life. This is mandatory in a society which is begging for help in the area of mental health.**

program, explains the retreat from the traditional approach to mental illness, the disease model where the aim is to get people "fixed up." "To begin with the disturbed person," says McLean, "is not a patient but a client, a receiver of services, which implies an active, willing and involved role; the doctor acts merely as a tutor or craftsman to help the person rearrange his or her living habits. The shift is away from the in-depth, intra-psychic approach to a view of the person as a social entity bound by habits."

Community psychology bridges the gap between the social environment and the individual. Its great promise is to be preventive rather than to follow the mode of fire-engine, crisis-oriented psychiatric treatment. By concentrating less on direct treatment and more on passing on expertise to third parties, the community psychologist acts as middle-person, deciphering behavioral problems in the individual and the group and disseminating relevant information to resource people at grass roots levels — teachers, parents, prison supervisors, day care workers.

"We must," emphasizes McLean, "bring the know-how and skills regarding human behavior out of esoteric settings, laboratories, scientific institutions and professional journals and to the homes, the prisons, the schools and the centres of everyday living. This is mandatory in a society which is begging for help in the area of mental health."

Whether the community psychologist is meeting the disturbed person, child or adult directly, or teaching techniques to social service resource people, the basic therapeutic approach is "goal-attainment."

"We believe that it is easier to facilitate pro-social behavior than to eliminate or decelerate problematic behavior and, therefore, the approach we advocate is best described as goal attainment," says McLean. "We are less interested in diagnosis, in the sense of delving into the person's past, less interested in treatment including extensive hospital bed treatment and more interested in cultivation and encouragement of a person's strengths and abilities to cope. The client is directed to set specific goals and we then draw on his or her personal and social resources which are incompatible with the unwanted behavior. Such goals may range from the wish to overcome a fear of flying, to the desire to improve sexual relations or control anxiety."

McLean says, confidently, that such skills can be taught. "We teach history, algebra, skills that people rarely use, yet we teach nothing about human interaction. I see the aftermath — marital discord, depression, violent behavior, social withdrawal — of this lack of instruction. People don't behave in these ways

because they are sick but rather because they can't meet their own expectations or the ones that others have of them, and although they lack the skills to do so or they misuse those they have, they can be taught to modify negative behavioral reactions and foster positive ones.

Studies show that while family members may affect or even cause a person's frustrations, they are equally influential in the ability of a person to change his or her behavior. For this reason psychologists assume that substantial and effective behavior modification must be affected in the person's daily milieu, in school or home, and in conjunction with the person's usual associates, parents, teachers, spouses.

"We work on the assumption," says Davidson, "that change or modification of behavior can only be affected in the context of a person's daily environment. Therefore, if confronted with a disturbed child who exhibits behavioral problems in school, we would not, as in the past, send the child to a child-guidance centre for direct therapy, we would attempt to upgrade the ability of the child's caretakers, his teachers and parents, to cope and help the child. Similarly, treatment of a married person could only be achieved in relation to his or her spouse."

Dr. Helen Best, community psychologist and supervisor of the internship program in the Richmond health department, describes the two levels on which community psychologists operate. "We aim at primary and secondary preventive treatment. The former is to keep people coping and prevent rather than treat serious problems already ingrained in a person's behavioral pattern. The latter is aimed at individuals with existing problems, where the goal is early detection followed by prompt treatment."

Most programs in the health units are aimed at treatment of children. Best explains this concentration: "It is much easier to achieve results with children. If the same problem were to continue with no intervention for a number of years, there would be a much longer history of non-cooperation and problems, a litany of errors. Confronted with a troubled teenager, it would take two hours just to review his or her history while with younger children there is a much better mix of positive and negative incidents."

Don Ramer, a doctoral student in psychology who did practicum training in the Richmond health department during the summer, is involved in a secondary preventive program with highly impulsive children who display behavioral and developmental delays, poor skills in motor coordination, speech and concentration.

"My function", says Don, "is to work with a child, referred by a public

health nurse, within these areas and moreover to work with the parents and teachers to develop strategies to cope and also to train the children." He tackles the specific goal of helping the children to increase their attention span by working with them two or three times a week on academic tasks, games, puzzles, drawings, singing, and gradually through different reinforcement methods increases the length of their concentration spans. Teachers and parents are taught the necessary skills and are able to continue the training.

A primary preventive program is being carried out by Christine Ailette, also a PhD student who interned in the Richmond health unit. A pilot program involving, in its first stage, weekly group meetings of ten mothers in a lower-income housing development and, in its second stage, meetings of mothers from a cross-section of the community, who gather to discuss problems, anticipated or actual, which they sense may face their children in later social and academic development. The psychologist discusses general information about child development, organizes weekly mother-child activities and acts as a general resource person. The participants, mother and child, are evaluated before and after a three-month period and tested for progress in the child's development, the quality of mother-child interaction and the level of the mother's satisfaction with the perceived relationship.

Commenting on the gains of such programs, Best says: "Using evaluative techniques, we measure the changes achieved in the group or the individual. The mother-child group project, for instance, showed improved development in the child and an increased positive mother-child interaction. If this is true for low and middle-class mothers, we are saying that with relatively minimal costs we can provide the resources to prevent, identify and treat problems and that such resources need not necessarily be applied by the most highly skilled technicians."

Scientific and objective program evaluation is mandatory for the true value of any program to be assessed. The increased demand by the public for accountability for programs designed to produce social change requires the particular expertise of the psychologist in measuring changes in human behavior. Davidson notes the great need for critical assessment on an ongoing basis and refers to the recent statement of B.C. human resources minister Norman Levi that all human resources programs must be subject to evaluation by psychologists, accountants, economists and other professionals as evidence of the growing awareness of the danger of program initiation without evaluation feedback and follow-up.

Dr. Kenny feels strongly that many programs are based on "North American optimism — the belief that massive social intervention will radically improve the lot of everyone." He cautions that educators should be careful not to sell a "gold brick" to the community because if a publicly-funded program fails, all social scientists suffer from the boomerang effect.

The entry of the psychologist into the community is twofold: direct as in the case of the community psychologist and indirect, yet equally real and beneficial, as in the case of the 'modern' researcher. Today's researcher is moving from the realm of the purely scientific and theoretic towards practical application. "Psychologists are tending to apply frontier experimentation and laboratory research to real-life analogy," says Davidson.

He exemplifies this attitude in his own work. Researching pain tolerance as a function of anxiety for almost a decade, Davidson has found practical application for his theoretical findings — the possibility of expanding a person's pain tolerance psychologically rather than pharmaceutically. Related work is being given immediate application by Dr. Kenneth Craig, of UBC's psychology department, in the Vancouver arthritis treatment centre and in hospital. Treatment procedures are being used to help patients cope with psychological problems that result from chronic pain.

Another example of research with a practical pay-off is Dr. Stanley Coren's concept of "eye dominance." Coren has found that right-eye dominance and right-hand dominance or left hand and eye dominance are likely to increase athletic coordination. People who use their non-dominant eye to look through a telescope or a microscope generally report more fatigue, headaches and grouchiness than if they were using their dominant eye, yet most lab technicians are trained to use their right eye to peer through a microscope. The test for eye-dominance is simple: close one eye; look at an object; and point to it; now open the other eye and check where your finger is pointing; follow the same procedure with the other eye. You'll notice that only through the perspective of one eye are you pointing directly at the object you selected. That is your dominant eye.

"Ten years ago psychologists would simply publish their findings, application didn't interest them. Today their primary interest is in the practical aspect and social utility of their theoretical knowledge," adds Davidson.

"Applied research is also made possible by the fact that the discipline is reaching a point in its own development which allows for such application. Psychology as a separate discipline is a

twentieth century phenomenon; when I studied psychology it was a course in the department of philosophy/psychology. During the 30s and 40s and into the early 60s, there was a rapid build-up of technology and knowledge which is only recently ready for application. An example is the Skinnerian theory of learning, which had to be researched and tested before it could be applied in the classroom," says Davidson.

The expansion of the role of the psychologist is appreciated as necessary for the preservation of the profession's contribution to and promotion of mental health in the community, yet the widened reach has the potential to create professional rivalry and duplication between the three related mental health professions — psychiatry, social work and psychology. Sensing the interface and overlap of resources both at the education and service level, Kenny advocates a new discipline or rather an inter-discipline. "I dream, ultimately," says the president, "of a new kind of specialist, not the typically trained psychologist or psychiatrist, but a professional who combines a good physiological grounding in neurophysics and endocrine function and a knowledge of human behavior with the skills of therapeutic treatment."

The prime reason for advocating such a combined speciality is, according to Kenny, the unrealistic and often unsatisfactory academic requirements facing all three professionals. "A psychiatrist spends three or four years as an undergrad, four years at medical school, one year interning and another two years as a specializing resident. How much of that extensive training is relevant to treating behavioral disorders? Similarly much of the psychologist's training is not relevant to diagnosis or therapy and the social worker is often totally lacking in knowledge of human physiology."

Whether psychologists continue to train in existing programs or such an inter-disciplinary approach is adopted, Kenny supports wholeheartedly the view that academic training should be combined with internship programs in the community. "As long as there is a vigilant supervisor, respectable academic programs can be achieved in a work setting and maintain a quality which is both academic and practical in nature. The exchange is two-way: the community gains the skills and service of students under the supervision of experienced professionals and the students acquire first-hand, immediate experience in facing real problems and their solution." □

*Josephine Margolis, BA'74, is a second year law student at UBC.*

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<b>DISNEYLAND AND SAN DIEGO</b> Dec 22 — Dec 30	\$293	\$238	\$273	\$218	\$258	\$203	\$248	\$193	\$363

NOTE: Easter school break departures are also being arranged.

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EACH OF 3	\$469	\$499	\$529	\$539
SINGLE	\$699	\$709	\$799	\$859

\* Christmas surcharge of \$25 per person applies to this departure.

14 NIGHT 2-ISLAND DEPARTURES: DEC 14 JAN 17, 31 FEB 7, 21  
MAR 6, 20 APR 3, 17

7 NIGHT WAIKIKI DEPARTURE:  
DEC 19

	Outrigger West/Surf/Kuhlo Waikiki Village Reef Towers with Hale Kaniolo	Colony Surf-East with Napili Shores
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EACH OF 3	\$559	\$589
*EACH OF 4	\$539	n/a
SINGLE	\$799	\$889

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**Insurance:** Cancellation fee insurance is available. Enquire with Burke's for full details. All costs quoted in Canadian dollars.



Curmudgeon. Yes, that's the word that first pops to mind. A somewhat cantankerous and crusty fellow.

To read his correspondence with *The Ubysey*, to listen to his views on student radicals, to read some of his comments made in the university senate on student participation in university governance, one could easily continue to believe that curmudgeon is the proper adjective. But the impression would be false. Curmudgeon implies an element of churlishness, and the tall, silver-haired gentleman who extends his hand at the door of Buchanan 276 is anything but churlish.

His name is Malcolm Francis McGregor, and for the past 21 years he has gained a reputation as one of the indefatigable workhorses on the UBC campus. Malcolm McGregor, head of the department of classics; Malcolm McGregor, member of countless senate committees; Malcolm McGregor, master teacher; Malcolm McGregor, director of residences; Malcolm McGregor, director of ceremonies....

A multi-faceted career which this summer took a slight shift in emphasis once again. The silver-haired gentleman reached the age of 65 which required relinquishing his duties as a department head. But those whose university politics lean toward conservatism, those who enjoy seeing a certain campus newspaper gets its occasional comeuppance, those who delight in hearing someone pour out his candid, unvarnished, frank opinions, and those whose heart beats just a little faster at the sight of a fully-robed academic parade, painstakingly staged, can breathe easy.

He's not leaving.

"I'll have plenty to do," he says with a grin, as he sits in his cramped office on a hot August afternoon. "I shall still sit on several committees, I'm involved in several international organizations, and I shall be teaching a full program." That full program includes Greek language for beginners, a 300-level course in Greek history, several lectures in the introductory course to classical studies, and a graduate seminar in his special field of interest, Greek epigraphy - the study of ancient inscriptions.

John Mahler

# Classic Curmudgeon?

...just maybe

Murray McMillan

"The students have been my life and the central part of what I do. I think students appreciate plain speaking and I've always tried to tell students what I think."

Sometimes that message has been very blunt. In February, 1969, during an appearance before a young people's group at Shaughnessy Heights United Church in Vancouver, he encountered some strong opposition from activist students on the subject of university reform. He told the reformers simply: "I rather suspect when you were younger your bottoms weren't smacked hard enough."

He added: "I have never met a younger generation more arrogant than this one. You (young people) think you are unique, that you are the first ever to go out and have a look at the world and be dissatisfied. But this has always been the way and there have always been problems."

Looking back at the incident six years ago, he says it was his reaction to specific events at a specific time. A few months earlier several hundred students, led by American Yippie leader Jerry Rubin, had "liberated" the Faculty Club. The invasion was the major manifestation at UBC of the radical student movement of the late '60s.

His assessment of that situation is concise: It was started by an alien who came in and stirred up emotions on campus. "Unfortunately many of our decent and hard-working students followed like sheep."

He says he has always opposed the placing of students on departmental committees and other governing bodies of the university. Decisions of senate and the revision of the provincial Universities Act in recent years have put students on those bodies, and those are changes he graciously accepts.

He says his opposition to the changes has created a somewhat false impression that he is unresponsive to student opinions. "My door has always been open to students wanting to make suggestions and offer criticisms. I have always felt that it is far more economical use of a student's time to drop into an office and say what he or she thinks

rather than sit on committees.

"I don't think students come to the university in order to tell us how to run it, and we should not give them the impression that that is why they are here. It would be just as sensible for me to go to the cockpit and tell the pilot how to run the plane."

"The student who does not like the way we run the show is not required to be here. He should find a place where conditions are much more suitable to his demands. The great majority of students are here to learn, and it is a pleasure to be with them, to participate in teaching, and to learn with them and from them."

Malcolm McGregor, the teacher and scholar, holds an impressive international reputation. He was born in a suburb of London and came to Vancouver in his boyhood. After a BA in 1931 at UBC and a master's degree a year later, there were two years at the University of Michigan and then on to the University of Cincinnati, where in 1937 he received his doctorate. He stayed at Cincinnati, eventually became a full professor, and in 1954 was lured back to his first love, UBC, by the offer of the post of head of the classics department.

Lists of his contributions of articles and reviews in scholarly journals fill pages and pages, but his magnum opus was a four-volume work, completed over 20 years in conjunction with two other scholars. Entitled *The Athenian Tribute Lists*, it is a study of the financial records of Athens in the fifth century B.C. In 1954 it received the award of merit of the prestigious American Philological Association.

His qualities as a teacher were recognized in 1974 when, with Dr. Ben Moyls (now assistant dean of graduate studies), he shared the Master Teacher Award. Dr. McGregor says that over his 21 years as department head he has continually worked to improve the quality of teaching in classics. "I have always preached to the faculty that students come first, that during the academic year teaching is the primary occupation. I have an impatience with the man who says that his research

leaves little time for teaching. We have a long summer and I have encouraged faculty to engage in research at that time," he explains.

He knows all too well the politics of academic research and says: "I always hope that every man who engages in research does it because he is interested in it, not to get promoted."

In 1966 McGregor took on the one position at the university which one senses he regrets, he became director of residences. "The president, Dr. John B. Macdonald, wanted an academic looking after residences in order to make the residences more academic. I discovered that this was impossible. The residences are the students' homes and I found we should be careful in trying to place academic strictures on those homes."

He said in the end he was spending more and more time in administrative duties — checking plans for new buildings, in some cases acting as judge in matters of misconduct. After two years he happily turned the job over to another man.

During those two years he was continually referred to in *The Ubysey* as "Housing Czar Malcolm McGregor," a sobriquet which he appeared to enjoy. Back in his undergraduate days he was a member of the paper's staff, but in recent years on almost every issue the paper would be on one side, the professor on the other. The battle was always light of heart.

"I have never tried to fight any serious war in the columns of *The Ubysey* — it would be a serious blunder. I thought that last year they reached an apex of excellence — they learned to spell my name correctly."

Doing things correctly, with the right spit-and-polish, is important to Malcolm Francis McGregor. One of the jobs he takes great pride in is his position of director of ceremonies.

"Our responsibilities are concerned with the university on parade. The university without a prestigious history, I think, must be sure that it acts with propriety and protocol when it is on parade. We are visited by a great number of important persons from all

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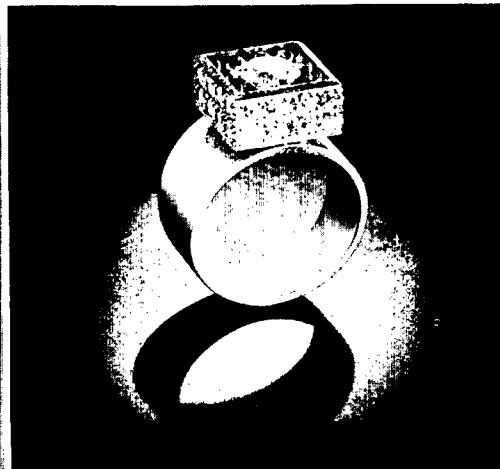
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over the world. These persons must be treated with the courtesy and dignity that their rank demands.

"I believe in ceremony, I believe in tradition - all the trappings. All our efforts are directed to doing things properly. I hope that when our guests depart they feel the University of British Columbia has acted properly. This doesn't mean that we are stiffly serious — there can always be the light moment."

A man with a fine sense of humor, McGregor says that if there is one change in university life which saddens him, it is the shift to a more serious attitude. He says the light-hearted moment, the good practical joke, is very rare now, and that distresses him.

What does Malcolm McGregor do in his lighter moments, when he is not teaching or deeply engaged in research, or planning a congregation?

The question was asked in the third person, and he replies in the same: "Malcolm McGregor follows keenly the game of cricket. He is vice-president of the British Columbia Cricket Association, he is a member of the Association of Cricket Umpires, he participates in the administration of cricket in British Columbia and the rest of Canada, he umpires throughout the summer."

Bringing out the contents of a briefcase he adds: "He reads. A good deal of his time is spent in his own field of study, but he reads detective stories and books about cricket. He reads the learned journals."

He shows the visitor a small, battered book which is held together by two rubber bands: "The Histories of Thucydides, his favorite author and about whom there is much he doesn't know." There is a volume of the *Revue des Etudes Anciennes*, and two books on cricket.

In the winter he umpires field hockey, a second love. He played cricket until 1968 (he was 58 then), when he tore a muscle which never did heal completely.

Looking around his new, small office in Buchanan there are clues to the man's character. The walls are lined with volumes of classical studies, pictures of university presidents hang over the one blackboard, on which is written just three words: Home Sweet Home.

Behind the door, on a hanger, is a black academic robe, marked with chalk dust. He still wears it regularly to class. Part of the academic tradition of doing things properly.

\*\*\*  
A young lady of my acquaintance who thrived on his classes was told this profile was in the works. A curmudgeonly piece on Prof. McGregor.

"Malcolm? A curmudgeon?," she exclaimed. "He's a cupcake." □

Murray McMillan is a Vancouver freelance writer.



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# An Argument About Academic Standards

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Eric Green

How important are standards set by the academic community to our society?

This question reappears in various forms and places and causes heated debate and then submerges for a time. Because 'reading, 'riting and 'rithmetic' are still essential elements of our system of education, the battles are often fought in these areas. Most recently, a public argument developed over functional illiteracy in high school graduates, and the cost of re-educating them once they have gone on to college or university.

Strangely, one set of researchers will present evidence that standards are falling and then a short time later another set of researchers will say high school graduates are better educated now than ever before in history.

So—who's right?

As in most arguments, there appears to be a great deal of opinion (both informed and uninformed) for both viewpoints.

An august body named the Academic Board of British Columbia, established under the previous Social Credit government ostensibly to provide high-level advice to the department of education regarding the development of higher education in general, published a statement when it went out of existence last spring that was a strong parting shot.

"The Academic Board wishes to express its concern at the apparent increasing lack of uniformity in academic

standards and curricula in the province of British Columbia and with an apparent decrease in the standards of some university programs."

Standards and curricula are obviously inseparable elements of the learning experience. The board was wisely trying to speak from an overview of all forms of public education.

In its statement the board then attacked the department of education: "By a conscious policy on the part of the department of education, province-wide high school examinations have been phased out, and as a result there are no longer adequate guidelines to maintain uniform academic standards of high school graduation. This divergence of standards is most apparent to the universities, which traditionally have used high school grades as the most reliable predictors of a student's ability to profit from a university education."

Eileen Dailly, the minister of education, responded to this criticism: "I can't agree with that. The universities can and do set their own admission standards.

"Because the province-wide exams are gone doesn't mean students enter university or college without marks. There is a record of their marks for individual subjects. Instead of one government exam, the final achievement is based on an evaluation of all the student's work."

The Academic Board's point of view:

"With different graduating standards being used throughout the province, high school grades are no longer an adequate measure for evaluation by universities, colleges or employers. In the opinion of the Academic Board this is a gross disservice to many students, both those with unusually high academic ability who do not have the opportunity to demonstrate their achievement, as well as those with only moderate academic accomplishments who may be misled in their choice of appropriate post-secondary education."

Did the board forget the optional government scholarship examinations? An official in the department of education stated that a battery of exams can be written by graduating students which will give universities and colleges a measure of their scholarship.

"There is a definite way for students to show their scholarship," the official said, and the exams are open to all students. But he added that he agrees that registrars of colleges and universities are faced with a special problem, and will have to find some way of assessing prospective students. With 235 high schools in the province, this is a big job. "There are some schools in the province with such high standards that a C-plus might be equal to an A taken in another school."

In its next statement, the board seemed to be speaking directly to the minister: "The students most harmed

by this apparent erosion of standards are those from homes in which the parents themselves have had only limited educational opportunities, and who, therefore, must rely entirely on the school system for academic guidance. Of particular concern is the decreased requirement for students to demonstrate a minimum ability in written English and in mathematics. Any deficiencies in these areas deny a student access to most, if not all, professional careers."

Dailly, herself a school teacher and school trustee in B.C. for many years, says, "We still say they must have certain basic requirements. There is no 'free for all'." The minister put her objectives into words. "We have two objectives: One, we must see that every student that leaves the school system has basic skills and is functionally literate and, two, they must understand their citizenship and their contribution to society."

And she agreed that there seems to be evidence for the argument that there is a literacy problem. "I must admit the area of functional skills has shown a weakening. We are assessing this, and are especially carrying out research into language skills. I do believe that this area must be looked at closely."

She argues against the claims of those who say the present-day grade twelve student is less-educated or less skilful than his or her predecessors. "The average grade twelve student has more poise and more skills. You have to go and look at the students being graduated. I sit on panels regularly with them and I am constantly impressed with their poise and self-confidence. In my generation most of us would have been frozen."

As for the 'good old days' argument, she said, "How many people in those days got past grade eight? Education has to move forward with the society, sensitively."

The Academic Board again: "As disturbing as the lack of uniformity in standards, is the removal of uniformity in curricula. School districts and individual high schools have been encouraged to develop their own curricula. It is assumed that a curriculum committee in each school district, consisting of teachers, parents and students, will be charged with the responsibility for curriculum development."

Minister Dailly again: "We are trying to decentralize the setting of curricula, to make it more suitable and responsive to the area. We don't think this will degrade standards. An example in practice is the NITEP (Native Indian Teacher Education Program) conducted by UBC's education faculty people." NITEP has four education centres in northern B.C. and workshops are conducted, supported by any reme-

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**Every child has a right  
to be given the  
education necessary  
for a full, rich life**

---

dial development necessary, in these outlying centres. Students in the program are encouraged to become both academically sound and, at the same time, to be responsive to unique local circumstances. Although NITEP is specifically for native Indian teachers and is a university program, the minister said she feels it is a model of the kind of program that will be possible with decentralization.

The Academic Board is apparently sceptical of the control, at a provincial level, of the core programs in the school districts of the province. "In theory there are to be core curricula developed by the department of education, but without province-wide evaluation there is no guarantee that the core curricula will be followed. As a result, students are entering the colleges and universities unprepared in certain areas of the traditional curriculum of each discipline. The problem is compounded in first-year university-level courses because students from different school districts have different gaps in their background knowledge."

The board was obviously in a difficult position. The sweeping conclusions it has made were not grounded in a major research program. The board was never funded in such a way that it could carry out province-wide research that would guarantee (to use its word) the statistical basis of its opinions.

The New Democratic government has substituted a different kind of agency in place of the Academic Board. Called the Universities Council of B.C., it is adequately funded, in collaboration with other agencies and the department of education, to carry out the kind of research that will substantiate or negate the opinions of those who feel "Johnny" (that curiously ubiquitous symbol of the student) is getting a raw deal in our education system.

The battle is familiar and recurs. It develops in time the kind of inevitability, like the grinding mills of the gods,

that we associate with the formula of Greek drama. The protagonist finds he or she is trapped in conflict: in this case the board sees itself as the defender of well-established and culturally vital standards. The villain is the department of education, which has destroyed the one thing that will guarantee the credibility of matriculation.

There is a chorus on one side that shouts out the lament for the lost perfection. There is a chorus on the other side that decries the claim that there are standards, that uniformity is worthwhile, and that there is a set group of people (namely university professors) who have a right to maintain the truth, the honor, the respectability and the integrity of the degree-granting process throughout the education system.

In the middle the student and his parents don't feel any alarm because the work load seems onerous, the demands of the examiners extreme, and the difficulty of matching academic experience with the claims of the work world confusing and troublesome.

The board's statement is interesting at one point. It assumes that the work goals of students are all directed toward being "professional." Isn't that why we go to college and university? *Isn't it?*

Throughout the board's public statement there is a presupposition that uniformity is a virtue, and uniformity is guaranteed by central government exams. If the old government exams (to make an argument) were so successful, who made them so? The very teachers who will now, in collaboration with trustees, students and parents, have somewhat more control in designing a good curriculum.

The paternalism of this process is obvious...but there's a hitch. Who taught the teachers? Aha! As we suspected, it was university professors. But who taught the university professors? School teachers, who were in turn taught by university professors. Infinite regression....

So who really guarantees the validity and academic quality of the school curriculum (the same principles apply to colleges and universities)?

Academic standards are without a doubt essential to society. There's a hook, however (hooks and hitches there always are). The hook is: who gets to set the standards? We know that philosophical debates prevail in every discipline, from astronomy through literary criticism to that most contentious of disciplines, philosophy itself.

Dailly's point of view: "Every child has a right to be given the education necessary for a full, rich life. My private ambition as minister of education is to see a humane school system developed, to see that schools, colleges and universities operate in a humane climate. This doesn't equate with permissiveness. It

is essential that there be guidelines and standards.

"You can change all the structure you want. Unless teachers and administrators change their attitudes toward student needs, nothing is altered. The right people must get into the classrooms as teachers.

"I want to see teachers being selected who like children. I'll do everything I can to support teachers. This is the way standards are maintained. Teachers must have a chance to upgrade their skills, because education is between students and teachers. It's a two-way street. Standards are based in the integrity of the student-teacher relationship."

What's interesting is that the minister focuses on the human element, the encounter between students and teachers, and on the need for local decision-making. The board focuses in its comments on curricula, on technical arrangements, on abstract standards, on the formalization of relationships and opportunities through universal examinations, created and administered centrally.

This suggests no fault...but a conflict at the level of serious philosophy.

A humane view of the dilemmas facing children in school now, as well as in post-secondary institutions, was presented by Dr. Roy Daniells at this year's UBC congregation. His subject was "the challenge to universities and their graduates posed by the contemporary explosion of knowledge."

He said, "When I was a student, we had the concept of a gradual widening of boundaries, an enlargement by continual additions to the stock of learning information. But this image of slow accretion has suddenly become obsolete. We are caught in an expansion so rapid it feels like a detonation and the shape of our conceptions is being changed under pressures associated with new techniques of research, of record, of communication, of interpretation."

Some people believe in a historical view that standards are ultimately set by great men (say Marx, Christ, Plato, Hume, or even John Dewey). Others believe that the needs and demands of the masses, of the society, set standards. What are we talking about? Norms and the average, or private excellence and the exceptional or unique achievements of the few?

If Daniells's view is correct, and I believe it is, then there will always be a crisis of expectation in education at any level.

Does the student try to become a healthy, contributing citizen, or try to imitate the great scholars and either best them or imitate them?

Daniells enters the debate again: "The distinctive contribution of the university to society is found, of

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### ***There will always be a crisis of expectation in education at any level***

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course, in the nature of its graduates. Nothing excites me more on the UBC campus, nothing fills me with more hope for the future of Canada, nothing seems more splendidly significant than the new temper of student opinion which has become visible over the past few years. I detect in your generation—as never before, a combination of awareness, concern and purpose. You do not believe in automatic progress; neither do you believe in the inevitability of regression. Events and situations that your great-grandparents were tempted to regard as normal, kinds of suffering that must have seemed to them as inevitable—these now produce a sense of shock and plans for action."

Question No. 1 is obviously: Standards for what?

Dr. Lee Whitehead, of UBC's English department, confessed that he feels ambivalent about the question of the university's function in preserving standards and its role, as a consequence, in the community.

"Some days I'm pessimistic and cynical, and I doubt that there is any correspondence between what I do and the community. On the other days I'm optimistic and idealistic, and feel there is a connection between what I try to cultivate in myself and my students and the character of civilization.

"The university *ought* to have a role in the process of asserting values in the community. By and large I believe it does, but sometimes I'm concerned about it." He believes the university should be part of the spiritual and intellectual life of the community, but feels there is often a basic misunderstanding in the community of what a university is (hence what academic standards are to society). It is also true that some academics discount their accountability to the community that pays their wages.

"It is hard to be an academic, and believe in what you are doing, when you feel your role isn't understood or ap-

preciated," Whitehead said. He also distinguished between anti-intellectualism and anti-academicism by saying that the specific character of academic life can be criticized without being anti-intellectual.

In other words, it is possible to believe that universities exaggerate their role in maintaining community standards. "There is also confusion, honest argument, about what intellectualism is," Whitehead added.

Whitehead has published critical articles on literature and on theory of the imagination and myth. He is interested in the way societies mythologize and the way the character of a society is a function of mythologizing.

This might have an application, he believes, to the question of standards. "It may be that we create myths about academic standards. It is probably a danger to reify feelings about objective standards. There ought to be, as well, a strenuous expectation of achievement."

There is obviously a connection between the most strenuous expectations and the way students experience the processes of formal education. The importance of examinations is obviously a sore spot. Is it simply because human beings are fundamentally lazy and will dodge the hard work necessary to meet those expectations, or is it because it is hard to connect the importance of the (in some cases) private interests of teachers and professors (who can be good at grinding private axes) and personal interest?

The bell-shaped marking curve has, educators realize, had enormous impact on many people's lives. Some say "for better," some say "for worse."

There is a strange persistence of the idea that only people who are teachers and professors are capable of discipline, and that they have a right to discipline the whole society and shape its character.

"There is a curious egoism in the academic community," one college instructor said. "Some people look at the question of maintaining standards and think that is the whole mandate for a university. Some say, what about creating new ones? There will never be any easy reconciliation of that conflict.

"Universities and schools cost a lot of money. If the system is working inside a neat, mechanical framework, the parts each do their bit. If one has to take over the job that is supposed to be done by another, they are unhappy. So are the politicians. Academics are not immune to thinking they are paragons because of where they are positioned, because of their salary and the perquisites society gives them. Whether they deserve them is contentious, debatable," the college instructor said.

Universities, colleges and schools have, of course, not remained static.

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**When a student 'fails',  
who really has failed?  
Some say the teachers,  
some blame the parents  
and many blame  
the student.**

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They are subject to change, development, expansion and even the impact of revolution. When a student 'fails', who really has failed? Some say the teachers, some blame the parents and many blame the student.

Perhaps the fail/pass distinction is the most psychologically destructive way of categorizing human beings. Certainly many educational philosophers have believed that to be true.

Academic standards have a social purpose. Perhaps in a hundred years we will have developed better, more sophisticated educational techniques, making the ones we use now look like Model 'T' Fords. If so, those who have a passionate intensity about the present ones may be doing those future standards a disservice, and their present students as well. We can obviously expect too little, but we can also expect too much.

One person, an educator interviewed for this article, made a strong point. She said, "There is a sense that the person who sets standards should in their own private lives be an excellent example of the fulfillment of those standards."

"Look around you at the people who set academic standards. How many of them do you respect enough to make a model for your own performance? How many of them have a right to throw those stones?"

"Standards are somewhat arbitrary, temporary and subject to replacement if something better turns up. How do we determine something is 'better,' except with reference to a higher standard?"

"Theories in education might be described as hard or soft, left or right, conservative or liberal. I suppose all education tries to produce good citizens, but what is good citizenship? Would a socialist agree with a capitalist?"

"The arguments keep regressing...the teachers teach professors

when they are students. The professors teach teachers when they come to college or university. So who's to blame if the standards are set badly?"

Speaking to students who graduated this spring, Roy Daniells shared some optimism about this generation of graduates. "Let me illustrate what I mean about the uniqueness of your generation. The world has traditionally presented a spectacle of violence. The arts of the old civilizations are full of the slaughter of men and beasts, of armed combat. Violence and disorder and savage cruelty persist appallingly into this contemporary world of ours. But with one startling change: this generation no longer regards them as inevitable or part of a natural, unchallengeable order. A simple example will suffice—we do not take the extinction of endangered species of animals as inevitable but as preventable.

"My hope for Canada rests squarely on you who believe yourselves citizens of the world, who believe that ideas once accepted as immutable can be challenged, that men may live in unity while cherishing diversity. And this new dynamic, this new and rational hopefulness springing up in the very face of disasters and disorders, has as its great armoury of tools and weapons, the kinds of knowledge universities bring forth. It is a gift of knowledge ever ready to scrutinize, to correct, to augment and to energize itself."

Theorists in the field of education and psychology have no common understanding about the best way to educate, or to guarantee excellence. Some insist that most formal education is lost over time because it isn't used. Others add that no teachers, or teaching system can prepare anyone adequately for the kind of world Daniells describes.

Universities have the right to feel proud of the contributions they make to the progress society makes. Many academics are happy to share in that pride; few, however, seem as eager to accept the blame for the failures or for those contributions to human knowledge which help society become more efficiently destructive.

One thing is certain; universities, colleges and the public school system are here to stay, and will have a significant part to play in shaping society. Academic standards, whatever they are taken to be at any given time, will impinge on the values and standards of the community.

The wisdom in the old adage, 'There are no royal roads to learning,' still has a message for us, both with regard to the role that standards in academic life at all levels play in our lives, and in the dilemmas of becoming educated. □

*Vancouver writer Eric Green, BA '68, is former director of administration with the Universities Council.*

## UBC Names New Vice-presidents

Three new vice-presidents have been appointed to assist President Kenny in running UBC.

They are Dr. Michael Shaw, professor of agricultural botany and former dean of agricultural sciences, as vice-president with responsibility for university development, Dr. Erich Vogt, professor of physics, as vice-president of faculty and student affairs and Charles Connaghan, BA '59, MA '60, as vice-president responsible for the administration of the non-academic sector of the university. Both of the academic vice-presidents, who took office July 1, will continue to teach in their faculties. Connaghan's appointment is effective October 6.

Both Vogt and Connaghan have had close ties with the alumni association in the past. Erich Vogt was for several years a member of the *Chronicle* editorial committee, serving for the past two years as head of the committee. Charles Connaghan, a former AMS president, has been a member of the alumni board of management and a branch representative in Quebec and Ontario. Since returning to B.C. to head the Construction Labor Relations Association in 1970, he has served as a government appointment to the university senate and a senate representative to the board of governors. In last year's rearrangement of the board under the new Universities Act, he was one of two board members appointed by the cabinet from a list of nominees submitted by the alumni association. He resigned as president of CLRA in the early part of the summer.

## Reunion Notes:

### The Class of '20 Comes to Tea

Over half a century ago the Class of Arts '20 was labelled as "upstarts" and some of the members of Applied Science '20 developed what the 1920 Annual called a "mania for explosives, notably fulminate of mercury. The nonchalant manner in which it was handled was frequently a cause for concern to those in the immediate vicinity."

This was also the class that decided it would be fitting and proper for under-



John Mahler

graduates to wear gowns. The garments were duly ordered and proudly worn on their arrival four months later. "At first there were some slight casualties, but after a little practice everyone learned to walk the length of the reading room without upsetting any of the furniture."

Early in August, 21 of the "upstarts" and their classmates gathered to celebrate the fifty-fifth anniversary of their graduation from Fairview. The honorary president of the class, emeritus professor F.G. "Fred" Wood and Bea Wood were on hand to greet the members and guests who were welcomed by Judge Alfred F.J. Swencisky, class president, Janet Gilley, vice-president and Elizabeth Abernethy Klinck, secretary.

Many of the class members came from out of town for the event: from New York, Ada Smith Lintelman; Florence Irvine Greenwood, Seattle; Waller Rebbeck, Michigan; Harry Andrews, Powell River; Don McKechnie, recently returned to Vancouver from Sudbury; and from Victoria a whole delegation, Patricia Smith, Gladys Porter, Hugh Keenleyside, Katherine Pillsbury Keenleyside and Evelin Lucas Fleishman.

With old friendships to renew and reminiscences to enjoy, the reunion tea was undoubtedly a decorous affair... at least the class secretary did not include any mention of upset furniture — the memories of those early lessons in academic deportment having endured.

### Fairview Grove To be Dedicated

The Fairview committee, with representatives from the Classes of '15 to '28 and chaired by emeritus dean Blyth Eagles, is in the final planning stages for what will be called the Fairview Grove. The south Main Mall site chosen for the project is the piece of land on which the second president of the university, Leonard S. Klinck, then dean of agriculture, set up the tent he lived in for three summers, 1915 to 1917. Plans include having the site gradually replanted with native forest trees and having a large natural boulder carved, indicating the significance of the site in UBC's history, a permanent reminder of the first day of classes 60 years ago at Fairview. A dedication ceremony and reunion tea are scheduled for September 30.

*Record numbers of senior citizens enrolled for the free summer session this year. A highlight was tea at Cecil Green Park, co-sponsored by the alumni association, where nearly 200 of the senior scholars met special guests, Eileen Dailly, minister of education (center, right) and university president Dr. Douglas Kenny (left).*

### '25 Celebrates by Giving a Gift

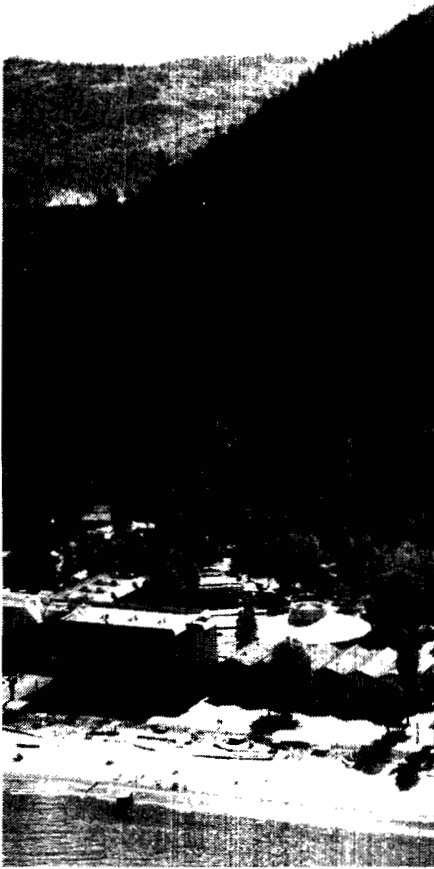
The Class of '25 celebrated its fiftieth anniversary in June by giving the university a gift. It has promised to provide the equipment needed for the orientation theater in the UBC Museum of Anthropology scheduled to open next year. The gift includes projectors for slides and sound film, tape decks, amplifiers, stereo speakers and all the controls and switches needed to run everything.

### Exotic Branches Bloom in the Fall

Faraway branches with exciting sounding names are making some very interesting plans for fall programs.

In Japan, they are asking who is Erich Vogt and why is he coming to Japan? And they are all planning to be there. Saturday, November 15 at the beautiful Chinzanso restaurant to find out. There they will get to meet Dr. Erich Vogt, one of UBC's new vice-presidents and an internationally known nuclear physicist. Local arrangements are being handled by Maynard Hogg, T156, 1-4-22 Kamikitazawa, Setagaya-Ku, Tokyo. (Alumni in Japan are asked to forward any address changes as soon as possible to be sure that invitations arrive in time for this event.)

Down-under the Aussies are planning a bit of celebration to coincide with Canadian Thanksgiving. The date is October 13 at the Hilton Hotel in Sydney. Guest speaker is John Bell, BCom '62, Canadian commercial consul in Sydney. For further information contact Chris Brangwin, 12 Watkins Street, Bondi, N.S.W. (phone 389-6054).



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John Mahler

(Above) The intricate workings of TRIUMF are explained to the class of '25 during a campus tour which was part of their reunion weekend schedule last summer.

## Bursary Fund Honors Gage

Since its inception seven years ago, the Alumni Bursary Fund has often been the helping hand that students have needed to help them finish their year or their degree. And for those years the hand that was there to give them aid from the alumni fund has been that of Walter Gage. In a way it was an unofficial Walter Gage fund - but now it is official - with the full name of the Walter Gage Bursary Fund.

"We are delighted that Dr. Gage has agreed to this change in the name of the fund," said Ken Brawner, association president. "We feel that it will provide continuing recognition of the incalculable contributions that Walter Gage has made over the years to the welfare of students on this campus."

In its seven years the bursary fund has provided over \$155,000 for student assistance in amounts of \$50 to \$500. Last year special arrangements were made to allow up to \$5,000 annually for assistance for part time students.

*A few moments to rest in the sun, and then the Young Alumni Club members were off again on a hiking weekend in Garibaldi Park. This first excursion was a great success and will be followed by a second session in late September. The YAC fall program is in full swing. For details contact the alumni office, 228-3313.*



Perry Goldsmith

## The Great Pumpkin Cometh—to IWY

The tempo of International Women's Year events on campus this autumn is on the upbeat. The program will look at women in relation to men and children, women and the economy, women in sports and recreation, and women in newly emerging roles.

The panel discussions, workshops, lectures by distinguished guests, sports clinics, theatre, exhibitions, films and colloquiums, all free, are designed for on and off-campus women.

Women's Week, Oct 6-11, will include feminist theatre, poetry readings, karate and self-defence, audio-visual and film displays, women's music, a women's health workshop and a lecture discussion with Marie-Claire Blais.

Some cultural events to watch for in October are an exhibition of art by B.C. women in the SUB art gallery; a professional readers theatre group also appearing in SUB's art gallery; and a noon hour film, *International Women's Year: Who in the World Needs It?*, at the Vancouver Public Library.

Guest speakers will include Dr. Diana Alstad, *Feminism and the Evolution of Awareness*; Dr. Jessie Bernard, distinguished sociologist, Freda Paltiel, Nita Barrow, Gene Errington and Dr. Jean Lipman in a panel discussion, *The Changing Function of Women in Modern Society*; and Dr. Esther Lucile Brown, sociologist and health service consultant, discussing both *Newer Trends in Patient Care and Community Health Services* and *Nursing Reconsidered: A Report of Change*.

For more complete information on the times and places of these events, please contact UBC Information Services, 228-3131.

UBC's women's athletic department is holding both a conference, Oct. 23-Oct. 26, and a sports festival, Oct. 22-Oct. 30 on campus. It will feature demonstration and participation clinics in some of the less well-

known sports such as water polo, ringette, soft lacrosse, karate and self defence and rhythmic gymnastics. The Great Pumpkin Bicycle Race, Oct. 30, is a special event, not to be missed. Throughout the period of the festival fitness evaluation clinics will take place in Memorial Gym. Contact the UBC women's athletic office, 228-2295, for complete details.

## CASE Awards for Alumni Programs

Two alumni association program areas were honored at the July conference of the Council for the Advancement and Support of Education held in Chicago.

The alumni branches program under the direction of Leona P. Doduk, and the alumni fund directed by I.C. (Scotty) Malcolm, both received awards of merit. The fund award was for the category of direct mail campaigns and the branches award for alumni relations programs.

This is the first time the branches program has received an international award and it reflects the emphasis the association has placed on the program inside and outside B.C.

Award winning is becoming habitual for the fund. In the past there have been several awards including the \$1,000 U.S. Steel award for sustained giving. This year, in addition, the fund received a citation as a finalist in the U.S. Steel competition for the second year in a row.



Leona P. Doduk, new alumni program director



Perry Goldsmith

## New Program Director Appointed

September 1 was a day of substantial change in the alumni offices at Cecil Green Park.

Perry Goldsmith, BA'70, program director for the past three years, left to pursue a more academic career. He plans part-time study on an MBA program along with increased time spent developing his other interest, Contemporary Dialogue Ltd., a Canadian Program and Speakers Bureau. "Perry has made many contributions to the association in terms of programming, ideas and enthusiasm. We are sorry to see him leave

but wish him the best of luck in the future," said Harry Franklin, association executive director.

The new program director is Leona P. Doduk, BA'71 who joined the association staff three and a half years ago as field secretary. She will continue to be responsible for awards and scholarships and student affairs while assuming direction of many of the other association programs such as reunions, young alumni club, special events and divisions. Direct branches planning will now be handled by Harry Franklin assisted by Carol Kelly, who is also to be coordinator of the new UBC Speakers Bureau, launched this fall by the association. Alvia Szymiest will be assisting in the coordination of reunion activities and will act as program assistant in all general program areas.

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## 30s

A former governor of the Vancouver Stock Exchange and president of the alumni association, **W. Thomas Brown**, BA '32, (MA, Oxford), has been elected to the board of directors of the Bank of British Columbia... Two brothers, both eminent in their respective fields, have retired within a short time of one another. **Ian McTaggart Cowan**, BA '32, (PhD, California), widely known for his work in ecology, wildlife management and conservation, has just retired as dean of graduate studies at UBC and will resume his career as full-time scientist. His brother, **Patrick D. McTaggart-Cowan**, BA '32, (BA, Oxford), DSc '61, stepped down in the spring as executive director of the Science Council of Canada. Formerly president of Simon Fraser University and director of the department of transport's meteorological branch, and a fellow of the American Geophysical Union, he directed the clean up operation of Chedabucto Bay, N.S., after 3.8 million gallons of bunker oil were spilled during the 1969 Arrow disaster.

Now able to enjoy the fruits of their labors, four agricultural scientists have just retired from the Summerland Research Station. **Donald V. Fisher**, BSA '33, MSA '36, (PhD, Iowa State), the station's director, is retiring after 42 years. He is currently completing a history of the fruit industry in North America from 1860... **John M. McArthur**, BA '33, MA '35, (PhD, Washington State), with the station 35 years, had made valuable contributions to the study of the problem of bloat in cattle... **Cecil V.G. Morgan**, BSA '38, (MSc, McGill), a 30 year veteran of research, has achieved international recognition for his taxonomy of mites, and **Karlis O. Lapins**, MSA '54, (PhD, Rutgers), also retiring, has



Jim McLarnon

### John and Flora Stokes

Someday, sooner or later, there will appear a grand design for the development of B.C.'s north country. In the meantime, John Stokes is doing everything he can to ensure that the people of the north don't get lost in the planning.

After a BA in zoology in 1948 and a year of graduate work he joined the new biological engineering branch of the federal fisheries department. "When we started out there were seven of us, four engineers and three biologists. Now there's over 200. Of the original three, one is an assistant deputy minister in Ottawa, the other the west coast director. I'm the third. I flew the coop, fifteen years ago, by golly."

What happened fifteen years ago? In the early 50s Stokes and his wife, Flora Norris Stokes, BSA '48, MSA '49, were stationed in Prince Rupert. "It suddenly hit me that I was sort of going through the motions of being an Anglican," said Stokes, "and it began bothering me." Transferred back to Vancouver he began night school courses in theology. Many courses and exams later he was ordained fifteen years ago, and received his first parish in Fort St. John.

And what did Flora think of this change in their life? "Oh, she knew where I was going before I did."

After Fort St. John there were parishes in Smithers and Terrace. Last year this all changed. John Stokes was named by the Anglican Church of Canada as liaison officer for northwest development.

The events that prompted his appointment began in the fall of '73. The federal and provincial governments announced plans to spend \$325 million on development studies. This was followed by the signing of a general development agreement, promising community consultation and involvement. But a "veil of secrecy came down. We didn't hear a thing." The silence worried local people, particularly the native Indians whose land claims are still in dispute. After the general agreement was signed the Nisgha Tribal Council passed a resolution that the land claims should be settled before any form of development took place. (A similar resolution, sponsored by the Caledonia diocese, was approved by the Anglican

Synod.) The second part of the resolution asked the church to appoint someone to try and protect the interests of the people of the area. They asked specifically for John Stokes.

Since then it has been busy. There has been information to gather and disburse—"data by itself isn't much good so I've tried to provide educational material to go with it," people to meet—"I've met every group and organization I could find between Terrace and Prince George that had any concern." Even chambers of commerce. "They sort of interpret what I'm doing as no growth, no development, no progress, which is hogwash.

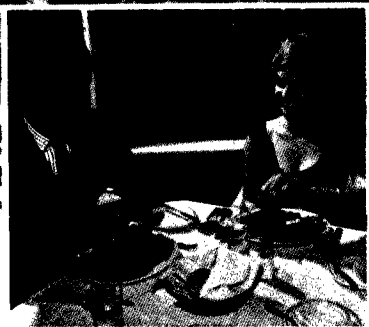
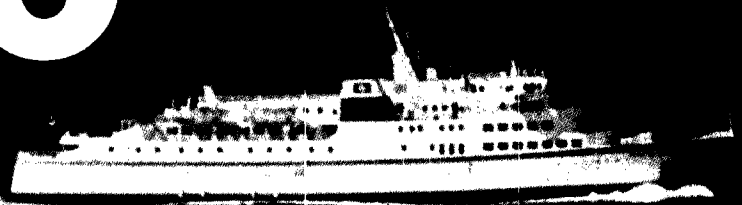
"We've got the resources...it's a responsibility to use them but let's develop them gradually, not come roaring in creating a boom with the chaos that comes with it, complete the resource extraction and pull out again leaving more chaos. Plan it responsibly and sanely, that is what we are saying."

This year has been one of change for Flora Stokes too. At first "she felt a bit lost because we had worked together so much in the parish ministry," said John. She looked around and decided to do some development work herself. The result is "Hope to Cope", a self-help group for young, single mothers, funded by the federal government's International Women's Year program. Part of the project is a week-long summer camp complete with pottery, paints and quilting, a dining hall with long tables set for the next meal, small red bunk houses, a beautiful lake and the occasional ray of sun. It seemed a superb time was had by all—the swarm of happy kids, their mothers, Flora and as his name tag said, Big Bad John.

Those early years in Fort St. John play a large part in the way John Stokes feels about the future of the north. He and Flora lived through a period of intense regional development. The population zoomed from 700 to 7000 in five years. "There were problems bursting all over the place—housing, schools, medical and social problems, and attempted suicides. Most of the deaths and burials I dealt with were accidental and tragic, very few died of old age....I've experienced that once and I don't want to see it happen again anywhere else. I'll fight tooth and nail to prevent it happening here."



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achieved recognition for introducing the first commercial self-fertile sweet cherry cultivar, Stella, rated as one of the most important advances in sweet cherry growing...Winner of the 1964 W.J. Gage award for the best children's story, and writer of radio stories, newspaper articles and book reviews, **Samuel Melville Roddan**, BA'37, is retiring from teaching senior English at New Westminster secondary school. He has just finished a history of the United Church in B.C., *Batter My Heart*, and hopes to continue writing... Former University of Victoria president **Hugh Farquhar**, BA'38, MA'55, (PhD, Alberta), has been appointed acting president of the University of Notre Dame in Nelson for 1975-76...Newly appointed executive director of the Canadian Manufacturers' Association, **Roy A. Phillips**, BAsc'38, was formerly vice president and general manager, consumer electronics and appliances, RCA Ltd...Commercial meat and wool-producing muskox may yet roam the North if a grass-seeding method developed by **Stanley Weston**, BSA'39, for tundra-like soil conditions is adopted on a wide scale.

## 40s

Three time Leacock Award winner **Eric Nicol**, BA'41, MA'48, has a new pocketbook on the stands, *The Best of Eric Nicol...* "Mr. Europe" of the external affairs department in Ottawa, **John G.H. Halstead**, BA'43, is leaving his post as deputy undersecretary of state for a posting as ambassador to West Germany...Recently appointed director of re-

gional development of the Greater Vancouver Regional District is **William T. Lane**, BA'44, BCom'47, LLB'48, who formerly chaired the BC Land Commission..."The federal government can throw this stuff further than anyone in Canada," commented senator **Ray Perrault**, BA'47, who eventually succumbed in the 1975 finals of the annual world bull throwing championships at Williams Lake. Competing federal, provincial, and municipal politicians employed genuine hand-picked bull pies.

Vancouver public relations specialist **Ernie G. Perrault**, BA'48, is the proud author of a third novel, *Spoil*, and is currently working on several film projects, including a documentary on an Eskimo settlement ninety miles from the the magnetic North Pole. A BC government travel film, *Mirrors to the Sun*, made by Perrault and two friends, has won the best documentary award at the Canadian Film Festival and a gold medal in Farbes, France for the best documentary in the International Tourism Film Festival...A former president of the alumni association, **Paul S. Plant**, BA'49, has been elected president of North American Wholesale Lumber Association, the third Canadian to hold the position in 83 years...In the merger of the Alberta departments of lands and forests and mines and minerals into the energy and natural resources department, former deputy minister of lands and forest development **Robert Gordon Steele**, BSF'49, is deputy minister of renewable resources.

## 50s

The man who produced the TV show *Quest* and public affairs program *Sunday*, **Daryl Duke**, BA'50, has been awarded a UHF licence in Vancouver. He hopes to produce local programming free of the stigma of provincialism...**Gilbert Cecil Gray**, BA'50, a partner of Peat, Marwick, Mitchell & Co., has been elected 1975-76 president of the Institute of Chartered Accountants of B.C...After seven years as assistant deputy attorney general of Canada, **C. Robert Munro**, QC, LLB'52, has been appointed assistant vice president and chief actuary of Manufacturers Life, Toronto...A \$2000 Dart Award for academic innovation at the University of Southern California has been won by **Jack F. Lintott**, BSc'53, (MBA, Western Ontario), (PhD, Michigan), an associate professor of business administration. Under his direction, teams of MBA students have acted as consultants to senior management of participating companies...The regional agricultural representative for western Nova Scotia since 1964, **Ralph E. Morehouse**, BSA'53, MSA'68, will be fielding new responsibilities. He has been appointed administrative assistant to Nova Scotia's minister of agriculture and marketing.

The first visiting professor of Canadian studies at the University of Edinburgh will be **Ian Drummond**, BA'54, (PhD, Yale), professor of economics at Toronto...*Vancouver Sun* columnist and former *Ubyssy* editor **Allan Fotheringham**, BA'54, has been appointed a senior editor at the *Sun*. Other appointments include **David Ablett**, BA'65, from Ottawa bureau chief to senior editor and **Don Stanley**, BA'69, formerly a writer for the entertainment pages, to TV columnist...On an expedition tracing Alexander Mackenzie's voyage from the Fraser River



Walter Hardwick

to the sea, **Rudolph Haering**, BA'54, MA'55, (PhD, McGill), head of UBC's physics department, led a team of scientists this summer on a search for Indian artifacts and the mysterious source of a scarce volcanic glass prized by early Indians for making tools...As UBC's newly appointed director of continuing education, **Walter G. Hardwick**, BA'54, MA'58, (PhD, Minnesota), professor of geography, will be trying to improve access to UBC programs for mature students and develop new means of delivering academic and professional education programs off campus.

On his first ambassadorial appointment, **Edward Graham Lee**, BA'54, LLB'55, a top external affairs lawyer, has been posted to Israel...The Protestant Children's Village, which has served Ottawa for more than 100



Dorothy Anne Pomeroy Autor

years, has a new executive director, **Ann Hunter Hargest**, BA'55, BSW'58. Her background includes time as a family welfare caseworker in London, England...**Dorothy Anne Pomeroy Autor**, BA'56, MSc'57, (PhD, Duke), of the University of Iowa College of Medicine, will receive a Research Career Development Award from the National Institute of Health to continue studying the effects of hyperoxia and other toxic environmental factors upon the development and function of the lung at the molecular level. Last year she received a Basil O'Connor Starter research grant from the National March of Dimes Foundation.

A change of scenery and change of job will keep **Burke Cole Corbet**, BAsc'57, (MBA, Western Ontario), busy. He's on his way to Edmonton to chair the board of Corod

Manufacturing Ltd. and become chief executive officer...**Vern J. Housez**, JCom'57, a former chair of the UBC Alumni Fund, and vice president of Standard Brands Ltd., has been elected as a director of the company...Now chairing all new foreign student services at the Bechtel International Centre, Stanford University, **Norah Turnbull Bretall**, BA'57, had been teaching English as a second language to the spouses of foreign graduate students and visiting scholars...**Don Jabour**, BA'57, LLB'58, Kelowna alumni branch president, has been named to head the new provincial commission to oversee legal aid in B.C.

## 60s

A three-time winner of the MacMillan Bloedel award for business journalism and *Vancouver Sun* editorial page contributor **Pat Carney**, BA'60, has been appointed for a three-year term to the Economic Council of Canada. She has also worked for the *Toronto Star*, *MacLean's* and the *New York Times*...Associate dean of arts at the University of Manitoba, **David Lawless**, MA'60, (PhD, London), has been appointed director of the extension division. He was responsible for initiating the Stony Mountain penitentiary academic program in 1973 and was on the committee which drafted the agreement for the university's Canadian Armed Forces program...The process of involving teachers, students, parents and administrators in curriculum development will be the task of a new Vancouver School Board divi-

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sion headed by **Beverly D. Buchanan**, BEd'61, MEd'70. She has just been appointed assistant superintendent, the first woman to hold such a position in a B.C. school district...**John H. Eliot**, BCom'61, has been elected to chair the Pacific district of the Investment Dealers' Association of Canada.

**Carol Miller Teather**, BSc'61, received her law degree at the University of Puget Sound last spring. It was the first full class to graduate from UPS law school... As winner of a Fulbright-Hays award from the Council for International Exchange of Scholars and the Franco-American Commission for Educational Exchange, **Robert L. Felix**, MA'62, will be visiting lecturer on American private international law at the University of Clermont-Ferrand...**Harry W. Johnson**, BCom'62, has been appointed manager, small motors, of the industrial apparatus department of CGE in Peterborough, Ont... The newly created position of associate vice president (academic) of Simon Fraser University will be filled by **Daniel R. Birch**, BA'63, MA'68, (PhD, California), dean of education since 1972 and presently chair of the Joint Board of Teacher Education for B.C.

**Joseph E. Gervay**, MSc'63, PhD'65, has been promoted to senior chemist at the Du Pont Co. photo products department in the research lab in New Jersey... Our counsellor in the Canadian Embassy in Washington, **Jack Kepper**, BCom'63, is now on his way to Peking to be counsellor there... When he becomes associate dean for administrative affairs and assistant professor of arts administration at the University of Cincinnati College-Conservatory of Music this fall, **David T. McKee**, BA'64, will be in charge of all aspects of a new MA degree program in arts administration. He is currently director of arts administration at York University... After eight years of travelling with the Ottawa based contracting firm of Geoterrex, **Rolf N. Pedersen**, BSc'64, is now hanging his cap in Sydney, Australia for a time as manager of the company's airborne division there.

Remember **George W. Hungerford**, BA'65, LLB'68, and **Roger C. Jackson**, MPE'67, who won one of Canada's few Olympic gold medals in Tokyo in 1964? The former is now a partner in a Vancouver law firm, and the latter works for the federal government directing the preparation of athletes and coaches for international competition... Returning to the University of New Brunswick after a sabbatical as a visiting scholar at Western Michigan University, **Fred C. Rankine**, BEd'65, MA'66, EdD'68, has assumed the chair of the fifth year and graduate division of the faculty of education. His wife, **Daryl Muir Rankine**, BHE'53, has just received her MA in home economics from Western Michigan University... Researching methods of teaching English to post-secondary students in technical school, **Eunice MacRae Stronach**, MA'65, (BA, BEd, Alberta), will be spending a year at Garnett College, University of London.

The first judge of Chinese extraction ever appointed in Canada, **Randall "Buddy" Wong**, BCom'65, LLB'66, was sworn in in Vancouver this year. Also one of the youngest appointees in Canada, he was working for the federal department of justice in Vancouver and previous to that was crown attorney for the Yukon Territory... **Robert Dunn**, MA'67, (PhD, Oxford), is leaving his

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Tuan T. Nguyen

job as head of English literature, faculty of letters, Laval, to become visiting associate professor of English at Toronto...Recently sworn in as deputy city attorney in Los Angeles, **Lorna Gail Gordon**, BEd'67, (LLB, S. California), will tackle duties as a prosecutor in the criminal branch...**Marilyn Edwards Leese**, BEd'67, MA'69, who will be conducting a seminar on early Buddhist art and architecture this winter, has just returned from three years in India under the auspices of the Smithsonian Institute and the Canada Council, where she and her husband gathered extensive archival material in the cave temples of Western India... Alberta Energy Co. has appointed **Adrian A. Phillips**, LLB'67, as counsel and secretary.

## 70s

**Tuan T. Nguyen**, BSc'70, has graduated with a medical degree from the University of Nebraska...**Walter G. Rilkoif**, (LLB, York), BA'70, is articling with the Vancouver law firm Russel, Dumoulin and Co. this fall... The woman behind the set of Jack Winter's *Summer'76*, produced by Toronto Workshop Productions, is designer **Astrid Janson**, MA'72. She also designed sets for its productions of *Ten Lost Years*, *From the Boyne to Batoche*, and *You Can't Get There From Here*...Having completed his post-graduate training in New Zealand, **Robert John Calder**, BSc'70, MD'73, has joined the staff of Osoyoos Health Centre... Victoria lawyer **G. Douglas Strongitharm**, LLB'73, has been appointed executive assistant to B.C. opposition leader William Bennett.

B.C. Indians' spokesman **Bill Wilson**, LLB'73, in rejecting any future federal funding, said that though the federal government had spent \$10 million on B.C. Indian affairs the last 70 years, Indians have nevertheless fallen behind the general economic level of other Canadians...**Ada Con**, BA'72, MLS'74, has recently joined the reference staff at the Fraser Valley Regional Library headquarters in Abbotsford... Whalley, too, is hiring a new reference librarian, **Paul Gutteridge**, MLS'75, who will also be responsible for branches at Guildford, George Mackie, Newton, White Rock and Ocean Park... One of only nine Canadians to be awarded a Canadian-People's Republic of China exchange scholarship, **Edward Lipman**, BA'75, will study advanced Mandarin for two years at the University of Peking.

## WEDDINGS

**Couttes-Hughes**. Gary Couttes to Gai Hughes, BRE'72, August 9, 1975 in Vancouver...**Hon-Leong**. Dennis N. Hon, BSc'72, to Verna G. Leong, August 2, 1975 in Vancouver...**Nordman-Schierman**. Brian A. Nordman, BSF'71, to Lynn M. Schierman, BHE'72, April 12, 1975 in New Westminster...**Warnyca-Clark**. Dymetry Warnyca to Jennifer Johnston Clark, BSN'69, July 12, 1975 in Vancouver.

## BIRTHS

**Mr. and Mrs. Stephen M. Brown**, BA'66, a daughter, Megan Kathleen, April 11, 1975 in Vancouver...**Mr. and Mrs. John A. Eckersley**, BSc'65, LLB'70, (Debbie K.B. Tjoei, BSc'73), a daughter, Rica May, June 8, 1975 in Vancouver...**Mr. and Mrs. Robert Felix**, MA'62, (Judy Grossman, BA'62), a son, Conan Peter, March 10, 1975 in Columbia, South Carolina...**Mr. and Mrs. Roderick D. Fitzpatrick**, BA'74, (Constance P. Frank, BMus'69, BLS'70), twin sons, Gary Alan and Jeffrey Paul, March 27, 1975 in Vancouver...**Mr. and Mrs. David Grahame**, BA'69, (Helen Muratoff, BA'68, BLS'69), a son, Kenneth Andrew, July 17, 1975 in Vancouver...**Mr. and Mrs. Barry G. McDell**, BA'65, MEd'73, (June P. Chappell, BEd'69), a son, Malcolm James, February 8, 1975 in New Westminster...**Mr. and Mrs. Aaron Harvey Rosenthal**, BA'71, a daughter, Talia Ilanit, May 12, 1975 in North Vancouver...**Mr. and Mrs. R. Bernie Treasurer**, BCom'58, a son, Cameron Roy, June 14, 1975 in Burnaby...**Mr. and Mrs. David J. Urquhart**, BSc'67, (Nadine Parr, PhD'73), a daughter, Taren Patrice, May 9, 1975 in North Vancouver.

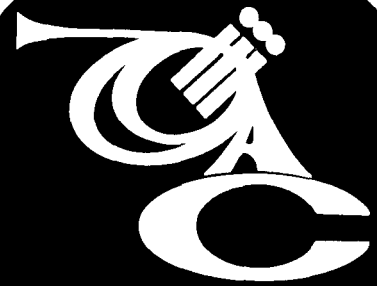
## DEATHS

**Charles Burton Dunham**, BASc'31, June, 1975. He was employed as a forest engineer and logging manager with Bloedel, Stewart and Welch Ltd. and MacMillan Bloedel Ltd., and as vice president, forest operations with Canadian Cellulose Co. He was an honorary life member of the Canadian Institute of Forestry. He is survived by his wife, a daughter, Allison M. Dunham Hobson, BA'62, (MS, Illinois), and two sons, Charles, BA'59, MA'63 and Gordon, BSc'66.

**Jeannine Amber Robson**, BEd'71, May, 1975. She was a member of the sorority, Kappa Alpha Theta. She is survived by her parents.

**Maria E. Steinhauser**, MSW'73, June, 1975 in New Westminster. She was a social worker at the B.C. Penitentiary and died while being held hostage during an attempted prison break. She is survived by her parents and sister.

**Gail Richardson Woike**, BHE'64, July, 1975 in Duncan. She was a retired home economics teacher in Duncan. She is survived by her husband and three sons. □



## ALUMNI CONCERTS

"A Showcase of Bright Baubles" -

Vancouver Sun, 1973

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# LETTERS

"Poems and Stuff", that I wrote for the *Ulyssey* — but my wit was always surpassed by another columnist of that year, Jabez — to be known later as Eric Nicol!

J. Lewis Robinson  
Professor of Geography, UBC

## An Honorary Member Replies

I was sorry that I was not able to say "thank you" publicly to members of the UBC Alumni Association attending the annual dinner in May. May I, therefore, use some space in the *Chronicle* to express my sincere appreciation of the honor which the committee and executive of the association bestowed on me? It is indeed satisfying to know that my work with geography and education students over the many years is appreciated.

Although I am now an honorary life member, I have always considered myself an "honorary" member of the class of Arts '40. I had the good fortune to attend UBC on an exchange scholarship in my third year, in 1938-39, and spent one year with the class of '40. Everyone — students, faculty, administration — was especially kind to the five exchange students that year and, therefore, I had such pleasant memories of UBC as a university that I had no hesitation at all in accepting President MacKenzie's invitation in 1946 to come here to develop geography courses in the department of geology.

Students of that year may remember me for two things: I was the UBC sprint champion that spring, but more likely they will remember the weekly column of humor,

## A New Generation of Huts

As an expatriate and a rather infrequent visitor to the campus I have been pleased to see, over the years, the progress that has been made in removing the old huts from the university grounds. These old buildings though serving an urgent need at the time were indeed a blot on the landscape and their gradual elimination is, I am sure, a source of satisfaction to all concerned.

Now, if I read Clive Cocking correctly (*Chronicle*, Summer '75), we are about to have a new generation of pre-fabs unloaded on the university with one of the major justifications being that it makes people feel good to design and build their own accommodation. This of course is nothing new and I suspect that primitive man felt that way about his first cave, but he didn't squander a half-million bucks on it and desecrate the environment with pre-fab plywood panels. I submit that the UBC campus is not the place to indulge such primitive satisfactions and suggest the proponents of this scheme be encouraged to take their matchboxes elsewhere to the accompaniment of loud cries of "Better artsy-fartsy than happy-crappy!"

It is possible of course that through some singular bureaucratic foul-up the CMH Corporation may approve this project and then there will be little any of us can do about it. However, if this does come to pass I hope they build these Fairview shacks MK3 as close to the edge of the cliff as possible. Then, as the effluent from their baths and bidets supersaturates the soil the whole thing will take off some rainy February night and sink slowly, electric toilets and all, beneath the waters of the bay. Come to think of it, Dave Brock is probably the only one alive who remembers the Great UBC Ravine of the early 30s.

James A. Wallace B.A.Sc. '41, M.A.Sc. '42  
Surrey, England

## Sir Thomas Crapper Would Be So Pleased

I recently read an article entitled "Changing House from Noun to Verb", (*Chronicle*, Summer '75), in which was mentioned the use of a waterless toilet that uses electricity and bacteria to decompose wastes. I would like to obtain more information about this system and would be grateful if you could suggest where I should write for details.

J.D. Owens, Biological Sciences  
University of Malaysia  
*The Chronicle, ever responsive to reader's requests—and there have been several regarding this pollution solution—is happy to oblige: For more information on the humus toilet contact Humumat Ltd., 9403-120th Street, Delta, Canada, V4C 2P3 -Ed. □*

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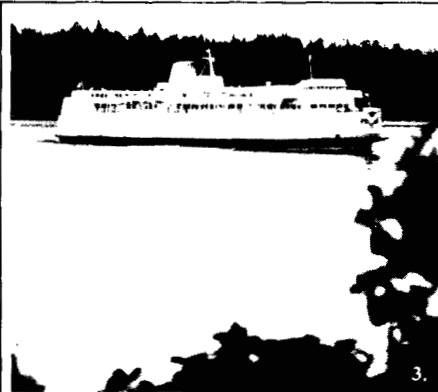
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