

ERIC EICH, ANDREW WITT & JOANNE L. ELLIOTT, EDITORS

ACKNOWLEDGMENTS

This book is the resulting convergence of many sources and resources -- from retrieving carefully maintained library archives, to sorting through numerous dusty, decadesold items in storage, to compiling historical data and memoirs. All of these tasks were necessary and at times challenging. Going through all the material could not have been accomplished without the assistance and contributions of many people.

And so, we would like to extend a hearty thank-you to many in the Psychology Department who lent a hand: Bonnie Schoenberger, Gary MacIsaac, Jennifer Janicki, Liz McCririck, and Lucille Hoover for all of their respective assistance and contributions.

We would also like to extend this same appreciation to two individuals from the UBC Library Archives -- Chris Hives and Leslie Fields -- for their permission to publish treasured photographs and their assistance in gathering historical documents.

Finally, we wish to acknowledge the contribution of the late Donald G. MacKay, who was a faculty member in the Psychology Department in the 1960s and 1970s. In 1967, Professor MacKay wrote a history of the department that we found invaluable.

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ABOUT THE EDITORS

ERIC EICH

Upon receiving his doctorate in cognitive psychology from the University of Toronto in 1979, Eric Eich became the Director of the Behavioral Studies Laboratory at the University of California, Irvine. He moved to UBC in 1983, initially as an NSERC University Research Fellow and more recently as Head of the Psychology Department. He served for six years as a member of the National Academy of Sciences' Committee on Techniques for the Enhancement of Human Performance, and for five years as an Associate Editor of Cognition & Emotion. He now serves on the editorial board of Psychological Science. A Fellow of the Royal Society of Canada and the Association for Psychological Science, Eich is a recipient of the UBC Killam Science Prize (2001) and a two-time winner of the Knox Master Teacher Award (1991 and 1997). He was named a Distinguished University Scholar by UBC in 2004.

ANDREW WITT

Is a cultural critic and researcher from Vancouver, Canada. Andrew holds a BA (Art History) from the University of British Columbia. Currently Andrew writes and acts as co-editor for the UBC student publication *The Knoll: An International Journal of Radical Students* where he has written on topics as wide ranging as the Contemporary Art scene in Vancouver, Lacanian psychoanalysis, mobile homes, and most importantly, the political concept of Love.

JOANNE L. ELLIOTT

Is an artist, art therapist and Career Management Professional (CMP) instructor. She holds a Bachelor of Fine Arts from UBC, as well as a BA (English) and a Masters in Counselling Psychology from Athabasca University, (including a post graduate specialization in art therapy from the Vancouver Art Therapy Institute). During her time at UBC, she greatly enjoyed the psychology courses she attended (Cognitive Psychology, Memory I and II) while pursuing her BFA. She currently works as an art therapist at a YWCA second stage transition house, and as an instructor for the CMP Program with Life Strategies Ltd. In her spare time, she is developing her art practice again, including a cartoon series, *Squigglemen*.

PREFACE

For the faculty, students, and staff of the UBC Psychology Department, the 2008/2009 academic year holds special significance. In addition to marking the 150th anniversary of the founding of British Columbia, this year celebrates the 100th anniversary of the university that bears its name. Moreover, it was 50 years ago that Psychology became an autonomous academic unit, and 25 years since the department's current home, the Douglas T. Kenny Building, opened for business. Given this striking historical confluence, there is no better time than the present to celebrate the department's past -- and this is what *UBC Psychology at Fifty* aims to do.

The book is divided into four major sections. Part I is a verbal and pictorial Timeline of major milestones in the development of both the department and the university. Part II, Talking Heads, contains individual essays by four past and present Psychology Heads. In Part III, twenty students, faculty, and staff share their Memoirs of life in the Psychology Department. Finally, in the Appendix section of the book, excerpts from several UBC Calendars are provided for archival purposes, along with lists of the department's doctoral-degree recipients and major award winners.

Scattered throughout the book are photographs of various people, places, documents, and objects. Many of the latter had been gathering dust for decades in the electrical/ mechanical shops and central storage rooms in the back of the Kenny Building -- areas that are currently being renovated to create new labs and offices. The story behind some of these objects, like the circa 1960 "brain stimulator" depicted in Part III, remains obscure, while the origins of many other objects is known. For instance, you'll see snaps of several colorful tests of children's mental and motor performance that were once used by Professor Jennie Wyman Pilcher, a developmental and social psychologist who joined the department in 1926. Also, Lucille Hoover, a senior staff member in the Behavioural Neuroscience area, recreated a circa-1965 biopsychology lab for studying brain structure and function in animals; you'll see a picture of that in Part III. But in all cases, the objects are fun to look at and it's interesting to imagine how (or why, or when, or by whom) they were once used.

We hope you will enjoy our work and join us in celebrating the golden anniversary of our great department.

Eric Eich, Andrew Witt & Joanne L. Elliott December 2008

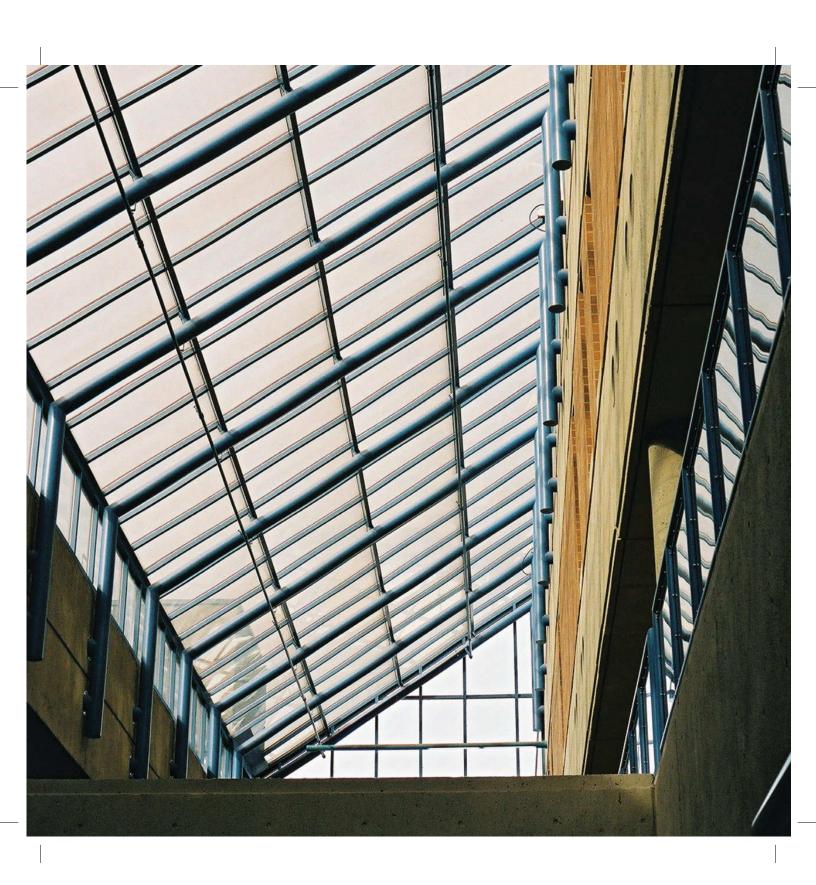
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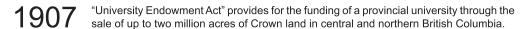
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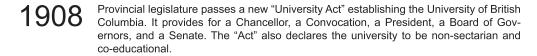


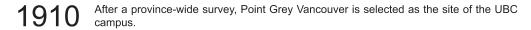
The true picture of the past whizzes by only as a picture which flashes its final farewell in the moment of its recognizability - Walter Benjamin



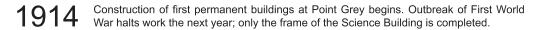


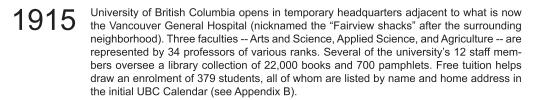






1913 Dr. Frank Fairchild Wesbrook becomes the first President of UBC. Architectural firm of Sharp and Thompson (later Thompson, Berwick, Pratt and Partners) appointed university architects.





Military training is included in the curriculum for the duration of the war. By the end of World War I, 697 students would see combat duty; 78 are killed in action.



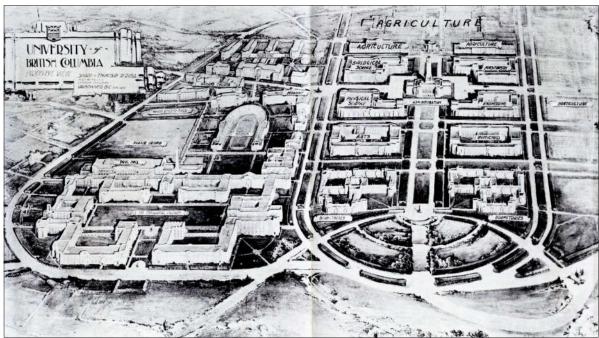
Front cover to the 1908 University Act



Frank F. Wesbrook



UBC's Fairview Shacks



The winning design for UBC's Point Grey campus, developed by Sharp and Thompson, 1914.



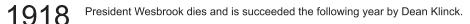
Aerial Tramway used to ship building materials from Wreck Beach to UBC's Point Grey Campus, 1923.



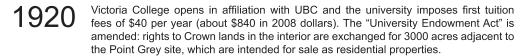
Construction of the Old Administration and Arts buildings and Auditorium, 1925.

Dean of Agriculture Leonard S. Klinck presents a report on the "Committee on Graduate Studies." It recommends that UBC concentrate its graduate program on MSc and MA only; no PhD programs anywhere at UBC.

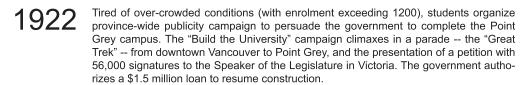
President Wesbrook aims to create a combined Department of Philosophy and Psychology and to hire William McDougall, an internationally renowned psychologist at Oxford, as the department's first Head. Though McDougall is attracted by Vancouver's newworld lifestyle and UBC's generous annual salary of \$5000 (about \$105,000 in 2008 dollars), he declines Wesbrook's offer, owing mainly to the absence of a faculty pension plan. McDougall goes on to become Chair of Psychology at Harvard, while UBC drops its plans to establish an integrated philosophy/psychology unit. Instead, the university opens the Department of Philosophy and appoints James Henderson, MA, a logician from Glasgow, as its sole faculty member. Professor Henderson's heavy teaching load includes a variety of philosophy courses and a single-semester course titled "Philosophy 1A: Elementary Psychology."



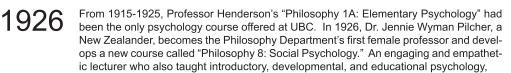
The return of students from war-time duty increases UBC's enrolment to 890. The "shacks" quickly become over-crowded, with classes being held in tents, churches, and Sunday schools; however, construction at Point Grey is not resumed.



H.T.J. Coleman becomes the first Head of the Department of Philosophy as well as Dean of Arts. Professor Coleman comes from Queens, where he was known officially as Dean of Education and unofficially (and affectionately) as the "Ungarlanded Poet-Laureate of the Faculty."



1925 UBC moves to the Point Grey campus. First honorary degrees are awarded. Maximum enrolment totals 2500 daytime students.





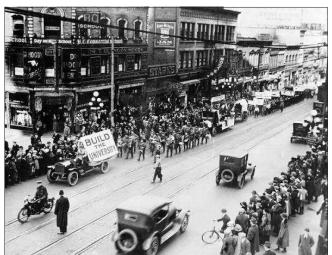
William McDougall



James Henderson

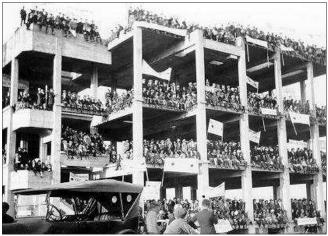


H.T.J. Coleman





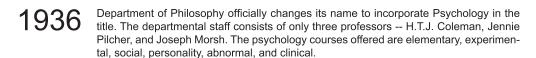


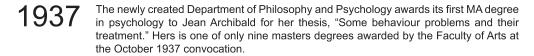


"Great Trek" of 1922. Students march from downtown Vancouver to UBC's Point Grey campus to persuade the Provincial Government to complete construction on the University.

Professor Pilcher had studied under Lewis Terman at Stanford and was a devotee of his behavioral methods of testing children's mental and motor skills (see opposite pages).

- Great Depression forces reduction in UBC's operating grant by the provincial government. Students mount successful publicity campaign against a suggestion that the university be closed; however, the budget is reduced from \$626,000 to \$250,000 and faculty/staff salaries are sharply reduced. The resulting disputes between President Klinck, the University Board, and the UBC Senate eventually lead to amendments to the "University Act" in 1935 which re-organizes the university government.
- Joseph Morsh, a doctorate in experimental psychology from Johns Hopkins and a student of Knight Dunlap, joins the UBC Department of Philosophy as a Lecturer. Throughout his career, the polymath Morsh teaches such varied courses as elementary, experimental, abnormal, adjustment, applied, social, physiological, child, and educational psychology, in addition to methods and statistics. An extremely popular teacher, Professor Morsh's section of Elementary Psychology routinely attracts 700 students, while his course on Adjustment requires as many as 300 students to crowd into an agricultural laboratory. On one especially wet and windy day, two of his students seek refuge under a cow to take their notes, much to the amusement of their classmates. On another memorable occasion, a prize pig wanders in while Professor Morsh is lecturing. Not missing a beat, Morsh admonishes the pig that he is late for class but has at least come to the right location. Professor Morsh retires from UBC as a Full Professor in 1949, having taken leave from 1944-1946 to serve as Director of Research for the Canadian Army Signal Corps.





1939 UBC enrolment reaches 2400 students. Registration in the university's Canadian Officers Training Unit doubles as World War II begins. A total of 1680 students would eventually enlist in the armed services.

James A. Irving, who had joined the department in 1937, replaces H.T.J. Coleman as Head. The department now has four faculty members; courses in adjustment, child, tests and measurement, and applied psychology are offered for the first time.

Professor Irving develops, and is scheduled to teach, a new course on Cultural Psychology. It is probably the only course of its kind in Canada and one of the first in the western world. Curiously, the course is cancelled that year and it remains dormant every term through 1946, when it disappears from the curriculum. The course reappears in 2001, fifty-five years later, at which time the UBC Psychology Department is emerging as a



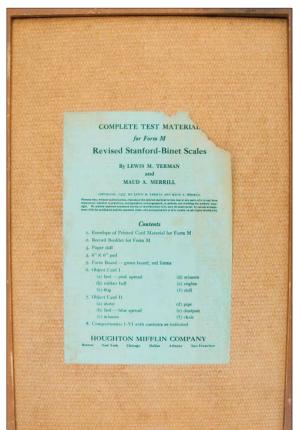
Joseph Morsh



James A. Irving



Students marching c. 1940





Tests of children's mental and motor skills used by Professor Jennie Wyman Pilcher, circa 1935

8. Psychology of Culture.—The psychological analysis of social life from the point of view of culture. Topics included are the meaning of culture, its psychological relevance for personality, its value relativity, and the problem of reconciling personality variations and cultural variations.

Text-book: Linton, The Study of Man, Appleton-Century.

Prerequisite: Psychology 1 or Philosophy 1.

Three hours a week. Mr. Irving. 3 units.

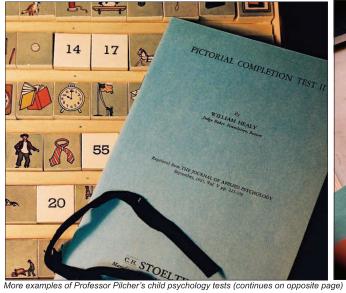
Lectures: 9.30-10.30, Monday, Wednesday, and Friday.

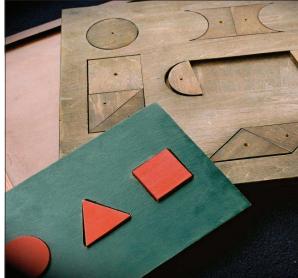
(Not given in 1940-41.)

Excerpt from 1940-41 Academic Calendar introducing a new course which, inexplicably, was never once offered.









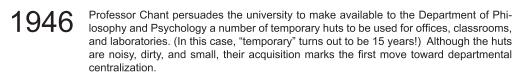


world leader in the field of cultural cognition.

Students contribute to the construction of the first student union building, Brock Hall. They also waive army pay to help construct an Armoury. Campus army unit reaches maximum strength of 1879, and many faculty members are on leave for special war-time duty. Federal government funding for defense and other research purposes increases.

- 1943 The size of the Department of Philosophy and Psychology increases to five full-time professors with the addition of Alexander Maslow, a philosopher and Russian émigré.
- 1944 Norman A.M. MacKenzie is appointed UBC's third President. First student residences opened at Acadia and Fort Camps.
- As World War II comes to an end, UBC begins to expand: an influx of veterans quickly boosts total enrolment from 2200 to over 9000 students. To accommodate the new programs and students, 15 abandoned army and air force camps are dismantled and shipped to Point Grey, where the huts serve as classrooms, laboratories, and residences for both students and faculty.

Sperrin Chant, a former Group Captain in the Royal Canadian Air Force, replaces Professor Irving as Head of the Department of Philosophy and Psychology. Like the university at large, the department enters a period of rapid growth. Among the many faculty members hired in the post-war ear are Edwin Belyea (1946; experimental and industrial psychology), Donald MacKay (1947; comparative psychology), Edro Signori (1949; personnel selection and counselling psychology), Douglas Kenny (1950; personality theory and social leaning), Donald Sampson (1951; clinical psychology), and Reva Potashin (1952; developmental psychology).



UBC adopts a new course numbering system using hundreds, instead of consecutive digits beginning with "1". The first 500-level course offered is a graduate seminar on the History of Psychology, taught by Professor MacKay.

- 1947 The Psychology Club, a forerunner of today's Psychology Students Association, is founded.
- In addition to being noisy, dirty, and small, the department's temporary huts prove flammable as well. A former army shack that bore the sign "Psychology Laboratory" burns to the ground in December. Research materials, books, and other equipment that Professor Belyea relies on to teach his popular undergraduate course in Experimental Psychology, are all lost in the fire. Equipment donations made by the University of Toronto's Psychology Department, helps the Psychology Laboratory to resume its research-training mission.



Sperrin Chant



Ed Belyea

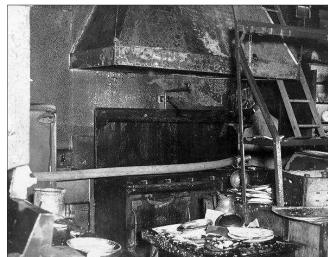


Donald MacKay









1948 Psychology Laboratory fire

The department seeks authorization from the Faculty of Graduate Studies to offer the PhD in clinical psychology. Though approval is given the following year, 1951, it is not until 1968 that John Huberman becomes the candidate to successfully complete the requirements for the degree.

University celebrates its "Golden Jubilee" and launches the "UBC Development Fund", the first public appeal for capital funds by any Canadian university. Fund drive and government contributions together raise \$35 million.

- 1954 UBC Counselling Service is organized by a UBC physics professor, Gordon Shrum. Sperrin Chant acts as an advisor for many years and several counselors with the Service teach Introductory Psychology or other courses for the department, much like today's Sessional Instructors.
- On February 12, the UBC Senate votes to separate the Department of Philosophy and Psychology into two distinct departments, wherefore Professor Chant remains Head of the Department of Psychology. Professor Signori is named Acting Chairman and retains that position until 1961, when he becomes Acting Head.
- Sperrin Chant, former Head of the Department of Psychology, publishes the "Chant Report." The document provides a blueprint for potential improvements and reform for the university. The report is lauded for its critical impact upon UBC for future generations.
- 1962 John B. Macdonald becomes the university's fourth President.
- The Psychology Department celebrates its fifth anniversary with a company of 11 faculty members, 6 sessional instructors, 50 graduate students, and 3900 undergraduates enroled in 27 courses (17 undergraduate plus 10 graduate). Faculty salaries range from \$8500 to \$14,300 and the Teaching Assistant budget is \$21,200 (compared to \$673,100 in 2008). In 1963 Psychology has one technician who was paid \$4700 and one secretary who makes \$3800. The supplies and expenses of the department are \$5500 (versus \$145,000 in 2008) and the entire budget is less than \$200,000 (versus \$6,600,000 today). In 1963, the focus is squarely on teaching, not research, and the department reflects a highly eclectic attitude in which no particular school of thought, or approach to a problem, is espoused.
- Former UBC student Douglas T. Kenny is appointed Head of the Department of Psychology. Seeking to strengthen the department's research standing, Kenny focuses on recruiting experimental psychologists to the faculty, attracting research support, acquiring new laboratory equipment, establishing the first animal laboratory, making Experimental Psychology a required, second-year course for majors, and revamping the graduate program at the doctoral level.

The department again attempts to centralize by moving into the Henry Angus Building. The move represents a significant increase in space available for teaching, research, and administrative work: from 8,380 sf in the converted army huts to 12,884 sf in Angus.



Edro Signori



John B. MacDonald



Douglas T. Kenny

Candidate's permanent registration number.	***********	**********		
Registered in Section No. 1 (8:30), 2 (11:30))) ((check).		
Candidate's signature				
THE UNIVERSITY OF BRITISH COLUMBIA	SCORE PART I. A B PART II. A B PART III			
CHRISTMAS EXAMINATIONS, DECEMBER, 1949				
PSYCHOLOGY 100				
(Time, 2 hours).				
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A: True-False: If the following statements are true, put a che parentheses in the T column, if false, in the F column. (Answers correct—answers incorrect)=Score for true-false		in the		
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 (Answers correct—answers incorrect) = Score for true-false (I) With the aid of a comprehensive library and excellent futition, one can secure perfect insight into the vagaries of human nature. (2) There is a clear and unequivocal distinction between theoretical and practical knowledge in the various fields of psychology. (3) Memory crutches may be useful when no real meaning can be derived from the material under study. (4) There are as many variables to be controlled in working with animals as with men. (5) If you want your learning to carry over from one field to another, you should concentrate on something other than the basic methods and techniques of learning. 	() () ()	F () () ()		

Front page of December 1949 Psychology 100 Christmas Examination

The department enters a period of rapid expansion. In addition to animal learning and sensory processes, new faculty positions are filled in abnormal, physiological, and social psychology. The impact of this growth is immediate and beneficial in many respects: for instance, faculty publications in 1966 are nearly double the number produced in 1965 (32 versus 18) and grant support rises by 70% (to \$72,000) over the same, short period. But rapid growth comes at a cost: less than a year after its en masse relocation to Henry Angus, part of the department moves back to the old army huts in search of more research space.

The department receives a bequest of \$118,000 from the will of the late Dr. Gladys Schweisinger, a UBC graduate. The funds are intended "to establish and maintain a modern Department of Psychology including as many fields as possible."

- John Huberman becomes the first candidate to successfully complete the requirements for a PhD in clinical psychology. He goes on to become an Honorary Lecturer in psychology at Harvard and contributes several articles to the *Harvard Business Review*.
- 1969 Professor Kenny resigns as Head of Psychology. Professor Signori replaces him as temporary Acting Head.
- The Biopsychology Annex, located at the corner of University Boulevard and West Mall, opens to provide space for animal and physiological laboratories, in addition to several offices
- 1972 Peter Suedfeld is appointed Professor and Head-for-Life of the department. (See Professor Suedfeld's remarks in Part II.)

UBC Senate adopts report advocating new emphasis on opportunities for part-time degree study.

- $1973 \quad \text{Enrolment for } 1972\text{-}73 \text{ academic year in credit and non-credit programs at UBC total} \\ 25,635 \text{ students}.$
- 1974 The Psychology Annex, located at the corner of University Boulevard and Lower Mall, opens as the new home of the developmental and social psychology areas.

At the May 1974 commencement ceremony, more BAs are awarded in psychology than in any other unit within the Faculty of Arts, thus establishing a trend that continues to this day.

- Former Head of Psychology, Douglas T. Kenny is appointed President of UBC.

 BSc in Psychology is introduced; two years later Perry Fainstein becomes the first graduate.
- 1976 The department introduces Canada's first program in environmental psychology.
- 1977 Space is again a big problem, but a solution now appears close at hand: Senate approves a budget of \$8,960,000 for a new, stand-alone building for Psychology.





New faculty recruited during the period of rapid expansion includes two future Department Heads: Richard Tees (top) and Tony Phillips (bottom).



Peter Suedfeld

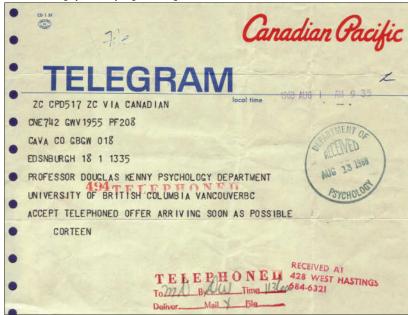


Psychology Annex

PART I: TIMELINE



Students walking by the Henry Angus Building, 1967



In the days before e-mail: Raymond Corteen telegraphs his acceptance of a faculty position to Douglas Kenny, 13 August 1968.

- As UBC awards its 100,000th degree, the Psychology Department has grown to include 20 part-time Sessional Instructors in addition to 12 Full, 17 Associate, and 10 Assistant Professors. Collectively, they teach 117 separate sections of 47 courses to over 6700 students, including 16 sections of Introductory Psychology alone. This represents a 36% increase in total sections over 1974 and reflects in part the increasing popularity of the BSc Psychology degree. Research funding reaches the \$1,000,000 mark and publications by faculty members, often in collaboration with their 59 graduate students, number 150. A 1978 review of psychology departments ranks UBC first in Canada in median and total publications, and first in median citations by other authors.
- 1982 UBC faces a budget shortfall of \$7.5 million, and the provincial government's refusal to provide additional funding forces the university to raise tuition fees an average of 33%, while considering cutting faculty and support staff.
- 1983 George K. Pedersen becomes UBC President.
- On February 27, Psychology faculty, students, and staff start moving into the Douglas T. Kenny Building, which was constructed after many years of planning and at a cost of \$12,250,000. Located on the southeast corner of the intersection of University Boulevard and West Mall, the building encompasses four levels and 55,000 sq. ft. of space.

The opening of the Kenny Building is celebrated first by a formal dedication ceremony (May 9) and then by a special Conference of Value and Affect (May 24-26) that featured a number of renowned psychologists, philosophers, and economists.

On July 1, Peter Suedfeld becomes Dean of the Faculty of Graduate Studies and Richard C. Tees begins his tenure as Head of the Psychology Department. (See Professor Tees' remarks in Part II.)

- President Pedersen resigns in protest against provincial government cuts in post-secondary funding. Robert H.T. Smith appointed President pro tem. Later in the year, David W. Strangway is named University President.
- Provincial government announces the "Fund for Excellence In Education," to be shared by all three provincial universities to support Centers of Excellence in certain areas of research and instruction. However, the cost of financial restraint is felt within the Psychology Department as four faculty members resign to join other universities across North America.
- 1988 UBC Real Estate Corporation is founded to develop the university's real estate assets, for capital fund or endowment purposes. It is to administer Hampton Place, a new residential development on the edge of campus.

A computerized, telephonic system of course registration system, called TELEREG, is introduced. It replaces the on-campus "arena scheduling" system, which required students to walk across campus, from one department to the next, to register for courses.



George Pedersen



David Strangway

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THE UNIVERSITY OF BRITISH COLUMBIA

VANCOUVER 8, CANADA

OFTCO OF THE DIRECTOR OF PHYSICAL PLANT

February 22nd, 1979.

RE: PSYCHOLOGY BUILDING - APPOINTMENT OF ARCHITECTS

The Board of Governors at its meeting on Tuesday, April 4th, 1978 resolved that the proposed Psychology Building be constructed on the site near the southeast corner of the intersection of University Boulevard and West Mall.

The Board of Governors at its meeting on Tuesday, November 7th, 1978 resolved that, subject to the inclusion of 3,000 NSf for classroom purposes, the functional Program for the Psychology Building be approved.

It is now recommended that the firm of

Reno C. Negrin & Associates, Architects, 626 Bute Street, Vancouver, B. C. V6E 3MI

be appointed, under the condition that they sign the University's Client/Architect Agreement.

Neville Smith, Director, Department of Physical Plant.

JAK:va

Letter appointing architects Reno C. Negrin & Associates, 1979.

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(DOUGE	AS T. KENNY BUILDING)			
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Estimated cost of the installation of the Totem Pole in front of the Douglas T. Kenny Building.













Construction begins on the Douglas T. Kenny Building, 1983

- Launching of the UBC Campaign with its theme, "A World of Opportunity." The goal is to raise \$66 million in private and corporate donations, with the provincial government to provide matching funds, to pay for new buildings, facilities, programs, and scholarships.
- 1990 UBC celebrates the 75th anniversary of its opening with a series of special events, including the largest Open House in its history.
- UBC's combined undergraduate and graduate enrolment reaches the 43,947. The university releases a new Main Campus Plan, following those of 1959, 1968, and 1982. It is intended to direct the growth and evolution of the Point Grey campus to the year 2000 and beyond.
- 1993 American President Bill Clinton and Russian President Boris Yeltsin meet at UBC during the "Vancouver Summit."
- 1994 Anthony G. Phillips relieves Richard Tees as Head of the Psychology Department. (See Professor Phillips' remarks in Part II.)
- 1995 In the Review of the Faculty of Arts, Psychology, Economics, and Geography are cited, in that order, as "special strengths," as "first-class," and as "represented by internationally competitive scholars." Similar statements are made the following year in an External Review of the Psychology Department alone.
- Martha C. Piper is named UBC President. The Asia-Pacific Economic Co-operation (APEC) Economic Leaders' Meeting is hosted by the federal government at the UBC Museum of Anthropology. Approximately 1500 protesters come to the campus to voice their concerns that APEC discussions aimed at liberalizing trade between participating countries would not include any reference to human rights and social and environmental issues. Clashes between protestors and police would lead to a number of legal actions and an official inquiry.
- 1999 Richard Tees returns for a third term as the Department's Head.

The Psychology Students Association holds its first annual Undergraduate Conference, at which 15 undergraduates present talks or posters on their Directed-Study or Honours-Program research projects.

An External Review Committee concludes that "The Psychology Department at UBC is a highly successful science department in the Faculty of Arts." Elsewhere in their report the Committee described the department as "a striking success" and "inspirational" while claiming that "It is impossible to imagine a major university anywhere in the world that would not be very pleased to have a department this productive and respected." The 2001 Review Committee offers more than 30 proposals concerning faculty recruitment, undergraduate programs, departmental governance, and other core concepts, but its "strongest recommendation" is that "the University do everything possible to retain Psychology faculty and to provide clear and tangible support for their research programs."



Russian President Boris Yeltsin at



Martha Piper



Students amassing in front of Koerner Library before the APEC conference in 1997.

2003

Construction begins on the Irving K. Barber Learning Centre, to be built around the heritage core of Main Library.

The department begins to reinvent itself: seven new faculty members are recruited, five beginning their appointments in the summer of 2003, and two arriving in the spring of 2004. By 2008, 40% of the department's 41 faculty members will have been hired within just the past five years.

Announcement of the merger of UBC and Okanagan University College, thus creating UBCO

More than 90% of the department's faculty members have one or more major research grants, totaling more than \$4,500,000 annually. Though Psychology accounts for less than 9% of all FTE professors in the Faculty of Arts (FoA), it brings in 30% of all FoA research dollars. At the same time, Psychology's graduate students continue to win fellowships and scholarships with remarkable regularity: though they represent less than 8% of the graduate enrolment in the FoA, they received 21% of funding awards obtained from national or local sources.



Eric Eich

2004

Richard Tees steps down as Head to become UBCO's Acting Deputy Vice Chancellor, as well as its Associate Vice President Academic and Dean of the Faculty of Management. Eric Eich begins his term as Psychology's Head.

2005

The department competes successfully for a major endowment from the estate of an alumnus, Dr. Michael J. Quinn. Interest on the endowment is used to fund a new lecture series as well as several research and travel awards for both undergraduate and graduate students. (See Professor Eich's remarks in Part II.)

President Martha Piper unveils *Trek 2010* -- an overall framework for planning and action at UBC, both in Vancouver and in the Okanagan. The document emphasizes three key points: "that UBC must teach students the responsibilities of global citizenship; that through high-quality learning and research we should provide the means to build and maintain a civil society; and that the future well-being of all rests upon the principles and practices of sustainability" (letter to the UBC community from President Piper, dated 15 March 2005).



Stephen J. Toope is appointed UBC's twelfth president.

Psychology's commitment to engaging undergraduates in research is evident in several ways. In 2006, for instance, its faculty members spend more than \$560,000 of their research grants supporting the (estimated) 140 students who hold part-time paid positions as Undergraduate Research Assistants (URAs). Another 120 or so students participate as volunteer URAs in the department's many vigorous, faculty-led laboratories. Interestingly, and not coincidentally, the number of both paid and volunteer URA positions has approximately doubled over the past five years, matching the increase in the department's total research funding.



Michael J. Quinn



Stephen J. Toope









Top left: construction begins on the UBC Main Library in 1923; top right: completion of the library in 1925; bottom left: demolition of south wing of Main Library for the construction of the Irving K. Barber Learning Centre in 2006; bottom right: Barber Centre nearing completion in 2008.

2007

In the 2007 *Times Higher Education Supplement*, UBC ranks 33rd in the world while its Social Sciences departments, which naturally includes Psychology, ranks 14th. A similar pattern emerges in another well-known survey, the 2007 *Shanghai Jiao Tong*, suggesting that the Social Sciences are among the units responsible for UBC's high standing in the world rankings.

2008

A most happy coincidence: two Psychology alumni, Albert Bandura (BA 1949) and Philip Tetlock (BA 1975, MA 1976) are awarded 2008 Grawemeyer Awards. Each year, the Grawemeyer Foundation, in association with the University of Louisville, awards \$200,000 each to recipients in music composition, ideas improving world order, psychology, education, and religion. Professor Bandura received the 2008 psychology award and Professor Tetlock received the 2008 world-order award.

Plans take shape, and resources are acquired, to significantly revise psychology's undergraduate curriculum. Highlights include (a) allowing BA students to declare their psychology major in their second (rather than third) year, (b) adding small-group, research tutorials to two large-enrolment, gateway courses on research methods and design, and (c) recruiting graduate students to lead these small groups in their capacity as "Teaching Fellows."

Psychology's Timeline concludes with a statistical snapshot of the Department as this book goes to press. The faculty includes 41 Professors (21 Full, 9 Associate, and 11 Assistant), each of whom is a primary member of one of seven major areas: Behavioural Neuroscience, Clinical, Cognitive Science, Developmental, Health, Quantitative Methods, and Social/Personality; most faculty also have secondary memberships in one or more areas. There are 10 Emeritus Professors (several of whom remain very active in research and/or teaching), 20 Sessional Lecturers, and about 30 Adjunct or Associate members from affiliate departments or universities.

Psychology has 15 staff members and 98 graduate students (32 and 66 in the MA and PhD programs, respectively). Faculty members also supervise and support 28 graduate students in the interdisciplinary Neuroscience program. In 2008/2009, Psychology's graduate students earn over \$1.56M in scholarships and fellowships, while its faculty receive over \$5.78M in research grants and contracts. Over 90% of faculty members have at least one operating grant from a major research agency in Canada or abroad. The department continues to teach vast numbers of students. There are 1506 currently registered psychology majors, 1369 in the BA program (including about 60 Honours students) and 137 in the BSc program. In the Winter 2008 Session, 13,409 students enroled in 105 sections of 50 different psychology courses. In the Summer 2008 Session, the corresponding numbers were 2028 students, 24 sections, and 17 courses.



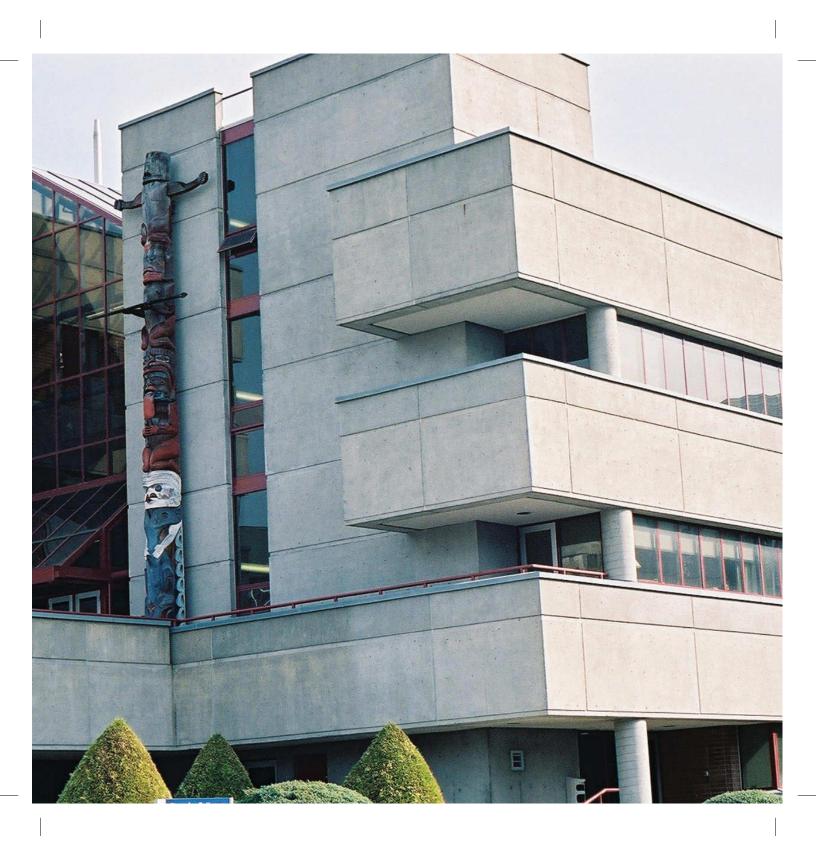
Albert Bandura



Philip Tetlock

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The makings of a Department Head, Dean of Arts, and University President: Professor Douglas Kenny's official transcript from 1947, when the maximum course mark was 150.



PARTII TALKING HEADS

PART II: TALKING HEADS

Peter Suedfeld

Department Head, 1972-1984

On February 4, 1971, I received a phone call from Robert Will, Associate Dean of Arts and Chairman of the Search Committee, asking me whether I would be interested in applying for the headship of the UBC Department of Psychology. At that time, I was Chairman of the Psychology Department at University College, Rutgers University, in New Brunswick, NJ. I had chaired the department since 1967 (four years after my PhD). I was ambivalent; I was about to be promoted to full professor, was due for my first sabbatical, things were going well in my College, and I had been asked if I would be interested in becoming Associate Dean or, alternatively, Associate Provost. But for various reasons, I had been considering a change although I had not begun to look for another job.

I didn't know anything about UBC, but at just about that time, *National Geographic* ran a long article about Vancouver. The photos showed the beautiful city and natural environment, and the article was very laudatory about both the city and the university. I also phoned my closest Canadian friend, John P. Zubek at the University of Manitoba. It turned out that John, a UBC alumnus, was the person who had recommended me to the UBC search committee; he had many good things to say about the possibility. So, on March 25, I called Bob Will, told him I was interested, and sent him a CV.

On 1 February, 1972, I received another call from Bob Will. The Search Committee was down to a short list; would I be willing to come for an interview? Yes. I checked with Zubek for more details about UBC and the department and read background material that Will sent me.

I flew out for the interview March 19-23. Bob Will picked me up at the airport and drove me to the Hotel Vancouver, but first toured me around the city. It was a beautiful, clear day, and I was very impressed by the cleanliness of the city and the gorgeous natural environment. He apologized for the "traffic jam" on West Georgia (there were about six cars in view). The contrast with New Brunswick, NJ, was overwhelming.

That evening, I had drinks with the Search Committee: Bob Will, Milton Miller (Head of Psychiatry), Larry Bongie (Head of French), and four departmental reps, Don Dutton, Jim Johnson, Ronny (Romuald) Lakowski, and Richard Tees. The next three days were busy with a research colloquium, tours of the departmental facilities and meetings with different subgroups, graduate students, the Search Committee, Dean of Arts Doug Kenny and President Walter Gage, etc. I told Kenny that if I got the job, I would expect him to stay at arm's length from how I ran the department (he, of course, was the previous Head), but with a commitment to help build the department. He agreed. When I met with Gage, he asked about my background and when I told him my mother had died in Auschwitz, he came around his desk with tears in his eyes and put his arm around my shoulder -- a reaction that touched me deeply. Although I struck immediate rapport with Jim Gove (Administrative Assistant to the Head), I didn't even meet Edro Signori, the Acting Head. I later found out that Edro had expected me to seek him out; I, on the other hand, followed the itinerary the Search Committee had designed for my visit (and wondered when it would include a session with Edro).

My impression was generally favourable of this department that could potentially be built into something very good. At the time, there were 28 full-time faculty and a couple of part-timers. There were

PART II: TALKING HEADS

no truly eminent senior-level researchers in the department, although a few people seemed to be on the way to that status (e.g., Bob Hare, Tony Phillips). The Biopsychology area was clearly the most productive, and considered itself the elite; the Clinical area was not highly respected by the rest; the areas considered themselves fairly autonomous in hiring and other personnel matters; and physically, the faculty were scattered around three buildings (including two WWII-era huts).

In the session on my ideas for the department, I said that I wanted a department that valued itself as one unit and in which every area was excellent in research and teaching, so I would spread resources around to build up all areas and to attract the best possible candidates. I wanted to increase the proportion of active researchers, and to hire a mix that would include excellent mid- and early-career faculty as well as outstanding senior people, who would be mentors and role models, would have the experience to help run the department, and whose presence would advertise the department's quality. I also told the faculty that I would not run a democracy where everything was put to a binding vote; I would certainly listen to faculty opinion, and would take votes on really major issues, but would make the day-to-day decisions without necessarily being bound by what I heard from other people.

Jim Gove later told me that this resonated with many faculty members, who were tired of frequent meetings and votes, sub rosa machinations, and indecisiveness. Edro had been Acting Head several times, and had hoped to be confirmed as Head, but had been undercut by constant criticism, some from faculty members he had favoured with research money and other advantages. Some of these had gone to Dean Kenny and they succeeded in having an executive committee appointed, which had considerable power over Edro's decisions and often stymied them. I made it clear that if I became Head, there would be no such committee and no such maneuvering, and made sure Kenny was on side about that. He was -- guite clearly and definitely.

When I got home, I discussed the possible move further with my wife and children, who had mixed feelings about it. They did like what I had to say about Vancouver, though.

On April 2, Don Dutton informed me that the departmental vote had been 26-2 in favour of offering me the position, for the first time in the multi-year search all levels from graduate students up to the President had been in favour, and an offer was on the way. It arrived the next day, via a phone call from Dean Kenny. I accepted. Years later, Dimitri Papageorgis told me that his was one of the two negative votes, and he regretted it.

We arrived in Vancouver on July 14, 1972. Jim Gove and I began by evaluating the secretarial staff and making some changes. Of course, I relied on his advice. I also started to think about recruiting, having meetings with one or two people from various areas. I went through departmental files, especially the budget and personnel records. I also reorganized the committee structure, and made sure that a variety of areas was represented on committees. There was a "Meet the Head" beer party at the Faculty Club on July 28, which was very welcoming and pleasant. In off-duty time, my family and I also explored Vancouver, looked for a house, socialized with faculty members, etc.

In the next few weeks and months, I struck a widely representative Faculty Search Committee and Curriculum Committee; studied the records of the faculty members, especially those coming up for tenure or reappointment in 1973; met with Kenny and Will about budgets and new faculty positions; and set up my own research lab and program. I had many meetings with individual and small groups of faculty, supervised undergraduate registration (run by Gove and a couple of temps), and tried to spark socializing at the Faculty Club and parties in various places (e.g., annual Boxing Day parties at my house, and annual summer picnics at Jericho Beach). One of the first events was a Chinatown



Jim Gove, in 1986, flanked by members of the department staff: left to right Kimmy Chiu, Lucy Negrin, Wendy Fan, Julia Jung, Lucia Lo and Mirana Yu.



Jim Gove and Peter Suedfeld in front of the Douglas T. Kenny Building, 1984

banquet with the same menu that President Nixon had in Beijing. I also acquainted myself with other department heads in Arts, Science, Education, and Medicine, central administrators, members of the Board of Governors, etc.

If I went into equal detail over the following 12 years that I was Head, this would be a very long essay. I'm not going to describe my research career, or my extra-departmental admin jobs at UBC -- including being one of the UBC reps negotiating the first three TA Union contracts, and the time the union went to grievance over faculty doing "TA jobs" such as marking our own exams; maneuvers in the Senate; search committees for administrators (Heads, Deans, Univ. Librarian, and President); and the negotiating committee with the Faculty Association. I'll also omit my work with APA, CPA, NASA, CSA, NAS-NRC, etc. So, I'll hit the headship-related highlights and summarize.

Personnel: There was general agreement in the department that research accomplishments would be a key criterion in decisions regarding merit increments, reappointment, tenure, and promotion, and the procedures of the Senior Committee were formulated: full and associate profs voting on assistants, and fulls voting on associates. A subcommittee of two (one from the candidate's area and one not) would present a report and overall assessment of research quality and productivity, teaching, and service. For merit increments (in years when there were any), the criterion was outstanding performance in any one of the three major functions. For tenure, demonstrated promise in all three; for promotion to associate, excellence in all three as far as that could be ascertained; for full, an international reputation in research plus continued excellence in teaching and service. I de-emphasized publication counts as opposed to evaluations; citation counts as opposed to citation analyses; and grant funding, as in my opinion the only important point is what is accomplished with the money.

Untenured faculty who did not meet the standards were given a terminal year to either improve or find new positions; I tried to give timely feedback to all, and personal assistance in the job search to those who were otherwise meritorious. Tenured members who were inactive were strongly encouraged (with very mixed results) to resume doing research or to seek employment elsewhere. During my term as Head, none of our recommendations, positive or negative, was ever turned down at the Faculty or University level.

For recruiting, the guideline was that serious gaps in an area or sub-area would receive due consideration, but the best candidate would be hired regardless of area, other things being equal. My agreement with Kenny, and later Will, was that the department was the only expert judge of whom we wanted to appoint, and the Dean's office stayed strictly out of the process. For some years, there was a university-wide push to hire women; some female faculty argued the necessity to do so regardless of performance data, but our department (and I) rejected that. This topic kept recurring, but eventually receded without our diluting our standards.

There were years when the budget was tight, especially from 1980 on, and I really had to fight to keep (much less add) vacant faculty positions; but most of the time I succeeded. To summarize the outcome, between 1972 and 1984 we grew to 45 full-time and a few (under ten) part-time faculty. Among the recruited members were such stars (and future stars) as Park Davidson, Jerry Wiggins, Ralph Hakstian, Stan Coren, Michael Chandler, Jack Rachman, Klaus Riegel, Dale Miller, Anne Treisman, and Danny Kahneman.

The most bitterly controversial personnel decision during my term was the denial of tenure to Merry Bullock. Everyone (including me) liked her a lot, but there was a majority feeling that she had not established an independent research program. However, the minority felt very strongly to the contrary.

		Chairman Peter Suedfeld		Chairman Jim Russell
9:00 a	a.m.	Opening Remarks: V.P. Smith, Dean Will	9:00 a.m.	Allen Parducci
9:10 a	a.m.	Amos Tversky		A Theory of Happiness
		Title to be announced	10:30 a.m.	Coffee
10:30	a.m.	Coffee	11:00 a.m.	Robert Zajonc
11:00	a.m.	Thomas Schelling		Emotional Expression and Emotional Experienc
		Pleasure, Pain and Choice		
12:30	p.m.	Lunch	12:30 p.m.	Lunch
		SESSION 2 -		SESSION 4 -
		Chairman Anthony Phillips		Chairman Daniel Kahnema
2:00 p	p.m.	Gordon Mogenson	2:00 p.m.	Daniel Dennett
		The Neurobiology of		Discussion
		Emotional Expression	3:30 p.m.	Coffee
3:30 p	o.m.	Coffee	4:00 p.m.	Round Table
:00 p	o.m.	Ronald Melzack	4.00 p.m.	Discussion
		Pain as a		Discussion
		Multidimensional Experience	5:30 p.m.	Closing Remarks
5:30 -		Sherry Party	9:00 p.m.	Farewell Drinks
:30 p	o.m.	Psychology Building		Faculty Club
3:00 p	o.m.	Chinese Dinner		
		Pink Pearl Restaurant		

Schedule for the two-day conference on "Value and Affect" that was held in May1984 to celebrate the opening of the Douglas T. Kenny Building, 1984.

After extended and acrimonious hearings, Merry lost her appeal; but the anger (especially on the part of three colleagues) lingered for a long time.

Facilities: In October 1973, I struck a committee to start planning a Psychology Building. In 1974, the Senate Committee on Academic Building Needs put a Psychology Building third on its list of priorities (out of over 20 proposals), after Home Economics and Education. In the meantime, I applied to the Dean for money to plan and acquire a pre-fab "temporary" building to house the developmental and social/personality areas, which was funded and became functional in 1974 ("the Annex"). I also obtained better space for the clinical area, which had been in a dilapidated World War II-era hut; being on an upper level, this was quickly dubbed the Skyhut. The department was now spread around five different buildings!

In 1975, I was elected to Senate. I joined the Building Needs Committee (among others). The plan for a Psychology Building was high on my agenda, and I thought my presence in the Senate committee would be helpful. There was a long freeze on new buildings, but in 1976, funds were allocated for a Home Economics Building. The Faculty of Education was next on the priority list, but their plan came in so far over the cost limit that the Building Needs Committee sent it back to them for major revision and moved Psychology up from third place to second. Our funds, \$8.96 million, were allocated in December 1977. A Users' Committee was struck, which I chaired. What I wanted was: faculty offices close to each other (rather than closer to labs); a Psych Clinic and child development labs with separate entrances; highly secure animal labs and colony; and custom-designed labs for faculty, removed from major traffic flows as far as possible. At that time, Senate had decided that there was an excess of classroom space on campus, so we included only small seminar rooms. In 1979, we interviewed four architectural firms and looked at previous buildings and their plans for ours. Reno Negrin, a firm specializing in luxury hotels, was selected. The Users' Committee met often, in camera as well as with faculty members, the architects, and UBC Physical Plant. In 1981, the budget was raised to \$12.25 million. The budget was tight, and there was trouble with the Dean's office about furniture and equipment. I eventually succeeded in getting \$193,000 for new equipment.

The Home Economics Building was finished and dedicated in 1983. We were next. In 1984, I had three more battles to fight about the building, and won all three. One was to lift the construction freeze imposed by the Board of Governors (BoG); I argued that this close to completion, stopping the project would be more costly in the long run (and that the building was urgently needed). All other previously approved buildings were frozen. The second was to get approval for the totem pole to be erected by the front entrance; the argument was that this would violate the traditions of indigenous peoples, but the Director of the Museum of Anthropology, the carver, and several tribal elders all refuted that. The third was to name the building for Doug Kenny, which was opposed by a BoG dominated by Chancellor J. V. Clyne, who had serious conflicts with Doug. Bob Will and I strongly lobbied the Board, pointing to precedents for naming buildings after former presidents and the special appropriateness of naming the Psychology Building after the department's former Head. They finally agreed, but not before Doug was very upset and lost the joy of this recognition. We began moving in on February 27, 1984. The building was dedicated May 9; a special Conference on Value and Affect to celebrate it was held May 24-26, with talks by outstanding psychologists such as Amos Tversky, Ronald Melzack, and Robert Zajonc. Harvard economist Thomas Schelling, and Tufts philosopher Daniel Dennett.

Student Affairs: Soon after I arrived, I encouraged students to revive the undergraduate and graduate psych students' associations. I set up the first systematic department-wide teaching evaluation form, assuring the faculty that it was for feedback to them and would not be either publicized or used in personnel decisions (which I stuck to as long as I was Head), and added non-voting student mem-

bers to some committees (not personnel or budgetary).

Another project, to establish a UBC chapter of Sigma Xi (science honorary), was approved by the Sigma Xi National Council (I was the first president).

In 1983, our undergraduate enrolment went up 20%, with no increase in budget. Small classes had to be cancelled.

Curriculum: Both undergraduate and graduate curricula were revised almost annually, as were graduate evaluation procedures (e.g., comps formats). The curricula were changed to allow for smaller classes and more specialization in the upper undergraduate years and to make sure that graduate students were educated as psychologists, not just in a specific area. We added the breadth requirement, and the requirement that supervisory and departmental examination committees include people from outside the student's core area. I also started discussions with Milt Miller about starting up a joint PhD program in Neuroscience, and Chunilal Roy about faculty and grad students doing research at the Regional Psychiatric Centre in Abbotsford (which he headed). Our proposed BSc program, which I had been "selling" to heads in Science (who were worried about budget and space implications, dilution of authority), was approved.

In 1981, the department agreed to add a supervised research requirement in the first year of the master's program, soon followed by the requirement to present a report on the research at the newly instituted PsychFest. The first and several subsequent ones were organized by Lawrence Ward, and they proved to be major boosters of morale and pride in the department.

Departmental Organization: In my first two years, the areas were reorganized: Developmental became a separate area, Clinical expanded to include Community Psychology, and Environmental (which eventually included Wiggins, Davidson, Tees, Ward, Russell, and me, plus two psychologists from the School of Architecture) joined Social/Personality. However, it was made clear that these were not autonomous groups and that decisions about curriculum, graduate admissions, recruiting, personnel actions, and budget would be from a department-wide perspective. In 1979, the Learning area was abolished (absorbed by Cognitive and Biopsych).

In 1974, I persuaded the faculty to donate 10% of all grant funds to a departmental "Shared Services" fund. There was a fair amount of suspicion and opposition, especially from Biopsych (the first time one of my initiatives was received so negatively). I explained the need for money to support common needs, such as a colloquium fund and a "dedicated" secretary to type manuscripts and grant proposals; eventually, I brought the proposal to a faculty vote, and it passed unanimously. I implemented the plan right away. Funds were allocated for the common good within various areas (as opposed to individual faculty members). Biopsych got help with equipment and staff for the animal colony. The colloquium series started soon; the first highlight was a visit by B.F. Skinner; in subsequent years, inter alia, Noam Chomsky, Milton Rokeach, L. Jolyon West, and other luminaries followed. I often found other sources of money to help pay the cost -- for instance, from the Vancouver Institute, whose Council I've been on since 1973, or the Dean's office. The fund was also used to purchase our first word processor: a Wang that took up a whole room, with a secretary to run it. It was used, as promised, for grant proposals and manuscripts.

In 1979, after a long talk with Tony Phillips, I realized that with all the relatively senior hires plus the progress of the junior faculty during the past seven years, the department had matured a lot. I started devolving more decision-making (as opposed to just advisory) roles to the committees and areas.

PART II: TALKING HEADS



Peter Suedfeld

Other Matters: I got along very well with Deans Kenny and Will (I chaired the search committee that chose Will when Kenny became President), and met with them often. I was heartened by Kenny's strong response to student unrest -- for example, when some student activists invaded the Faculty of Arts meeting, he adjourned it immediately. Very different from the spineless, conciliatory reactions of most US administrations (including Rutgers), this reinforced my good feelings about taking the UBC job. Kenny and I continued to meet and talk about university issues after he became president.

In 1974, Don MacKay, our sole retired faculty member, began writing the department's history. In 1976, we (especially the Environmental Psych program) hosted the conference of the Environmental Design Research Association, the first time it had ever been held outside the US.

Don Sampson, a well-liked, long-time member of the department, died of cancer in 1974 (the private meeting at which he told me it was terminal was one of the most harrowing of my career). There were two other faculty deaths while I was Head: Park Davidson (tragically killed with his wife in a car crash, 1980), Lou Moran (cancer, 1982). Edro Signori died shortly after retiring.

For several years, the role of psychology vis-à-vis the Health Sciences Centre Hospital (as it was then called) was a bone of contention, with the Departments of Neurology and Psychiatry trying to monopolize or at least control it, while I argued for direct access (i.e., not dependent on a referral from them) for our department and our grad students. This issue had to be argued out repeatedly, but we won every time. At one point, I was also in discussions with the Faculty of Medicine about a Health Psychology program or department; they insisted that it should be headed by a psychologist in Medicine (e.g., the Director of Psychology within the Dept. of Psychiatry). I balked.

A general note: when I first started at UBC, department heads ran their departments pretty autonomously; and some, semi-facetiously referred to as "the barons," were very influential in Faculty and University affairs as well. These things depended a lot on the strength of the particular department and the personality of the Head. A weak Head was unable to run a strong department (Edro's problem, exacerbated by the fact that he was only Acting Head) and each baron's influence was somewhat contingent on overall trust between him (almost all were men) and the Dean or President -- not necessarily agreement or personal liking, but trust in the person's judgment and his dedication to UBC and to the academic ethos. Senior administrators often appointed associates who tended to disagree with them; the appointment of "yes-men" was considered an error and a sign of weakness.

As budgets tightened overall -- though not evenly -- the barons' departments were not badly damaged, as Psych wasn't, until the severe crunch that began around 1983 -- this began to change. Decisions that had been in the purview of the Head, such as budget allocations, leave replacements, new hires (the number, not the individuals), periodic reviews, and TA regulations, etc., now had to be discussed with and approved by the Dean and in some cases, were made by the Dean and just communicated to the Head. This wasn't unique to UBC; a Western Canadian Chairmen's meeting in 1981 found it happening everywhere. Budgets continued to decrease through the rest of my term as Head.

Of course, it was still unthinkable that a representative of the Dean would sit in on search committees, or that a Dean would override a strong departmental vote on hiring, tenure, or promotion, except in the case of departments known to have low standards or when the Dean had a personal axe to grind. In the latter case, a strong Head could usually make enough trouble to make the Dean back down.

In 1984, the Senate passed enrolment restrictions and the BoG approved a 33% tuition increase. Then the BoG "tabled" (froze) all construction, including our building (see the Facilities section earlier in my remarks).

The End: I was one of the last remaining NST (no stated term) heads at UBC, but I was not interested in just routine administration. I was considering leaving the headship in 1984 (when our building would be fully functional) and returning to full-time research and teaching, which I had not done since 1967. In autumn 1982, Bob Will mentioned to me that Peter Larkin was planning to leave the Graduate Faculty deanship in 1983; he, Doug Kenny, Michael Shaw (Acad. VP), and others encouraged me to consider becoming a candidate. I became curious about whether I would like higher administration, and also the FoGS dean had a role in almost every discipline and department, which was intriguing.

I went through the Search Committee interview. On November 2, 1983, Bob Smith (Academic Vice President and Provost) offered me the job and wanted an answer by that afternoon. I accepted, and the appointment was confirmed by the Board of Governors the next day. On November 4, I called a special departmental meeting (including nonacademic staff) and made the announcement. In early 1984, I met with the President and VPs, other deans, the GSA Executive, and directors of institutes and centres that reported directly to the Graduate Dean; interviewed potential associate deans; and familiarized myself with the dean's office staff, problems, concerns, and possible improvements. I was also making presentations to the University Retrenchment Committee about the needs of both Psychology and Grad Studies.

At the Value and Affect Conference celebrating the new Psychology Building, Bob Will's opening remarks included the following: "Some people say that the Psychology Building is Peter Suedfeld's monument. But his monument is the excellent department he built; the building is only the fine container he hoodwinked the Administration into providing for it."

I've always cherished that comment -- it was a perfect thought to take with me as I left the head-ship.

I hope that those colleagues who follow me will look back on their term as Head with as much satisfaction as I do.

Richard Tees

Department Head, 1984-1994 & 1999-2004

It was the best of times, it was the worst of times..., it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity . . . Charles Dickens.

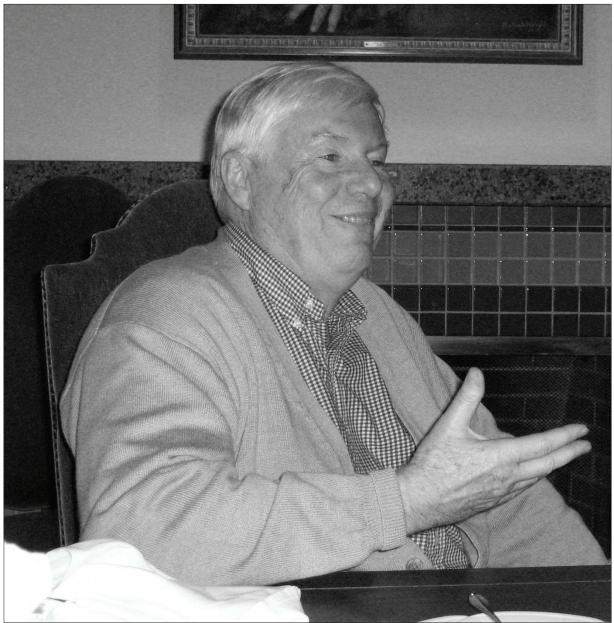
Eric Eich asked me if I would create an entry for the "departmental history" covering my 43 years at UBC and in the department. As I thought about the task, I realized any narrative could easily be a long "war story" -- uninteresting to all but a few. So, the trick was to figure out what might be interesting to "normal" colleagues while still giving a real sense of the scope of the changes that have taken place over most of the past 50 years.

I was 24 when I arrived in early August of 1965 from the University of Chicago, with my wife and young child, having been recruited entirely by mail (yes, I am serious!) by the newly appointed department head, Doug Kenny. As did virtually all UBC hires, I had come with neither travel expense reimbursement nor start up funds. Doug was replacing Edro Signori who had been acting head from 1961-1965. The department certainly did need some leadership and improved visibility. While at McGill for a visit, I was introduced to a new faculty member as a former Hebb undergraduate, who had gone on to Chicago and California and now was going to UBC. The person's first observation was, "that's a hell of a comedown." Sperrin Chant, who had been the Head of the Department of Philosophy and Psychology from 1945, became the first Head of the newly separate Psychology Department (1958-1961) while at the same time he remained the Dean of the "combined" Arts and Science Faculty. One consequence of Chant's duel responsibilities was evident to me soon after my arrival. One of my newly tenured departmental colleagues turned out to be a zoologist who had been about to be denied tenure in his own department. Dean Chant had kindly tenured him in Psychology. Sigh.

In September we would be moving into the first three floors of the newly constructed Henry Angus building (where Sauder now resides). However, my August office consisted of a desk in a large open "lab" in the Psychology department's hut, build at the end of World War II. What dismayed me most was the fact there was no equipment and no activity in this -- the only -- lab. At that time, there were 12 faculty members, as well as 6 sessional instructors in the department and faculty salaries ranged from \$8500 (mine) to \$14,300 (Kenny's). The teaching assistant budget was \$21,195 (now more than \$500,000) and the department had one technician who was paid \$4700 and a Secretary 2 who made \$3800. No one had a research grant. The entire departmental annual budget was less than \$200,000. Our budget is now 6 million, with another 6 million in research grants. Through the 50 years of our existence, we have always had the highest student/faculty ratios in the university and that was especially true in the 1960s (S/F 47/1). There were 780 FTE undergraduates being taught, 12 masters students, and one student who would be the first to graduate with a PhD in 1968. The only folks from that era one might see now are Emeriti Ken Craig (whose first and somewhat angry words to me were "Until you arrived, I was the youngest") and me. Of the remaining faculty, two others (now retired Bob Hare and Rod Wong) were to go on to distinguished research and teaching careers in our department.

By September, the department, including its four new faculty recruits, had moved into Angus. The offices were lovely and there was a well equipped shop with the technician working in it. However, there were no fitted-out labs -- just empty rooms. I needed to immediately plan and have renovated some of the basement rooms to house my animal lab, or else stop doing biopsychological research.

PART II: TALKING HEADS



Richard Tees

I wouldn't be working with cats any longer and a rudimentary rodent colony was established. That fall, several of us (successfully, as it turned out) applied for our first (NSERC) research grants. We had no local faculty role models to ask advice. I read Bob Hare's grant application and he read mine. I was worried as his was clear and succinct and mine rambled on. I asked for \$4914 a year for three years and that is precisely what I got. I know now that the committee members were amused by the amount of my request.

Doug Kenny would remain our Head from 1965-1970. He then relinquished his lifetime appointment (yes, Heads were appointed for life!) to became Dean and in 1975 he became UBC's President. He, as have been all of the Heads since then, was ambitious as far as the department's future was concerned and very good at getting resources. Seemingly, every year for the next 15 years, we recruited 3-4 new faculty, added staff, increased our research grants and number of graduate students. This was true even for the Kafkaesque two years Edro Signori filled in as Acting Head prior to Peter Suedfeld's appointment as head in 1972. Obviously, Dean Kenny looked out for us.

The expanding faculty themselves had become ambitious. Of the 4 recruited in my year, I was the only one to get tenure. That low "hit rate" tended to be the case most of those years. Lack of research success during their first 5 years resulted in many good, seemingly promising, friends leaving. Looking back, it was necessary, but it was also tough on both the recruits and the continuing tenured faculty. Why did this unfold this way? In part, our discriminatory skills were imperfect. In addition, many of the young recruits came from big and excellent labs and who, as a result of growing up in an environment rich in resources and help, had never had to set up and publish alone independently. Those that did make it were outstanding and we did make some great picks (including Anne Treisman, Danny Kahneman, Tony Phillips, John Pinel, Jerry Wiggins, Stan Coren, Jim Russell, Mike Chandler, and Ralph Hakstian).

By the early 1980s, we were 42 faculty with a total of million dollars in research grants, a dozen permanent staff, 73 graduate students, and 1200 FTE undergraduates. Our student faculty ratio was down a bit (31/1), but remained UBC's highest. Beginning in 1975/76, we had added a major in psychology associated with the Bachelor of Science to complement our Bachelor of Arts (Psychology).

We were also beginning to be noticed outside of Point Grey. For example, a Canadian Psychologist review article provided evidence to suggest we were the number 2 psychology department in the country in terms of research visibility. In 1973, I became the first UBC psychologist to be a NSERC Grant Selection Committee member but we would have someone on the GSC continuously for the next 21 years. Our folks were being elected as Fellows and Presidents of Societies and to other grants panels. Thanks also to our local persistent story telling, the leadership and political savvy of Peter Suedfeld (Head 1972-1984), and perhaps that of our own then university president we were in line to get our own new (Kenny) building (which opened in 1984).

One other feature of the department during this expansion was the fact that we had to colonize four other buildings, with the members of some areas now located in their own space (e.g., the Biopsychology faculty and students in Ponderosa Annex B, Social and Developmental in Ponderosa Centre, the animal lab facilities in Botany Annex, and the Clinical area folks in the Library Processing Building which was near the Woodward Library). Surprisingly, when reunited in our new building, in spite of the years of separation we had stayed an integrated cohesive group. One of the reasons was the fact we were young, socialized quite a bit and did so together.

In July 1984, the very successful Peter Suedfeld gave up his lifetime appointment as Head (he was

one of the last "lifers") to become Dean of Graduate Studies and I became the Head for the first time. I turned out to be a recidivist and would linger in the position for 15 of the next 20 years. Peter once said to me that timing was everything and initially mine was not good. The provincial government was to cut the university's budget by 5% each of my first three years. As a result, many of the department's increasing mobile faculty became uncertain whether it all was going to work out. Five of our best resigned (including Danny Kahneman, Anne Treisman, and Bill Iacono). I worked hard to try to keep these folks. For example, I had the University's President George Pedersen talk Danny and Anne into staying. The positive impact of his talk was somewhat weakened when George himself resigned less than a week later. Sigh.

I realized several things needed to be done if our department was to remain successful. First, we needed to get the funding for and continue to have the will to recruit top replacements. We did so. Among our early recruits were Jim Enns, Peter Graf, Eric Eich, Dare Baldwin, Michael Chapman, Janet Werker, Jack Rachman, Charlotte Johnston, Darrin Lehman, and Cathy Rankin. These times were indeed hard. Basic salaries were frozen. Eric Eich, who began his career in the department as a NSERC funded research assistant professor, was granted a \$1000 raise by NSERC which I was not allowed to pass on to him because of the UBC freeze!!

The second imperative was that operations of the department needed to be transparent, demonstrably fair, be discussed /understood and approved by virtually all of my colleagues. Perhaps the resulting positive atmosphere would mitigate the financial gloom. Among the initiatives we approved was the creation of a set of representative committees with clear mandates and the necessary information to set teaching assignments, salary/merit adjustments, recruit new faculty, manage research space, do long range planning etc. Among the early reports approved by the department was one calling for a teaching reduction to 2/2 for demonstrated research productivity. We also needed to create some departmental based money to support critical activities. One of the early funding initiatives was the colloquium fund, raised in part by contributions both from individuals writing checks and from their research grants. Having a steady flow of collectively chosen top outside speakers was vital in keeping a stimulating research environment.

We began a summer newsletter in July 1984, called *Psychobabble*, which was created to keep everyone in the department knowledgeable and amused about what was happening in the department, the university and in our science nationally and internationally during a time in which there weren't any departmental meetings. My summer newsletter ended up becoming a monthly newsletter that averaged 10 pages a copy during my first 10 years. Shamefully, as the sole editor/ writer, I did miss two months while in Europe. There were only 118 issues published. These not only were available for everyone in the department they also were circulated to others in the university and elsewhere. Public Affairs folks often followed up *Psychobabble* stories for publication in UBC Reports and in the local newspapers.

The funniest consequences of this wide circulation was on the occasion shortly after the president of the day David Strangway had been given a \$350K loan by the Board of Governors to allow him to buy a house in West Point Grey. The next month in the newsletter, I began a departmental contest claiming the Board had agreed to grant a similar (albeit more modest) request from one of the members of our department. Each month over the next while there were a few more supposed nominations for this grant (e.g., a flashy Italian car for Tony Phillips, a larger boat for Bob Hare). At some point someone suggested I should get the funds to purchase an Italian villa. Everyone were asked to get their votes in by a certain date and during the month the decision was to be made I got a nice note from David Strangway indicating he wanted to vote for Richard Tees getting his Italian villa. Sweet. Most of

the procedures and structures you all now enjoy (or complain about) were begun during those difficult mid 1980s to help create an engaging and open environment.

Someday, there would be resources and it was critical to create the picture that the department was not only overworked and well managed but that its faculty and students were among the best/most deserving. A major effort was made to nominate faculty for research prizes (preferably those with serious cash associated with them). In 1986, the UBC Killam Research Prize program was begun to offset the financial gloom about the lack of cross-the-board salary adjustments. At first, there were to be 17 prizes (of \$20K each) across the campus with half going to senior and half to junior folks. No one could win more than once. Needless to say, those first few years were very competitive. As has been the case through the history of the program, we were only able to nominate two colleagues. In the initial year our two nominees won (Tony Phillips and Jim Steiger) and after the first four years only the (much larger) Chemistry and Psychology departments had been awarded eight prizes.

Our drive and success in this area continues to this day. There were also other awards/honours we successfully nominated faculty for and we did the same with respect to our graduate students. In 1987, we were successful in obtaining APA/CPA accreditation for our clinical program and our total graduate student population had risen 40% to 100. At that same time, the Psychology Department also become one of the core departments associated with a new interdisciplinary Neuroscience Graduate Program and we typically have had 9-10 neuroscience students who are working with psychology faculty. Overall, our success rate in students accepting our offers gradually rose from 33% to 66%. The number of major fellowships they held also increased steadily. Our PhDs began getting faculty jobs at good schools. UBC was also beginning to get somewhat better funding and we add staff (e.g., a Clinic Director) and faculty, returning to the 42 or so we had prior to the retrenchment of the mid 1980s. We became one of the first departments to do informative and detailed Annual Reports and circulate them across the campus. Now virtually every unit does this but at the time our pioneering efforts were impactful.

Our ability to select future successful researchers had improved (as a result of our increased visibility and the fact that all job candidates in the 1980s had more extensive research records); however we continued to set the bar high and some recruits didn't get recommended for tenure. The most famous and time consuming example of this was that of Ben Dykman, a junior clinician from Minnesota whose successful "nonrenewal" after 1.5 years at UBC required a week or two of hearings, and \$240K worth of a lawyer's time. It wasn't that this was a difficult or flawed or internally controversial decision but it did underline the need for us to do homework on future recruits and to do whatever it took to keep the bar high.

Finally, in 1994, I was relieved by Tony Philips. As an active member of UBC's administration, I had encouraged the university to pass a rule that one couldn't be asked to do more than two terms (10 years) as Head. Importantly, Tony now had some discretionary money to use, for example, to help supplement start up funds with what the VP / Deans were able to provide. We were 41 FTE faculty, 15 permanent staff, and 106 graduate students (67 PhDs). There was \$1.6 million in external research grants held by our faculty. We collectively taught 1300 FTE undergraduates, graduating 20% of all BAs and 5% of BSc degrees each year (student faculty ratio of 34/1).

During the next five years, lead by Tony, the department improved its research grants total to over 2 million. We had the same large number of graduate students with even more holding major fellowships. There were some tight financial times during this period and a corresponding rise in requests for proof of one's unit's value. Providing proof turned out not to result in extra resources, it just al-

lowed us to keep most of what we had. We now had 350 BA Psychology majors and a dozen MA and PhD students graduating each year in their own morning ceremony. There were now 1800 FTE undergraduates (and an S/F ratio of 44/1) being taught overall.

In 1997, the department was reviewed for the first time ever (I know that is hard to believe), and it was extremely laudatory. The reviewers (largely US university-based) suggested we were one of the top 10 departments in North America. A panel report at the International Congress of Psychology that same time rated the visibility of our clinical faculty as the 6th highest in the world.

In 1999, Tony was pleased to complete his very successful term as Head. In 1996-97, while I wasn't paying attention, the "rule" about Heads' appointments had been revised to no more than two *consecutive* terms. Reluctantly, I returned for my third and final 5 year term as Head. One of the first things we did to remain competitive was to reduce the teaching assignments for research faculty to 2/1

Psychobabble reappeared as a monthly web-based entity and as a result could be distributed even more widely. Interdisciplinary was the catch phrase of the academic day and, among our initiatives, we became heavily involved in a cross disciplinary undergraduate (Cognitive Systems) program in association with the Departments of Computer Science, Linguistics, and Philosophy. The program was approved to start in the fall of 2001 and received special funding from the VP Academic. (I was the overall program's first Director and had learned enough to NOT to "launch" without new financial resources.) Its majors program was and remains associated with both the BSc and the BA degrees and gave some of our students the opportunity to concentrate on inter-disciplinary investigation into the mental functions of humans, other animals and artificial systems with specialization in one of three streams, one of which (Cognition and Brain) Psychology itself managed.

Fortunately for us, this turned out to be a better financial period. Some money for faculty retention was in the new contract with the Faculty Association and my message about our uncompetitive salaries finally could be partially acted on. Moreover, UBC began its Distinguished University Scholar program (with a significant add-on to salary) and we were able enough to obtain six faculty awards in the three years it lasted. Once again, all our nominations were successful.

Several provincial and federal programs were started which also enabled us to go higher/faster. Of course, the Canada Research Chair program was the biggest, albeit the most difficult to tap into. It was brought in by the federal liberals and during those next few years we put half a dozen folks onto its budget (Janet Werker being the first). Provincially, the creation of the Michael Smith Health Research Foundation allowed us to hire/recruit/shift a half a dozen new faculty onto their budget for 5 years. CIHR had a similar awards program and we were able to add/shift another 3-4 folks onto their budget. We were even able to put one or two onto the budget of the UBC based Brain Research Institute. Fortunately, I insisted we keep these funds which were provided to free the winners from 75% of their teaching and administration duties and used the first year's "salary-offset" money to provide a decent start-up grant for the new about-to-be recruited "replacement" and the last four years of funding to bridge the salary of that same replacement faculty to upcoming retirements, including my own. Parenthetically, mandatory retirement at 65 was a fact in those days and thus bridging was sellable to our Dean and VP Academic.

Over those 5 years, we were able to put together more than 1.5 million dollars to help recruit new faculty and we added 10 new scholars to our roster in my last two years (2003-2004) and 17 over the 5 years. As was the case throughout the past 30-40 years, we were very often but not always

successful. We did on occasion get outbid. We were competing with the best schools for the people we wanted to add or keep. We needed to and did turn our attention to getting someone even better the next time.

The better times also aided our Graduate programming. Graduate students in Psychology were able to win 20% of all the MSHRF fellowships the foundation awarded. There were more and bigger graduate fellowships being offered by the federal agencies (SSHRC, NSERC, and CIHR) and by 2003 our students were receiving annually more than 2 million dollars in major fellowships. We were able to guarantee each of our incoming and current students at least \$15K a year and our success in recruiting grad students went to 85-90%. Our 110 students averaged close to \$20 a year in support [the average in 2008/2009 is over \$28K]. We now were inviting 25-28 top students to join our grad program and all but one or two were saying yes. Of the several hundred students who paid their application fee, we were taking only 7%.

So, by the time I gratefully turned over the leadership to Eric Eich, our faculty were managing more than 100 external research grants that totalled \$4 million annually. Parenthetically, during Eric's time, this has increased to 5.3 million (2006). The need for particular kinds of support staff had continued to evolve. We needed less word-processing, less shop based technical help, and stores. We began hiring staff to provide quality IT service, undergraduate advising, graduate student, and research grant administrative help.

What are the take-home-messages about these decades? The department in the early 1960s was a "third world" enterprise, and now we are "first world." While this is a very positive outcome, it took a lot of effort and faith by everyone. No one person could have made this happen. Yes, we were lucky to have five very effective and motivated department heads working for us during this period but without virtually everyone buying into the goal of getting better, it wouldn't have happened. Secondly, progress was largely incremental -- there were set backs (as well as lucky breaks) but building a great department needs to be seen as a long game.

Moreover, whatever resources came to us, our unit's university funding has remained at a "less-than-fair" level by a million or two annual dollars. One could use any formula involving workload and quality/productivity and that conclusion would emerge from the analysis. None of the 4-5 VPs (Academic) or the 7 Deans I worked with (or those that Doug, Peter, Tony, or Eric interacted with) ever have had the ability or courage to move significant resources to Psychology from other less deserving units. That isn't going to change. We just have to "man up," keep telling our good stories, as "we go into every corner for every puck."

As was the case for Peter, Tony, and Eric, I was able to continue my research career from 1965 to my stepping down as Head in 2004. I had continuous funding from NSERC and other agencies throughout that time. I served on several grants panels, acting as the Chair of the NSERC panel in the late 90s as well as the mid 70s. The department will always need to lead by a research active Head. This department has been a stimulating, exciting and supportive environment to work in for decades. Praise the Lord -- however it would be easy to get complacent. We could gradually settle into being a "pretty good" but energy-less department.

What happened to me in 2004? First, from afar, I have been able to observe the continued success of the department under Eric Eich's leadership and the active participation of everyone. While the financial times haven't been as good as they were in the early 2000s, we have made more good hires and have more discretionary money (e.g., the Quinn bequest) and research dollars coming in. We



Richard Tees' coronation at the beginning of his first term as Head in June 1984.



Awarding of honorary degrees to Princeton University Professors Daniel Kahneman and Anne Treisman, May 2004. From left to right, UBC Chancellor Allan McEachern, Daniel Kahneman, Richard Tees, Anne Treisman, and UBC President Martha Piper

are renovating and upgrading our space and our undergraduate curriculum. Our next departmental review is sure to be laudatory. Good stuff!

My ability to participate in this has been limited. In late June of 2004, I was standing (the chairs were covered) in Eric's future place of work watching the painter repaint the walls before heading off to my "freedom" office when Barry McBride phoned and said he and Martha Piper needed my help. That spring, the BC government and UBC had decided to create a campus of UBC in the Okanagan (UBCO). For reasons that remain unclear to me to this day, I agreed to be part of the small Project Management Executive for the next 18 months, thereby postponing the leave I was about to start until January 2006. As it turned out, I didn't go on leave in January. I ended up as UBCO's acting Deputy Vice Chancellor, as well as its Associate VP Academic and Dean of the Faculty of Management from January to July 2006.

What had I agreed to do? In a sense, it was a return to the "third world" of 1965 except instead of taking part in the development of a great department, I was helping to create a whole university and to do so within a very short time. The first task turned out to be a "divorce" -- to divide Okanagan University College (OUC) into a new Okanagan College and UBCO. Interestingly, I actually knew many key folks there. Representing our department, I had supervised the hiring of all OUC psychology faculty through the 1980s when the institution first became a university college. In any event, three of us wrote reports in which we divided (with underlying justification and principles) the OUC programs, its assets (who gets the blue truck and why?), its faculty and staff positions, and the actual people (who gets which faculty members?). We created and managed a one-time, \$17 million transition budget to support this part of the enterprise.

Believe it or not, folks were prepared to divide faculty between the two future institutions without CVs. There were no CVs for anyone on file. I insisted that if we asked, the faculty would provide them and that is what happened within four days of our asking.

We were also trying to recruit new faculty, so one of my tasks was to do a Faculty Search before we were open and before the existing faculty were actually members of UBCO. Interesting. We pulled it off and did recruit 24 new excellent faculty, including two of our own (then Australia-based graduates Jeneva Ohan and Troy Visser). The divorce-related activities had to blend into the rehabilitation and remarriage phases of the project. That spring we did salary adjustments based on merit and annual reports. OUC hadn't ever given merit or even had faculty do annual reports. We also hired new deans, created an interim senate, got Ministry and Board approval of old and new programs and budgets, etc, etc. In fall of 2005 the first UBCO students showed up and we were in business. For the two years I was involved I flew back and forth between Kelowna and Vancouver every week. Sigh.

In one respect, I am grateful for the opportunity to have done the project. Very few people will ever be in a position to help do a university divorce and remarriage such as this. This was the ultimate, complex, university-based white-water rafting challenge anyone could imagine. Importantly the people (e.g., Martha and Barry) I worked with were outstanding -- really, an all-star team -- and they allowed me to do, and seemed to value me doing, "my own thing" to help shape the new institution -- as had you, my all-star departmental colleagues, let me do here during our earlier times. In any event, in 2008, I am "history" -- a simple ex-soldier and storyteller in the army of Psychology and UBC.

Anthony G. Phillips
Department Head, 1994-1999

When I assumed my duties as Head in September 1994, in some ways it was the best of times, in others the worst of times. The Department of Psychology enjoyed an outstanding reputation in both teaching and scholarship within the Faculty of Arts and indeed in the university at large. Although there were virtually no prospects of new appointments, the department had great assets in its outstanding faculty covering a broad cross-section of the discipline, as well as its continuing ability to attract exceptional students to its graduate programs. Most importantly, the strong sense of fellowship and commitment that had characterized the department for over 20 years was still in evidence. Given these human resources, I was very confident that we would surmount whatever challenges lay ahead.

The first and indeed the most serious challenge came from a most unexpected source, namely the burgeoning "political correctness" movement. This concept builds on the hypothesis of a critical and controlling link between language and thought, such that the words we choose to use can frame and shape our attitudes and actions in a manner that disadvantages other people. It was assumed by many, for example, that sexist language may promote sexism. This remains a legitimate point of view, but one that became distorted in a series of actions taken by members of the senior administration of UBC, including President David Strangway, Academic VP Dan Birch, and John Grace, Dean of the Faculty of Graduate Studies (FOGS), in response to the following events. Responding to unsubstantiated claims by a small group of graduate students, that the UBC Department of Political Science was rife with "profound sexism and racism," the University of British Columbia commissioned Vancouver lawyer Joan McEwen to investigate these allegations. Her findings contained in the Report in Respect of the Political Science Department of the University of British Columbia, published in June 1995, found in favor of the students and were adopted immediately by President Strangway, to the consternation of many in the UBC community and beyond. The outcry echoed across the world with articles condemning this decision in publications such as the Globe and Mail and the New York Times. Patricia Marchak, Dean of Arts during these troubled times, provided a detailed account of this controversy in her thoughtful book Racism, Sexism and the University (McGill-Queen's Press,

At the time, many in the Department of Psychology felt that President Strangway's ill-considered action not only slandered all our colleagues in the Department of Political Science, but also constituted an outright attack on academic freedom. In one of my proudest moments at UBC, members of the department, after a series of intense meetings voted overwhelmingly in favor of issuing a letter, published on August 17, 1995 in UBC Reports, stating in very strong terms their objection to the action of the President. We were the first academic unit in the university to take such action and therefore the text of this brief letter is included below for posterity. Peter Suedfeld and Leslie Ballentine, Professor of Physics at UBC, writing on behalf of the British Columbia Chapter of the Society for Academic Freedom and Scholarship, expressed their concerns in a separate letter published in the September 7, 1995 issue of UBC Reports. The net effect of this widespread criticism, both local and international, was to make UBC the laughing stock of the world of higher education. Not surprisingly, the injunction against the graduate program in the Department of Political Science was lifted guietly, in late 1995, by John Grace is his capacity as Dean of FOGS. There was concern within the Department of Psychology that we might pay dearly for our defiance of the central administration's position. Fortunately, this did not come to pass. On a personal level, however, I am sure that it was a factor in me being passed over for the post of VP Research when short-listed for this post the following year. This is perhaps one of the few positive outcomes of this otherwise unfortunate episode.

Department urges reassessment of response

Editor:

At a meeting held on July 19, 1995, members of the Dept. of Psychology voted unanimously to convey the following statement:

The Dept. of Psychology at the University of British Columbia is strongly opposed to discrimination based on sex/gender, race, and other academically or professionally irrelevant characteristics of its faculty, staff and students, and continues to support legitimate efforts to eradicate such discrimination if it is found to occur anywhere within the university community. If individuals are proven to be guilty of racism or sexism, then those individuals and only those individuals ought to be punished. In this regard, we will work with other departments in the Faculty of Arts and the university to continue to improve the climate for all students, staff and faculty.

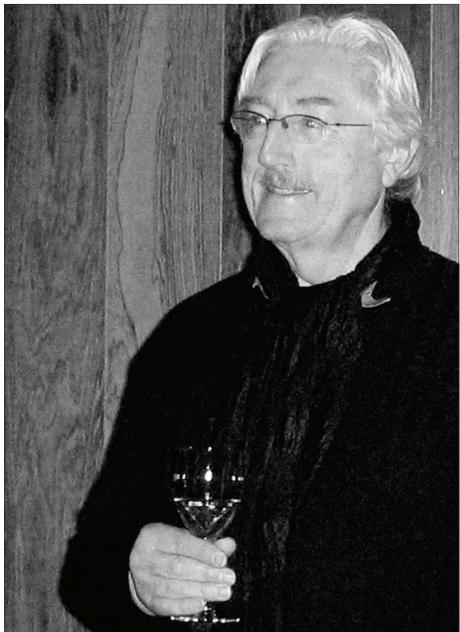
At the same time, the Dept. of Psychology deplores the precipitous and ill-advised suspension of admissions to the graduate program by the university administration with respect to the Dept. of Political Science following the release of the methodologically flawed McEwen Report. The report (as Dean Patricia Marchak pointed out) fails to distinguish between allegation and evidence, links all allegations to sexism/racism whether appropriate or not, fails to define systemic discrimination/harassment in terms of provable harm, and appears to dismiss testimony and evidence contrary to the allegations.

Accordingly, we urge President Strangway to reassess the initial responses to the report which have brought, and will continue to bring unfair and unnecessary discredit to our Political Science Dept., faculty and the university by embarking on a reasoned examination of the facts of the matter and to reverse forthwith the sanction against the Dept. of Political Science.

Members of the Dept. of Psychology Faculty of Arts UBC Reports, August 17, 1995

The department also had to endure a very different set of challenges arising primarily from Canada's recent emergence from the recession of 1990-1993, with the attendant threat to university budgets in BC and elsewhere. It is sobering to recall that Canada's annual federal deficit stood at \$42 billion in 1994. All Faculties were contemplating overall reductions in funding of up to 10%. One may conclude, with respect to the all-important financial bottom line, that little has changed from 1994 to 2008, despite the boom years of the past five years. Most departments in the Faculty of Arts suffered major cut-backs resulting in the loss of faculty and draconian cuts to already meager general operating funds. Fortunately, our department faired far better than most, due in no small part to its leadership position as the top recipient of national peer-reviewed funding, which in 1995 accounted for more than 50% of the research funds received by the entire Faculty of Arts. We also benefited from the popularity of our courses and I was able to make effective use of the fact that student tuition alone nearly equaled the total departmental budget of approximately \$4.5 million/annum. A loop-hole in the funding formula for extra-sessional courses and the flexibility of key colleagues, who agreed to offer their courses in the 4:30 PM timeslot, resulted in a windfall of over \$100,000/annum. Pulling another

PART II: TALKING HEADS



Tony Phillips

rabbit out of the hat, the VP Research was persuaded to match these funds, which then became available for start-up funds and purchase of key pieces of major equipment. Using a combination of bluster and creativity, we avoided the loss of FTE slots and to my great relief, were very well placed to make five wonderful appointments during my term.

Unlike many departments at UBC in the mid to late 1990s, we continued with a modest recruitment program and were fortunate to hire four outstanding scholars. Paul Hewitt elected to move from the University of Winnipeg in 1994, adding much needed "new blood" to an already over-committed clinical program. Paul was (and continues to be) the leading clinical researcher on perfectionism. The following year saw the recruitment of Geoff Hall from the MRC Cognitive Development Unit in London, England, where he had recently published several impressive papers in Child Development on the acquisition of vocabularies and other aspects of language. At the time of his recruitment, Mark Schaller was in the Department of Psychology at the University of Montana, where he enjoyed an outstanding reputation as a leading young researcher in social psychology, focusing on stereotypes and prejudices. Liisa Galea joined the department in 1997 from Bruce MacEwan's lab at the Rockefeller University where she was completing a postdoctoral fellowship, as well as flirting with motherhood. Liisa was a pioneer in contemplating the functional significance of neurogenesis within the hippocampal formation and also added strength to the field of behavioural neuroendocrinology. During my final year as Head, Alan Kingstone was lured away from the University of Alberta. Alan came highly recommended by his former mentor, Michael Gazzaniga, and he complemented Jim Enns and others interested in mechanisms of attention, with his focus on the use of brain imaging in cognitive neuroscience.

Several years after finishing my term as Head, I took particular delight in the honour bestowed on Alan, Liisa, and Geoff when they were each appointed as Distinguished University Professors, a distinction they share with the current Head, Eric Eich. It may sound a little trite to say that a department's reputation is built slowly, one great appointment at a time, but I remain firmly convinced that this is the only certain route to excellence in academia, as proven by the history of this department. My only regret, during my term as Head, was having had relatively few opportunities to welcome new colleagues into the remarkable family that is the UBC Department of Psychology.

Eric Eich

Department Head, 2004-present

A wag once said that writing a textbook is similar to riding a roller coaster. In both cases, "you decide to ride it voluntarily, there are lots of ups and downs, most of them unexpected, the ride lasts about twice as long as you want it to, and you alternate between having a good time and wishing you'd never gotten on in the first place."

The same could be said for chairing a university department, especially a large one like the UBC Department of Psychology. That has been my role for the past several years, and many people have come along for the ride: 40-plus faculty members, 20-some sessional lecturers, a staff of 15, well over 100 graduate students, and more undergraduate majors (1506, including both BA and BSc programs) than any other UBC department, school, or program. Collectively they are an amazingly talented lot and their individual achievements often astound me. Here's what I mean:

- The strengths of Psychology's faculty are manifested in many ways. One of the clearest signs is the success of the core members in obtaining support for their research from major sources within Canada (viz. the Tri-Agencies CIHR, SSHRC, NSERC) as well as other countries (e.g., U.S. National Institutes of Health, John D. MacArthur Foundation). Total funding from these sources has doubled in the past 5 years, trebled in 10, and now surpasses \$5.78M, with more than 90% of full-time faculty holding at least one major external grant. Add to this the income generated by Studentships/PDFs, grants from internal agencies (e.g., UBC Humanities and Social Sciences), and various Chair/Scholar awards (e.g., CRCs), and Psychology's total research funding exceeds \$6.45M. The latter amount represents more than 35% of the total for the Faculty of Arts, even though Psychology includes only 10% of the Faculty's professors and senior instructors.
- Another sign of the faculty's strength is the frequency with which its members are honored for their work. For instance, as of November 2008, nearly 40% of Psychology's core faculty have won UBC Killam Research Prizes, including six in the past three years. This success rate ranks at or near the top of all UBC academic or research units, irrespective of Faculty (Arts, Science, Medicine, etc.).
- Eight faculty members have been named Scholars (Junior or Senior) by the Michael Smith Foundation for Health Research (MSFHR). Each award provides approximately \$400-\$600K in salary support over a 5 or 6 year period (depending on particulars of the award). Very few units at UBC have more such awards (in absolute or per capita terms) and, unlike Psychology, those that do (e.g., Epidemiology and Medical Genetics) focus solely on health-oriented research. These awards are a boon not only to their recipients (who have lower teaching and administrative duties throughout the duration of their MSFHR Scholarships), but also to the Psychology Department itself, inasmuch as a portion of the award funds go to start-up funds for new faculty hires, renovations to the Kenny Building (particularly with a view to creating more and better research space), and other important projects.
- Significant honors accrue not only to Psychology's core faculty, but to other members of the faculty as well, including several Professor Emeriti who remain very active in research and teaching. Take this year as an example. Stan Coren, who has written best-selling books on

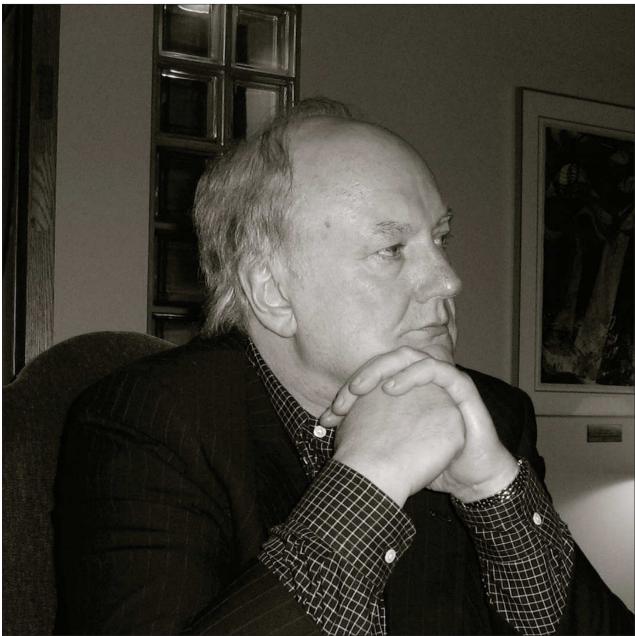
^{1.} Ashcraft, M.H. (1989). Human memory and cognition (p.v). Glenview, IL: Scott, Foresman.

subjects ranging from sleep deprivation to left handedness to canine intelligence, received the 2008 Writer of the Year Award from the International Positive Dog Training Association. In January 2008, Peter Suedfeld became the first psychologist to be elected an Honorary Fellow of the Royal Canadian Geographical Society. One month later, the Board of Directors of the Canadian Psychological Association selected Ken Craig as the recipient of the 2008 CPA Gold Medal Award, in recognition of his distinguished lifetime contributions to Canadian Psychology. And in March 2008, John Pinel received this year's Faculty of Science Teaching Excellence Award, a fitting end to his long and distinguished teaching career. 2008 was also a significant year for several of our sessional instructors, including Sarah Desmarais, who received the 2008 SSHRC Postdoctoral Prize for her work examining interventions for female victims of domestic violence, and Sunaina Assanand, who won the Department's Robert E. Knox Master Teacher Award for her excellence in teaching courses on Cultural and Personality Psychology.

- Psychology's graduate students are a strong group, both in terms of their coursework performance and in terms of publications and other scholarly activity. As a consequence, they tend to be extraordinarily successful in both internal and external fellowship competitions. The success rate for new fellowship applications (Tri-Agency and UBC) in recent years has been very high (above 80%) and the large majority (about 82%) of all students in the first two years of the MA program, or the first four years of the PhD, hold fellowships. These figures compare very favorably with other units in any UBC Faculty, and I believe they reflect well on the quality of our students and their research supervisors.
- Not to be outdone, Psychology's undergraduate students experienced an *annus mirabilis* last year. At the Fall 2007 convocation, the student with the highest GPA in the Faculty of Arts, and who gave the valedictorian address, was a Psychology Honours student, Sabrina Chang. Sabrina had extensive research experience, working mostly with Professor Emeritus Peter Suedfeld, and she was the first student to receive a Quinn Travel Award (described later), which helped her collect archival documents at the Holocaust Museum in Washington DC, on the Nazi persecution of Jehovah's Witnesses.
- Moving ahead to the Spring 2008 convocation, again the top-ranked Arts graduate was a Psychology Honours student, Yun Li, who had worked with Professor Cathy Rankin on memory mechanisms in the nematode *C. elegans*. A former President of the Psychology Students Association, Yun was also named a 2008 Wesbrook Scholar, one of UBC's highest undergraduate honors.
- To complete the story, two other psychology majors received significant awards in the 2007/2008 academic year. Robyn Laughlin won the Arts Co-op Student of the Year Award (for her excellence in academics, the workplace, and the wider community) and Julie Ng was the first recipient of the Martha C. Piper Global Citizenship Award (for implementing a community health project in Uganda).

This list of accomplishments could go on and on, but it's long enough to give you a sense of why I am proud to be a member of the UBC Psychology Department and privileged to serve as its Head. The last five years have been especially exciting and gratifying, as nearly 40% of Psychology's faculty have been recruited since 2003. As 35-year member Stan Coren observes in his Memoirs (Part III), "it is a wondrous thing to see a mature and established department become young again."

PART II: TALKING HEADS



Eric Eich

Other recent developments that have aided the department's mission, and added to my enjoyment on the job, include a major revision of our BA majors program (to allow our students to gain more hands-on research experience early in their undergraduate careers), improvement of our advising services for both new and senior students, more research and mentoring opportunities for our graduate students, and enhancement of our distance-education, extra-sessional, and summer courses.

Regarding the last point, Psychology's BA and BSc programs revolve mainly around day-time courses offered during the two terms (September-December and January-April) that make up the academic year. However, we also teach a large and varied array of distance-education, extra-sessional, and summer courses. This year, for instance, eight popular courses (e.g., PSYC 300B: Behaviour Disorders and PSYC 309B: Cognitive Processes) are being offered on-line (using the Vista platform) to about 260 students, many of whom live far from Vancouver. In addition, for each of the past three years we have offered 15-20 different courses during the summer, with an average total enrolment of about 1730 students. And students who wish to take one or more evening courses during the Winter Sessions -- as more than 1500 do every year -- can choose from 10-15 different courses. A convenience for full-time students, especially those carrying heavy credit loads, these "nonstandard" course offerings are often crucial for part-timers, particularly students who are trying to squeeze their studies into lives already filled with family and job obligations. Not only can a person get a BA in Psychology by attending only evening courses, but a student can achieve the same goal by attending only summer courses. No other UBC department, school, or program provides these opportunities.

Of all the recent developments that have influenced the department, none has had a greater impact than the establishment of the Quinn Memorial Endowment. Based on an April 2005 proposal, prepared by June Chow (Arts Coordinator in the UBC Development Office) and me, Psychology received a \$1.4M gift from the estate of a distinguished alumnus, Dr. Michael Quinn. This extraordinary gift was enhanced by a generous contribution of \$210,000 from Dean of Arts Nancy Gallini, and the entire amount, \$1.61M, was converted into the Quinn Memorial Endowment. In keeping with Dr. Quinn's wishes, the endowment aims to promote basic research in the areas of memory, cognition, and consciousness, broadly construed. To that end, I've initiated several programs, sketched below.

• Quinn Memorial Lecture: For a prominent, research-intensive university, UBC has relatively few "named" lecture series. Psychology adds to the selection by hosting an annual public presentation -- the Quinn Memorial Lecture (QML) -- featuring a high-profile psychological scientist.

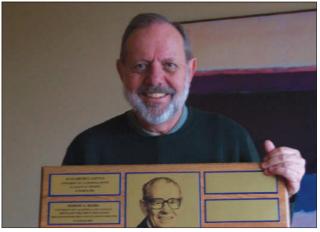
The inaugural QML, on "Illusions of Memory" was given in March 2006 by Elizabeth Loftus, from UC Irvine. About 300 people attended her lecture, 120 of whom continued on to a reception hosted by the Department. About two-thirds of the audience at either venue consisted of students and faculty from all across UBC and several other institutions (e.g., University of Victoria and Simon Fraser University). The remaining one-third were UBC Psychology alumni.

The feedback we received on the initial QML was *almost* all good: a few people complained about Professor Loftus' research on the reality of repressed memories (no surprise there: her work often stirs controversy and passion). Otherwise the reactions from students, faculty, and alumni were very positive, thus setting a high standard for future Lectures.

This standard was met by the subsequent QMLs given by UCLA's Robert Bjork (March 2007) and Harvard's Daniel Gilbert (October 2007). Given the prominence of the next two scheduled speakers -- Washington University's Roddy Roediger (March 2009) and Harvard's



From left to right, Susan Birch (faculty member), Daniel Bernstein (faculty member Kwantlen Polytechnic University), Elizabeth Loftus (1st Quinn Memorial Lecturer), Stan Coren (faculty member)



Bob Bjork (2nd Quinn Lecturer), holding the Quinn Memorial Lecture plaque that is now mounted in the Kenny Building (second floor, under the atrium)



Dan Gilbert (3rd Quinn Lecturer) inspecting a wood carving we gave him to commemorate his talk.

Daniel Schacter (October 2009) -- we expect that the QML will continue to evolve into a valued tradition for UBC's faculty and students and a welcome touchstone for its alumni.

- Quinn Exchange Fellowships: Dr. Quinn's gift also allowed us to develop a program that, to my knowledge, is unique to UBC. The idea behind Quinn Exchange Fellowships is to afford a few of our most accomplished graduate students the opportunity to trade places (for a semester, say) with similarly accomplished grad students working in similar labs but at different universities (world-wide). It's a great chance for students to expand their intellectual horizons, acquire new research skills (which they can later share with their colleagues when they return home), showcase the strengths of our department (our students would make excellent ambassadors), make new connections and form new friendships. Given that today's classmates are tomorrow's colleagues, our students stand to gain both immediate and lasting benefits through the Quinn Exchange. Five pairs of students have participated in the program to date involving universities or research institutes in Japan, England, and the United States. We can fund two or three exchanges per year, and plans for several new ones are now in the works.
- Quinn Research Travel Grants for Undergraduates: This program enables as many as 20 BA or BSc students, per year, to present their work at major conferences (APS, CPA, SNF, etc.) or to pursue interesting research problems that cannot be tackled here. Eligible students include Psychology majors as well as their counterparts in the Cognitive Systems program. As noted earlier, Psychology has hundreds of students who are actively involved in research and whose work is supervised by one or more faculty members. Though the latter are typically very supportive of their graduate students and postdocs (financially as well as spiritually), they rarely have enough extra funds available to cover research-related travel costs for their most deserving undergrads. Now the department, thanks to Dr. Quinn's endowment, can pitch in to help.
- Quinn Research Assistantships: Introduced this past summer, the idea behind Quinn Research Assistantships (QRAs) is to stimulate undergraduates' interest in psychological science and encourage them to undertake graduate studies and pursue a research career. For BA or BSc Psychology majors who seek to gain practical, hands-on research experience in an academic setting, these awards can provide the necessary support. The QRAs are modeled after NSERC's Undergraduate Summer Research Awards, and they provide at least 12 students each year with \$5600 or more for four months of full-time employment (\$4500 from the Department plus a minimum of \$1100 from the student's faculty supervisor). In addition to promoting research, the QRAs should augment the students' classroom learning experiences, aid them in making informed career choices, and abet their entrance into top-tier graduate programs in any area they decide to pursue.
- Quinn Research Internships: The latest addition to the Quinn ensemble, these awards aim to stimulate undergraduates' interest in research in psychology and encourage them to undertake graduate studies and pursue a research career. The Internships are specifically intended for students who would like to gain research experience outside of Canada and they will be granted only in special cases in recognition of extraordinary merit. The program was introduced in September 2008 when an exceptional BA student, Aalia Chatur, received \$10,000 to support six-months of intensive study with University of Barcelona Professor Nuria Sebastian-Galles, a specialist in cross-cultural research on infant development..
- Assured funding for the annual PSA Research Conference: In April 2008, the Psychol-

ogy Students Association held their 10th annual PSA Research Conference. Forty undergraduates presented papers or posters on the research projects they had been working on, over the past year, under the supervision of faculty members from various areas (Clinical, Developmental, etc.). The PSA Research Conference has grown bigger and better over the years; more UBC students are involved than ever before, undergraduates from the University of Victoria, Simon Fraser University, Western Washington University, and other institutions are invited to participate (and present posters), and the event has been moved from Fridays to Saturdays, in part to enable the students' families to attend, which changes the dynamic of the conference in interesting ways and gives the event a more personal feeling. For present purposes, the most important change concerns funding for the PSA Research Conference. As was true of all earlier PSA Executives, current members are expected to actively seek financial support from every available agency (e.g., the Alma Mater Society or the Science Students Association). However, the department has introduced a new policy that provides the PSA with a minimum annual contribution of \$2000 drawn from the Quinn Memorial Endowment. The intent here is to assure the long-term survival of the PSA Research Conference (its finances had been somewhat precarious in recent years) and to promote its continued growth and improvement. The fact that the membership in the PSA has more than doubled this past year (from fewer than 100 to over 200 students) underscores the importance of preserving and promoting the students' yearly research conference.

Mind you, while many good things are happening in Psychology, not everything is rainbows, lollipops, and revisionless publications in *Psychological Science*. The department faces several significant challenges, most of which would be painfully familiar both to prior Heads (Peter Suedfeld, Richard Tees, Tony Phillips) and to previous external review committees (the most recent of which met in 2001).

One such challenge is space. Once widely scattered among five buildings across campus, the Psychology Department came together in 1984 with the opening of the Douglas T. Kenny Building (named in honor of a former Department Head, Dean of Arts, and UBC President; see the Timeline in Part I). Though Kenny is a marvelous home in many respects, the space it provides for dry labs, testing rooms, and research personnel is no longer adequate to the needs of the department. This shortage was apparent to the 2001 Review Committee, which urged the University and the Faculty of Arts to "recognize the coming space problem in Psychology and provide extra space for the department." This situation has become more acute in recent years as the faculty's and students' research interests and needs have grown in proportion to increased research funding.

To cope with the space shortage, the department has tried several gambits. One was to add a new half-floor (about 5000 sf) atop the south slope of the existing third-floor. The project was three years in the planning before we had to pull the plug, owing mainly to skyrocketing construction costs (brought on by the 2010 Vancouver Olympics, China's emerging economy, and other forces). A close friend of mine, and a fan of Melville, said the project reminded him of Ahab chasing after Moby Dick. Similar to the Captain's, my final score was: Whale 1, Eich 0.

A different, much more successful approach has been to renovate existing space in Kenny, with an emphasis on converting various storage areas and bygone "reading rooms" into working labs and offices. From 1999-2004, about 20 major renovation projects were carried out at a cost of over \$1M, nearly all of which was paid for by individual faculty members off their research grants. Another 20 projects, valued at around \$700,000, were undertaken from 2005-2008. The lion's share of the cost (\$410,000) was borne by infrastructure grants from the Canada Foundation for Innovation (CFI);



Original watercolour painted by Toni Onley, commissioned by the UBC Psychology Department, 1989.

the rest came from individual faculty members, the Department of Psychology, and the Faculty of Arts. Next year the department will cover the cost (estimated at \$890,000) of reconfiguring existing storage areas on the 1st and 2nd floors to create dry labs for incoming Assistant Professors in clinical and developmental psychology. This project will also create offices for two new Instructors-One: tenure-track faculty members whose main focus is on teaching and learning enhancement. Absent the addition of a brand new floor (or the return of the Great White Whale), this project will use up the last of the remaining "open" space in Kenny.

Recently, we received assurance, from both the Faculty of Arts and the University's Land Management Office, that Psychology can reclaim the near-by Botany Annex in one or two years, when its residents move into the Biodiversity Building, which is now under construction. Before Kenny opened in 1984, the Botany Annex was called the Biopsychology Annex and it housed the faculty and grad students of the eponymous area (later renamed Behavioural Neuroscience). The circa-1957 Annex is in rough shape -- this is one old building that Elvis has *not* yet left. Still, the Annex does contain 10-12 good-sized offices, space for both dry and wet labs, and an area that could be converted into a small classroom. With modest renovations, the Annex can and will be turned into a valuable source of new research, office, and teaching space for the Psychology Department.

Another critical and continuing challenge -- actually a set of correlated challenges -- relates to the fact that student demand for Psychology's undergraduate courses is very high. According to the Office of Planning and Institutional Research (www.pair.ubc.ca), UBC has 310 combinations of undergraduate degrees (Bachelor of Arts, Bachelor of Music, etc.) and primary areas (Asian Studies, Electrical Engineering, Marketing, Oceanography, etc.). Psychology ranks first among all these combinations in terms of full-time equivalent (FTE) enrolment (1783 students in 2007/2008), number of BA majors (1367 students, using the conservative "head count" metric), and number of graduates per year (427 BAs in 2007, or about 20% of all Arts degrees). This explains why Psychology is the only UBC unit that holds its own separate graduation ceremony every May.

Among the 20 Departments, Schools, and Programs within the Faculty of Arts that are involved in undergraduate education, Psychology ranks first in student/faculty equivalent ratio (35 to 1). Moreover, our average class size (ACS) is nearly three times the average for the Faculty of Arts (116 vs. 40). This disparity is growing over time: whereas ACS today is 21% higher in Psychology than it was in 2000, the corresponding value for the Faculty of Arts is 11%.

Of course, marked differences in class size are to be expected when you compare a large department like Psychology with a small unit (such as First Nations or Women's Studies) or with a professional program (Journalism, for instance). However, no Arts unit comes close to Psychology; for example, average class size is 66 in Anthropology, 70 in Geography, 49 in History, 58 in Philosophy, and 79 in Political Science. Economics is second to Psychology with an ACS of 97, but their mean is inflated by a few, super sized sections of their principal first-year course. Whereas only 49% of all Psychology classes have fewer than 100 students, 81% of Economics' classes meet this standard and the figure for the Faculty of Arts as a whole is 90%.

None of this is new. Psychology has had the most majors, highest student: faculty ratios, largest average class sizes, etc. for many years and for the same reasons: a gradual reduction in the standard teaching load for Psychology faculty and a chronically low level of operating funds per student.

Regarding the standard teaching load, in 2002 Psychology's was reduced from 4 to 3 courses for active researchers, in line with recommendations made by the 2001 Review Committee. These re-

viewers saw the reduction as a key step in bringing UBC into line with the majority of North American Psychology Departments and in retaining our most productive (and poachable) faculty members.

Regarding the issue of low operating funding per student (OFS), Richard Tees made several salient points in his Head's Statement to the 2001 Review Committee. He noted that, in 2000/2001, the Psychology Department was teaching 14.9% of the full-time equivalent (FTE) students in the Faculty of Arts but was receiving a considerably smaller share, 8.6%, of the Faculty's total funds. At the same time, Psychology's student /faculty ratio was 85% higher than that of the Faculty as a whole (34.7 vs. 18.8) while its operating funding per student was 35% lower than the average rate across the Faculty (\$2327 vs. \$3556).

Richard also presented a more micro-level comparison of Psychology with Geography -- another large, well regarded, similar functioning social science department -- reveals similar discrepancies. In 2000/2001, Geography had 28 FTE faculty, consumed 6.4% of the Arts budget and taught 4% of the FTE Arts students. By comparison, Psychology had 38.5 FTE faculty, consumed 8.5% of the Arts budget and did 15% of the teaching. Geography's undergraduate student/faculty ratio was 17.7, Psychology's was 34.7. Geography graduated 108 students that year, Psychology, 371. In April 2004, shortly before he stepped down, Richard reflected on these figures in a letter he sent to the Dean:

It is not surprising or magical that Geography has 65% of its classes with fewer than 50 students and we are only able to offer 25% of ours at that level. Not surprisingly, our use of sessionals is around 37% and theirs is less than 25%. If Psychology had the resources per enrolee that Geography has, **it would have 2 million dollars more in its budget** [Tees' emphasis]. Think about how rich an experience we could provide to our students with those extra resources.

The 2001 Review Committee made the same point in more general terms:

The model that the Faculty of Arts uses for allocating funds to departments does not seem to give sufficient weight to the number of students being educated by those departments. We realize that to offer a range of programs across disciplines, to recognize differential costs across disciplines, and not to be driven entirely by shifting "market forces" in the programs that students choose, a perfect correlation between funding and students is not a reasonable or desirable outcome. However, as a science within the Faculty of Arts, and as a very large producer of graduates (and a heavy contributor to the education of students throughout both Arts and Sciences), Psychology is under-funded. ... We urge the Faculty to examine the issue of funding and rectify the problem of under-funding in Psychology.

So, where do things stand today? In terms of budgetary *process*, the situation is much improved. Under Dean Gallini, a prominent economist, the method for allocating funds has been made more transparent, academic units have more discretion in how they use their funds, budgets cover a two-rather than a one-year period (which is very helpful for planning), and new and creative systems have been put in place that allow units to save and protect surplus funds for large-scale projects (e.g., construction). These innovations benefit all units in the Faculty of Arts.

However, in terms of budgetary *outcome*, the present recapitulates the past. In 2007/2008, the most recent period for which comparative financial data are available, the student/faculty ratio in Psychology was 86% higher than that of the Faculty as a whole (34.9 vs. 18.8); recall that in 2000/2001, the difference was 85% (34.7 vs. 18.8). Also, at the beginning of this decade the amount of operating

funding per student (OFS) was 35% lower in Psychology than it was in the Faculty of Arts as a whole. In 2007/2008, the difference was down to 26% but only because overall funding had increased significantly; in real terms, the difference in OFS between the Faculty of Arts average and Psychology was actually higher in 2007/2008 (\$4759 - \$3509 = \$1250) than it was in 2000/2001 (\$3556 - \$2327 = \$1229). And again with a view to comparing apples-to-apples, Psychology continues to teach three times more undergraduates than does Geography, its largest social-science affiliate (all-course FTE of 1669 vs. 511), and it does so in larger classes (student/faculty ratios of 34.9 vs. 19.5) with less well-funded students (OFS of \$3509 vs. \$4356).

To put the matter in simple, stark terms, were Psychology's resources pegged to the average across the Faculty of Arts, the department's budget would balloon by more than \$2.4 million. Alternatively, if Psychology had the resources per enrolee that Geography has, it would have over 1.6 million dollars more in its budget. One can easily imagine today, as Richard Tees did years ago, "how rich an experience we could provide to our students with those extra resources."

Importantly, the educational experience *will* get considerably richer next year for many Psychology students, thanks to a new infusion of funds from Dean Gallini. These funds will allow the department to add weekly research tutorials, led by graduate Teaching Assistants (TAs) and limited to 20-25 undergraduates, to two of its largest and most fundamental lecture courses: *Thinking Clearly About Psychology* and *Analysis of Behavioural Data* (PSYC 217 and 218, respectively). Both of these courses are required of BA Psychology majors. Under this new scheme, students would be allowed to declare their major in their second year, rather than wait to their third year, and only Psychology majors would be allowed to enrol in PSYC 217 or 218. Other students, including those who wish to minor in Psychology, will take other second-year courses that are content rich but less focused on research methods and design.

By complementing the large, general lectures given in PSYC 217 and 218 with small, project-centered tutorials, all BA Psychology majors -- who currently number more than 1360 -- would be assured of at least one academic year (two semesters) of direct, hands-on experience with the design, conduct, analysis, and reporting of psychological experiments. (Note that BSc students majoring in Psychology, who now number about 125, take a different sequence of introductory research courses.) The PSYC 217/218 tutorials will be led by Psychology graduate students, usually in the second year of their MA program and/or the first year of their PhD studies. We anticipate that this approach will provide benefits to the undergraduate students, to the graduate student tutorial leaders (especially since demonstrated teaching experience is a prized commodity in the academic job market), and to the faculty members who subsequently hire the undergraduates to work in their labs and teach them in upper-division courses.

This funding infusion we'll receive from Dean Gallini includes an increase from approximately 50 to 62 full-time Teaching Assistants, plus support for three Instructor-One positions. The total package adds up to about \$230,000 in new, recurring funds -- a major step toward narrowing the resource gap identified earlier.

Nonetheless, Psychology's under-funding problem remains serious and requires serious money to fix, especially if we are provide students the quality, research-rich education they deserve and our faculty members are prepared to deliver. My colleagues and I are concerned that many BA Majors do not take any fourth-year courses with a strong research focus. Our hope is that, in the near future, we will be able to provide all BA Psychology majors a "bookend" education which would begin with a solid foundation in research methods in the students' 2nd year (via the new, tutorial-equipped



From left to right, Eric Eich, Peter Suedfeld, Tony Phillips and Richard Tees, 16 December 2008.

PSYC 217 and 218), end with at least one 4th year research seminar, and be interspersed with 3rd year lecture courses on a variety of topics (clinical, cognitive, quantitative, etc.). The department is poised to revamp the Psychology BA program accordingly, which would mean revising several existing courses, adding entirely new ones, and adopting a research-centered pedagogy that demands new course assignments and the teaching skills to match. We are able and eager to do the work if we can count on getting and keeping the necessary tools, which include new research faculty, some additional TAs, and adequate classroom access.

In contrast to the commentaries of the other Talking Heads, my essay has placed greater emphasis on Psychology's present and future than on its past, which is simply because I am still on the job. But the fact is that without the inspired leadership of Peter Suedfeld, Richard Tees, and Tony Phillips, the department would have little to celebrate, now or ever. Most of the policies and procedures that Peter, Richard, and Tony developed remain in place today and continue to guide decisions concerning faculty recruitment, graduate-student admission, curriculum development, and many other important issues. By emphasizing excellence and encouraging collegiality, they helped create a unit that consistently fights above its weight and continues to thrive on account of its people -- the talented students, faculty, and staff of UBC Psychology Department.



PART III MEMOIRS

PART III: MEMOIRS

Sheila Ashwell

Coordinator, Co-op Program, Faculty of Arts, UBC

In celebration of the 50th anniversary of the Psychology Department, I reflect back on my education and career at UBC. It's hard to believe that I graduated with my BA in Psychology close to 17 years ago, and that I've spent a majority of my career at UBC, both as a student and as a staff member. While I didn't have a clear plan upon graduation (like many others I'm sure), I truly believe that my undergraduate experience and skills developed as a Psychology major, as well as my extra-curricular involvement while at UBC, contributed to my successes and where I am today. My combination of education and experience helped me to become a Career Advisor at King George Secondary School, a Recruitment Consultant & Career Educator with UBC Career Services, and a Coordinator with the Arts Coop Program at UBC.

I must admit that I felt incredibly lost after graduating with a Psychology degree. Immediately after graduation, all I wanted was to follow in the footsteps of my brother (another Psychology grad!) and friends by traveling and exploring the world. At the time, UBC didn't have the great student service opportunities that it does now; there were no Arts Co-op, Tri-Mentorship, or study abroad programs. Essentially, there were no avenues to get support or guidance about how my degree could transfer to the world of work. I was really unclear about career options, other than to be a psychologist or researcher which weren't areas of interest for me. I wasn't aware of the diverse number of career opportunities available to Psychology majors, but through trial and error, perseverance, and lots of luck, I managed to carve out a career in the employment services sector. In 2004, I returned to UBC as a student to do graduate studies; I completed my M.Ed. in Counselling Psychology in 2007. In different ways, my eye-opening travel experiences also contributed to who I am today, and taught me different life lessons that shaped my career path. To this day, I still encourage students to take the opportunity to travel, before their lives get full with other commitments such as further education or family.

As a 1991 graduate from the Psychology Department, I am proud to be able to give back to the department by participating in the Arts Tri-Mentorship Program. I've had the great opportunity of mentoring two Psychology majors, both in their final year of study, and both are considering careers as social service professionals. While I wish I could have participated in this type

of program myself as an undergraduate, it is rewarding to be able to support Psychology students who are about to graduate, and face some of the same uncertainties that I did. This opportunity allows me to increase students' awareness about the multitude of career options available to them with a psychology background, and the value of the transferable skills gained by completing such a degree. I'm also able to support students in all aspects of their career exploration and job search process, such as assisting them with their resumes, cover letters, and interview skills. These basic skills increase their confidence and give them the ability to market and promote themselves as they transition from school to work. It's interesting for me to reflect back on my career path, and to be able to share my experiences with these students in hopes of broadening their outlook about the opportunities available to them as Psychology majors.

My eight years as an Arts Co-op Coordinator, and now Acting Director with UBC Arts Co-op, has put me in contact with many Psychology majors as they are one of the largest cohorts of students within our program. I always enjoy getting asked the age old questions like, "What can I do with my psych degree?" or "What co-op jobs are available to psych majors?" While it takes some convincing, it's empowering to be able to instill hope in the minds of young Psychology majors that they will be successful at finding meaningful and challenging employment that is related to their studies. Whether it is a job as a research assistant with the Canadian Space Agency or the Ministry of Children & Family, or a project assistant with Canadian International Development Agency or Atira Women's Resources Society, Psychology majors have unique and applicable skills that transfer to today's workforce.

Despite the myths about the lack of benefits of a BA, and the teasing I received from family and friends about studying in this area, I am glad that I did! I wish the department every success as it continues to educate and graduate students that have marketable skills and attributes valued in today's world. Psychology majors are true leaders and change-agents within the business and social aspects of the community. Through my own experiences, I believe that the real question is: "What CAN'T you do with a Psychology degree?"!

Albert Bandura

Professor Emeritus, Department of Psychology, Stanford University

When I enroled in UBC in 1946, it was a small place. Virtually all of the courses were taught in the quadrangle and surrounding temporary structures. Courses with large enrolments were often scheduled in an agricultural building amidst farm implements in a remote part of the campus. For one such course, I commandeered the seat on a John Deere tractor and retained territorial rights thereafter. There was no doctoral degree program in psychology at UBC at the time. The undergraduates were all the faculty had, so we received undivided attention. Course assignments were often pitched at a graduate level, which prepared us well for doctoral study. There had been a migration of professors from the University of Washington who refused to sign a loyalty oath and were subsequently dismissed.

The UBC Psychology Department was chaired by Professor Avery, a relocated philosophy professor from the University of Washington. There was no medical school at UBC either. Premeds were outsourced for their medical training to other provinces, only to return to Vancouver upon receipt of their medical degrees.

I was inaugurated into the field of psychology by a fortuitous event rather than by design. I was in a carpool with pre-meds and engineers enroled in classes at an unmercifully early hour. So, while waiting for my English class, I flipped through a course catalogue that happened to have been left on a table in the library. I noticed an introductory psychology course that would be a fitting early time filler. I enrolled in it, which was taught by Professor Chant, and found my future profession.

Being short in the coin of the realm, I took a heavy load of coursework in the mornings and worked in a woodwork plant in the afternoons. Noon-times were periods of great interest. The university often scheduled in the cavernous Armory building entertainers who were playing in the major nightclubs in town, as well as renowned figures in the academic, social, and political arenas. I graduated in three years with the 1952 Bolocan Award in Psychology.

UBC figured in another fortuitous way in my life course. As a graduate student, my friend and I were late getting to the golf course one Sunday, so we were bumped to a later starting time. There were two women ahead of us. They were slowing down. We were speeding up. Before long we became a genial four-some. I met my wife-to-be in a sand trap!

The connection had a trivial origin. At the time, the University of British Columbia required two physical education courses for graduation. I selected 'Outdoor Physical Education,' imagining it to be a communion with Mother Nature at a leisurely pace. On being instructed in the first session to run around the track to the point of exhaustion just short of cardiac arrest, I opted for archery as more to my liking. To fulfill the second requirement, I selected 'Indoor Physical Education' in which, unexpectedly, they not only made us run around but climb ropes to dizzying heights. On my speedy descent, I promptly switched to a more benign form of exertion -- golf. Were it not for the bothersome physical education requirement at UBC and tardiness in getting to the golf links, our lives would have taken entirely different courses.

In social cognitive theory, I take the fortuitous character of life seriously. The theory includes a conceptual scheme for predicting whether fortuitous events leave one untouched, exert some influence, or branch one into new trajectories of life. The effects depend on the interaction of personal attributes and the properties of the environments into which one is inaugurated. The theory also specifies the way in which people can capitalize agentically on fortuitous opportunities.

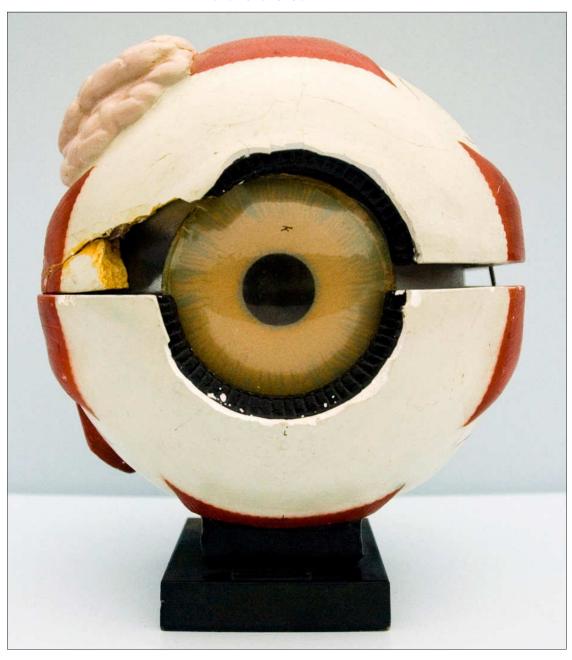
In 1979, I received my first honorary degree from UBC. There is an amusing footnote to it. Twenty-seven years later, I received a letter from President Toope at UBC offering an honorary degree at the University of British Columbia, Okanagan. Some weeks later, I got a call from the President's Office at UBC explaining that the Okanagan campus is a branch of UBC, not a separate university. They cannot offer two honorary degrees to the same individual. Nevertheless, the mix-up, they explained, was not for naught. It affirmed no loss of productivity over the quarter century. We settled for some of the aged products of the noble grape from that wondrous valley.

Stanley Coren

Professor Emeritus, Department of Psychology, UBC

First, let me qualify what follows here. I am offering a personal account of the UBC Psychology Department's history, not from the viewpoint of someone who has had administrative experience and has the "big picture" in mind, but simply as a faculty member who lived in the department for more than three and a half decades.

First Contact: I received a phone call from the UBC Psychology Department in the first or second week of January, 1973. At



that time, I was a member of the Graduate Faculty of the New School for Social Research in New York City. My young children were reaching school age and the idea of rearing and schooling them in Manhattan did not please me, so I was looking for a new position. Since I had achieved some early success working in the field of visual perception, I found myself looking at several job offers that had already come to me. However, my mind was not made up. I didn't know much about UBC at the time, so I spoke with my department chairman, Nathan Brody, who said that he knew the department's new Head, Peter Suedfeld, who he described as a fine researcher and good administrator: "If he feels that department is worth being a part of, there must be some potential there."

Three weeks later, I got off of a plane at the Vancouver International Airport and was met by a beautiful woman named Margo, who would later become Tony Phillips' wife. She drove me to my hotel and then to campus in a yellow Alpha Romeo sports car -- I was impressed. We parked in a faculty parking lot and she pointed to a classic MG sports car with a leather strap that held the hood closed. "That's Peter Suedfeld's car," she told me. I wondered what kind of upscale and elegant world I had come to. Later that evening, however, I had a reality check when Ronny Lakowski drove me to a reception in a station wagon which appeared to be completely composed of rust. This was much more typical of the kinds of vehicles that most faculty members I knew drove around in.

I soon learned that the department was hiring six people that year, two at each rank. Park Davidson, one of the founders of community psychology, and Jerry Wiggins, the literate and insightful personality researcher, had already accepted the full professor slots. Ralph Hakstian, the recent recipient of the Cattell Award, naming him the best multivariate statistician in the statistical universe, accepted an associate professor position. I was being offered the other associate slot. I thought that it was wonderful that I was being considered along with such company.

There was one problem that I had to iron out. This came when I sat in Peter Suedfeld's office. I had looked up some of his work before I arrived, and liked both its quality and innovative nature. This gave me a feeling of a kinship with him -- not in his administrative role, but rather in his role as a researcher. In any event, I explained to him that although I was being hired to teach a perception course, I could not guarantee that I would continue working exclusively on vision and related matters. When it comes to research, I am easily attracted to different areas and I feel compelled to chase novel and intriguing ideas

that cross my path. I was already in the process of becoming interested in neuropsychological issues, such as laterality and handedness, which would represent a change in my research emphasis. Peter's reply closed the deal for me. He said "We really don't care what areas you do your research in as long as you teach your assigned courses, publish in respected journals, and bring honor to this department." I was sold. I felt that no better answer could have been given. Here was a man that I would happily work with. Over the years, we published together and, more importantly, became close friends.

A New Department: My early years in the department were exciting and tumultuous. Over the first four years, more than a dozen new faculty members were brought into the department, including Lawrence Ward who, as an expert in psychophysics and perception, was someone who understood my research concerns. Ultimately, Lawrence and I would co-author a text-book and many research papers together.

There had been no superstars on the faculty before the new wave of hiring. However, there were some young faculty members with a lot of promise -- such as Tony Phillips, Bob Hare and Ken Craig -- who would eventually become major recognized figures. There were also some older faculty members -- such as Don Sampson, Lou Moran and Ronny Lakowski -- who were not widely known for their research accomplishments, but were good teachers, as well as welcoming and supportive colleagues. They provided insight into the university as a whole, and also happy social interactions.

The new faculty members brought a new and intense research orientation to the department. There were so many new hirings that, numerically, the new people dominated the department. All had several common characteristics. We were all relatively close in age, and strongly committed to research and publication. This made it easy to form a number of active collaborative partnerships. Thus, Ralph Hakstian and I began to work together and over the course of our careers generated around a dozen and half joint publications. I also found myself collaborating with Peter Suedfeld, Ken Craig, Jim Russell, Jim Steiger, and later, Jim Enns as well. The idea of collaboration and collegiality soon became part of the atmosphere in the department. The department did not have the typical fractious disputes which caused factions to form and long standing divisions in many other psychology departments. Over the course of several scheduled departmental reviews by external certifying bodies, one comment that appears time and time again is that the department members work well together in a spirit of cooperation.









Clockwise from top left: nystagmus drum, used in vision research to induce rhythmic, oscillating movements of the eyes (circa 1950s); Astro Lite strobe generator, also used in vision research (circa 1960s); Zeiss dissection microscope, used in biopsychology research (circa 1960s); Panasonic video recorder (circa 1970s).

That is not to say that there were no arguments, disagreements, or stressors. Most of those focused on personnel decisions and space. In the 1970s, the department developed a reputation for "eating" its young faculty members. The problem was simple. Peter Suedfeld was trying to build a world class department, and the newly hired senior faculty agreed and understood that meant that the single most important factor in promotion and tenure was research excellence and publications. Obviously, an incompetent teacher or someone who did not pull their weight in departmental duties and chores would not be tolerated, and excellence in teaching and administrative matters would not offset a weak research record. That meant that new young faculty members had to hit the ground running in order to build the research and publication record that was expected of them. In the beginning, many did not, and several young faculty members who were well-loved as colleagues and individuals were let go. This caused hard feelings and pain, but the department as a whole learned something from the process. Particularly, they learned to look at the records of junior with the aim of extracting cues as to the person's work ethic and commitment to research. It also taught the department to study letters of reference more carefully, looking for the hidden messages and recognizing that every candidate was "the best student I've ever had" according to his or her supervisor. By the mid-1980s, the department had refined its search procedures to the degree that denial of tenure then became the exception rather than the rule.

The other major source of stress was research space. For example, I had been promised three research rooms, but when I arrived on campus, I found that no space had been assigned to me. Peter told me that Jim Gove, the department's administrative assistant, was handling space allocations and he would give me research space when it became available. Several weeks later, a truck arrived to deliver my laboratory equipment. Since I had no space to put it into, I walked into Jim's office and told him that I was going to have the truck unload my equipment in the department's main office. He objected that I couldn't do that. I informed him that I had been promised three lab rooms and that if I didn't have them, I would leave my equipment in the main office as a reminder until research space was found.

Jim was upset and went to see Peter while the truck driver was told to wait. Twenty minutes later, I was given possession of two dimly lighted rooms in the basement of the Henry Angus building. While my equipment was being loaded into those rooms, Jim then walked me to the back of the Angus building where there was a trailer. He opened the door to the trailer, letting the musty, unused smell drift past us. I stepped in to find a

bare, 7 foot wide and 14 foot long space, with two tables, four chairs, a storage cabinet, and an electrical space heater. He said, "This will have to be your third room until our new building is finished." That was in 1973 -- and the new Psychology Building was opened in 1984. Over that period of time, I obtained some additional research space in the Henry Angus Building. This consisted of two rooms about the size of walk-in closets. However, they were more comfortable than the trailer, which then became part of Lawrence Ward's research space.

Nobody had a plush research environment during that era. For example, Peter Suedfeld had three, equally dim and small research rooms across from mine. Nonetheless, there in the basement of the building that housed the Faculty of Commerce, we laboured away at our research and found that our enthusiasm and the excitement of the data we were producing was enough to light that dark environment.

The Move to the Kenny Building: In 1984, we moved to our new bright, large building which was named after Doug Kenny. Doug had once been the head of the Psychology Department, and then moved on to become Dean of Arts and later President of UBC. To the right of the main entrance of the building, there was a totem pole created by the well known West Coast carver Art Thompson. That pleased me greatly since I had a small role in getting that erected.

Over the years, I have collected a few pieces of West Coast native art. In the process, I got to know some of the native artists, one of whom was Art Thompson. Art told me that as a result of a government grant, he and some other artists had been commissioned to carve totem poles for UBC. All of these were eventually erected behind the new Museum of Anthropology. The one that he had created was not because it had not been given a proper footing to allow it to be inserted into the ground and anchored there, as tradition requires for totem poles. He had omitted the footing because it was his understanding that the totem was to be placed indoors or near an entrance. He now feared that because of this omission it might never be erected on campus. Art told me where the totem pole was and I went to Peter and told him about the situation. The two of us then tramped down into a wooded area off of Marine Drive, where the carvers shed was located. We then peeked into the window to see this elegant totem pole lying there. It tells the story of the ghost of a native fisherman who was killed while hunting a whale. We both thought that the tall open space beside the main entrance to our new building would be a perfect place for this handsome piece of art.



From that moment on, the campaign became Peter's. He found that the totem pole was still technically property of the museum. He then contacted the curator who admitted that the museum had no plans for it since all of the contemporary totem poles that they had commissioned were now displayed outside behind the main gallery near the longhouse. With the information that he had gleaned from my chat with Art Thompson, along with Art's expressed desire to have the piece displayed, Peter used his awesome administrative skills (he would be embarrassed if I said that he used his charm and social skills) to secure that totem pole for our building. I believe that it adds a certain distinction and west coast flavor to the building.

I now had the space that I needed and began the research program that I would carry out for the next twenty years. I gathered a number of research assistants, piles of questionnaires, and a few primitive computers and I was on my way. My lab was just one note in the hum of activity that one could hear around the building as formerly space starved researchers turned empty rooms into busy and productive laboratories.

The department that occupied the Kenny Building was already very different than the one that I had arrived to eleven years earlier. It had become more mature, more self confident and had a sense of pride. Over the next ten years, we would add many new faculty members who would rise to prominence and to use Peter's words in his early speech to me: "bring honor to this department." These people included Jim Enns -- the bright and energetic perceptual researcher who would eventually come to coauthor several editions of a textbook with Lawrence Ward and me. The well-recognized cognitive researcher Peter Graf was now on staff, as was Michael Chandler, a developmental psychologist whose writing sometimes has a philosophical charm. Boris Gorzalka, a biopsychologist interested in sexual behavior, was now here. He would eventually branch out to do work with humans and join our clinical psychology program. Going the other way was Eric Eich, who started in the clinical area and eventually became a member of our cognitive program (as well as one of our best department heads). We brought back one of our own students. Janet Werker, and she has greatly expanded the scope of developmental research in the department. We managed to steal Cathy Rankin, who arrived on a special postdoctoral program and has stayed to continue her work on tiny microscopic worms and ... well, let's just say that the department hired or nurtured a lot of good people who are recognized as bright lights in their respective fields.

The UBC Psychology Department now had international visibility. Several studies published in respected journals presented

data based on research output, citation counts, and rankings of faculty eminence, resulting in the conclusion that our department was the first or, at worst, the second most highly ranked department in Canada. The prestige of the department rose even more with the arrival of Dan Kahneman and Anne Treisman, both world renowned cognitive researchers. Dan conducted his research on human decision making processes here at UBC and this was the bulk of the research that would later justify his being awarded the Nobel Prize some years later (when, unfortunately, both Dan and Anne had gone to Princeton, which then got the bragging rights for his accomplishments). Nonetheless, at the time when Dan won the Nobel Prize, the UBC Psychology Department could still boast that it had seven faculty members that had been elected as Fellows of the Royal Society of Canada (Eric Eich, Jim Enns, Jack Rachman, Peter Suedfeld. Vincent Dilollo, Janet Werker, and me) which was more than any other Psychology Department in the country.

Changes and Endings: By this time, Peter Suedfeld had gone on to conquer new realms: he became Dean of the Faculty of Graduate Studies. After his service in that post, he returned to the Psychology Department to continue his research and to branch out internationally as the Head of the Canadian Antarctic Research Program, while engaging in collaborative research with NASA, and even with Russian space researchers. He supposedly retired around the year 2000, however, no one is sure of the exact date, since he still does research, teaches, and is on campus more than most of our other faculty members.

The Departmental Headship passed on to Richard Tees, and then to the brilliant and productive Tony Phillips. At the moment of this writing, the post is very competently filled by Eric Eich. However, I feel that the tone of the department was set in those earlier years of expansion when Peter was still at the helm. At that time, the Department of Psychology learned how to be a mature department with the skills, energy, and desire to be seen as a major force in science, and with a presence on the world stage.

My own career has taken many turns over the last fifteen or so years. I began to do research and write books on dogs and the human-canine bond. Many of these books were written for a more general audience. Still, the department has accepted these deviations from the academic straight and narrow and I still feel accepted and valued as a faculty member. This may be because my publications are many and widely read, but I hope that it is because they are seen as still bringing some minimal measure of "honor to this department."

Something magic has now happened to the department. When I first came to UBC, I was part of a wave of hiring that brought young energetic researchers of a similar age together and allowed them to bond and form an efficient, friendly, and collegial working environment. One unforeseen consequence of that was that all of the people of my era would reach retirement age at about the same time. Thus, over a window seven or so years almost all of the faculty that arrived with me have left the scene. This required a massive wave of new hiring to fill the open faculty positions. Fortunately, the department still remembers how to select people who will be productive and will succeed. The result has been the influx of intelligent, motivated, and active researchers all of the roughly the same age and with similar goals and ambitions. As I look at the department now, I can see the same forces that were in play when I arrived have reemerged. Our new faculty members are beginning collaborations within their group and with some of the other department members who were here when they arrived. They socialize with each other, support each other, bounce research ideas off of one another, and do research and publish together. Sometimes they even drop by the offices of those old, supposedly retired. department members for some information, advice, or just to pass the time day. It is a wondrous thing to see a mature and established department become young again. It gives me great hope for the future.

Ken Craig

Professor Emeritus, Department of Psychology, UBC

Can it possibly have been 50 years since the train brought me to Vancouver to enrol as a graduate student in the Department of Psychology at UBC? And here I remain, several hundred meters down the West Mall from the Army Hut where Psychology was then housed, contemplating what life had been like in Psychology at UBC way back then and over the elapsed years. While completing my BA at Sir George Williams (now Concordia University) in Montreal, I became enthused about the study of psychology and knew grad studies was for me -- a decision never regretted. Why UBC? I only have vague memories of my grandparents vacationing in Vancouver (I had never visited) and the words of a friend concerning what a beautiful campus it was. But it was a wonderful choice, subsequently providing home base for an academic career, a setting to raise a family all of whom are adored, and an environment to enjoy so many other riches in life.

It is probably best to consider me incredibly naïve at the time, but faculty in the department were remarkably tolerant educators. For me, Don Sampson, Edro Signori, Reva Potashin, and

Ed Belyea were the prominent people. For the most part, their days were dedicated to teaching and caring for students. Six full courses involving teaching Monday through Saturday was the norm at the time. Edro was Acting Head (Sperrin Chant, Dean of Arts and Science at the time, was reluctant to give up the Headship) and wonderfully engaged in tending to the burdens of a department with a huge undergraduate load (that hasn't changed) as well as a very active research program, including service as research director for a royal commission on education in BC (thereby allowing me an RA opportunity to make a few dollars). Don Sampson was the admired master teacher in the department, with his courses in social psychology always oversubscribed and students sitting in the aisles to hear his lectures. I have always felt honoured that he served as research supervisor for my master's thesis research -- his enthusiasm for my novice thoughts reinforced the bookworm in me, with lasting effect.

There were occasional follies. I recall Ed Belyea having to convince me that studies in stats were basic to psychology. I barely passed his course in Industrial Psychology, sacrificing grades when a term paper was due to ski at Mt. Baker for the day. Reva provided my first intense exposure to clinical psychology and spurred my interest and commitment to the field. Didn't see much of Doug Kenny -- I believe he was heavily engaged as President of the Faculty Association at the time. Don Sampson and Ed Belyea were highly admired by many, and have their names on annual awards the B.C. Psychological Association provides to this day.

UBC also provided a rich student life. The Psychology Club, then and now, meant instant contacts with like minded students and a pot pourri of speakers and social activities. Buddies were met then -- like Gene and George -- and still remain so; thoughts of others -- like Dave or Barbara -- bring back wonderful memories. The department also indulged my passion for sports. I had the privilege to play for the UBC Thunderbirds football team, who were the Western university champions who played in the first Canadian national intercollegiate championship in 1959, alas to go down in defeat. Those wonderful times were antecedent to many others, but they are stories for another day.

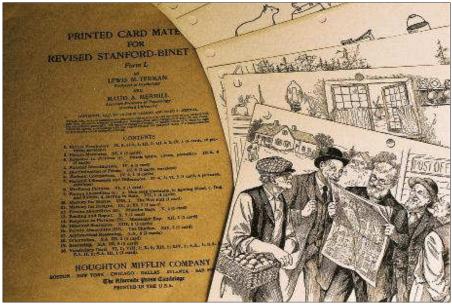
Michelle Craske

Professor, Department of Psychology, University of California, Los Angeles

My years as a graduate student at UBC, from 1981-1985, were among the best years of my life. It was a time of incredible growth, both academically and personally, and I am forever

PART III: MEMOIRS





thankful for having had the opportunity to be part of the UBC Department of Psychology.

That opportunity was given to me by the Commonwealth Scholarship fund, and it was they who organized my entry into UBC, which turned out to be guite an experience! The instructions that were sent to my home in Hobart, Tasmania, were that I would be met at the Vancouver airport, driven to a hotel where I would reside for two days, and then be given housing in student housing quarters on campus. So, off I set on my 20 hour flight from one side of the world to the other, ignorant of the postal and transportation strikes that had afflicted British Columbia for the preceding few weeks. I arrived at the airport but found no-one waiting for me. After a few hours, I found my way to the designated hotel, which had no record of my reservation. Unable to use the designated bus line due to a transportation strike, I nonetheless found my way to UBC the next day, only to discover that there were no records of my request for student housing. It was the kindness of two graduate students from another department, who allowed me to stay with them for a few weeks before the campus housing could be organized. that saved me. Obviously, I thought I had made a BIG mistake in arriving at UBC!!!!!

However, once I met with my advisor, Ken Craig, and was introduced to my fellow graduate students, the difficulties of my arrival switched from a traumatic memory to a memory of a personal growth experience. In 1981, the UBC Department of Psychology was literally spread around campus, with the clinical psychology program housed in the top floor of a building close to the hospital and other sections of the department spread around various math and science buildings and even, as I recall, in trailers. However, once assigned office space and given the routine of courses and meetings, I soon settled in and began to learn the North American system of education. I was amazed at the size of the department, and was in awe of the academic stature of the professors, and the self assuredness of the graduate students.

Gradually, I learned about the various intriguing teaching and research projects going on in the UBC Department of Psychology, such as sensory deprivation experiments and social psychology experiments on swinging suspension bridges over high canyons. Then, there was the rumor that a certain professor had to live in hiding to avoid being tracked down by criminal psychopaths who had participated as subjects in his experiments. There was another professor whose research on the biology of sleep had led him to the conclusion that only a few hours of sleep was necessary: although I did admire his regi-

men, I sometimes wondered whether more sleep may have been advisable given his excessive caffeine consumption throughout every hour of the day. There was the "bug in the ear" approach to guiding clinical psychology graduate students as they anxiously interacted with their first live patients; hearing Bob McMahon's voice directly in one's ear as he observed from behind a one way mirror was a true task of divided attention.

And then there were the experiments on peer influence upon toleration of aversive stimuli. In fact, I personally contributed to those experiments in the first few months of my graduate school experience, and wholeheartedly confirmed the role of peer influence. In particular, I was only too pleased to offer my services to pilot research on shock toleration, thinking that I would serve as a confederate in the study procedure. I found myself in the laboratory with electrodes attached to my forearm, adjacent to another female participant with electrodes attached to her forearm. I eagerly followed the instructions of pressing a green button if I was willing to tolerate a greater shock than the one just received, or a red button indicating that I was not willing to tolerate any further shocks. I noticed that my fellow participant repeatedly pressed the green button and thus, being especially eager to do the right thing in this new North American graduate school environment, I too continued to press the green button until the entire experiment was over. Not until later did I discover that my fellow participant had not received shocks at all!!

For my Master's thesis, I studied concordance and discordance among physiological, behavioural, and subjective indices of fear responding within anxious musicians. To that end, Ken Craig was invaluable in establishing collaborative relationships with the UBC School of Music, where we were able to use the music rooms for data collection and enrol students from the music department as our participants. Furthermore, with the help of Ken Craig's expertise in psychophysiology and biotelemetry, we were able to set up a system whereby musicians performed in front of audiences as their physiological responses were being monitored. These physiological signals were then sent by telemetry to another room across the hall where they were picked up by a polygraph that we had carefully transported across campus from Psychology to Music. This whole set up was no small feat, and its scope speaks to the resources and encouragement to graduate students provided by the Psychology Department professors!

I am also indebted to Michael Kozak, who was a visiting professor at the time. Along with Ken Craig, Michael spent many hours teaching me the methods of psychophysiological recording. I am also indebted to Bill Iacono, who recommended that

in order to fully assess psychophysiological reactivity of our participants, it was necessary to present an abrupt startle tone at unpredictable times throughout the musical performance. While this was indeed a scientifically valid endeavor, it did create somewhat of a problem. The audience members, of course. would habituate to the abrupt tone over the course of five or six different musicians. Thus, the musicians became startled not only by the abrupt tone in the midst of their performance, but also by that fact that the audience members did not seem to be startled, leading some of them to hypothesize that the audience members were wearing earplugs and therefore were unable to hear the performances. My dissertation continued the line of research from my Master's thesis. In particular, I evaluated the effectiveness of a brief cognitive behavioral intervention upon musical performance anxiety, with particular interest in the predictors of who would express a return of fear four weeks later after completion of the intervention. Again, evaluation consisted of performances in front of an audience with ongoing physiological monitoring in the School of Music.

Professor Stanley Rachman arrived in the Psychology Department to take over the role of clinical director in my second year at UBC. This was extremely fortuitous for me, since I had been studying concepts derived directly from his writings for some time. Thus, even though Ken Craig had been an outstanding mentor and invaluable to my integration into the clinical psychology program at UBC, I switched to the mentorship of Jack Rachman for the remaining three years of my graduate degree. Both provided exceptional mentorship as each was dedicated to developing young inquiring minds and engendering confidence to succeed in an academic setting.

Aside from excellence in mentorship, other characteristics of the UBC psychology program that stand out in my mind are high expectations for academic performance, and a sense of unity across the department, professors and students alike. Specific instances include the words from a statistics professor, who informed us (partly in jest and partly not) in our first statistics class that we were unlikely to succeed in graduate school if we were unwilling to put in at least 80 hours a week of work! The move into the new building that housed only psychology was an especially memorable event that naturally enhanced the unity across the department. PsychFest -- a mini-conference where graduate students presented their research to other students and faculty of the entire department -- also stands out, as do memories of conference rooms overflowing with students and faculty listening to presentations from invited national and international speakers. The walks over to the Faculty Club late on Friday afternoons for casual conversations among graduate students and faculty is another great memory. Indeed, the great camaraderie, not only among graduate students, but with the faculty, who managed to maintain a wonderful balance between being mentors as well as colleagues, is another memorable feature of the Department of Psychology at UBC.

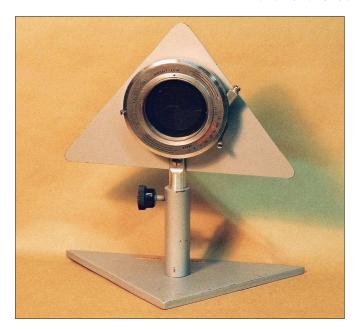
Jim Enns

Distinguished University Scholar & Professor, Department of Psychology, UBC

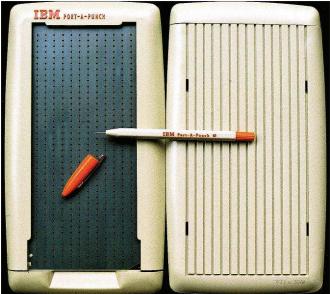
When I arrived at the Department in the summer of 1987 -- with my PhD still in its toddler phase -- I was quite daunted by the colorful cast of faculty and staff. Easily the most salient of these was Stan Coren, who struck an intimidating figure as he strode the hallways in his urban cowboy attire, complete with Stetson at a rakish angle, brightly colored neck bandana, and silver collar tip ornamentation to round out the look. But, appearances were only half of it. Stan was legendary for having published at the torrid pace of 25 or so peer reviewed articles per year during the 1980s. This struck my anxious mind as quite an awesome anchor against which to make social comparisons for my own case for tenure, in what I had secretly hoped would be only a few more years. Fortunately for all of us, Stan didn't keep up this pace, settling back into the more modest rate of 10-15 annual offerings during the early 1990s. Even more fortunately for me, he turned out to be a cheerful mentor and collaborator. Stan taught me the most important dictum of collaborative writing through personal example: My ego isn't glued to the paper! When each author makes changes they think necessary, the end product is always better than either could achieve alone.

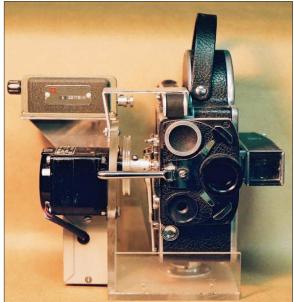
Department Head of the day, Uncle Richard (Tees), was another stand out to my youthful eye, especially in his vulnerability to bouts of competition. Indeed, it was Richard who, in the spring of 1986, swept across the land from Alberta to Halifax, openly declaring his threat to steal the best Assistant Professors other departments had recently won through their own recruitment efforts. The next year he fulfilled that promise by hiring a total of five new faculty: four from psychology departments in Canada (Enns, Graf, Johnson, Rankin) and one from a department in the USA for good measure (Lehman). One of his most memorable day-to-day lines was delivered whenever he detected the tiniest hint of whining from one of the "soldiers in the army" (aka the faculty): "Hold on a minute," he would interject, "while I try to play that on my tiny violin."

A third unmistakable figure was Brian Moorhead, keeper of all things electrical, mechanical, and home built. Bulky desktop computers were used only for word processing in those days;









Clockwise from top left: mechanical shutter used with a slide projector to produce rapid, precisely timed visual displays (circa 1970s); hand dynamometer, used to measure grip strength (circa 1930s); Paillard-Bolex high-speed sound projector (circa 1940s); IBM manual punch card device (circa 1970s).

having not yet been sequestered for the role of butler that they now play in the laboratory. Experimental control was achieved with ingenious and one-of-a-kind gadgets built by Brian and his crew. But, acquiring access to his inner sanctum and to shop priority was the uncertain step. An unwary assistant professor could find their project banished to the bottom of the list by simply taking the wrong tack in the initial enquiry. For instance, opening with a description of an imagined piece of equipment was always met with a blank stare. Compounding that error with a question regarding a possible completion date guaranteed the rear view of a rapidly diminishing Brian. Only through trial and error could one learn that the proper protocol involved presenting a "problem" to which there was clearly no feasible solution. Only then would Brian's eyebrows begin to soften and even rise slightly as the answer began to form in his own mind. This facial transfiguration always heralded a new piece of equipment, usually placed in the lab well before anyone was in for the day, and always well in advance of any imagined delivery date on the part of the professor.

Ah, for the good old days!

Keith Holyoak

Professor, Department of Psychology University of California, Los Angeles

I got my start in psychology taking Introductory Psych in 1967 from a gifted teacher, Bob Knox, who enlivened his lectures with jokes about "Siggie Freud." I found psychology fascinating, and after ending up with the top grade in the class, I quickly decided to make psychology my major. The Psychology Department was at that time located in the Henry Angus Building, and it was there that I learned the basics of analysis of variance from Jim Johnson, and the classic theories of learning and motivation from Fred Valle. I took developmental psychology from Chris Tragakis, a young American professor who had moved to Canada during the Vietnam War to escape the draft. Trained as a behaviorist at lowa, he had recently come under the influence of Piaget and was flirting with cognitive approaches to the mind.

My first real exposure to cognitive psychology was from a small seminar class taught by Mike Humphreys (who eventually moved to the University of Queensland, where I visited him just last year). We went over a recent monograph by Walter Kintsch called Learning, Memory, and Conceptual Processes (1970), one of the earliest books to take a cognitive approach to the representation of knowledge.

In my third year, being interested in research, I joined the lab of a young assistant professor, John Yuille. John had recently received his PhD from the University of Western Ontario with Allan Paivio, and was working on mental imagery as a mnemonic device. I collaborated with him, along with my girlfriend and fellow UBC psychology student (later wife) Hattie Hogeterp, on a project that ultimately became my first publication, entitled "Verbal and pictorial mnemonics in children's paired-associate learning" (Holyoak, Hogeterp & Yuille, *Journal of Experimental Child Psychology*, 1972).

In my last year at UBC, 1971, I recall attending an all-day psychology conference oriented toward undergraduates. I don't remember anything about it, except that it was attended by Joachim Foikus who, in the early 1970s, was the self-styled "town fool" of Vancouver. Dressed in a traditional town-fool costume and with a penchant for asking off-the-wall questions, he cut an unusual figure at an academic meeting. At one of the later sessions he arrived late, and the glass door to the meeting room was locked, leaving him standing outside looking in. The conference leaders appeared quite happy to be rid of him. and for a moment no one moved. Then Art Reber, a young psycholinguist on the Psychology faculty, got up and opened the door for Mr. Foikus. I never took a course from Art, who I later discovered was doing his famous early work on implicit learning (and would soon move to Brooklyn College in New York City), but I always admired his gesture that day.

I liked research so much that I applied for grad school in cognitive psychology (after first taking a year off to back-pack down to South America and back). I mainly applied to Canadian schools, hoping to work perhaps with Paivio or maybe his PhD, Ian Begg at McMaster. But, on John Yuille's advice, I also applied to Stanford, and when I got a letter from Gordon Bower inviting me to join his lab there, John told me that I had no choice but to accept -- which I did. I later discovered that I was following in the large footsteps of another UBC graduate, 4 years ahead of me, named John Anderson. In 1972, he had just graduated from Stanford with Bower, apparently creating a vacancy in a "UBC slot" in Bower's lab.

Although my career was to keep me in the US, first at the University of Michigan and then at UCLA, my family ties have brought me back to BC continually over the years, and I've known many of the newcomers who joined UBC since my graduation. In the early '80s, when Anne Treisman and Dan Kahneman were on the UBC faculty, I often stayed at their house when I visited. On those visits, I heard about the exciting new experiments on judgmental heuristics that Dan was doing at UBC, which would

later help to earn him a Nobel Prize. Darren Lehman was a graduate student in social psychology at Michigan when I was on the faculty there, and then a post-doc at UCLA when I moved there in 1986. We've stayed in touch over his years at UBC. In the early 2000s, I collaborated with Kalina Christoff on one of the first fMRI studies of complex reasoning. She joined the UBC faculty a few years later. It's gratifying to see how well my UBC Psychology alma mater has done over the decades.

Lucille Hoover

Behavioural Neuroscience Technician Department of Psychology, UBC

Here are some of my recollections of the 1965-1969 Psychology Department:

Space: Faculty offices were located in the first and second floors of recently opened Henry Angus Building. By 1967, the basement of Angus housed Biopsychology's one colony room, one small surgery room, workshop, a lecture room with about twenty small (~ 6' x 6') testing rooms opening off two short hallways at the back of the classroom, Dr. Donald Greenwood's auditory testing rooms, and by 1971, Bob Hare's polygraph and testing rooms as well as a few other small research spaces.

Classes: Psych 100, 200, & 308 (Don Sampson's popular Social Psych) lectures were in Angus 104 & 110.

Name Change: I don't know when the name changed from Physiological Psychology to Biopsychology but perhaps when that program became a BSc degree rather than a BA (about 1974 or 1975?). Name changed to Behavioural Neuroscience about 2005.

And here are some of my memories about UBC in general:

The Buildings: The Bookstore was located in what is now 99 Chairs. The current Bookstore site was the graduate student parking lot (gravel). Undergrads parked in "B" lot (located approximately at Hospital Parkade and extending south to C and D perhaps E lots). Across from the parking lot on the west side of East Mall (about where CEME now stands) were the chicken coops and open pens, contributing an interesting "country ambience" to greet students each morning.

Wesbrook Building was the University Hospital. Woodward Library, newly opened, was 2 stories, a stand alone building (no IRC). The current Old Admin Building was the only Admin Bldg! The General Services Administration Building at Wesbrook and

University Blvd was built about 1967 and intended to help centralize registration, although students still had to attend in person. The rather wide stairways in the center of the building were intended to accommodate line-ups of students during registration weeks and still permit those on other business to move up and down the stairways unimpeded.

Registration: Timetables were very individual. Students took their registration cards from building to building, standing in line-ups hoping there would still be space in the class that fit their initial timetable draft. To register for English, one went to Buchanan, for Math to the Math Bldg, for Psychology to Henry Angus etc. If a class needed for one's schedule was full or cancelled, one started over, anxiously trying to avoid making changes to already registered classes. Sometimes, this wasn't possible and if rescheduling one class meant you had a conflict then you had to traipse across campus and stand in yet another line to cancel the original approval and try to fit into another time slot. Registration could consume the better part of a few days (and if it was raining....ugh). Fortunately, in those days, the fall term didn't start until the third week in September.

Commuting by Bus to UBC: Until about the middle of the 60s or so, the 10th Ave bus would deliver passengers to the loop at Blanca, the end of the trolley line. At the loop, every one would then transfer onto a gas bus, which shuttled people between Blanca and the "Bus Stop Café" -- now Tim Horton's on Main Mall. Prior to the transfer system in the 1960s, one paid an extra \$.05 or \$.10 fare on the shuttle bus.

Chris Chi Hyung Kim

4th Year Psychology Major, BSc Program

Hello to all the readers out there! My name is Chris Chi Hyung Kim and I am writing this small piece about my life as a UBC student. I could sum up my whole four year experience in UBC with just one word: unforgettable. During the whole period in UBC, I learned so much, both academically and emotionally. As a result, I can undoubtedly say that UBC changed my perspectives and motives for my life: UBC made me a new and different person for the better. Considering how I was before entering UBC and how I am right now, I can truthfully say that from the bottom of my heart. For support, before coming into UBC, I wasn't involved in extracurricular activities as much as I am right now. As a result, I preferred hanging around with my friends in high school and just spending days and goofing around. However, as I was accepted in UBC, I now had the opportunity to live in Totem Park residence in UBC campus and gain independence from my parents and I earned the term "campus life" in univer-

PART III: MEMOIRS













Lucille Hoover's recreation of a biopsychology lab, circa 1965

sity. With the help of my roommate and all my floor buddies, I could reach my potential of what I can be capable of and what I truly desire. For example, I learned about my leadership capabilities by involving myself in organizing campus activities such as Long Boat, Football, Dance Party, or Group Study. It gave me a whole new outlook on life and everything accelerated from there. Soon, I found myself in position of being an executive in Korean Student Club in UBC. On top of it, my interest in psychology fueled me to join the Psychology Students Association in UBC. On the other hand, being the sports fanatic that I am, I took advantage of sports clubs such as the Tennis Club and the Soccer Club. In addition, I participated in UBC Rec intramurals for Basketball. Therefore, to sum up, everything was there for me to succeed and reach my full potential.

Every day was full of excitement. One of the most memorable experiences in UBC has to be organizing Career Fair for 2008. Career Fair is one of the biggest events in UBC and is basically connecting UBC students with workforce. By doing so, students can find out more about what their degrees can offer to a variety of companies and what kind of jobs are available for them. Companies and universities from all around the world, such as Microsoft, CSIS, CGA, TD Bank, etc, participate in the fair and promote their organizations. As volunteer leaders, my partners and I organized the whole event from start to finish. The whole experience gave me a tremendous boost in self-esteem and leadership skills. Simply put, UBC raised me up to a level of excellence and provided me with every tool to succeed. I can never forget my life in UBC -- it was simply unforgettable.

Robyn Laughlin

2008 Co-op Student of the Year & BA in Psychology

When I first began my degree at UBC in the Fall of 2004, I remember feeling excited, but at the same time also feeling overwhelmed. The campus seemed enormous to me and so full of opportunities to explore. I came to UBC as an Arts student to complete a Bachelor of Arts Degree in Psychology. I knew coming to UBC that it had a very well-known and distinguished Psychology Department. Having just graduated from UBC in the Spring of 2008, my experience as an undergraduate student in UBC's Psychology Department far exceeded my earlier expectations.

In my five years at UBC as an undergraduate, I had the honour of taking courses from a number of very intelligent and extremely dedicated Psychology Professors. One such noted Professor is Dr. Janet Werker. I completed her 300 level Infant Psychology Course and remember it as one of my favorite courses

at UBC. This particular course was unique in that Dr. Werker received additional funding to be able to have eight Teaching Assistants work with her for the term. This allowed for a class of 250 students to divided up into smaller tutorial groups every few weeks throughout the term to take part in group discussions and activities. My fondest memory of these tutorial groups was the day we had mothers and their young infants visit our class. This allowed us the opportunity to interact with the infants and run some basic infant psychology experiments, such as the rouge test, that we had been learning about during the course. The unique format of this Infant Psychology course allowed for a much richer learning experience than that of the typical large class sizes at UBC.

My undergraduate courses in Psychology also allowed me to discover the real-world applicability of my degree. As a student also enroleded in the Arts Co-op Program, I was always looking for ways to build connections between my degree and my co-op work placements. In my 3rd year, I completed Professor Melady Preece's course on Health Psychology. After finishing this course, I went on to a 4 month Co-op work term placement working with individuals with Multiple Sclerosis. The knowledge that I gained in the Health Psychology course was of great benefit to me in this placement as it allowed me to better psychologically understand and work with individuals living with a chronic illness. Building connections such as these between my courses and Co-op work experience allowed me to realize that a Psychology degree can be applied towards numerous different career paths.

The abundance of research being conducted in UBC's Psychology Department also provides great opportunities for undergraduate students to gain experience as Lab Research Assistants. I found such an opportunity with the META Cognition Lab. I volunteered my time in this lab to assist with running participants through experiments measuring stress level and attention. Working in the research labs is not only a great way to gain valuable research experience, it is also a great way for undergraduates to connect with graduate students and faculty, specifically for those interested in pursuing grad school.

In my final year at UBC, I had the pleasure of speaking on a panel with alumni, faculty, and students from the Psychology department at an event for graduating Psychology students. The event was organized to inform undergraduate students of the opportunities available to them upon graduation through messages shared by the panel of speakers. I thoroughly enjoyed speaking at and attending this event, as it showed the Psychology Department moving in a new direction of trying to

promote career planning and opportunities in addition to graduate school. Although many Psychology students do continue on to grad school and a Masters Program, it was nice that this event displayed a diverse array of paths and career fields chosen by Psychology grads. As both a Psychology and Co-op student who understands how a Psychology degree can translate into multiple career fields, I was proud to be part of an event that promoted this message.

Now, as an alumnus of UBC Psychology, I hold fond memories of my experiences as an undergraduate. The Department has many dedicated professors and faculty who motivate students to excel and to be independent, critical thinkers. I am proud to be an Alumnus of such a distinguished Psychology Department celebrating its 50th year.

Benny Lee

4th Year Psychology Major, BSc Program

I fondly remember taking PSYC 366, a full-year statistics course that is designed for majors in biopsychology. This brilliant course was taught by an equally brilliant professor, Dr. Ralph Hakstian. I would bother that gentleman during all his office hours, which occurred during Tuesday and Wednesday afternoons. We would discuss statistics as well as politics and career goals. We definitely had fun. I remember telling him about my various statistics jokes. For example: (1) the symmetric normal distribution has all the right curves, and (2) if your data are positively skewed, then you are positively screwed! In summary, I am glad that Dr. Hakstian was my statistics instructor. I am proud that I can call myself his student. I will forever describe myself as the nerd who eagerly occupied the front-row seats in his class.

Yun Li

2008 Wesbrook Scholar & BA (Honours) in Psychology; 1st Year Law student at UBC

In a favorite childhood movie of mine, The Wizard of Oz, Dorothy sang of a magical place somewhere over the rainbow, where the dreams that one dares to dream of really do come true.

Three years ago, in 2005, my personal journey along the yellow brick road led me to UBC: a magical, somewhat rainy place to join many other Dorothies, Scarecrows, Tin-men, and Lions in the Psychology Department. Myself, I was more of the Munchkin variety. Despite having transferred from the University of Auckland, more than 11,000 kilometres away, I was amazed at the uncanny resemblance of the Psychology buildings at both

universities, as well as their combined similarity to mazes used in rodent spatial learning paradigms.

Like the characters in The Wizard of Oz, whether each of us wanted to find a home, some brains, more heart, or courage, we all gathered here, at our very own Emerald City, where instead of "lions and tigers and bears" we chanted "midterms and papers and finals, oh my."

However, the effort we put into our studies, research and filling in thousands of Scantron bubbles was highly worthwhile because we discovered so much. More importantly, alongside the facts we learned about prefrontal inhibition, Sniffy the barpressing rat, and the fundamental attribution error, the experiences we encountered and the friendships we forged at UBC will stay with us for the rest of our lives.

An Emerald City would be incomplete without the wonderful Wizards of Oz, and these were our professors, teaching assistants, and others who worked so hard to make a difference for us. These countless talented and devoted magicians guided us throughout our time here, and taught us that brains, heart, and courage really come from within. All of the eighteen Psychology courses I took at UBC were incredibly fascinating, fun, and taught by highly admirable and animated psychologists, who not only changed the neuronal wiring in our brains, but will also continue to influence us with their inspiration.

Dorothy had said that "there's no place like home." In my time at UBC, home was composed of a diverse mixture of people and experiences, like the rainbow that Dorothy was desperate to find, which enriched and coloured our everyday lives. As we leave this place of knowledge, fun, and times of horrendous stress, I wish all my fellow Psychology enthusiasts all the very, very best, and hope that our paths, whether yellow or any other colour, may soon cross once again. Three years ago, I would have never dared to dream of an education and experience like the one offered by UBC psychology, but our magnificent university and my fellow adventurers in this journey have proven that any dream can be realize.

Kaye Liao

KliC Consulting, Vancouver, BC

The years between 1997 and 2001 were a bit of a blur to me as the memories of my undergrad years are now stored into prototypes that are typical to that of UBC life: excessive coffee consumption, snoozing in the Koerner Library, rushing to the next class, daydreaming in class, and taking tons of notes. One

thing I remember specifically, though, is on graduation day, as my proud parents took my picture, behind my strained smile, I was worried. What do I do next? What will I do with my Psychology degree?

From the time I completed Grade 12, I was set on taking up a degree in Psychology at UBC and then go on to med school to become a doctor that understood not just the physical body, but also the human mind and behaviour. I was inspired by the story of "Patch Adams" as I too am a bit of a clown sometimes, and I often use my high school drama experience to entertain people. I wanted to be the kind of doctor that took care of people's minds and bodies. Obtaining a psychology degree would allow me to scientifically and empirically understand the human mind and experience.

My human mind and body was not prepared for the transition from being a "big fish" with a bag full of scholarships at 18 to a 19 year old tadpole in an enormous pond. Along with a wide majority of students, the feeling was that of insecurity and a loss of guidance. There was nobody but myself who was responsible for my academic success. The independence was too overwhelming, and by the end of my 2nd year, I knew I had lost my UBC scholarship for the next year. My med school dreams were shattered because I had poor grades in two of the pre-med, prerequisite courses. As Rocky said, "It's not about how hard you hit, but how hard you get hit and keep moving forward. That's how winning is done!"

I still loved psychology and I did well in the courses, so I kept moving forward. My undergraduate naiveté led me to believe that I was to land the perfect job right after graduation, since I can apply my psychology knowledge in any job and after all, I do have a UBC degree.

In May 2001, I was ready for my perfect career with a BA in psychology, a couple of years of retail sales experience and my church volunteer work. I just wished I knew what that perfect career was. What will I do with my psychology degree?

From 2001 to 2005, I worked in all sorts of jobs. I sold marine autopilots and navigational equipments, name badges and recognition products, I shipped and processed payroll. I learned all about different business industries all across the world and met so many different kinds of people, personalities, and business professionals. All that time, I still wondered, why did I take up a psychology degree? Yes, psychology is everywhere, but could I have just taken a business degree? After all I was in sales and marketing jobs?

It wasn't until September 2005, when I started a job as a higher education publishing representative when I finally realized that I was indeed meant to have a psychology degree and that I still loved psychology. Day one as a Social Sciences rep, I walked up the steps of the Kenny building and I felt like I was going home. As if I was moving in slow motion, I kept thinking, "Wow, I'm back baby!" I looked at a couple of young students, holding their cups of coffee and talking about the pending exams as they quiz each other on psychological concepts and terms. I remember those days; surprisingly, I missed those days!

The first thing on my agenda that day was to introduce myself to Eric Eich, the Head of the Department. He just came in and I said "hello" and he told me I looked familiar. I proudly told him that I was indeed a UBC Psychology alumnus 2001 and I took one of his courses. He asked which course, and I said... "MEMORY!" Wow, the man has good memory! We shared a chuckle or two.

The faculty and staff were very welcoming to me as I think they saw just how much I enjoyed learning about Psychology through our conversations about their research, their curriculum and how grateful I was that they shared with me their vision and passion for their area of specialization. It was an unbelievably rewarding experience as not many people have the privilege to experience such an intimate connection to their academic roots. I learned more from my past professors as a textbook representative than when I sat in one of 500 chairs in those big lecture halls. I was proud of my UBC psychology degree. In 2006, I was invited to participate in the Faculty of Arts Tri-Mentoring Program as a mentor for two undergraduate Psychology students. I remember receiving the invitation letter from Psychology office and I quickly told my mother in my really excited voice. Wow! What an honour to be able to help psychology students with their goals and hopefully answer their life and career questions. I wished I had a mentor to guide me through my undergrad years. I was super excited and all the more that I treasured my Psychology degree.

In 2007, I made a career move and I became a publishing representative for another company specializing in the Business and Economics departments. At the time I thought the move was to advance my career, however, while I called on different schools in the business departments, I was never able to shake-off my psychology roots! I remember during a training exercise, I had to pretend I was a rep calling on a psychology professor, and that is when I realized that my heart belongs in the social sciences. I continued my mentoring for the Psychol-

ogy Department and I noticed that I simply enjoyed working with and taking care of my mentees. I wished I could help more young people overcome their overwhelming sense of fear and anxiety. What do I want to be when I grow up? Hmmm, a doctor, a lawyer, a teacher, a nurse, perhaps a dentist...what else is out there? There is a big world out there and at the same time it is a small world out there.

Thanks to the Tri-Mentoring Program and the UBC Psychology Department, I have found my place in this big yet small world. I left my job in the publishing industry (along with its perks) and now I am a life coach consultant, dealing specifically with new and soon-to-be graduates and people who are going through the "quarter-life" and "Gen Y" transition issues. I help people with their image outlook, help them develop a career focus, appropriate communication and professional skills, while encouraging them to maintain a balanced lifestyle. I realize that there is still a long road ahead of me and as long as I have psychology, I will be just fine.

Dawn Macaulay

Professor, School of Liberal Arts & Sciences, Humber Institute of Technology & Advanced Learning, Toronto

I joined the UBC Psychology Department in 1990 as a graduate student. I arrived in August and was thrilled to join Eric Eich's Cognition & Emotion Lab. Early on, I learned that things at UBC were to be a little different from Edmonton and Toronto. For instance, we went to the Faculty Club for our lab meetings. In those days, the basement of the Faculty Club was home to a cozy pub, with requisite pool tables. Our first meeting started off well, but I knew I wasn't in Edmonton any more when a rumble broke out between two professors -- both in their late-50s, one wearing a tweed jacket with suede elbow patches -- over a pool shot. At the FACULTY CLUB. I think they even spilled our beer.

The next big clue I had the things would be a little different here was all about the weather. In the other cities I had lived, people used umbrellas as a fashion statement. You could keep the same one for years. In my first fall, we set a record for rain in November and I went through at least five umbrellas (they just aren't made for that kind of use). There was so much rain that the Sea to Sky Highway washed away at Britannia Beach and food was being ferried in to the residents. The deluge of rain quickly trained me to treat my umbrella much the way that I had observed among other Vancouverites. In fact, another student and I once walked out of the building to get coffee and had gone a number of yards before we realized that it wasn't raining and

that we had both automatically popped our umbrellas.

After that first fall, things got much better. I had the greatest opportunities while working in Eric's lab. By collaborating with Ray Lam at the Mood Disorders Clinic, I was able to research memory in patients with seasonal, unipolar, and rapid-cycling bipolar depression. Another really interesting group to do research with were patients diagnosed with dissociative disorder (aka multiple personality). In my first time interviewing such a patient, I was introduced to a personality who thought of herself as the devil and who was claiming to set me on fire as we spoke. It was a little unnerving, to be sure. I also helped collect data on studies of implicit memory in surgery that Eric conducted with his friend and colleague Igor Brodkin, an anesthesiologist at Vancouver General Hospital. Having never witnessed a surgery before, I had plenty to learn. The most surprising thing to me was how responsive people are almost immediately after surgery. They respond to their name, they rouse and can even answer questions though later they may not remember talking to you in the operating room at all. But on the first day, walking in to the room and seeing the array of drills, saws, scrapers, and jack-hammers made me a little uneasy. That uneasiness was amplified during a knee replacement. After the initial setting of the implant, it needed a little adjustment. The "adjustment" required a chisel and hammer and little pieces of debris began to fly around the OR. A nurse, who happened to see me go stark white, told me that the surgeon was removing cement that had been set with light (similar to the fillings that dentists now commonly use). I still had to put my head between my knees for a minute to catch my breath but I laughed about it with everyone a little later ... actually it was a while later. These experiences continue to influence me today as I seek to excite first year students to want to know more about psychology and what we do.

During my time as an MA and PhD student, post-doc, and later sessional faculty, the Psychology Department hosted many distinguished researchers. I count myself lucky that I often had the privilege to join them for a lunch or dinner and to hear about their current ideas and research. Meeting the likes of Shelley Taylor, Dan Gilbert, Gordon Bower, Gus Craik, Roddy Roediger, Robert Bjork, and Elizabeth Loftus is certainly inspiring to all students of psychology.

So Happy 50th Birthday, UBC Psychology. Thanks to you for all the opportunities to connect with so many interesting and influential people. I hope that you continue to widen the horizons of your students and faculty for years to come. Cheers!

Tannis MacBeth

Professor Emeritus, Department of Psychology, UBC

The story of my experiences at UBC, in the Department of Psychology, which eventually spanned almost 40 years, began in September 1959. On the first day of classes, I lined up with hundreds of others in the Buchanan Quadrangle and waited several hours to speak to an Arts Advisor and select my courses, which I hoped would include Introductory Psychology. Having completed Grade 12 (Senior Matriculation, then equivalent to first year at UBC) in Medicine Hat, Alberta, following Grades 4 through 11 in Vancouver, I was excited to be back. I was entering 2nd year at UBC, only 16 years old, and living in the dorms at Fort Camp, far from home and my family.

How was life as a UBC undergrad from 1959 to 1962 different from now? Academically, Arts students were required to have two majors. I chose Psychology and Anthropology. All courses were 6 credits, taken from September to April, and the final, three-hour, all-essay April exam was often the only exam for the course, although some also had one mid-term in December. So students got much less feedback on their performance throughout the academic year, and exams focused much more on recall than on recognition memory. We were better trained, I believe, to understand a body of research evidence about a conceptual forest, rather than just the trees in it. UBC was much smaller, with about 11,000 students, most of whom were male.

Most of my Psychology professors were interesting, approachable, and cognitively stimulating, especially Dr. Don Sampson, Dr. Bob Knox, and Dr. Reva Potashin. Their encouragement contributed importantly to my eventual decision to pursue an academic career in psychology. I was 19 when I completed my BA and began the next phase of my academic life as a psychology graduate student at UBC. In one year, I completed the necessary coursework, including some clinical child assessment courses, and began my MA thesis on creativity. This enabled me to obtain a full-time position with the Vancouver School Board (VSB), administering individual IQ tests to children and adolescents. After a year or so I knew I wanted to pursue a challenging career, and probably didn't want to continue my VSB job forever, so at age 21 I asked myself, "Career doing what?" "University professor" felt like a good fit, so I asked, "In what?" "Psychology." "What kind?" I found any question in psychology most interesting if it was asked from a developmental perspective, for example, "How do humans develop from how they think when they are born to how they think as adults?" I applied and was accepted to complete my Master's degree and then do my Ph.D. in Human Development at Purdue University in Indiana. I found that my UBC academic training in psychology had prepared me very well for graduate school at a large American university. Indeed, we were expected to function more independently as undergrad scholars at UBC than as graduate students at Purdue. I obtained my Ph.D. in 1969 and moved to Washington, D.C. to do a Postdoctoral Fellowship awarded by the U.S. National Institute of Child Health and Human Development.

My next career step was to apply for academic positions. To my delight, my long-term goal to return to Vancouver was soon realized when the UBC Psychology Department offered me a full-time tenure-track position in 1972. Over the next 35½ years, I taught courses and did research at UBC on questions/issues about developmental psychology. What changes did I observe over those years?

When I began as a psychology professor, we all had the same teaching load in terms of number of courses, and I actually had the most total students. One of the important changes in our department, which has occurred over many years, had been an increased awareness of the importance of nurturing and mentoring our junior faculty members so as to help them establish their research programs. This included giving them a reduced teaching load prior to their tenure decision. Another important development, initiated by Dr. Richard Tees when he was Head, was to implement decision-making by committees, and thus make departmental decisions more democratic. A third change that has improved the teaching experience, for both students and faculty, involved the curriculum.

When I began as a professor in Psychology, all of our undergraduate courses were 6 credits, taught September to April, with essay exams as the norm, just as I had taken for my BA. Our courses were broad -- for example, Developmental Psychology covered all aspects (cognitive, perceptual, language, social, emotional, etc.) of development from birth through adolescence, and had several sections (6 or more) of that course taught by various developmental professors.

There were very few courses on more specialized topics, so professors rarely got to teach in their own area of specialty and students didn't get the benefit of being in lectures and discussions with professors internationally famous for their specialized research and knowledge. About 15 years ago, those of us in the developmental area revised our curriculum to provide such opportunities. In my case, I specialized in teaching the course, "Socialization: Media Content and Effects" and the course, "Psychology of Gender". Since then, some other pro-

PART III: MEMOIRS



Twenty-five years of computing advances. On the right is a 1983 AST personal computer featuring an Intel 386 chip (at 50 MHz), 5 Mbytes RAM, and a 100 Mbyte hard disk. On the left is a 2008 Hewlett-Packard blade server system, featuring 64 Intel Xeon processing cores (at 2.83 GHz), 96 Gbytes RAM, and over 6 Terabytes of hard drive. The new HP system, which is effectively a small supercomputer, is equivalent to 19,200 of the 1983 ASTs in memory capacity, and over 60,000 of the older machines in hard disk capacity.







Bonnie Schoenberger and Gary McIsaac engaged in the difficult, demanding, and occasionally dangerous task of sifting through central storage in search of historically significant records and relics, July

fessors in other areas in the department have also developed more specialized courses and I believe this has really improved our curriculum for both the students and professors.

My research and teaching on media and gender were prompted in part by my long-standing concern and interest in human rights issues -- for example: Who is (and is not) represented in media? How? Looking back historically over British Columbia's 150 years, UBC's 100 years, and UBC Psychology's 50 years, one of the most striking and challenging sets of changes in our Canadian experiences has been in the area of Human Rights. I want to mention a few examples from my own university experiences as a student and professor, set in the context of my upbringing. My parents and grandparents raised me to be anti-racist and anti-sexist, and to believe in gender and other human equalities. During my UBC undergraduate years, my awareness of human rights issues increased when I experienced some eye-opening jolts. Such jolts continued during my graduate studies in the USA and after my return to UBC as a professor, and contributed to my commitment to work toward equality at UBC as well as in professional organizations. A letter from my maternal grandmother when I was in graduate school helped motivate me. She wrote, "I am a feminist and always have been since I discovered in 1914 that Indians, idiots, immigrants, and women did not have the vote". She had gone to the legislature in Winnipeg to hear Nellie McClung speak.

One jolt I clearly recall occurred in my Psychology of Learning fourth-year course, taught by Dr. Doug Kenny. In a lecture he said, "If an intelligent woman is smart, she will hide that fact from men." Appalled, I put up my hand from the back of the room, and when he nodded at me, I said, "But no intelligent woman would want a man like that!" Professor Kenny later became Head of the Psychology Department, then Dean of Arts, and then President of UBC. His comment shocked me when I was 19, but prepared me well for similar experiences later when I was doing my graduate studies at Purdue. In my first year, I became friends with Leona Aiken, and we eventually collaborated on research after finishing our PhDs. At the end of first year, Leona was not awarded the Psychology Department's prize for the best first year student, even though she was clearly the best. She made an appointment to see the professor in charge and asked him why. He replied, "Number one you're a female and number two you're getting married this summer. What else do you need to know?" These two jolts shocked me at the time, and still do in retrospect, but both of these male professors' comments reflected the tenor of the time. Their comments also contributed importantly to at least two young women's commitment to do what we could to achieve gender and racial equality.

This has included working within our universities to develop official equity policies, including some regarding sexual harassment.

An exciting early event in my 35½ years as a professor at UBC, was my participation in the development of the Women's Studies Program, which was approved 1973, one of the first in North America. It was initiated as an interdisciplinary program by professors from four Arts departments, and included Dr. Meredith Kimball's Psychology of Gender course. Its approval was particularly gratifying after hearing some of the questions asked at the Faculty of Arts meeting, including, "Say, do you girls have PhDs?" Later, in 1990, when I was Chair of the Women's Studies Program, we successfully proposed an undergraduate Major. Later still, Master's and PhD interdisciplinary Women's and Gender Studies degrees were approved.

The renowned psychologist Erik Erikson wrote The Eight Ages of Man, describing eight stages of our lives as humans. Depending on our experiences, we resolve each successive step in a relatively healthy way psychologically, or in a relatively unhealthy way. One of these stages, the 7th, is Generativity versus Self-Absorption, which refers to how we guide the next generation. Erikson explained that most adults achieve generativity (or not) through becoming parents, but by no means all parents are generative; some are self-absorbed. Moreover, we can achieve generativity by guiding subsequent generations in other ways, for example, by being a good teacher and/or mentor to others, and/or through our creative achievements, for example, artistic, musical, or writing/publishing accomplishments. I am grateful for the opportunity to spend almost 40 years of my adult life in the Psychology Department at UBC, with all the challenges and rewards my mentoring, teaching, research, publishing, and administrative experiences have provided.

Jim Pfaus

Professor, Center for Studies in Behavioral Neurobiology, Department of Psychology, Concordia University

Aaaahhh ... grad school in psychology at UBC in the Psych 1980s! It really was the best of times and the worst of times. I arrived there in August 1983 from Washington, DC after a 4-day drive across the US and another 4 days of waiting to get across the border. I didn't have enough money on me when I tried to enter Canada along the I-5 on Friday, and spent the weekend at my girlfriend's place in Seattle waiting for a bank to open on Monday so that I could take out more money. Yes, this was the world before ATMs. And then it turned out that a different border guard told me that I didn't need to have a month's worth of cash

on me to come to Canada! Good lesson for Canadian politics in the 80s: Everything was on the fly and by the seat of one's pants.

Finally getting to UBC was a thrill. I will never forget our Orientation Day. We Biopsychos decided at the last minute to wear black T-shirts. Arranging this took time, so we ended up arriving 5 minutes late. This did not go over well with the Department Head Peter Suedfeld, or the Department Administrator, Jim Gove, a former Canadian Forces tank commander in WWII who ran the department with military efficiency and knew absolutely everyone on campus. Gove yelled at us to sit down as soon as we arrived, which the six of us -- Jim Blackburn, John Druhan, Adelle Forth, Tim Harpur, Mike Mana, and I -- did at once after Blackburn yelled "YES SIR!". And then we heard all about how we were all the "future of psychology", which we chuckled quietly through, much to Gove's chagrin.

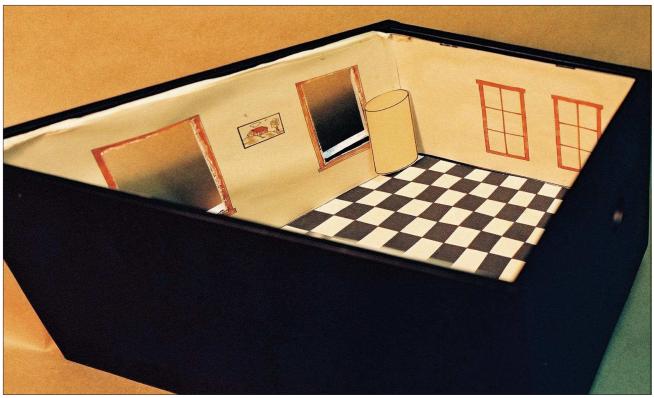
But as if this wasn't enough, Mr. Gove took a special dislike to me after the first departmental meet-and-greet party, when I arrived with a male rat from the animal colony on my shoulder. He was a very well-behaved rat, great copulator, and spent most of the time sniffing around. Gove saw me and hurried over. "WHAT IS THAT?!!?" he yelled. The poor rat startled and jumped up into the air onto his shirt. When Gove tried to grab him, the rat urinated ... unfortunately all over his hands. Gove was not amused and handed him to me with precision. After a year of frowns and short words, I finally asked Gove about his experiences in WWII. After three hours of listening to some rather chilling war stories, he eased up on me and we were friends from then on. This worked out VERY well after losing my keys one fine winter day skiing at Blackcomb. I went to the Key Control Center the following Monday with a requisition for a new set of keys. The guy behind the counter went ballistic, lecturing me about security and deciding that "perhaps" I was not responsible enough to have keys. I went back to the department keyless, and asked Jim Gove if he could maybe call the guy and plead my case. He did instantly, and within 10 minutes the Key Controller arrived in the Kenny building with my keys, and apologized profusely for any misunderstanding! Such was the Power of Gove.

When I got to UBC, I arranged to rent out an illegal basement suite near 12th and Trimble with an engineering grad student from Edmonton. He taught me how to speak Western Canadian. Once, when payroll had forgotten to issue cheques to half the grad students one month in the Fall, a group of us led by another Gorzalka student Scott Mendelson stormed the Admin building in search of our pay. We were told that there was noth-

ing that could be done because cheques were cut only once a month, and that we would have to "live on our savings." Our what? We were grad students! So, I got home really mad. My housemate was there, watching cable TV with the cable box he rigged. I told him I was pissed. He smiled and started to laugh. "Oh yeah?" I thought that was an odd response. I described what had happened and told him that I got so pissed. "So, like... you went owt ahftur, then, eh?" I had no idea what he was talking about. I told him that I was really pissed. He laughed again. "Still pissed? Cool..." It was later that night that I learned he thought I was drunk, because I said I was "pissed" and not "pissed off". I even learned how to suppress my southern drawl, especially the term "y'all", which I used the first day of TA-ing PSYC 360, as in "How y'all doin", to which one smartass replied "Are you a Yank?" Imagine calling a Southern boy from Maryland a Yank! I had never before experienced culture shock. but being from The States during the Reagan Administration made for many apologies, even during the reign of Bill Bennett and the nightmare of his Social Credit government.

"It was the best of times... and the worst of times..." Well, that's grad school in general. The 80s were a time of acid-washed jeans, big crunchy hair, incessant synthesized back-beats, and the smell of the paper mills that wafted over the campus in winter. And the SoCreds -- a month or so after I got there, the public sector workers came really close to calling a General Strike. Of course, we Biopsychos had to figure out how we would sneak across the picket lines to tend to our animals. This created a controversy, and it was finally decided at the highest union level that we would be considered "essential services" and so could "legally" cross a picket line. Luckily this was averted. Around the same time, it was announced that the Kenny building would be completed. It was a water-filled hole in the ground when I arrived there, but in a matter of three months it was completed.

The dream of the building was to finally unite the department, as we were scattered all around the campus. The Biopsychos had offices in the Ponderosa Annex, with labs in that ugly white building kitty-corner across West Mall. We left the Ponderosa, but not in good shape. In fact, the Friday before we moved, we had a MAJOR party. We managed to drag Joe Klancnik's Ducati motorcycle up to the second floor, where we all rode it up and down the hall. Blackburn was jumping off tables and slam dancing to the strains of Minor Threat live (I had amassed a large number of bootleg tapes from shows that my band played with other hardcore punk bands from DC and elsewhere during the early 80s). Someone locked herself in the bathroom, so others had to urinate out the windows. I was horrified to learn that a few people making out in the bushes below were upset



Model of the Trapezoidal Room Illusion originally designed by Albert A. Ames in the 1950s. This particular model was built for Professor Stan Coren in 1977 to represent a miniature version of the full-scale room.

about others "pouring beer on them." Hee hee...

"It was a dark and stormy night..." Naaahhh... that NEVER happens in Vancouver. Well, except for the entire month of November. Coming from DC where it might rain for two days in Fall, the six hours of sunlight we had my first November there caused a major shift in my circadian rhythm and emotional well-being. But, I learned that alcohol and sunlight are good anti-dotes to anything the weather in Vancouver could throw in my way. Well ... except in the summer as the seemingly endless exodus of people made trek to Wreck Beach. I would be stuck by my lonesome self testing rats on a sunny Sunday afternoon while everyone else was sucking in the rays. That was ok ... I got my work done and besides, I have no melanin to speak of.

One dark and stormy night, while I was sitting at my desk writing up my Master's thesis, Stan Coren opened up his door on the 3rd floor and his dog Flint hauled ass down the hallway, into my office, and proceeded to urinate on my filing cabinet. Stan ran down the hall after him yelling "FLINT... FLINT! BAD DOG!" He got to my office after Flint had finished his business. scooped him up, and left saying "BAD dog... BAD BAD dog...", leaving me to clean up the mess. We got him back, though. Stan was officially not allowed to have his doggie with him in his office, as the air circulation was a closed system. So, some of the Biopsychos and I found an ultrasonic generator in John Pinel's lab and set it up outside Stan's office door. A millisecond after switching it on, little Flint went nuts and started barking and scratching at the door. Stan did his best to shut him up but it didn't work. I don't remember if he ever brought Flint into the building again. Sorry Stan ... we will all be forever grateful that you exorcised the room with the glass ceiling that no grad students ever graduated from.

We Biopsychos were very happy when Richard Tees became Department Head. Imagine... a REAL Dick Tees as Head. Richard took the department to the next level of development, and concentrated faculty hiring in areas of departmental strength. Mix that with a critical mass of intelligent students who worked hard and played hard, departmental colloquia by past and future Nobel laureates, Pinel's famous punch, Friday student seminars, and a spirit of discovery and collaboration, and we had a department that our visitors admired.

Things got hot scientifically and socially in the latter part of the 80s when the Biopsychos and Clinnies forged an unlikely bond. This came about because of a rather hilarious event in Jack Rachman's course. Four of the Biopsycho PhD students (myself, Blackburn, Klancnik, and Mana) decided to take the core

courses in clinical. The first day in Jack's course saw us seated in a circle with a contorted Jack sitting in front of a table. He took out his legendary comb and slid it through his hair, then placed it on the table and asked if anyone would touch his comb. I raised my hand, then touched it. Then Jack asked if I would brush it against my face. I drew the line at putting it in my mouth, unless of course Jack would lick my toes. This sent Blackburn and Klancnik into convulsive laughter, along with some of the clinical students, but the others were SHOCKED. The clinical students who touched the comb became our good friends. I was happy to hear that this method of separating the wheat from the chaff remained alive and well in the experience of other UBC grad students, including two others who ended up at Concordia, Adam Radomsky and Andrew Ryder.

The following term we raided the clinical orientation party, supplanting wine with tequila, chamber music with punk rock. The faculty fled. So did some of the clinical students. The rest stayed, and the bond solidified. This led us to start asking very clinical questions of our rats, and led to a deeper understanding of how preclinical research on rats could inform clinical research in people. Instead of the typical "but what has this got to do with people" whine, we had a group of clinical students hungry to understand mental processes from a biological perspective. This had an enormous impact that has stayed with me to the present day.

Blackburn and Klancnik went as far as they could in neuroscience and then retooled as clinicians. Mendelson and Harpur went on to medical school. I guess it had an impact on all of us. Tony Phillips incorporated voltammetry into his lab's empire of techniques. Suddenly, Blackburn and I were teaming up with Chuck Blaha to look at dopamine release as a function of feeding and sexual activity in rats. This was confirmed using microanalysis in Chris Fibiger's lab at the Kinsmen. Pinel allowed me to examine inhibitory and disinhibitory effects of alcohol on male rat sexual behavior, and whether such effects would tolerate with repeated exposure. Everyone started working together. Cathy Rankin brought with her an intense interest in learning and memory that spread to all of us. When she couldn't get the aplysia imported from the US, she went to nematode worms, and ended up discovering a way to get them to show nonassociative learning by tapping the dish of agar they were locomoting in. Cathy got us all thinking about molecular biology and ways to get deeper into our phenomena. Pinel taught us the value of how to tell a coherent story with our science, whether it is in a talk or grant application, or the chapters of the first incarnation of his book. Don Wilkie got us thinking about cognition in animals.

Perhaps the greatest strength of this critical mass is how it fostered our imagination and scientific hunger. That experience continues to serve as a shining example of how to run a department and ignite the intellectual fire of graduate students. I was told by one of my undergraduate teachers that grad school would teach me how to live with failure. I certainly learned how to live with almost no money and still have fun. And I learned that not all of my ideas were good, even IF they should have worked based on others' interpretation of the literature. But I also learned how to spin my losses into gains and move on. I learned patience. I learned how graduate students should be treated and their ideas fostered and supported. The 80s at UBC were an exciting time of upheaval and change. A time of discovery and purpose. And in the Psychology Department, it was a coming of age for each of us that determined our future path in ways we could not have imagined.

Despite the crunchy hair...

Reva Potashin

Professor Emeritus, Department of Psychology, UBC

My career in the Department of Psychology (Faculty of Arts) at The University of British Columbia (July 1, 1952 through December 31, 1986). 34½ years!! -- LIKE WOW!!!

Earliest Days: It all gets started on July 3, 1952. I arrived (by train) in Vancouver and made my way to a previously arranged place to stay that was very comfortable and wonderfully located (on Point Grey Road, an easy 5-minute walk to Kits Beach and its swimming pool). This was to be my home whenever I was in town, and also my headquarters for storing stuff, dealing with mail and other deliveries, and collecting, organizing and studying literature about other places I might want to see. Thus, I anticipated a leisurely month or so of relaxing, learning about new (for me) people and their communities, and ideas of course. This would entail exploration of the city and its environs too; most often by visiting the site itself. At times when this was not possible, the explorations were conducted by letting my thoughts drift along and mingle with what I knew from reading discussions with friends, and just plain thinking! As a result of my own effort -- and those of some of my friends -- in about 30 days I had gathered quite a lot of information along with opinions and feeling about Vancouver, UBC, and its Psychology Department. Like everyone else, I knew at that time there were major problems at all levels of the academic world and that might make working in it unpleasant as well as difficult. However, there was no need to worry about that as there wasn't even a hint of a possibility of any kind of job (pleasant or not) available then for anyone in academics. So, although my heart was leaning in the other direction, I continued to insist (to myself as well as to others) that I'd say goodbye to Vancouver well before mid-August to return to my (chillier than) chilly basement apartment in a wind-battered house in Saskatoon, and to my job as an Instructor in the University of Saskatchewan's Psychology Department (consisting of the HEAD and ME!!!), and I would be happy forever after!

A Change of Fate: The aforementioned "back to the Prairies scenario" never became my reality. This was largely because of the serendipitous convergence of my summer vacation with sudden changes in some features of the department. The most important and relevant to the latter was the announcement by a part-time (one two-hour class per week) member of the faculty that she was going to another university for the next year or two, to complete the PhD program she had started somewhat earlier. The date of this message was clearly late for UBC's schedule for such things, and it seems that the Administration was not willing to guarantee that the job she was leaving would be held open for her return in a year or two (or more). So, she left -- in a huff, so they say! Rumor had it that our lady and her husband (a full-timer in the department) had deliberately held back for about a month their demand for a return guarantee because they had assumed that the department would be unable (because of the lateness) to find a replacement for her course. So, they had (mis-)guessed that the position might have to be held open for her whenever she chose to return. But, by chance, I happened to be there with a rapidly growing taste for Vancouver, etc. As well, my areas of specialization -- developmental psych and child-clinical theories and methods -- incorporated most of her course topics, plus some new lines of theory and research. At the time that all these changes were happening, I had no idea of what sort of politicking was going on in the backrooms. All I knew was that the lady and her partner didn't like me and they treated me with contempt. However, I lasted for 341/2 years in the department plus 22 years in retirement. Now, at the age of 87 years (+ a bit), I'm still in reasonably good shape.

Often, I've been asked what it was about the city, UBC, and the department that made me want to have my career here. I discovered that the answer is harder to find than you might expect (and I'm not sure that I know what it is even now). So, I ask myself: "Was it the sumptuous salary?" Let's have a big, big "ha ha!" for that one. For the full first year (i.e. 12 months), I was paid the grand sum of \$3800 (Saskatoon had offered \$3650 and from Toronto \$4000 might have been offered). Had I been a "Richard" rather that a "Reva" I might have received a bit more.

PART III: MEMOIRS

This was at least implied in a remark made by an administrator during a meeting of a committee whose job it was to determine and distribute individual salary increases. When a preliminary list of the assignments of the increases appeared, it was noticed that the best levels of increase went to "Richards" only while the "Revas" were clustered together in the "ok but not great" category along with a very small number of other "Richards." These few other "Richards" were obviously incompetent and directed to depart. When objections were raised about the basic Richard/Reva discrepancies, our previously mentioned administrator protested vehemently that the increases for the "Richards" had to be higher than those for "Revas" because a "Reva" would have very little of her income used up by paying for her own entertainment (you know, movies, a library card etc) as there was always a "Richard" to take her out and pay for her dinner and/or movie and/or street car fare! Now, make of that whatever you wish.

Was it the Beauty of Our Accommodation? If you are referring to the sites on which Vancouver, UBC, and even the Psychology hut have been built, yes they were (and many still are) generally lovely. Look at the views from the Anthropology Museum, from the flag pole, and even from some of the muddier spots to the south and further west of the campus. Beautiful sites indeed, but I'm not so sure about what sits on top of them. However, I'll grant you the arguing point -- taste and opinions differ and are intended to be and do so.

And Now in Conclusion. I'm Reva Potashin, born in Toronto, Ontario, Canada, on September 13, 1921. I was the 5th child of 5 children (4 girls and 1 boy in the middle) of Fanny Nishnevitz and Oscar Potashin. My schooling began in first week of September, 1926 at Givens Street School in Toronto, followed by Harbord Collegiate in Toronto (1934-1939) and then University of Toronto, BA 1943 (Honors Psychology), MA 1944, PhD 1951.

My academic work history included:

- University of Toronto: during undergrad years I was class assistant 1942-1943.
- During 1943-1951, I held a variety of part time assignments as advanced assistant to Dr. Marg Nothway and junior instructor (sometime in charge of a course and its classes).
- University of Saskatchewan in Saskatoon: 1951-1952 Instructor (three course program, independent responsibility).
- · University of British Columbia, Assistant Professor,

1952 - December 31, 1986

• Since then ... hooray for retirement!

Arthur S. Reber

Professor Emeritus, Department of Psychology, Brooklyn College

I arrived at UBC in the summer of 1966 as a new Assistant Professor. Doug Kenny was Head and the department was beginning a serious effort to expand its size and shift its focus toward a more hard-nosed "scientific" frame than it had been in the past. Doug had come from a sojourn at Harvard and had high hopes.

From my point of view, it was all an absolute hoot. I was 26 years old with a brand new PhD and an attitude. I fell in love with Canada, Vancouver, the university, teaching, and research. My relationship with the "powers that be" was not quite so loving.

The department was housed in Angus. We had sunny offices (well, on some days) along a corridor, my lab was in the basement and there I worked, exploring the entailments of the notion of implicit learning and looking to form bridges with those interested in linguistics and cognitive development.

The department grew rapidly (perhaps too rapidly) and we quickly filled up our space. We were also beset with minor rifts and pockets of disagreement about growth and the focus of the department. In, I believe, 1968, the university offered to modify of one of the "temporary" huts to accommodate the overflow. Several of us leapt at the chance to be away form the fray and we "volunteered" to move -- provided one of the departmental secretaries joined us.

The Hut was a blast. We had all we needed -- offices, room for students, data collection areas, a couple of state of the art "computers" (i.e., Frieden rotary-wheel calculators that could multiply up to two nine-digits numbers!), the best secretary imaginable (Carol, whose last name I have forgotten), and plenty of beer and skittles. I did what I still regard as some of my more interesting early research on unconscious learning in that fire trap.

In the late '60s, my (then) wife applied for admission into the PhD program. She was rejected which didn't do much for my feelings for some of my colleagues. The reason given was that being my wife, my colleagues would not be able to evaluate her fairly (which, of course, can be read in different ways). Rather



than battle on, in 1970 I accepted an offer from Brooklyn College of the City University of New York.

The years haven't diminished my feelings for the area and UBC. We took sabbaticals here in '05-'06, and Rhiannon and I are delighted to still hold Visiting Professor in the department -- although, oddly, I miss The Hut.

From '66 to '70 two dissertations were completed (Marcia Lippman, who took a job at Western Washington and Diana Mitchell, who became Director of Delta Mental Health Clinic). Several MA and BA students worked and published with me, including Rhiannon Jones (Professor Emerita, LIU) and John Anderson (Professor, Carnegie Mellon University).

Jim Russell

Professor and Chair, Boston University

During my quarter-century at UBC, 1975-2000, I saw great changes in the department. At the beginning, the department was spread across four different buildings, which mirrored the diversity of attitudes, levels of productivity, and talent. Individually, everyone was likable, but collectively we bordered on being a dysfunctional family. My favorite memories all center around Stan Coren who provided me with endless stories to tell my family. The department was ripe for political strife, except that Peter Suedfeld held such a tight grip on everything that no one bothered. I remember Peter once turning down a request of mine, explaining that sometimes he said 'no' to especially reasonable requests just to show that he could.

I had been hired in the area of environmental psychology. According to the department brochure, UBC had the largest concentration of environmental psychologists in the world, with labs, field stations, and graduate students. I never did find the labs or field stations. The environmental grad students met with me on my first day on the job and all of them immediately changed areas. My first chore for the area was to organize a conference on environmental design, which brought around 500 scientists, architects, planners and the like to UBC in the summer of 1976. The conference was a great success, but the environmental area soon evaporated anyway. Despite this, I was granted tenure and moved into the Personality area, alongside the incomparable Jerry Wiggins.

Peter Suedfeld and many others in the department were ambitious for the department, and we advanced rapidly. The intellectual highlight for me was Danny Kahneman, in seminars he gave, in a course we co-taught, and at the Red Leaf for lunch.

At the same time, the department was attracting stellar junior people such as Eric Eich. Our range of attitudes and talents was narrowing as it rose higher, symbolized by our move into a new building named after a former Head of Psychology, Doug Kenny.

When Suedfeld moved on, a new Head was needed. Ronny Lakowski and Richard Tees were the main contenders. Ronny liked me and so I very much favored him, but the Dean at the time, Bob Will, assured me that he never made a mistake in appointing a Head, and he chose Richard. Much to my surprise, Dean Will was right, and Richard was superb. I later became Chair of the Psychology Department at Boston College. Whenever a question arose, I asked myself, what would Richard do?

Janet Werker

Canada Research Chair & Professor, Department of Psychology, UBC

When I started graduate school in the fall of 1976, the Psychology Department was housed in several different locations. The main office was in the Henry Angus Building. Faculty with interests in Cognition and Perception were also housed there. Biopsychology was in one of the (still standing) Ponderosa Annexes on Lower Mall, and Developmental and Social were in the small Ponderosa Annex on West Mall. Clinical was spread around, but I think it may have been in the Library Processing Center. Of course I was a graduate student, and I learned in returning later as a faculty member, that the view from a graduate student perspective is entirely incommensurate with that from a faculty perspective. But from my viewpoint at that time, there was still a sense of community in the divided space. We would all head up to the Main Office once or twice a day for mail, graduate classes, meetings, and the like. The mail room was big, and was always busy around mail delivery time, so we all kept up on one another through discussions there. Also, in those years, all the faculty would go over to the Faculty Club for lunch, nearly every day. A long, corner table was the "Psychology" table, and we were thrilled, if on occasion, one of the faculty members invited us to join them at this hour long daily ritual.

As a graduate student in Developmental Psych, I had a shared office in our Annex. There were three of us, Keith Humphrey (subsequently a professor at Western, recently deceased), MaryAnn King (still a sessional instructor in our department from time to time), and me. We loved our office! We had windows, a cozy space, a wonderful shared coffee room, and all the other developmental and social students and faculty near by. Faculty in Developmental during my graduate years were

Reva Potashin, Bob Frender, Lou Moran, Merry Bullock, Doug Kenney (although UBC president at the time), Tannis Williams, Michael Siegal, Michael Chandler (he started my second year in graduate school I believe), toward the end, Larry Walker, and for a year or two Klaus Reigal. Annette McBurney was also housed in our building, but I think she had at least a part-time affiliation with the hospital. The Social Psychology professor we all loved the most was Bob Knox. Richard Tees was a secondary member in Developmental, was my supervisor. Although his research focused on the effects of experience on visual development in the rat, he was very supportive of my burgeoning interest in human speech perception and helped me secure funding to buy a sound-proof booth and establish an infant speech perception lab in the Library Processing Center. So yes, we were spread ALL OVER campus!

Many of our current faculty were on faculty when I was in graduate school. The Biopsychology and Cognitive areas were the strongest areas at the time. Tony Phillips, Don Wilkie, John Pinel, Boris Gorzalka, Dave Albert, Rod Wong, Fred Valle, and Richard Tees were in that area. In Cognitive and Perception were Lawrence Ward, Stan Coren, John Yuille, Ray Corteen, and Ronnie Lakowski. During my graduate years we nabbed both Eric Eich and Peter Graf, first as NSERC URFs. We also brought Anne Treisman and Danny Kanneman at that time, as senior professors. Their generosity and commitment to the department was astounding, cementing even further the intellectual community and belief in the future. The Developmental area was bigger than it is today, and the Social area was smaller, but there was a vibrant Personality section within the larger "Social and Personality" area, and that section no longer exists. We didn't have a Forensic area yet -- John Yuille was in Cognitive, Don Dutton was in Social, and Bob Hare was in Clinical -- and of course we no longer have one now. There was a ruling triumvirate in the department, with Peter Suedfeld as Department Head, along with fellow faculty member Stan Coren and the departmental administrator, Jim Gove (or at least that is what it seemed from the graduate student point of view).

There was little to no recognition of family needs, women's rights, and that sort of thing. So, it was truly amazing when, after my second child was born and I decided I needed to leave graduate school to care for my two-year old and infant son, that my supervisor, Richard Tees, encouraged me to stay on. He told me he would support whatever kind of involvement I could maintain, and would ensure I was not punished for spending the time I needed with my two infant sons. It was an unheard of act of generosity and enlightenment that forever changed my view of academia, and my commitment to trying to be as open

to individual needs as he had been. Of course this is all now institutionalized in formal policies, but at the time, it represented incredibly forward thinking, and certainly changed my personal career trajectory.

I received my PhD in 1982 and started a tenure track position at Dalhousie University. Longing for Vancouver, we returned in 1984 -- my husband had taken a big contract in Vancouver and I had a 2-year leave from Dalhousie. The first year, 1984-85, I had a visiting appointment at SFU and the second year a visiting position at UBC. When a tenure track position opened up at UBC for 1986, I was selected for it and have been here ever since. In actual fact, the job was first advertised the year before, but I didn't apply as I was not sure it would be comfortable to return to my alma mater. The position was offered to Marjorie Taylor, but then a hiring freeze was instituted, so it turned into a visiting position with a near guarantee to her that it would become a tenure track position a year hence. Marjorie was not willing to take the risk, so she turned it down. Once I knew it was only a visiting position, I decided to apply, knowing this would give me the opportunity to see if I could thrive returning to the place I had received my PhD. I thus visited for a year, was extremely happy, and so then subsequently applied for and got the tenure track position when it reopened.

By the time I returned to UBC as a faculty member, everything was different. The new building was in place. Everyone had moved in. We had lost our classrooms in the financial exigency of the times, but we did have offices and labs. And, with some important upgrades, that is pretty much the building as you know it today. The most important change, however, was in the quality of the faculty and the research. The pockets of strength that had characterized the department when I was a graduate student, had reached critical mass, and had begun rapidly coalescing into huge currents of strength. Suddenly, we were becoming the place everyone wanted to be.

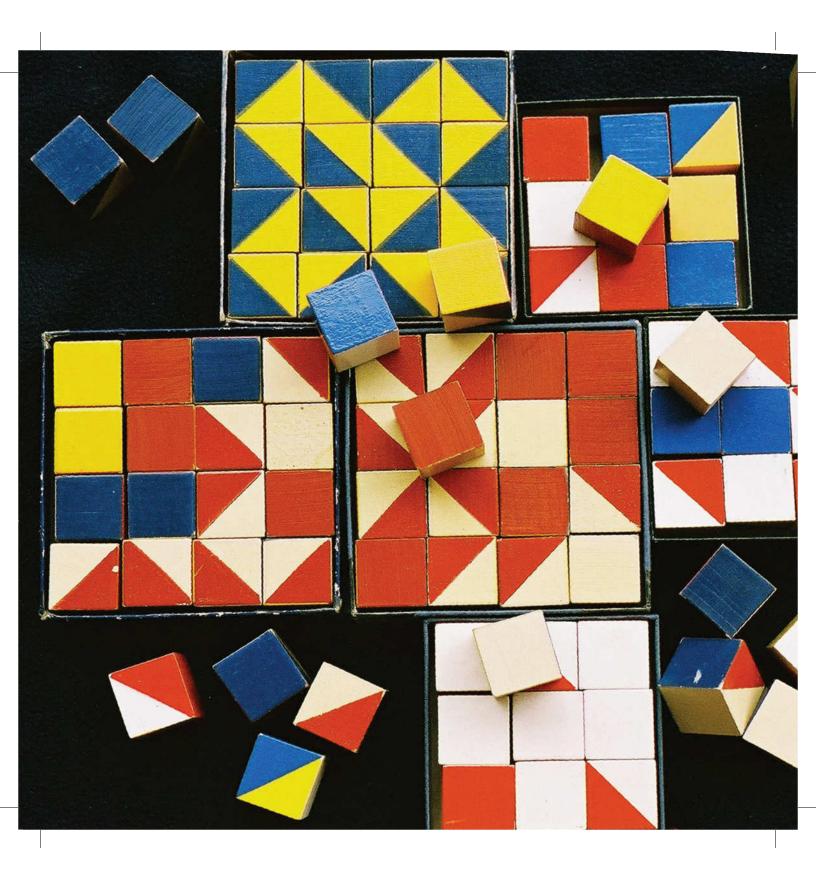
PART III: MEMOIRS







Clockwise from top: Harrower Lantern slide (measuring 4.0" x 3.5", or 10.0 cm x 8.5 cm) of a Rorschach Inkblot (circa 1940s); electromagnetic coil used to power a flicker-fusion device (circa 1950s); brain stimulator used in animal learning research (circa 1960s).



APPENDICES

APPENDIX A. PhD Graduates & Award Winners

PhD Graduates			Denys A. Decatanzaro		Beverley Anne Fehr Karl Munro Williams
1968	John Huberman	1980	G. Keith Humphrey Maxine Charlesworth		Geoffrey Norman Smith
1969	Michael J. Quinn		Olive Johnson	1987	Jean Francois Kozak Michael C. Boyes
1970	William D. Criddle		Neil Kyle Maurice Bloch Susan Painter		Christopher John Patrick
1971	Charles R. Brasfield			1988	Barbara Ursula Buree
1972	Warren B. Thorngate Robert Marc Schwartz Nelly Toussaint	1981	Jan Klinka Georgia H. Nemetz Dallas R. Treit Francis J. Wilfling		Scott Mendelson Brian De Vries Patricia Colleen Manly Dennis John Paul
1973	Keith Wood Joyce L. Ternes Willi Ternes	1982	Lori Janine Terlecki David Shaun Gray Marcia Louise Spetch		Dennis Michael O'Toole Thomas John Moran Michael E. Foreman Klaus Gerhard Schroeder
1974	Ronald L. Douglas	1902	Georgia A. Shelton Robert G. Boutilier Timothy P. McTiernan	1989	Elizabeth J. Ballard Jonathan Peter Druhan
1975	Gordon A. Neufeld Richmond C. Hanna Gerald R. Farthing		Jeremy D. Safran Janet F. Werker		James R. Blackburn Harold C. Morris
1976	Valerye A. Hunt A.M. Schwartzentruber Elizabeth Maas Penelope J. Aves Andrew Geneile	1983	Carol Anne Porter Catherine R. Bond Stephen G. Holliday Rene Weideman Ronald W. Skelton	1990	James George Pfaus Charles J. Frankish Michael Joseph Mana Jo Ann Miller Georgia Louise Tiedemann Richard Booth
	Christine F. Bradley	1984	James J. Browning John Charles Lind		Eugene William Flessati
1977	Michael J. Catchpole Calvin Wilson David N. Cox Roland G. Bowman		Mary Ann King Jeffrey W. Jutai Norma June Stewart	1991	Timothy John Harpur Mary Ann MacDonald Susan Marie Bennett-Branson Deborah Christine V. Samsom
	Christine Arlett Linda F. Harrison	1985	Robin E. Cappe Douglas Lee Lyn Helene Raible		Mary Leona Mahon Shuji Mori Elsie Cheung
1978	Muriel Groves Roderick A. Borrie		Michelle G. Craske		Renee Louise Franche Sherrie Ellen Williamson
	John A. Campbell Glenda Doris Midgley Kenneth M. Prkachin	1986	Susan Ann Hyde Kenneth Alan Reesor Leslie Gabriel Leader	4000	Steven Taylor Aaron Vincent Hait
1979	Margaret J. Kendrick Donald G. Ramer		Marsha Lynn Schroeder Ross Harold Broughton Glen Robert Davies	1992	Stuart Graham Marlin Jessica A. McFarlane Sabine Fritz

Delphin M. Swalm
David Gerald Mumby
David Eugene Morosan
Robert James Willson
Sara May During
Susan Edith Cross-Calvert
Jane Elizabeth Drummond
Aaron Lee Pincus
Lori Anne Taylor
Angela Lamensdorf
Eileen M. Palace
Jacalyn Dianne Snodgrass

- 1993 Karen S. Tallman
 Risha Dori Joffe
 Adelle Elizabeth Forth
 Stephen David Hart
 Odeis Geiger
 Deborah June Aks
 Lee Theresa Ryan
 Darlene Adel Brodeur
- 1994 Judith Lynne Daylen
 Cindy L. Lopatka
 Catherine E. Strachan
 Neil Verne Watson
 David H. Erickson
 Scott Taylor Wallace
 Sandra Parker
 Suzanne M. P. Hala
 Lawrence J. Axelrod
 Gary Daniel Steel
- 1995 John Harrison Taylor
 Ken George Andrew Meleshko
 Ross Murray Woolley
 Brenda Jean Paluc
 Judith Elna Pegg
 Sheryl Anne Tanco
 Joseph Lenz
 Heather Hadjistavropoulos
 Kathryn Helen Short
 Jeremy Ian Maxwell Carpendale
 Cindy May Meston
 Christopher George Davis
 Christine Beck
 Rebecca Mary Isabel Mills

1996 Bob Uttl Josephine Amanda Geller Paul David Trapnell Candace Margo Taylor Gueorgui Stefanov Pachev Timothy Laurence Head Kenneth John Hemphill Rachel Tanya Fouladi David Robert Mandel Steven Heine Christopher Adam Duva Marilyn Louise Hill Robert Lawrence West

- 1997 Christopher Edward Lalonde
 Lisa Emily Kalynchuk
 David Lechiel Shore
 Krista Kornelia Trobst
 Renee N. Desjardins
 Peter Jan Bieling
 Amy Marie Habke
 Dawn Leigh Macaulay
 Adam Werner Di Paula
- 1998 Theresa Anne Newlove
 Shelley Lee Moore
 Jeremy Keith Seamans
 Linda Sharon Scratchley
 Shirley May Louth
 James Franklin Hemphill
 Terri Lynn Buller-Taylor
 Michelle Louise McBride
 Heather Margaret Gretton
 Stephen Blair Porter
 Shawn Patrick Reynolds
- 1999 Faye Ann Paris
 Michelle Siu Mui Yik
 Patricia Di Ciano
 Monica Sachiko Mori
 John Joseph McDonald
 Deborah Joy Kors
 Christine Louise Stager
 Monica Anne Landolt
 Christian Michel Richard
 Laura Ann Hanson
 Karl Heinz Hennig
 Andrew Joseph Starzomski
 Wendy Susan Freeman

Thomas Ray Rutledge

- 2000 Martha Jean Capreol
 Kent Anthony Kiehl
 Loraine Faye Lavallee
 Stanley Bogdan Floresco
 Teresa Byrd O'Brien
 Kara Irene Gabriel
 Christine Megan Lilley
 Dana Sigrid Thordarson
 Cheryl Gilbert MacLeod
 Mariana Jose Brussoni
 Melady Preece
 Roger Gordon Tweed
 Martin Carroll
- 2001 Michio Kyle Matsuba
 Catherine Boden
 Carol Ann Flynn
 Valerie Louise Lloyd
 Adam Scott Radomsky
 Troy Anthony William Visser
 Kimberly Anne Barchard
 Christine Therese Chambers
 Lucian Gideon Conway, III
 Sarah Jane Cockell
 Angela Rae Birt
- 2002 Ingrid Valerie Price
 Nichole Fairbrother
 Jeneva Lee Ohan
 Heather Kathleen McIsaac
 Michelle Louise Patterson
 Tanna Boucher Mellings
 Brenda Elaine Hogan
- 2003 Hugues F. M. Hervé
 Sarah Newth
 Candace Erica Hofmann
 Claudia Jacova
 Gayla Arlene Swihart DeHart
 Jason Andrew Robert Carr
- 2003 Sunaina Assanand
 Lori Anne Brotto Fontana
 Katherine Joanna White
 Kevin Ross Peters
 Erin Leigh Austen
 David Peter Eichhorn

2004 Tracy Ann Lavin
Margaret Alexis Kennedy
Seonaid Farrell
Rebecca Rita Pillai Riddell
Aliye Kurt
Christopher Terrence Fennell
Angus Michael Neil Maclean
David John Prime
Michael Paul Papsdorf
Candice Murray
Bruce William McMurtry

2005 Christina Marie Thorpe Steven John Barnes Tina Chi Wang Paul A. Wehr **Darcy Dwaine Hallett** Bryan Wade Sokol Tracy Lynn Lindberg Carmen Frances Caelian Barry Samuel Cooper Andrew George Ryder John George Howland Jacqueline Kyoko Rose Judith Megan Laposa Douglas James Scoular Janie Jungee Hong Justin Hee Soo Park Amelia Rebecca Hunt Michelle Louise Haring Rami Nader

2006 Julie Belanger
Geniva Ging-Hwa Liu
Jeremy Charles Anderson
Martine Habra
Sharon Morein-Zamir
Dayna Lianne Lee-Baggley
Erin Putterman

2007 Susan Beth Holtzman
Jelena Ristic
Kathleen Marie Corcoran
Lana Diane Shyla Besel
lan Hansen
Jennifer Elise Corbett
Elizabeth Ann Stanford
Brandy Jennifer McGee

Alexa Roggeveen Jason Paul Faulkner Cinnamon Ashley Stetler

2008 Charles Theodore Taylor Dorothee Griesel Kevin Matthew Williams Christine Marie Tipper Melanie Badali Carrie Beth Cuttler Takeshi Hamamura Ilan Dar Nimrod Elina Britt Birmingham Matthew Nicholas Hill Carla Marguerite Seipp Nicole Michelle Dorfan Travis Bryan Proulx Paul Hommersen Jason Paul Winters

Total Graduates With Specialization 339

MORRIS AND HELEN BELKIN FAMILY **GRADUATE STUDENT PRIZE**

1971-72	Valence Hook MA
	Valerye Hunt, MA
1973-74	Roland Bowman, PhD
1976-77	Timothy McTiernan, MA
1977-78	Lesley Joy, MA
1978-79	Janet Werker PhD
1980-81	David Gray, PhD
1981-82	Marcia Spetch, PhD
1982-83	Ronald Skelton, PhD
1983-84	Mary Ann King, PhD
1984-85	Judith Daylen, MA
	Brian DeVries, PhD
1986-87	Candace Taylor, PhD
1987-88	Scott Mendelson, PhD
	Lorraine Ball, MA
1989-90	Judith Pegg, PhD
1990-91	Sherri Hancock, MA
1991-92	Rachel Fouladi, PhD
1992-93	Renee Desjardins, MA
1993-94	Kyle Matsuba, MA
1994-95	Tracey Earle, PhD
1995-96	Jason Carr, MA
1996-97	Steve Heine, PhD
1997-98	Jeremy Seamans, PhD
1998-99	John McDonald, PhD
1999-00	Christine Stager, PhD
2000-01	Christine Chambers, PhD
2001-02	Troy Visser, PhD
2002-03	Lori Brotto, PhD
2003-04	Erin Austin, PhD
2004-05	Bryan Sokol, PhD
2005-06	Jacqueline Rose, PhD
2006-07	Sharon Morein-Zamir, PhD
2007-08	Christine Tipper, PhD

MORRIS AND HELEN BELKIN FAMILY FOUNDATION UNDERGRADUATE **ESSAY AWARDS**

Through funds generously provided by the Morris and Helen Belkin Family Foundation these awards recognize undergraduate students who have written outstanding papers.

Year	Best Honours Essay
1976-77	Barbara Buree, BA
1977-78	Colleen Howitt, BA
1980-81	Dennis Schaffrick, BA
1981-82	Barbara Cameron, BA
1982-83	Matthew Beck, BSc
	Richard Wright, BA
1983-84	Philip Kropp, BA
1984-85	Lisa Travis, BA
1985-86	Mita Banerjee, BA
1986-87	Stephanie Shepard, BA
1987-88	Cindy Hardy, BA
1988-89	Eric Ochs, BA
1990-91	Jennifer Phillips, BA
1991-92	Paul Schmidt, BA
1992-93	Katharine West, BA
1993-94	Stephanie Heinrichs, BA
1994-95	Amy Siegenthaler, BSc
1995-96	Bethany Teachman, BA
1996-97	Peter Hardie, BA
1997-98	Lisa Masini, BA
1998-99	Sharon Lee, BSc
1999-00	Robert Toth, BA
2000-01	Hoe Yan (Greenly) Ho, BA
2001-02 2002-03	Karen McVie, BA Zehra Pirani, BA
2002-03	Teresa Marin, BA
2003-04	Katie Corrigall, BA
2004-03	Stephanie Denison, BA
2006-07	Kimerly Schmidt, BA
2000-07	Nazanin Akmal, BA
2001-00	Nazariii Aniiai, DA
Year	Best Other Essay
1975-76	Sandra Mills, BA
4070 77	

	1979-80	Lauren Broadway, BA
	1980-81	Andrea Scarth, BSc
		Linda May Zachri, BA
ı	1981-82	Jacqueline Munro, BA
ı	1982-83	Dale Griffin, BA
	1983-84	Lori Anne Taylor, BA
	1984-85	Virgil Hoy, BSc
	1985-86	Gillian Lester, BSc
	1986-87	Barbara McGregor, BA
	1987-88	Milan Pomichalek, BA
	1988-89	no award
	1989-90	no award
	1990-91	no award
	1991-92	Alison Isaacson, BSc
	1992-93	Michelle Callaway, BSc
	1993-94	Tracey Smillie, BSc
	1994-95	John Rogers, BA
	1995-96	Lori Brotto, BSc
	1996-97	Gina Cockayne, BA
	1997-98	Sharon Lee, BSc
	1998-99	no award
	1999-00	Elizabeth Job, BA
	2000-01	Ekin Blackwell, BA
	2001-02	Kelly Smith, BA
Į	2002-03	Laurel Paterson, BA
	2003-04	Sarah Swann, BSc
Į	2004-05	Alexandra Percy, BA
Į	2005-06	Jessica Inskip, BA
	2006-07	Mike Yeomans, Exchange

JEAN BELOCAN MEMORIAL PRIZE

2007-08 Ke Heng Chen, BA

This prize is given to the year's most outstanding graduate in Psychology (BA or BSc).

1976-77	Marcia Spetch
1977-78	D. Jane Dardi
1978-79	Judith Bus
1979-80	Lauren Broadway
1980-81	Elaine Guenet
1981-82	Lorin Krisman
1982-83	Charles Marin
1983-84	Lori Anne Taylor
1984-85	Susana Phillips
1985-86	Jo-Ann Seamon
1986-87	Stephanie Shepard

David Lee, BA

Marcia Spetch, BA

Cara Zaskow, BA

1975-76 1976-77

1977-78

1978-79

1987-88	Gregory Rosenfeld
1988-89	Anne Wrede
1989-90	Kam Yee Lai
1990-91	Michelle Bradley
1991-92	Teresa Quan
1992-93	Kristina Towill
1993-94	Stephanie Heinrich
1994-95	David Chan
1995-96	Andree Steiger
1996-97	Eva DeHaas
1997-98	Rami Nader
1998-99	Amelie Marie Petitclerc
1999-00	Stephanie Goh
2000-01	Christine Tipper
2001-02	Erin Moon
2002-03	Alissa Wright
2003-04	Teresa Marin
2004-05	Jason Chang
2005-06	Sarah Yager
2006-07	Izumi Hori
2007-08	Yun Li

BC PSYCHOLOGY ASSOCIATION GOLD MEDAL IN PSYCHOLOGY

1970-71	Keith Holyoak
1971-72	Joan Stevenson
1972-73	Lindsay Sharpe
1973-74	Gayle Way
1974-75	Philip Tetlock
1975-76	Sandra Mills
1976-77	Judith McCallum
1977-78	Carolyn Bruce
1978-79	Dori Lee
1979-80	Paul Gabel
1980-81	Dennis Schaffrick
1981-82	Barbara Cameron
1982-83	Dale Griffin
1983-84	Brenda Paluc
1984-85	Lisa Travis
1985-86	Jo-Ann Seamon
1986-87	Lynda Murdoch
1987-88	Sandra Parker
1988-89	Andrea Lewis
1989-90	Brigitte Chua
1990-91	Gary Needham
1991-92	Gregory Savucha
1992-93	Jeff Comisarow

1993-94	Colin McEwon
1994-95	Michelle Haring
1995-96	Alexander Anzarut
1996-97	Karen Watson
1997-98	Jodi Yager
1998-99	Theresa Chan
1999-00	Stefanie Goh
2000-01	none
2001-02	Elina Birmingham
2002-03	none
2003-04	Christopher Fox
2004-05	Jason Chang
2005-06	Stephanie Denison
2006-07	Stephen Chen
2007-08	Stephanie Ballard

STANLEY COREN PRIZE

Through funds generously provided by Dr. Stanley Coren, these awards recognize students who have written the year's outstanding Master's Thesis.

1991-92	Michele McBride
1992-93	Cindy Meston
1993-94	Valerie Lloyd
1994-95	Shirley Louth
1995-96	Christine Stager
1996-97	Laura Hanson
1997-98	Michelle Patterson
1998-99	Bryan Sokol
1999-00	Steven Barnes
2000-01	Rebecca Pillai
2003-04	Christine Tipper
2004-05	Katherine Yoshida
2005-06	Anjula Joshi
2006-07	Jeremy Frimer
2007-08	Carl Falk

TARA NASH AWARD FOR OUTSTANDING SERVICE

This award recognizes the significant contributions made by staff and students to the UBC Department of Psychology.

Lucille Hoover
David Eichhorn
Sarah Newth
Psychological Students
Association
Chris Fennell
Brian Moorhead
Darcy Hallett
Jennifer Janicki
Henny Yeung
Emma Buchtel
Bonnie Schoenberger
Azim Shariff

DEMETRIOS PAPAGEORGIS TEACHING ASSISTANT AWARD OF MERIT

In association with the Psychology Students Association, this award is presented in recognition of demonstrated dedication and commitment to the UBC Psychology students.

Steven Heine
Ilana Katz
Russell Pitts
Karl Henning
Cindy Meston
Stan Floresco
Stephen Porter
Kara Gabriel
Shawn Reynolds
Jason Carr
Kara Gabriel
Matt Tata
Judith Laposa
Christina Thorpe
Catherine Rawn
Kirsten Dalrymple

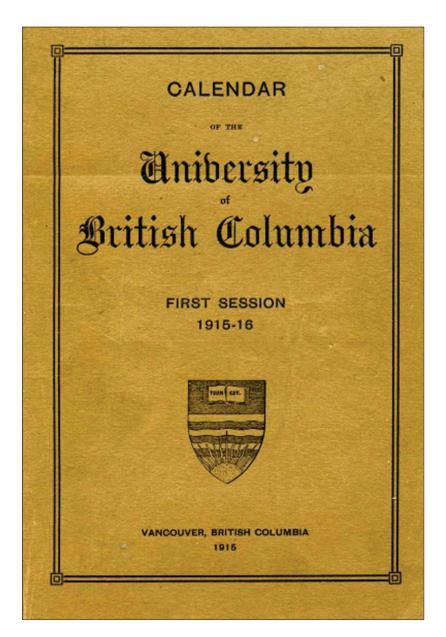
ROBERT E. KNOX MASTER TEACHER AWARDS

These awards are named in honour of the late Professor Bob Knox, a gifted scholar, superb teacher, and a gentleman in the truest sense of the term. Their purpose is to recognize outstanding teaching achievements in the UBC Psychology Department. These awards were originally intended for faculty members for whom records of teaching excellence extended over several years. Beginning in 2006, the awards were expanded to recognize the significant and lasting contributions made by our sessional lecturers.

1988 1989	John C. Yuille Boris Gorzalka
1990	Larry Walker
1991	Eric Eich
1992	Lynn Alden
1993	no award
1994	Rod Wong
1995	Jennifer Campbell
1996	Stanley Coren
1997	Eric Eich
1998	Demetrios Papageorgis
1999	Gillian Watson
2000	D. Geoffrey Hall
2001	Liisa Galea
2002	Mark Schaller
2003	Ralph Hakstian
2004	Jim Enns
2005	Brian Christie
2006	Stanley Coren (faculty member)
	Laura Hanson (sessional instructor)
2007	Stan Floresco (faculty memeber)
	Andrea Perrino (sessional instructor)
2008	Susan Birch (faculty member)
	Sunaina Assanand (sessional

instructor)

APPENDIX B. 1915 - 1916 Calendar



THE UNIVERSITY OF BRITISH COLUMBIA.

VISITOR.

The Honourable Frank S. Barnard, Lieutenant-Governor of British Columbia.

CHANCELLOR.

F. CARTER-COTTON, Esq., M.L.A.

PRESIDENT.

F. F. WESBROOK, M.A., M.D., C.M., LL.D.

GOVERNORS.

F. Carter-Cotton, Esq., M.L.A. (ex officio).
F. F. Wesbrook, M.A., M.D., C.M., LL.D. (ex officio).
ROBERT E. McKechnie, Esq., M.D., C.M., Vancouver. Term expires

George I. Wilson, Esq., Vancouver. Term expires 1917. Lewis G. McPhillips, Esq., K.C., Vancouver. Term expires 1917. Robie L. Reid, Esq., K.C., Vancouver. Term expires 1919. Campbell Sweeny, Esq., Vancouver. Term expires 1919. ROBERT F. GREEN, Esq., M.P., Victoria. Term expires 1919. S. Dunn Scott, Esq., M.A., LL.D., Vancouver. Term expires 1921. ROBERT P. McLennan, Esq., Vancouver. Term expires 1921. George H. Barnard, Esq., K.C., M.P., Victoria. Term expires 1921.

SENATE.

(a.) The Minister of Education, the Honourable HENRY Esson Young, B.A., M.D., C.M., LL.D.

Superintendent of Education, ALEXANDER ROBINSON, Esq., B.A., LL.D.

The Chancellor.

The President (Chairman).

(b.) Dean of the College of Agriculture, LEONARD S. KLINCK, M.S.A. Dean of the College of Applied Science, REGINALD W. BROCK, M.A., F.G.S., F.R.S.C.

Dean of the College of Arts, Dean of the College of Forestry, Representative of the Faculty of Agriculture, Representative of the Faculty of Agriculture,

University of British Columbia.

Representative of the Faculty of Applied Science, Representative of the Faculty of Applied Science, Representative of the Faculty of Arts, Representative of the Faculty of Arts,

Representative of the Faculty of Forestry, Representative of the Faculty of Forestry,

(c.) Appointed by the Lieutenant-Governor in Council:-J. W. CREICHTON, Esq., New Westminster, B.C. The Right Rev. A. U. DE PENCIER, D.D., Vancouver, B.C. The Hon. D. M. EBERTS, K.C., M.L.A., Victoria, B.C.

(d.) The Principal of Vancouver Normal School, WM. BURNS, Esq., B.A.

The Principal of Victoria Normal School, D. L. MACLAURIN, Esq., B.A.

(e.) Representative of High School Principals,

(f.) Representative of Provincial Teachers' Institute,

(g.) Representative of Affiliated Colleges,

(h.) Elected by Convocation:cted by Convocation:—
R. E. McKechnie, Esq., M.D., C.M., Vancouver, B.C.
Hon. F. W. Howay, LL.B., New Westminster, B.C.
N. Wolverton, Esq., B.A., LL.D., Nelson, B.C.
J. S. Gordon, Esq., B.A., Vancouver, B.C.
Mrs. J. W. DeB. Farris, B.A., Vancouver, B.C.
F. C. Wade, Esq., B.A., K.C., Vancouver, B.C.

W. P. ARGUE, Esq., B.A., Vancouver, B.C.

W. D. BRYDONE-JACK, Esq., B.A., L.R.C.P., L.R.C.S., Vancouver, B.C.

J. M. TURNBULL, Esq., B.A.Sc., Trail, B.C. E. W. SAWYER, Esq., B.A., Summerland, B.C.

Mrs. M. R. Watt, M.A., Victoria, B.C. C. D. Rand, Esq., B.A., Vancouver, B.C. (deceased).

Hon. Gordon Hunter, B.A., Victoria, B.C.

E. P. Davis, Esq., B.A., Vancouver, B.C. J. M. Pearson, Esq., M.D., Vancouver, B.C.

OFFICERS AND STAFF.

F. F. WESBROOK, M.A., M.D., C.M., LL.D., President.

G. E. Robinson, B.A., Registrar.

, Librarian.

LEONARD S. KLINCK, M.S.A., Dean of the College of Agriculture and Professor of Agronomy.

REGINALD W. BROCK, M.A., F.G.S., F.R.S.C., Dean of the College

of Applied Science and Professor of Geology.

6 	University of British Columbia.
	Demonstrators.
S. Nor	, Draughting. rlor, Machine-work. THUP, Wood-working. vards, Blacksmithing. , Moulding.
	Department of Mining and Metallurgy.
	Professor of Mining and Metallurgy.
	Department of Modern Languages.
tan Henri	ITON, B.A., D.Litt., Officier de l'Instruction Publique, Assis- it Professor of French. CHODAT, M.A., Assistant Professor of Modern Languages. MACINNES, M.A., Instructor in Modern Languages.
	Department of Philosophy.
JAMES !	——, Professor of Philosophy. Henderson, M.A., Assistant Professor of Philosophy.
	Department of Physics.
J. G. I	BARNES, D.Sc., F.R.S., Professor of Physics (on leave). DAVIDSON, B.A., Ph.D., Associate Professor of Physics. SILVER, B.A., Instructor in Physics.

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MATRICULATION EXAMINATION TIME-TABLE.

SEPTEMBER, 1915.

Tuesday, September 21st.

Morning, 9-

9-11.-English Literature.

11-12.30.—Botany and Chemistry.

Afternoon, 2.30-4.30.-English Composition.

WEDNESDAY, SEPTEMBER 22ND.

Morning,

9-11 .- Latin Authors; Arithmetic.

11-12.30.-Trigonometry.

Afternoon, 2.30-4.30.—Latin Composition and Sight; English Grammar.

THURSDAY, SEPTEMBER 23RD.

Morning,

9-11.—Algebra, Part I.

II-I.—French Grammar. German Grammar.

Afternoon, 2.30-4.30.—French Translation.

German Translation.

FRIDAY, SEPTEMBER 24TH.

Morning, 9-11.—Geometry, Part I.

11-12.30.-Physics; Physiography.

Afternoon, 2.30-4.30.-History.

Saturday, September 25th.

Morning, 9-II.—Algebra, Part II.: Greek Authors.
Afternoon, 2.30-4.30.—Geometry, Part II.: Greek Composition and Sight.

Special arrangements may be made for the examination of candidates who are prevented by severe illness or domestic affliction from presenting themselves on the dates fixed above. In order to obtain admission to the first-year class in French, intending students must have passed the University matriculation examination, or an equivalent examination, in that subject.

FEES.

General Regulations.

I. Fees shall be paid to the Registrar in two payments on or before October 9th and January 9th. After these dates an additional fee of \$2 will be exacted of all students in default.

2. Immediately after October 19th the Registrar shall send to the Instructors a list of the students applying for a course who have not paid their fees, on receipt of which their names shall be struck from the registers of attendance, and such students cannot be readmitted to any class except on presentation of a special ticket, signed by the Registrar, certifying to the payment of fees.

Students registering after October 19th shall pay their fees at the time of registration, failing which they become subject to the provisions of Regulation 2.

Students should note that this regulation applies to parts of a course such as History, Composition, etc., in which separate examinations are held.

All students are required to pay a registration fee annually of \$10.

Special Fees.

Supplemental examinations in any subject or any part of a subject, \$5.

A deposit of \$5 as caution-money is required from each student. The deposit is returned at the end of the session, after deductions have been made to cover breakages, wastage, and use of special materials in laboratories, etc. In case the balance of the deposit remaining to the credit of a student falls below \$1.50, a second deposit of \$5 may be required.

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Department of Philosophy.

fessor—

Assistant Professor-James Henderson, M.A.

SECOND YEAR.

1A. Elementary Psychology.

1B. Logic.—A course in the elements of logic, including the fallacies. Fortnightly exercises.

Text-book: S. H. Mellone, Introductory Text-book of Logic (fourth edition), omitting section 5, Chap. IV., and Chaps. IX. and XI. Use will be made of Lafleur's Illustrations of Logic.

2. Introduction to Philosophy.—A general introductory course for students, both inside and outside the philosophical department. It will begin with some ten to twelve lecture-talks (two weekly at some convenient afternoon hour) upon the nature of philosophy, its meaning to mankind and to human culture, its place as a university study, etc. Any students who wish (for proper reasons) to content themselves with this preliminary study will be free to leave the course at this stage. Thereafter the course will be continued for one or two hours a week for the benefit of those looking forward to a more thorough, or detailed, study of philosophy in the later years. An outline treatment will be given of the main schools and divisions of philosophical thought, and some of the main problems of philosophy, e.g., the idealistic and realistic views of the nature of reality, the critical philosophy, the problem of knowledge, the problem of ideals and conduct, determinism, freedom, etc.

This course will not begin until about the end of October or the beginning of November, and an announcement regarding it will be posted after the work of the year has been begun.

Two hours weekly for five or six weeks, and then one or two hours weekly.

THIRD YEAR.

3A. Moral Philosophy. — Outlines of ethics as a science; morality in the race and in the individual; the postulates and divisions of ethical science; theories of conscience and of the moral standard; the ethics of idealism and the ethics of evolution.

APPENDIX.

(I.) LIST OF STUDENTS AND PASS LISTS.

Former students of McGill University College are admitted adeundum statum to the University of British Columbia. The following Pass Lists give the standing obtained by such students at the last examinations:—

ALPHABETICAL LIST OF STUDENTS AND ADDRESSES.

FACULTY OF ARTS.

FIRST YEAR.

Undergraduates.

Name.

Home Address.
am ThorneVancouver.

Aconley, William ThorneVancouver.
Aird, Olive MayVictoria.
Allardyce, William JohnVancouver.
Allen, Percy AlexanderVancouver.
Anderson, John AlexanderVancouver.
Ballentine, Ellen MayVancouver.
Barclay, George ChapmanCentral Park.
Bodie, HelenaVancouver.
Bolton, Dorothea BlanchardVancouver.
Bolton, Florence EvelynVancouver.
Böttger, Gevert CarlVancouver.
Boyd, Lillian MarthaVancouver.
Bradshaw, Henrietta AshVictoria.
Bradshaw, Kathryn ReadeVictoria.
Burnett, Mary BeatriceVancouver.
Carne, Harold GowenVictoria.
Castleman, Gordon CameronVancouver.
Cayley, Beverley CochraneVancouver.
Chadwick, Beatrice AnnieVancouver.
Chatwin, Alfred HillVancouver.
Clark, Norma GatesVictoria.
Clement, Elsie BonallynVancouver.
Clyde, Paul HVictoria.
Cowherd, Isabel MargueriteVancouver.
Coy, Norah Elizabeth*Vancouver.
Crowe, BlanchePenticton.
Dawe, Ernest LlewellynNew Westminster

^{*} Special student.

MILITARY TRAINING.

As the University of British Columbia is a public institution supported by state funds, and as the physical exercise, discipline, organization, and study of military science are highly beneficial to the student, Military Training for two sessions is compulsory upon all male students.

Application has been made to the Militia Headquarters for permission to organize a contingent of the Canadian Officers' Training Corps, in order that the training taken at the college may qualify students to rank in the Canadian Militia as officers without further training. A contingent of the Officers' Training Corps is a unit of the Active Militia, but is governed by special regulations. It cannot be called out for active service, but all qualified members, if not attached to any militia corps, are placed on the Officers' Reserve List of Canada. Certificates of proficiency are issued to members who qualify. These certificates are of two classes, "A" and "B," "A" certificate being given to those who spend two years with the corps as efficient members, and "B" certificate to those who spend three or more years as efficient members.

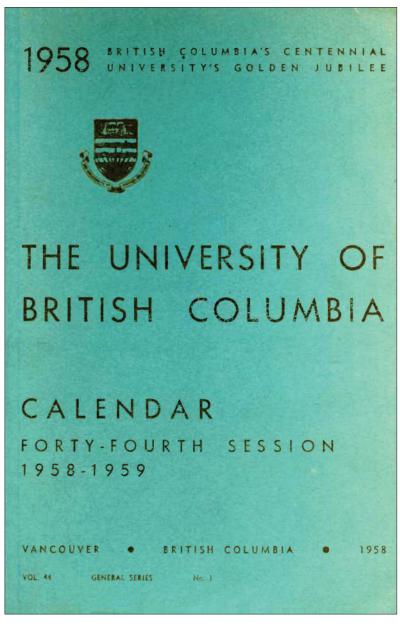
Members to qualify must attend all drills and lectures for a minimum period of two sessions and pass certain examinations.

A certificate of proficiency entitles the holder to rank as an officer in the Canadian Militia without further training.

On attaining class "A" certificate a student will be exempt from further training, but students are advised to continue training.

The time devoted to military training will be two hours per week.

APPENDIX C. 1958 - 1959 Calendar



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Department of Physics

GORDON M. SHRUM, O.B.E., M.M., E.D., M.A., Ph.D. (Toronto), F.R.S.C., Professor and Head of the Department.

A. M. CROOKER, B.A. (McMaster), M.A., Ph.D. (Toronto), Professor. KENNETH C. MANN, O.B.E., B.A. (Sask.), M.A., Ph.D. (Toronto), Professor. George M. Volkoff, M.B.E., M.A. (Brit. Col.), Ph.D. (Calif.), D.Sc. (Brit. Col.), F.R.S.C., Professor.

J. B. WARREN, B.Sc., D.I.C., Ph.D. (London), F.Inst.P., Professor. RONALD E. BURGESS, B.Sc. (London), Sen. Mem. I.R.E., Professor. George L. Pickard, M.B.E., M.A., D.Phil. (Oxon.), Professor.

W. OPECHOWSKI, Magister Filozofji (Warsaw), Professor.

JOHN A. JACOBS, M.A., Ph.D. (London), Professor of Geophysics.

FRIEDRICH A. KAEMPFFER, Dipl. Ing., Dr. Rer. Nat. (Göttingen), Associate Professor.

Otto Bluh, Dr. Rer. Nat., D.Phys. (Prague), F.Inst.P., Associate Professor. Robert W. Stewart, M.Sc. (Queen's), Ph.D. (Cantab.), Associate Professor. J. M. DANIELS, M.A., D.Phil (Oxon.), Associate Professor.

J. B. Brown, B.A. (Brit. Col.), D.Phil. (Oxon.), Associate Professor.

R. D. Russell, M.A., Ph.D. (Toronto), Associate Professor.

G. M. GRIFFITHS, B.A.Sc. (Toronto), M.A., Ph.D. (Brit. Col.), Assistant Professor.

M. BLOOM, M.Sc. (McGill), Ph.D. (Illinois), Assistant Professor.

J. R. Prescott, B.Sc. (Adelaide), Ph.D. (Melbourne), D.Phil. (Oxon.), Assistant Professor.

J. B. Gunn, B.A. (Cantab.), Assistant Professor.

J. B. GUNN, B.A. (Cantad.), Assistant Professor.
D. L. Livesey, B.A., Ph.D. (Cantab.), Assistant Professor.
G. Bate, B.Sc., Ph.D. (Sheffield), Assistant Professor.
P. W. F. GRIBBON, M.Sc., Ph.D. (Belfast), Instructor.
ROBERT BARRIE, B.Sc., Ph.D. (Glasgow), Instructor.
K. L. Erdman, B.A., M.Sc. (Alta.), Ph.D. (Brit. Col.), Instructor.

H. F. BATHO, B.A. (McMaster), S.M., Ph.D. (Chicago), Honorary Lecturer.

P. RASTALL, B.Sc., Ph.D. (Manchester), Lecturer. J. R. H. DEMPSTER, M.A. (Brit. Col.), Lecturer.

R. J. CLARK, B.A. (McGill), Ph.D. (Cantab.), Part-time Lecturer.

E. Scheltgen, B.A. (Brit. Col.), Instructor.

W. A. LITTLE, B.Sc. (S. Africa), Ph.D. (Rhodes), N.R.C. Post-doctorate Research Fellow.

O. NYDAL, Cand. real. (Oslo), Post-doctorate Research Fellow.

M. Singh Sodha, B.Sc. (Agra), M.Sc., Ph.D. (Allahabad), N.R.C. Post-doctorate Research Fellow.

B. L. WHITE, B.Sc. (N. Zealand), Ph.D. (London), D.I.C., Post-doctorate Research Fellow. MRS. B. DANIELS-HUNT, B.Sc. (London), D.Phil. (Oxon.), Demonstrator.

Department of Psychology

S. N. F. CHANT, O.B.E., M.A. (Toronto), Professor and Head.

E. S. W. BELYEA, M.A. (Toronto), Associate Professor.

D. C. G. MacKay, M.A. (Queen's), Ph.D. (Stanford), Associate Professor.

EDRO SIGNORI, B.A. (Alta.), M.A., Ph.D. (Toronto), Associate Professor. DOUGLAS T. KENNY, M.A. (Brit. Col.), Ph.D. (Wash.), Associate Professor. MISS REVA POTASHIN, M.A., Ph.D. (Toronto), Assistant Professor. DONALD G. SAMPSON, M.A., Ph.D. (Toronto), Assistant Professor.

MRS. F. MARGARET HAYWARD, B.A. (Brit. Col.), M.A. (Western Reserve), Instructor.

A. E. Cox, B.A. (Brit. Col.), M.A. (Toronto), Lecturer.
W. C. Gibson, B.A. (Brit. Col.), M.Sc. (McGill), Ph.D. (Oxon.), M.D., C.M. (McGill), Lecturer.

A. F. SHIRRAN, M.A. (Brit. Col.), Lecturer.

Department of Romance Studies

JOHN GORDON ANDISON, B.A. (Man.), A.M., Ph.D. (Columbia), Professor of French and Head of the Department.

MISS DOROTHY DALLAS, M.A. (Brit. Col.), Docteur de l'Université de Paris, Professor of French.

LAWRENCE L. BONGIE, B.A. (Brit. Col.), Docteur de l'Université de Paris, Assistant Professor of French.

GEOFFREY L. BURSILL-HALL, M.A. (Cantab.), Assistant Professor of French. ROBERT JOHN GREGG, B.A. (Q.U.B.), Assistant Professor of French.

RONALD RALPH JEFFELS, B.A., B.Ed. (Alta.), M.A. (Cantab.), Assistant Pro-

HAROLD V. LIVERMORE, M.A. (Cantab.), Assistant Professor of Spanish. JOHN A. McDonald, M.A. (Brit. Col.), Assistant Professor of Spanish, PIERRE R. ROBERT, B.A. (Brit. Col.), M.A., Ph.D. (Calif.), Assistant Professor

GERARD R. TOUGAS, B.A. (Alta.), M.A. (McGill), Ph.D. (Stanford), Assistant Professor of French.

Kurt Weinberg, M.A. (Trinity College, Hartford), Ph.D. (Yale), Assistant Professor of French.

MISS RACHAEL GIESE, M.A., Ph.D. (Wis.), Lecturer in Italian and French. TOMAS BARTROLI, B.A. (Western Ontario), Instructor in Spanish.

MISS KATHERINE BREARLEY, M.A. (Brit. Col.), Docteur de l'Université de Paris, Instructor in French.

Francois d'A. Fleury, L. ès L. (Paris), M.A. (Cantab.), Instructor in French. KARL I. KOBBERVIG, B.A., Ph.D. (Wash.), Instructor in Spanish and Italian. DAVID JOHN NIEDERAUER, M.A. (Calif.), Instructor in French. MISS MARGUERITE A. PRIMEAU, M.A. (Alta.), Instructor in French.

CLAUDE TREIL, B.A. (Brit. Col.), Instructor in French.

Mrs. J. A. R. (Renée) Coope, I. ès I. (Montpellier), Lecturer in French, (Session 1957-58).

MRS. EMILIA DAVISON, Lecturer in Spanish.

Department of Slavonic Studies

JAMES O. St. CLAIR-SOBELL, M.A. (Melbourne), Ph.D. (Graz), Professor and Head of the Department.

H. E. Rowimois, M.Sc. (Econ.) (Tartu), Ph.D. (London), Associate Professor. ALEXANDER W. WAINMAN, M.A. (Oxon.), Associate Professor.

Texts: J. H. Hallowell, Main Currents in Modern Political Thought, or W. Ebenstein, Modern Political Thought: the Great Issues, or Karl R. Popper, The Open Society and its Enemies. Mr. Stankiewicz. [3-0; 3-0]

The Open Society and its Enemies. Mr. Stankiewicz. [3-0; 3-0] 401. (3) Federalism.—An intensive study of Dominion-Provincial relations in Canada, in their constitutional, economic and political aspects. Comparisons will be made with the federal systems of other countries such as the United States, Australia, South Africa and Switzerland. Readings to be assigned. Mr. Deutsch. [3-0; 3-0] 402. (3) Political Parties and Electoral Systems.—A study of political parties and electoral systems in Canada and other countries. Texts: M. Duverger, Political Parties, and E. Lakeman, Voting in Democracies. Mr. [3-0; 3-0]

Laponce. [3-0; 3-0]
403. (3) Public International Law.—The nature, sources, and sanctions of international law; the notion of nationhood with particular reterence to the status of the British Dominions; jurisdiction, nationality, normal relations between states; settlement of international disputes; war; organization of peace after the recent conflict. Text: Brierly, The Law of Nations.

This course may not be taken for both Arts and Law Faculty credit. [3-0; 3-0]

404. (1½) Municipal Government.—A comparative study of local politics, administration and finance, in theory and practice. First term, 1½ units. Students are required to enroll in Law 317, Municipal Law, for 1½ units in the second term.

441. (3) Honours Seminar.—Reports and group discussions under Staff direction of important aspects of political science. Open only to Honours and graduate students. [2-0; 2-0]

449. (3) Graduating Essay.—Essay on some theoretical or institutional aspect of political science to be selected in consultation with members of staff. Must be submitted in final form on or before the beginning of the examinations preceding the Congregation at which the student expects to

540. (3) Master's Seminar. — Readings, consultations and reports on such phases of contemporary political theory and practices as may be designed to meet the needs of candidates for the M.A. degree in Political Science. Prerequisite: graduate standing. [2-0; 2-0]

549. (3) Master's Thesis.—A comprehensive treatment of some institutional and theoretical problem in political science to be selected in consultation with the departmental staff. Must be submitted in final form on or before the beginning of the examinations preceding the Congregation at which the candidate expects to receive the degree.

Other Courses which Qualify for Graduate Credit in Political Science in Approved Cases

Asian Studies 310 (3). History 415 (3), 419 (3), 420 (3). International Studies 400 (3), 410 (3). Slavonic Studies 308 (3), 311 (3), 330 (3), 412 (3).

Psychology

(a) Major—First and Second Years: Psychology 100, and 201 or 202; Third and Fourth Years: 9 units, selected from Psychology 300, 301, 302, 305, 306, 400, 401, 403, 404, 405, of which 3 units must be either Psychology 305 or 405. Courses constituting a major must be selected in consultation with the Department during registration for the Third Year.

(b) Single Honours: Zoology 105, Mathematics 101 or 120, and a major in Psychology, including 410 and 9 additional units, 3 of which must be in psychology and the remainder in psychology or cognate fields.

(c) Five-Year Double Honours-same as Single Honours.

Text-books and references will be announced in classes.

Note: In addition to the required psychology courses it is recommended that, in their undergraduate work, students intending to work in (a) the field of clinical psychology include biology and social science courses, (b) the field of industrial and business psychology include economics and social science courses, (c) the field of vocational psychology include education, economics and social science courses, (d) the field of experimental or scientific psychology include mathematics, physics and biology courses.

100. (3) Introductory Psychology.—A scientific and practical study of the basic forms of human thinking, emotions and activity. This course is also offered through correspondence. [3-0; 3-0]

also offered through correspondence.

201. (3) Social Psychology.—Personality development, motivation, beliefs and attitudes, language, institutional behaviour, leadership, propaganda, freedom and control, major social problems. Prerequisite: Psychology 100.

[3-0; 3-0]

202. (3) Mental Hygiene.—Approaches to an understanding of personality, varieties of adjustive behaviour, modification of personal and social behaviour, systems of psychotherapy, approaches to mental health. Prerequisite: Psychology 100. [3-0; 3-0]

requisite: Psychology 100.

204. (3) Applied Psychology.—The application of psychological principles in education, business, industry, mental health, clinical psychology, counselling, and related fields. Prerequisite: Psychology 201 or 202, or permission of instructor. Credit not allowed for both Psychology 300 and 302.

[3-0; 3-0]

300. (3) Business and Industrial Psychology.—Principles involved in the application of psychology to industrial and personnel problems. Prerequisites: Psychology 201 or 202, or permission of instructor. [3-0; 3-0]

301. (3) Developmental Psychology.—Psychological development, prenatal through adolescence; determiners of psychological growth; motor, emotional, social, intellectual, language and personality development. Implications for the guidance of psychological development. Prerequisite: Psychology 201 or 202. This course is also offered through correspondence.

305. (3) Personality Theory.—Approaches to personality theory, principal theoretical problems, theories of personality as represented by psychological systems. Prerequisite: Psychology 201 or 202. [3-0; 3-0] 306. (3) Introduction to the Psychology of Speech Disorders.—A general outline of the field of deviate communication emphasizing cause and prevention of speech and hearing defects and the educational management of speech and hearing defectives. Case observation and discussion. Prerequisite: Psychology 202 (may be taken concurrently). This course may be taken only with the permission of the Department. [3-0; 3-0] 310. (3) Statistics.—Statistical methods as applied to psychological research; frequency distributions; measures of central tendency, variability, correlation; sampling theory and tests of significance. Prerequisites: Psychology 201 or 202, Mathematics 101 or 120 or equivalent. [2-3; 2-3] 315. (3) Sensation and Perception.—The sensory-perceptual processes whereby experience becomes meaningful and understanding develops; brief consideration of sensory mechanisms and psychophysics; theories of perception; perception at the level of social interaction. Laboratory demonstrations. Prerequisite: Psychology 100. [2-2; 2-2] 400. (3) Abnormal Psychology.— Understanding human nature by a

400. (3) Abnormal Psychology. — Understanding human nature by a study of abnormal behaviour and mental processes; field trips and case

studies. Prerequisites: Psychology 201 or 202, and 3 units of Third or Fourth year courses in Psychology. For Fourth Year and graduate students only.

[3-0: 3-01]

401. (3) Clinical Psychology. — Basic principles of the clinical psychologist's approach to behaviour problems; contemporary controversial issues in the field; current interpretations of the more common clinical problems illustrated through case data examination. Brief survey of the functions and types of techniques of the clinical psychologist. Prerequisites: Psychology 201 or 202, and 305. [3-0; 3-0]

403. (3) Mental Measurement and Psychological Tests.—The principles underlying psychological measuring instruments; intelligence tests, personality inventories, and questionnaires; construction and standardization of tests. Prerequisites: Psychology 201 or 202. Knowledge of elementary statistics is desirable.

[3-0; 3-0]

404. (3) Principles of Comparative Psychology.—Fundamental principles of the behaviour of man and the lower animals examined from the comparative point of view. Prerequisites: Zoology 105, Psychology 201 or 202, or permission of instructor. [3-0: 3-0]

or permission of instructor.

405. (3) Learning.—A critical examination of the major theories of learning. Prerequisites: Psychology 201 or 202. [3-0; 3-0]

406. (3) Psychology of Speech Disorders.—Continuation of Psychology 306, with emphasis on principles and techniques of therapy. Prerequisite: Psychology 306. This course may be taken only with the permission of the Department. [3-1; 3-1]

410. (3) Experimental Psychology. — Experimental methodology and typical results in selected areas of pyschology. Prerequisite: Psychology 201 or 202. [2-3; 2-3]

449. (3) Honours Essay.

Primarily for Graduate Students

500. (3) History of Psychology Seminar. [3-0; 3-0] 501. (3) Social Psychology Seminar.—Prerequisite: Psychology 305 or quivalent. [3-0; 3-0] equivalent.

503. (3) Advanced Personality Theory.—A continuation of the studies in Psychology 305. Prerequisite: Psychology 305 or equivalent. [3-0; 3-0] 510. (3) Research Methods Seminar. [2-0; 2-0]

530. (3) Projective Techniques.—Survey and application of projective techniques; major emphasis on Rorschach. Prerequisites: Psychology 400 and 540. [3-0; 3-0] and 540. [3-0; 3-0] 540. (3) Clinical Techniques. — Supervised practical experience in the clinical application of individual tests of intelligence. Prerequisites: Psychology 401 and 403. [0-3; 0-3]

chology 401 and 403.

541. (3) Diagnostic Techniques.—Diagnostic testing; emphasis upon the application of projective techniques. Prerequisite: Psychology 530.

[0-3; 0-3]

549. (3-6) Master's Thesis.

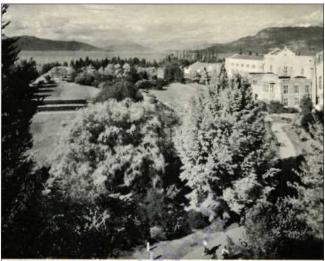
649. Ph.D. Thesis.

Religious Studies

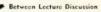
Note: Not more than 6 units in the following courses may be taken for credit toward the B.A. or B.Sc. degree.

200. (3) The Legacy of the Old Testament.—A study of Old Testament ideas which have contributed to western civilization, with particular reference to the ideas of Law and of Prophecy. Text-books: R. B. Y. Scott, The Relevance of the Prophets; G. Mendenhall, Law and Covenant in Israel and the Ancient Near East. Mr. Fawcett.

[3-0; 3-0]

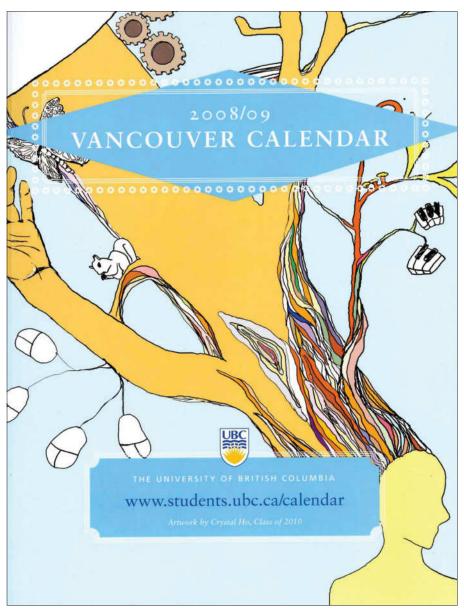


Aerial Picture Looking North Showing Howe Sound





APPENDIX D. 2008 - 2009 Calendar



DEPARTMENT OF PSYCHOLOGY

Eric Eich, Head

Professors

Lynn Alden, B.Sc. (Iowa), M.A., Ph.D. (Ill.); Donald G. Dutton, B.A., M.A., Ph.D. (Tor.); Eric Eich, B.A. (Maryland), M.A., Ph.D. (Tor.); James T. Enns, B.A. (Winn.), M.A., Ph.D. (Prin.); Boris Gorzalka, B.Sc. (McG.), Ph.D. (Calif., Irvine); Peter Graf, B.Sc. (Tor.), Ph.D. (McM.); Geoffrey Hall, B.A. (McG.), A.M., Ph.D. (Harv.); Steve Heine, B.A. (Alta.), M.A., Ph.D. (Br.Col.); Paul Hewitt, B.A. (Manit.), M.A., Ph.D. (Sask.); Charlotte Johnston, B.A., M.Sc. (Calg.), Ph.D. (Flor.); Alan Kingstone, B.Sc. (Trent), Ph.D. (Mich.); Darrin R. Lehman, B.A. (Calif., S.Cruz), M.A., Ph.D. (Mich.); Wolfgang Linden, Dip. Psychology (Münster), Ph.D. (McG.); Delroy L. Paulhus, B.A. (Car.), M.S., Ph.D. (Col.); John P. J. Pinel, B.A., M.A. (Calg.), Ph.D. (McG.); Catherine Rankin, B.A., M.A. (Guelph), B.Ed. (W.Ont.), Ph.D. (C.U.N.Y.); Mark Schaller, B.A. (Chapel Hill), M.A., Ph.D. (Ariz.); Lawrence J. Walker, B.A. (New Br.), Ph.D. (Tor.); Lawrence M. Ward, A.B. (Harv.), Ph.D. (Duke); Janet Werker, B.A. (Harv.), M.A., Ph.D. (Br.Col.); Donald M. Wilkie, B.A. (Bran.), M.A., Ph.D. (Manit.).

Associate Professors

Edith Chen, B.A. (Harv.), M.A., Ph.D. (Calif., L.A.); Anita Delongis, B.A., Ph.D. (Calif., Berkeley); Stanley Floresco, B.Sc., M.A., Ph.D. (Br.Col.); Liisa Galea, B.Sc. (Qu.), M.A., Ph.D. (W.Ont.); Joe Henrich, B.A., B.S. (Notre Dame), M.A., Ph.D. (Calif., L.A.); Tannis MacBeth, B.A. (Br.Col.), M.S., Ph.D. (Purdue); Gregory Miller, B.A., M.A., Ph.D. (Calif., L.A.); Ara Norenzayan, B.A. (Calif., Fresno), Ph.D. (Mich.); Ron Rensink, B.Sc. (Wat.), M.Sc., M.Sc., Ph.D. (Br.Col.); Sheila Woody, A.B. (Georgia), M.A., Ph.D. (American); Fei Xu, B.A. (Smith), Ph.D. (M.I.T.).

Assistant Professors

Jeremy C. Biesanz, A.B. (C'nell.), M.A., Ph.D. (Ariz.); Susan A. J. Birch, B.Sc. (St.F.X.), M.Sc., Ph.D. (Yale); Scott R. Carlson, B.A., Ph.D. (Minn.); Kalina Christoff, B.Sc., M.Sc. (New Bulgarian), Ph.D. (Stan.); Elizabeth W. Dunn, B.A. (Harv.), M.A., Ph.D. (Virginia); Todd Handy, B.Sc. (Calif., Davis), M.A. (Vanderbilt), Ph.D. (Calif., Davis); Victoria Savalei, B.L.A. (Alaska Southeast), M.S. (Wash.), M.A., Ph.D. (Calif., L.A.); Kiran Soma, B.A. (Stan.), Ph.D. (Wash.); Jessica Tracy, B.A. (Amherst), Ph.D. (Calif, Davis); Catharine Winstanley, B.A. (Oxf.), Ph.D. (Camb.).

Professors Emeriti

Robert Hare, B.A., M.A. (Alta.), Ph.D. (W.Ont.); Michael Chandler, B.A. (Grinnell), Ph.D. (Calif., Berkeley); Stanley Coren, A.B. (Penn.), Ph.D. (Stan.); Ken Craig, B.A. (Concordia), M.A. (Br.Col.), Ph.D. (Purdue); A. Ralph Hakstian, B.A. (Br.Col.), M.A., Ph.D. (Colorado); Peter Suedfeld, B.A. (Queens C.), M.A., Ph.D. (Princeton); Richard C. Tees, B.A. (McG.), Ph.D. (Chic.); John Yuille, B.A., M.A., Ph.D. (W.Ont.).

POLI 563 (3/6) D INTERNATIONAL ORGANIZATION.

POLI 564 (3/6) D RESEARCH SEMINAR IN INTERNATIONAL RELATIONS.

POLI 571 (3/6) D METHODS OF POLITICAL ANALYSIS.

POLI 572 (3/6) D QUANTITATIVE TECHNIQUES OF POLITICAL ANALYSIS.

POLI 580 (3/6) C DIRECTED STUDIES.

POLI 649 (0) DOCTORAL DISSERTATION.

POLS — POLISH FACULTY OF ARTS POLS 200 (6) BEGINNER'S POLISH. Introduction to contemporary Polish. Oral practice, grammar, reading, writing.

POLS 300 (6) INTERMEDIATE POLISH. Intermediate oral practice, grammar, reading, composition. Prerequisite: POLS 200,

POLS 345 (3/6) D INTRODUCTION TO TWENTIETH-CENTURY POLISH LITERATURE. Readings and discussion of selected works of representative writers. Prerequisite: POLS 210.

PORT — PORTUGUESE FACULTY OF ARTS

PORT 101 (3) FIRST-YEAR PORTUGUESE I. Grammar, composition, translation, oral practice.

PORT 102 (3) FIRST-YEAR PORTUGUESE II. Grammar, composition, translation, oral practice. Prerequisite: PORT 101 or equivalent.

PORT 201 (3) SECOND-YEAR PORTUGUESE I. Grammar, composition, translation, oral practice, readings. Prerequisite: PORT 102 or

PORT 202 (3) SECOND-YEAR PORTUGUESE II. Grammar, composition, translation, oral practice, readings. Prerequisite: PORT 201.

PORT 392 (3) STUDIES IN PORTUGUESE AND BRAZILIAN LITERATURE.

PRIN — PRINCIPLES OF HUMAN BIOLOGY FACULTY OF MEDICINE

PRIN 401 (12) PRINCIPLES OF HUMAN BIOLOGY. An interdisciplinary approach to the structural design and functioning of the human body, from subcellular organelles to gross anatomic structures. Integrates major concepts from gross anatomy, cell biology, biochemistry, molecular biology, genetics, physiology, immunology, pathology and pharmacology. [7-6-6]

PSYC — PSYCHOLOGY FACULTY OF ARTS

Unless otherwise specified, the prerequisite for 300-level Psychology courses is PSYC 100, or 101 and 102, or 6 credits of 200-level Psychology courses (but not 205 or 263), or permission of the instructor. Students registered in the B.S.c. Psychology program must elect Faculty of Arts courses other than Psychology to satisfy the

Faculty of Science requirements of 18 credits of

Arts. In addition to Psychology 348 and 448, all Psychology courses numbered 60 or higher in the last two digits have Science credit but they cannot be used to satisfy the science requirements of the Faculty of Arts. Listed below are courses in which there is sufficient overlap that credit may be obtained for only one course in each pair. However, it does not necessarily follow that the paired courses are equivalent: PSYC 304, 360, PSYC 217, 366, PSYC 218, 366. Students with fewer than 36 previous credits may not take 300-level courses. Not every course is offered every year. For current listings, consult the departmental website at www.psych.ubc.ca.

PSYC 100 (6) INTRODUCTORY

PSYCHOLOGY. Introduction to methods and statistics, biopsychology, learning, perception, memory, cognition, motivation, assessment, developmental, personality, clinical, and social psychology. Credit will be given for either PSYC 100 or PSYC 101 and 102.

PSYC 101 (3) INTRODUCTION TO BIOLOGICAL AND COGNITIVE

PSYCHOLOGY. Introduction to Methods and Statistics, Biopsychology, Learning, Perception, Memory, and Cognition. Credit will not be given for both PSYC 100 and PSYC 101.

PSYC 102 (3) INTRODUCTION TO DEVELOPMENTAL, SOCIAL, PERSONALITY, AND CLINICAL PSYCHOLOGY. Introduction to methods and statistics, motivation, assessment, developmental, personality, clinical, and social psychology. Credit will not be given for both PSYC 100 and PSYC 102.

PSYC 205 (3/6) D CONTEMPORARY ISSUES IN PSYCHOLOGY. Topics include addiction, culture and evolution in social behaviour, personal relationships, pro- and anti-social behaviour, judgment and decision-making, prejudice and discrimination. Consult the Psychology Department for topics offered each term. May be repeated on a different topic once for credit.

PSYC 217 (3) THINKING CLEARLY ABOUT PSYCHOLOGY. Thinking about psychological science, with an emphasis on common errors of judgement. Credit will not be given for both PSYC 217 and 317. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102. Corequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102.

PSYC 218 (3) ANALYSIS OF BEHAVIOURAL DATA. Introduces behavioural data analysis, the use of inferential statistics in psychology and conceptual interpretation of data; experimental design (laboratory, field research methods); presentation of data analyses in reports. Credit will not be given for both PSYC 218 and 318. PSYC 218 excludes credit for a number of other statistics courses in various departments. Please consult the Science Exclusion Lists (www.students.ubc.ca/calendat/index_cm/trece=12,215,410,414) before registering. Prerequisite: PSYC 217. Corequisite: Ether (a) PSYC 100 or (b) all of PSYC 101, PSYC 102.

PSYC 260 (8) EXPERIMENTAL PSYCHOLOGY AND LABORATORY.

PSYC 101, PSYC 102,

Detailed introduction to experimental and theoretical aspects of motivation, sensation, perception and learning. Prerequisite: Completion of first-year Science program and permission of the department head is also required. Corequisite: Either (a) PSYC 100 or (b) all of

PSYC 263 (3/6) D. CONTEMPORARY ISSUES IN BIOPSYCHOLOGY. Contemporary issues in biopsychology (e.g., neuropsychology, mental illness, brain damage, addiction, hormones and the brain). Consult the Psychology Department for topics offered each term. May be repeated on a different topic once for

PSYC 300 (3/6) D BEHAVIOUR DISORDERS.

The definition, history, and scope of deviant behaviour; emphasis on the psychological factors that control its origins, maintenance, and modification. Prerequisite: Either (a) PSYC 100, or (b) all of PSYC 101, PSYC 102, or (c) 6 credits of 200-level Psychology (but not 205 or 263).

PSYC 302 (3) INFANCY. Human cognition, perception, motor, social, emotional needs, brain development and their interactions from birth until the emergence of language. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102 or (c) 6 credits of 200-level Psychology (but not 205 or 263).

PSYC 303 (3) TESTS AND MEASUREMENTS I.

Theory and practice of mental measurement, test reliability and validity, uses, administration, scoring, and interpretation of psychological tests. Prerequisite: One of PSYC 217, PSYC 366. Corequisite: May be taken concurrently with PSYC 366.

PSYC 304 (6) BRAIN AND BEHAVIOUR.

The neurobiological bases of behaviour, brain processes involved in perception, motivation, emotion, psychopathology, learning and memory. Open to all Arts and Science majors except those in the B.Sc. Psychology program. Credit will not be given for both PSYC 304 and PSYC 360. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102 or (c) 6 credits of 200-level Psychology (but not 205 or 263).

PSYC 305 (3/6) D PERSONALITY

PSYCHOLOGY. Theory and research on individual differences in motivation, emotion, and social behaviour. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102 or (c) 6 credits of 200-level Psychology (but not 205 or 263).

PSYC 306 (3/6) D PRINCIPLES OF ANIMAL

BEHAVIOUR. Theory of evolution; behavioural genetics; social systems as ecological adaptation; mating and parental strategies; instinct and learning; evolution of human behaviour. Credit will be given for only one of BIOL 310 or PSYC 306. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102. Or (c) 6 credits of 200-level Psychology (but not 205 or 263).

PSYC 307 (3) CULTURAL PSYCHOLOGY. Cultural influences on human thought and behaviour; interactions of culture and self; multicultural experiences; intercultural relations; methodological issues. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102. Or (c) 6 credits of 200-level PSYC (but not 205 or 263).

PSYC 308 (3/6) D SOCIAL PSYCHOLOGY. Theory and research of individual social behaviour; social motivation; attitudes; group interaction; socialization; prejudice. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102 or (c) 6 credits of 200-level Psychology (but not 205 or 263).

PSYC 309 (3/6) D COGNITIVE PROCESSES. Contribution of cognitive processes to perception, attention, and memory; cognitive development, language, thinking, and creativity. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102. Or (c) 6 credits of 200-level Psychology (but not 205 or 263).

PSYC 311 (3) PSYCHOLOGY OF SPORT. Psychological theory, research, and skills training related to sport performance, exercise motivation, and adherence. Credit will not be given for both PSYC 311 and HKIN 231 and 364. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102.

PSYC 312 (3/6) D. HISTORY OF PSYCHOLOGY. The principal trends of psychological explanation and events in the history of psychology from the earliest times to the present. Open only to Major or Honours students or by permission of the instructor. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102 or (c) 6 credits of 200level Psychology (but not 205 or 263).

PSYC 314 (3) HEALTH PSYCHOLOGY. Health-related behaviours such as smoking and drug use; effects of stressful events on health; methods for coping with stress; impact of chronic illness on the family; social support systems. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102. Or (c) 6 credits of 200-level Psychology (but not 205 or 263).

PSYC 315 (3) CHILDHOOD AND ADOLESCENCE. Human development from the preschool period through adolescence. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102 or (c) 6 credits of 200level Psychology (but not 205 or 263).

PSYC 319 (3) APPLIED DEVELOPMENTAL PSYCHOLOGY. Applications of theories and research in developmental psychology to contemporary social issues; topics may include daycare, child abuse, divorce and remarriage, substance abuse, sexuality. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102 or (c) 6 credits of 200-level Psychology (but not 205 or 263).

PSYC 320 (6) PSYCHOLOGY OF GENDER. Physical, psychological, and cultural influences. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102 or (c) 6 credits of 200level Psychology (but not 205 or 263). PSYC 321 (6) ENVIRONMENTAL

PSYCHOLOGY. Psychological theory and research on the interaction between organisms and the physical environment; emphasis on applications to the design and management of constructed and natural environments. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102 or (c) 6 credits of 200-level Psychology (but not 205 or 263).

PSYC 322 (3) ADULTHOOD AND AGING. Issues, theories, and psychological research regarding adulthood and the aging process. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102 or (c) 6 credits of 200level Psychology (but not 205 or 263).

PSYC 323 (3) TESTS AND MEASUREMENTS II. A survey of tests for assessing intelligence, abilities, personality, motivation, and interests. Prerequisite: PSYC 303.

PSYC 325 (3) SOCIALIZATION: MEDIA CONTENT AND EFFECTS. Examines human development in the context of the socializing role of media. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102 or (c) 6 credits of 200-level Psychology (but not 205 or 263).

PSYC 333 (3) MEMORY: HISTORICAL, CLINICAL AND COGNITIVE PERSPECTIVES. Classical and contemporary metaphors for memory and their impact on theory development. Percequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102 or (c) 6 credits of 200-level Psychology (but nor 205 or 263). Non-PSYC students may substitute LING 460 or LING 200 and 201 for the above prerequisite.

PSYC 334 (3) MEMORY II. Organic amnesia; remembering childhood events; the self and memory; and the problem of distinguishing genuine from simulated forgetting. Prerequisite: PSYC 333.

PSYC 336 (3) THE PSYCHOLOGY OF LANGUAGE I. Psychological abilities underlying human language; language processing, lexical representation, and principles of online conversation; animal versus human communication. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102. Non-PSYC students may substitute ENGL 329, or LING 420, or LING 200 and 201 for the above prerequisite.

PSYC 337 (3) THE PSYCHOLOGY OF LANGUAGE II. Language and thought; deriving psychological principles from language universals; the psychology of literacy, dyslexia, multilingualism, and natural language processing. Prerequisite: PSYC 336 or permission of the instructor.

PSYC 340 (2-6) C DIRECTED STUDIES IN PSYCHOLOGY. Directed investigation of a problem, requiring a written report of the findings. Prerequisite: At least 72% average in the preceding 30 credits and permission of a faculty member who is prepared to supervise the investigation.

PSYC 348 (2-6) C DIRECTED STUDIES IN BIOPSYCHOLOGY. Directed investigation of an experimental problem requiring a written report of the findings. Prerequisite: At least 72% average in the preceding 30 credits and permission of a faculty member who is prepared to supervise the investigation.

PSYC 349 (6) HONOURS SEMINAR.
Orientation to psychological research, with special emphasis on ongoing research within the department; effective presentation of research findings, oral and written; critical evaluation of research. Requires a research project. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102; and all of PSYC 217, 218.

PSYC 350 (3/6) D PSYCHOLOGICAL ASPECTS OF HUMAN SEXUALITY. Human sexuality from a biopsychological, behavioural, and psychosocial perspective. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102 or (c) 6 credits of 200-level Psychology (but not 205 or 263).

PSYC 358 (3) EVOLUTIONARY PSYCHOLOGY. Theory and research on the evolution of the human mind, with emphasis on implications for cognition and behaviour in contemporary environments. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102. Or (c) 6 credits of 200-level PSYC (but not PSYC 205 and 263).

PSYC 359 (3) ADVANCED RESEARCH METHODS IN BEHAVIOURAL SCIENCES. Prepares students for graduate studies or other advanced behavioural research; experimental design and analytic techniques; laboratory with computer applications. Prerequisite: Either (a. all of PSYC 217, PSYC 218 or (b) PSYC 366.

PSYC 360 (6) BIOPSYCHOLOGY. The relationship between the nervous system and behaviour; the physiological basis of perception, motivation, learning, and memory. Prerequisite: PSYC 260.

PSYC 361 (3) MOTIVATION. Experimental analysis of hunger, thirst, exploratory and curiosity behaviour, maternal and reproductive behaviour, fixed action patterns, and complex processes involved in social motivation with emphasis on the biological basis of motivation. Prerequisite: Either (a) all of PSYC 101, PSYC 102 or (b) one of PSYC 100, PSYC 260, PSYC 304, PSYC 360.

PSYC 363 (3) PRINCIPLES OF ANIMAL LEARNING. Introduction to basic theories of non-associative learning, classical and operant conditioning. Experimental findings from behavioural and biological analyses with animals and humans. Prerequisite: One of PSYC 260, PSYC 304.

PSYC 364 (3) ANIMAL COGNITION. Investigations of animal cognitive abilities, including spatial learning, timing, counting, concept formation and language use. Experimental findings presented from behavioural and biological approaches with animals and humans. Prerequisite: PSYC 363.

PSYC 365 (3) COGNITIVE NEUROSCIENCE. Brain mechanisms underlying cognitive processes such as perception, attention, consciousness, and memory. Prerequisite: One of PSYC 260, COGS 200. PSYC 366 (8) METHODS IN RESEARCH. Detailed coverage of basic research methods; the design of experiments and statistical analysis; methods will be applied in laboratory and project work. Prerequisite: PSYC 260 or in Honours program.

PSYC 367 (3) SENSORY SYSTEMS. Anatomy and physiology of the sensory pathways and their relation to perception. Prerequisite: Eith (a) PSYC 100 or (b) all of PSYC 101, PSYC 102 or (c) 6 credits of 200-level Psychology (but not 205 or 263).

PSYC 368 (3) PERCEPTUAL PROCESSING. Perceptual phenomena and their underlying brain mechanisms. Prerequisite: PSYC 367

PSYC 398 (3) CO-OPERATIVE WORK PLACEMENT I. Approved and supervised relevant work experience in an industrial, academic, or government setting for a minimum of 13 weeks, full time, Normally taken in Summer Session after third year. Work term report required. Restricted to students admitted to the Co-op Program in Psychology (B.Sc.). Prerequisite: Co-op Workshops, PSYC 360 and PSYC 366

PSYC 399 (3) CO-OPERATIVE WORK PLACEMENT II. Approved and supervised relevant work experience in an industrial, academic, or government setting for a nimum of 13 weeks, full time. Normally taken in fourth year Winter Session, Term 1. Work term report required. Restricted to students admitted to the Co-op Program in Psychology (B.Sc.). Prerequisite: PSYC 398.

PSYC 400 (6) CLINICAL PSYCHOLOGY: A HEALTH PROFESSION. Theory, research, practice, and professional issues in clinical psychology, including a practicum placement Credit will not be given for both PSYC 400 and 401. Prerequisite: PSYC 300.

PSYC 401 (3) CLINICAL PSYCHOLOGY Theoretical and research foundations of the processes of assessment and behaviour modification in clinical psychology, Credit will not be given for both PSYC 400 and PSYC 401. Prerequisite: PSYC 300.

PSYC 403 (6) HUMAN EMOTION. Developmental, cognitive, and social psychological theories and research on human emotion. Prerequisite: One of PSYC 302, PSYC 305, PSYC 308, PSYC 309, PSYC 315.

PSYC 407 (3) COGNITION AND CULTURE. Cultural learning; cultural variation and univer-sality in cognition and emotion; cognitive and emotional bases of cultural phenomena, Prereguisite: One of PSYC 307, PSYC 308. Or permis sion of the instructor.

PSYC 408 (6) SOCIAL PSYCHOLOGICAL RESEARCH. Representative studies on social psychological topics; emphasis on the formula tion of significant questions and the design and execution of relevant research, Prerequ PSYC 308 and either (a) all of PSYC 217, PSYC 218 or (b) PSYC 366 or permission of

PSYC 412 (3) COGNITIVE DEVELOPMENT. The development of fundamental cognitive abilities from infancy through adulthood, including traditional approaches to cognitive development as well as new areas of current investigation. Prerequisite: One of PSYC 302, PSYC 315, PSYC 319, PSYC 322, PSYC 325.

PSYC 413 (3) SOCIAL AND PERSONALITY DEVELOPMENT. Comprehensive overview of the psychological processes in the social and personality development of infants, children, and adolescents. Prerequisite: One of PSYC 302, PSYC 315, PSYC 319, PSYC 322, PSYC 325.

PSYC 414 (6) RESEARCH METHODS IN DEVELOPMENTAL PSYCHOLOGY. Principal research methods and designs; students undertake supervised research projects. Prereq-uisite: Either (a) all of PSYC 217, PSYC 218 or (b) PSYC 366; and one of PSYC 302, PSYC 315, PSYC 319, PSYC 322, PSYC 325 or permission of the instructor.

PSYC 415 (6) APPLIED SOCIAL

PSYCHOLOGY. The application of social psychological research and theory to the solution of social problems, Prere PSYC 308 and either (a) all of PSYC 217. PSYC 218 or (b) PSYC 366 or permission of instructor.

PSYC 417 (3/6) D SPECIAL TOPICS IN PSYCHOLOGY. Intensive examination of selected topics and issues in psychology. Prerequisite: Either (a) all of PSYC 217, PSYC 218 or (b) PSYC 366.

PSYC 418 (3) THE SELF-CONCEPT. Theory and research on the self: development, knowledge, motivation, emotions, pr Prerequisite: PSYC 308.

PSYC 430 (6) FORENSIC PSYCHOLOGY. The implications of theory and research in psychology for the criminal justice system. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102. Or (c) 6 credits of 200level Psychology (but not 205 or 263).

PSYC 440 (2-6) C DIRECTED STUDIES IN PSYCHOLOGY. Directed investigation of an experimental problem, requiring a written report of the findings. Prerequisite: At least 72% average in the preceding 30 credits and permission of a faculty member who is prepared to supervise the investigation

PSYC 448 (2-6) C DIRECTED STUDIES IN BIOPSYCHOLOGY. Directed investigation of an experimental problem requiring a written report of the findings. Prerequisite: At least a 72% average in the preceding 30 credits and permission of a faculty member who is prepared to supervise the investigation

PSYC 449 (6) HONOURS SEMINAR AND ESSAY. Students carry out a research project and report on its development during seminars. Students also discuss research by Departmental staff, with emphasis on choice of problems, research design and data analysis.

PSYC 460 (3) BEHAVIOURAL NEUROENDOCRINOLOGY. Detailed examination of the interaction between hormones and neural control of reproductive and non-reproductive behaviours; emphasis on gonadal and adrenal hormone effects on learning and memory in the brain. Prerequisite: One of PSYC 304, PSYC 360.

PSYC 461 (3) NEUROPLASTICITY AND BEHAVIOUR. Experimental find theory documenting the plasticity of the brain and its relationship to behaviour: emphasis on gene regulation, neurogenesis and cell morphology changes in relation to learning and experience. Prerequisite: One of PSYC 304, PSYC 360, PSYC 460.

PSYC 462 (3) DRUGS AND BEHAVIOURAL NEUROSCIENCE. Introduction to neurocher cal systems and functional neuroanatomy; animal models of human cognitive processes and mental disorders; neurochemical foundations and treatments for mental disorders. BIOL 205 and/or PCTH 325 recommended. Prerequisite: One of PSYC 304, PSYC 360.

PSYC 463 (3/6) D RESEARCH IN SENSATION AND PERCEPTION. Vision and audition; physical properties and subjective experience of stimuli. Prerequisite: Either (a) all of PSYC 217, PSYC 218 or (b) PSYC 260.

PSYC 465 (3/6) D COMPUTERS IN PSYCHOLOGY. Applications of computers unique to psychology. Microcomputer programming experience desirable but not necessary: students can learn this early in the course. Prerequisite: Either (a) all of PSYC 217, PSYC 218 or (b) PSYC 366.

PSYC 466 (6) RESEARCH METHODS IN ANIMAL LEARNING AND COGNITION. Supervised research project on learning memory or other cognitive process. Prerequi-site: Either (a) all of PSYC 217, PSYC 218 or (b) PSYC 366; and one of PSYC 304, PSYC 306, PSYC 309, PSYC 360, PSYC 363, PSYC 365, BIOL 310.

PSYC 467 (3/6) D PHYSIOLOGICAL PSYCHOLOGY LABORATORY. Laboratory methods for studying the relation between brain and behaviour. Prerequisite: Either (a) all of PSYC 217, PSYC 218 or (b) PSYC 366; and one of PSYC 304, PSYC 360.

PSYC 469 (3) PYSCHONEUROIMMUNOLOGY Research linking psychological characteristics with the immune system, including implications regarding the onset and course of disease Prerequisite: Either (a) one of PSYC 314, PSYC 360 or (b) MICB 302 and either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102.

PSYC 498 (3) CO-OPERATIVE WORK PLACEMENT III. Approved and supervised relevant work experience in an industrial, academic, or government setting for a minimum of 13 weeks, full time. Normally taken in fourth year Winter Session, Term 2. Work term report required, Restricted to students admitted to the Co-op Program in Psychology (B.Sc.). Prerequisite: PSYC 399

PSYC 499 (3) CO-OPERATIVE WORK PLACEMENT IV. Approved and supervised relevant work experience in an industrial, academic, or government setting for a minimum of 13 weeks, full time. Normally

taken in Summer Session after fourth year. Work term report required. Restricted to students admitted to the Co-op Program in Psychology (B.Sc.). Prerequisite: PSYC 498.

PSYC 500 (3/6) D HISTORY OF PSYCHOLOGY.

PSYC 501 (3) HEALTH PSYCHOLOGY.

PSYC 502 (3) RESEARCH METHODS IN HEALTH PSYCHOLOGY

PSYC 503 (3) BIOLOGICAL BASIS OF HEALTH PSYCHOLOGY.

PSYC 507 (3) CULTURAL PSYCHOLOGY.

PSYC 510 (3) DESCRIPTIVE PSYCHOPATHOLOGY.

PSYC 512 (3) PSYCHOLOGY OF EMOTION.

PSYC 513 (3) SPECIAL TOPICS IN DEVELOPMENTAL PSYCHOLOGY

PSYC 514 (3) ADVANCED TOPICS IN BIOPSYCHOLOGY. Not offered each year; consult Department of Psychology.

PSYC 515 (3) ANIMAL BEHAVIOUR

PSYC 516 (3) ANIMAL LEARNING, MEMORY, AND COGNITION. Not offered each year; consult Department of Psychology.

PSYC 517 (3) BIOPSYCHOLOGY OF MOTIVATION. Not offered each year; consult Department of Psychology.

PSYC 520 (3) DEVELOPMENTAL BIOPSYCHOLOGY. Not offered each year; consult Department of Psychology.

PSYC 521 (3/6) D PSYCHOLINGUISTICS.

PSYC 522 (3) DRUGS AND BEHAVIOUR. Not offered each year; consult Department of Psychology.

PSYC 523 (3) EXPERIMENTAL NEUROPSYCHOLOGY AND ANIMAL MODELS. Not offered each year; consult Department of Psychology.

PSYC 524 (3/6) D NEURAL MODELS OF LEARNING AND MEMORY. Not offered each year; consult Department of Psychology.

PSYC 525 (3) ATTITUDES AND SOCIAL COGNITION. To be offered in alternate years

PSYC 527 (3) INTERPERSONAL PROCESSES. To be offered in alternate years only

PSYC 528 (3) ADVANCED METHODS IN SOCIAL PSYCHOLOGY AND PERSONALITY. To be offered in alternate years only

PSYC 529 (3) SPECIAL TOPICS IN SOCIAL PSYCHOLOGY. Not offered each year; consult Department of Psychology.

PSYC 530 (3) ASSESSMENT: A CRITICAL

PSYC 531 (3) ASSESSMENT: CLINICAL APPLICATIONS.

PSYC 532 (3) CHILD ASSESSMENT.

PSYC 533 (3/6) D CURRENT ISSUES IN CLINICAL PSYCHOLOGY.

PSYC 534 (3-12) C CLINICAL PSYCHOLOGY PRACTICUM.

PSYC 535 (3) PSYCHOPATHOLOGY OF THE ADULT

PSYC 536 (3) PSYCHOPATHOLOGY OF

PSYC 537 (3) ETHICAL AND PROFESSIONAL ISSUES IN CLINICAL PSYCHOLOGY.

PSYC 538 (3) CLINICAL NEUROPSYCHOLOGICAL ASSESSMENT.

PSYC 540 (3/6) D STRATEGIES OF PSYCHOLOGICAL INTERVENTION.

PSYC 541 (2) INTRODUCTION TO PSYCHOTHERAPY.

PSYC 542 (3) COGNITIVE/BEHAVIOURAL INTERVENTIONS.

PSYC 543 (3/6) D SPECIAL TOPICS IN THEORY.

PSYC 545 (3/6) D ADVANCED STATISTICS I.

PSYC 546 (3/6) D SEMINAR IN PSYCHOLOGICAL PROBLEMS.

PSYC 547 (2-6) C READING AND

PSYC 548 (2) DEPARTMENTAL SEMINAR.

PSYC 549 (6/9) C MASTER'S THESIS.

PSYC 550 (3/6) D OFFENDERS AND THEIR VICTIMS.

PSYC 551 (3/6) D PSYCHOLOGY AND THE CRIMINAL JUSTICE SYSTEM.

PSYC 552 (3) ETHICS AND PROFESSIONAL ISSUES FOR FORENSIC PSYCHOLOGY.

PSYC 553 (3/6) D ADVANCED TOPICS IN FORENSIC PSYCHOLOGY.

PSYC 555 (3) ADVANCED TOPICS IN COGNITIVE/BEHAVIOURAL INTERVENTION.

PSYC 556 (3) PSYCHOLOGICAL TREATMENT OF CHILDHOOD DISORDERS.

PSYC 557 (3) INTERPERSONAL THEORY. RESEARCH AND TREATMENT.

PSYC 559 (6) CLINICAL PSYCHOLOGICAL INTERNSHIP.

PSYC 560 (3) CLINICAL RESEARCH DESIGN.

PSYC 567 (3) PERSONALITY DIMENSIONS AND STRUCTURE. To be offered in alternate years only.

PSYC 569 (3) CONTEMPORARY CONCEPTUAL ISSUES IN PERSONALITY. To be offered in alternate years only

PSYC 570 (3) COGNITIVE NEUROSCIENCE.

PSYC 571 (3) SPECIAL TOPICS IN COGNITIVE NEUROSCIENCE.

PSYC 573 (3) INDUSTRIAL PSYCHOLOGY.

PSYC 574 (3) BIOPSYCHOLOGY I.

PSYC 575 (3) BIOPSYCHOLOGY II.

PSYC 578 (3/6) D PERCEPTION.

PSYC 579 (3/6) D SPECIAL TOPICS IN PERCEPTION.

PSYC 582 (3/6) D COGNITION.

PSYC 583 (3/6) D SPECIAL TOPICS IN COGNITION.

PSYC 584 (3/6) D LANGUAGE DEVELOPMENT IN INFANCY AND CHILDHOOD.

PSYC 585 (3/6) D SPECIAL TOPICS IN DEVELOPMENTAL COGNITIVE NEUROSCIENCE.

PSYC 586 (3/6) D DEVELOPMENTAL PSYCHOLOGY.

PSYC 587 (3/6) D DEVELOPMENTAL

PSYC 588 (3/6) D SPECIAL TOPICS IN SOCIAL AND PERSONALITY DEVELOPMENT.

PSYC 589 (3/6) D MORAL DEVELOPMENT.

PSYC 590 (3) SURVEY OF SOCIAL

PSYCHOLOGY I.

PSYC 591 (3) SURVEY OF SOCIAL PSYCHOLOGY II.

PSYC 592 (3) NEUROETHOLOGY. Not offered each year; consult Department of Psychology.

PSYC 593 (3) NEUROPHYSIOLOGY AND CORTICAL PLASTICITY. Not offered each year; consult Department of Psychology.

PSYC 594 (3)

PSYCHONEUROENDOCRINOLOGY. Not offered each year; consult Department of Psychology.

PSYC 595 (3) PSYCHOPHYSIOLOGY. Not offered each year; consult Department of Psychology.

PSYC 596 (3) STRATEGIES AND TECHNIQUES OF STUDYING BEHAVIOUR. Not offered each year; consult Department of Psychology.

PSYC 649 (0) DOCTORAL DISSERTATION.

PSYT — PSYCHIATRY

FACULTY OF MEDICINE

PSYT 430 (6) PSYCHIATRY CLINICAL CLERKSHIP. Supervised treatment of adult inpatients and outpatients within a multidisciplinary team. Assessment and treatment of a child and family as well as seminars on selected topics.

PSYT 550 (6) DIRECTED STUDIES.

This provides for a program of directed reading and study in such special areas as may be relevant to the student engaged in some particu-lar field of study and research in Psychiatry.

PUNJ - PUNJABI FACULTY OF ARTS PUNJ 102 (6) INTRODUCTORY PUNJABI.

PUNJ 200 (6) INTERMEDIATE PUNJABI. Study of the grammar and introduction to Punjabi literature. Prerequisite: PUNJ 102.

UBC Archives Photographs

1908 University Act Cover

University of British Columbia Archives, UBC Historical Document Collection, http://www.library.ubc.ca/archives/pdfs/misc/universityact1908.pdf

Captain Frank F. Wesbrook in uniform (1915) University of British Columbia Archives, UBC Historical Photograph Collection, [UBC 1.1/12062]

Army tents at Fairview (April 1916) University of British Columbia Archives, UBC Historical Photograph Collection, [UBC 1.1/163]

Sharp and Thompson proposed plan for Point Grey campus

University of British Columbia Archives, UBC Historical Photograph Collection, [UBC 1.1/1331]

Aerial tramway (June 1923)

University of British Columbia Archives, S. Thomson photo, UBC Historical Photograph Collection, [UBC 1.1/1806]

Construction of Old Administration and Arts buildings and Auditorium (c1925)

University of British Columbia Archives, S. Thomson photo, UBC Historical Photograph Collection, [UBC 1.1/1318]

James Henderson (1915)

University of British Columbia Archives, Department of Psychology fonds, [UBC 6.1/5]

H.T.J. Coleman (n.d.)

University of British Columbia Archives, Department of Psychology fonds, [UBC 6.1/4]

Great Trek at Granville and Georgia streets (October 28, 1922)

University of British Columbia Archives, UBC Historical Photograph Collection, [UBC 1.1/1437]

Great Trek (1922)

University of British Columbia Archives, Public Affairs fonds, [UBC 44.1/2731]

Great Trek at the Science building (1922)

University of British Columbia Archives, Frank Buck fonds, [UBC 29.1/85]

Great Trek at the Science building (1922)

University of British Columbia Archives, Frank Buck fonds, [UBC 29.1/82]

Dr. Joseph Morsh

University of British Columbia Archives, Department of Psychology fonds, [UBC 6.1/8]

Students Marching

Army Cadets training at UBC (1943)

University of British Columbia Archives, John Owens fonds, [UBC 103.1/80]

Excerpt from 1940-41 Academic Calendar

University of British Columbia Archives, UBC Calendar 1940-41

http://www.library.ubc.ca/archives/pdfs/calendars2/UBC Calendar_1940_41.pdf

Sperrin Chant (n.d.)

University of British Columbia Archives, UBC Historical Photograph Collection, [UBC 1.1/5310-3]

E.S.W. Belyea (1959) University of British Columbia Archives, Audio Visual Services fonds, [UBC 5.1/4441]

Donald C.G. MacKay (197-)

University of British Columbia Archives, Audio Visual Services fonds, [UBC 76.1/137]

Psychology lab, orchard huts, fire (1948)

University of British Columbia Archives, UBC Historical Photograph Collection, [UBC 1.1/534-2]

Psychology lab, orchard huts, fire (1948)

University of British Columbia Archives, UBC Historical Photograph Collection, [UBC 1.1/534-3]

Psychology lab, orchard huts, fire (1948)

University of British Columbia Archives, UBC Historical Photograph Collection, [UBC 1.1/534-5]

Psychology lab, orchard huts, fire (1948)

University of British Columbia Archives, UBC Historical Photograph Collection, [UBC 1.1/534-4]

Edro I. Signori (1951)

University of British Columbia Archives, Audio Visual Services fonds, [UBC 5.1/2804]

John B. MacDonald (n.d.) University of British Columbia Archives, UBC Historical Photograph Collection, [UBC 1.1/746]

Douglas T. Kenny (1964)

University of British Columbia Archives, Audio Visual Services fonds, [UBC 5.1/1578]

Richard C. Tees (1971)

University of British Columbia Archives, Audio Visual Services fonds, [UBC 5.1/3017]

Anthony Phillips (n.d.)
University of British Columbia Archives, Information Services fonds, [UBC 41.1/2101]

Peter Suedfeld (n.d.) University of British Columbia Archives, Information Services fonds, [UBC 41.1/2138]

Psychology Annex (July 1975) University of British Columbia Archives, Information Services fonds, [UBC 41.1/2290]

Henry Angus Building (196-)

University of British Columbia Archives, B.C. Jennings photo, UBC Historical Photograph Collection, [UBC 1.1/1478]

George Pedersen (1983)

University of British Columbia Archives, Public Affairs fonds, [UBC 44.1/565-1]

David Strangway (1995)

University of British Columbia Archives, Public Affairs fonds, [UBC 44.1/1279e]

President Boris Yeltsin in UBC engineering jacket (1993) University of British Columbia Archives, Public Affairs fonds, [UBC 44.1/2308]

Students protest at APEC

Graduate Student Society 2008-2009 Agenda

Stephen J. Toope University of British Columbia Archives, University Presidents, 1913 - present http://www.library.ubc.ca/archives/toope.jpg

Construction of Main Library (1924)

University of British Columbia Archives, S. Thomson photo, UBC Historical Photograph Collection, [UBC 1.1/1869]

Construction of Main Library (May 1929)

University of British Columbia Archives, L. Frank photo, UBC Historical Photograph Collection, [UBC 1.1/1024]

Demolition of south wing of Main Library for construction

Irving K. Barber Learning Centre (May 1006) University of British Columbia Archives, J. Pittendrigh photo, Library fonds, [UBC 76.1/084]

Construction of Irving K. Barber Learning Centre - Phase II University of British Columbia Archives, J. Pittendrigh photo, Library fonds, [UBC 76.1/147]

Appendix B

Calendar of the University of British Columbia, First Session, 1915-16

http://www.library.ubc.ca/archives/pdfs/calendars2/UBC Calendar_1915_16.pdf

Appendix C

Calendar of the University of British Columbia, 1958-59 http://www.library.ubc.ca/archives/pdfs/calendars2/UBC_ Calendar 1958 59.pdf

Calendar of the University of British Columbia, 2008-2009 http://www.library.ubc.ca/archives/pdfs/calendars2/UBC Calendar_2008_09.pdf

Photographs of objects and building from the Psychology Department courtesy of Joanne L. Elliott and Andrew Witt.

Scanned images of documents and older photographs of the Psychology Department and faculty are courtesy of the department.