



UBC Campus Historical Context and Themes

What do we value here?



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*Campus Plan, 1925 (UBC 1.1/11339)*

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*Agricultural Fields with Beef Barn (UBC 1.1/1344)*





## STUDY CONTEXT AND INTRODUCTION

What aspects of the UBC campus hold great meaning to the campus community? The intent of this study is to consider the history of the development of the Campus, and to find in that history broad ideas held about the place that have informed its physical development and give it cultural meaning. These broad ideas underlying aspects of the campus and what it means are termed the themes in this study. Taken together, the various themes form a framework that tell the major stories of the place, its development, and encapsulates what the campus community values about it.

The thematic framework is the bridging tool, relating the story of the development of the campus to aspects of the campus are critical to the that story.

The study also identifies and prioritizes elements of the campus that embody those themes. These elements include tangible things—such as buildings and structures, hard landscapes, planting, and views—but also intangible aspects of the place such as patterns of siting or usage.

The combined report can be seen as one foundational piece for the upcoming planning study of the public realm. This historical study can help inform planning policy and guidelines for future development in ways that bring coherence with the past.



*Engineering Cairn, Main Mall*

## HISTORICAL CONTEXT STATEMENT

What we see on UBC's Point Grey campus is the product of diverse, overlapping, and sometimes conflicting agendas. The initial priority given to agricultural research was soon joined by a short-lived determination to construct a well-ordered and imposing imperial campus, designed to complement the magnificent natural site that was Point Grey. Stalled by the First World War and a reticent provincial government, campus development was thereafter dictated mostly by immediate demands (particularly to accommodate a growing student enrollment) until the buoyant years of the mid-twentieth century. Expansion in student numbers and university functions following the Second World War coincided with the triumph of modernism, both as an architectural style and as a more open and critical approach to teaching and learning. By the 1960s, burgeoning student demand, a re-orientation of UBC as a research university, and increased public and private funding stimulated campus development as never before, but often with little reference to a coherent, unifying plan. A subsequent contraction in resources encouraged non-governmental partnerships to facilitate campus expansion, intellectually as well as physically. To the extent that the Point Grey campus has acquired coherence and appears not simply as a series of semi-independent and loosely joined neighbourhoods, it may have come through the repeated employment of the natural world as a unifying theme.



*Top: Beef Barn and Fields, 192- (UBC 1.1/1346)*

*Right: Northeast corner of the campus, n.d. (UBC 3.1/612)*



## HISTORICAL CONTEXT STATEMENT

### Off in the clear-cut forest lands

Although a provincial university had been suggested as early as 1871, British Columbia's politicians took the first steps in 1890 when a Victoria MLA introduced a bill to create a university. The bill, which proposed a university for courses in liberal arts, applied science, and agriculture, passed easily; a year later, a second bill that revised the Act also passed easily. The new Act specified neither a budget nor a location, but it did command the governing body, Senate, to meet within one month of its appointment. Alas, muddled communication and internal rivalries between Mainland and Vancouver Island Senators meant that Senate failed to meet in sufficient numbers on the appointed date, provoking the government to declare the University Act dead. At the root of the quarrel was the question of whether to locate the provincial university on Vancouver Island or the Mainland.

University supporters were forced to seek local, piecemeal solutions to provide post-secondary education. Educationalists on Vancouver's School Board chose to negotiate with McGill University to affiliate its high school with the Montreal institution, offering a university-level class in 1899; soon Victoria High School also affiliated with McGill. In 1906, with British Columbia experiencing a surge of immigration and economic activity, university promoters in Vancouver took the next step. With the support of the popular Premier Richard McBride, the first British Columbia premier to enjoy party discipline (and thus several terms of stable leadership), the government steered two bills through the legislature to permit McGill University to operate a college in Vancouver. Such a scheme allowed local students to study toward a degree in Arts or Applied Science and avoided the still controversial question of location for the provincial university.

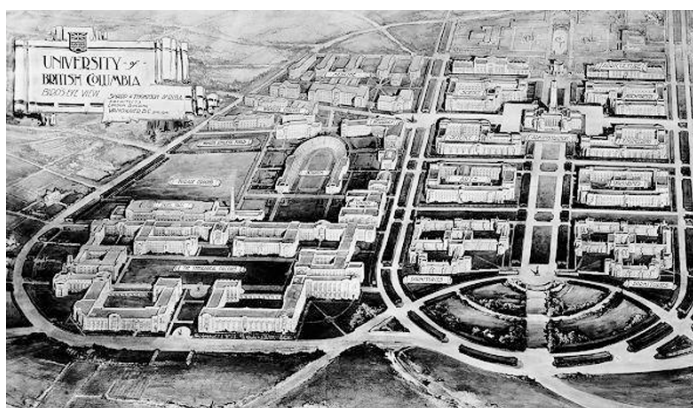
Meanwhile, the university movement continued after its true objective. Premier McBride and his Minister of Education, Henry Esson Young passed legislation in 1907 to create a land endowment to support a university, and then passed the University Act the following year. Still, however, no one dared specify its location. Finally in 1910, the government appointed a site commission to survey the province and to recommend a location. After two months touring the province and listening to arguments in favour of one place or another, the commission of noted Canadian educationalists made an historical decision: Point Grey was the ideal location for a university because of its proximity to, but independence from, the City of Vancouver. Vancouver by 1910 had become the undisputed industrial centre of the province, even though other municipal boosters claimed they would catch up before long. In addition, Vancouver was home to quite a vigorous "mutual enlightenment" movement to make the city the province's cultural centre. Point Grey, overlooking the marine entrance to Vancouver and set below the majestic Coast Mountains, provided a location where the university could support industrial development, develop student 'character', and nurture high culture. The site also had adequate lands for a farm, both for agricultural experimentation and perhaps an income to help support the university.

### The Imperial Campus

In 1912 Henry Esson Young announced an architectural competition (open to Canadian architects only) to design a grand campus in a Tudor or Scottish Baronial style. Young wanted a campus that would be vis-

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ible to all ships entering Burrard Inlet, and which would proclaim the ambition of the province. UBC's first President, Canadian Frank Fairchild Wesbrook, had similar ambitions to create a "Cambridge on the Pacific" to honour the English university where he had completed post-graduate medical studies. With Wesbrook's help, the winning design by Sharp and Thompson was modified into the 1914 Grand Campus Plan, providing the layout for massive, neo-classical stone buildings for Faculties of Arts, Science, Applied Sciences, and Medicine, as well as theological colleges and facilities. It proclaimed Anglo-Canadian imperial might, cultural superiority, material progress through applied sciences, the complementary roles of church and state, and a healthy, well-disciplined youth in service to the Empire.



Right: Sharp & Thompson plan, 1914 (UBC I.1/1331)  
Left: Hooper plan, 1912 (UBC I.1/1500)

Unfortunately, an economic slump and then the First World War put an end to all optimism: land had been cleared and the steel frame of the science building had been erected, but all other university plans were put on hold. UBC was forced to open in the old McGill University College location next to the new Vancouver General Hospital at 12th Avenue and Oak Street, with nearly four-hundred students; the inexpensive wooden buildings would be dubbed the "Fairview Shacks" by a generation of students who nonetheless proclaimed that a great university had begun; the local press took note of their successes in scholarly, athletic, and artistic fields. Other than the botanical garden and a few agricultural fields and huts, however, there would be no campus development on Point Grey for nearly ten years.

Following the war, student enrollment at UBC grew steadily (from 416 in 1917-18 to 890 in 1919-20), unlike government commitment to the university. Premier McBride and Henry Esson Young had both left politics, putting British Columbia in the hands of John Oliver's Liberals who considered the university to be too expensive and of little value outside Vancouver. However, despite lackluster government support, UBC was able to expand its programs according to the original plan, and even to add Canada's first university program in Nursing. Eventually, students and other UBC supporters had had enough of life in the "Shacks." In the summer of 1922, students gathered 56,000 names on a petition, and in November marched in the streets of Vancouver



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to draw attention to their cramped and unsanitary conditions, hoping to convince the government to build the Point Grey campus. Following the parade, they made their way to the abandoned steel frame of the science building, climbed aboard and hung banners calling for the government to “Build UBC.” The following week, student leaders presented the petition in Victoria; the government, recognizing the public support for the Point Grey campus, relented.



*Great Trek formation in Point Grey, 1922 (UBC I.1/13133-2)*

UBC was built during 1923-25, but it was a pale reflection of the 1914 Grand Plan. Roads were laid out as specified, but only three buildings were permanent stone-faced structures (Science, Main Library, and the power house); the rest were semi-permanent frame buildings. The Anglican and United Churches in 1927 built their theological colleges close to the location specified in the 1914 Plan, and Professor Frank Buck led a team of landscapers in planting trees and cultivating gardens, especially in front of Main Library. Students raised funds to build a playing field, and then to build a gymnasium (opened in 1929). Undeterred by the slow start, students and faculty alike continued to boast of the university's high standards and destiny as a great university. At the very least, students now had space to call their own and faculty had dedicated, albeit limited, research facilities.



*Library gardens, 195- (UBC I.1/2622)*

The modest prosperity of the late 1920s gave way to a financial crisis in the early 1930s as the Depression hit British Columbia. Students raised funds yet again to build a stadium (1937) and a student centre., Stu-

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dents and faculty alike wrestled with the possible causes and solutions to the economic situation, with some students flirting with more radical perspectives. Perhaps the most striking change to the physical campus was wrought by nature in the winter of 1935, when accumulated rainwater and melted snow burst its drainage ditch and surged toward the ocean, carving a huge ravine next to the Anglican Theological College. The ravine was soon filled, but little else was done during the Depression to alter the landscape. Students raised funds yet again to build a stadium (1937) and a student centre that opened in 1940. The always increasing number of students were accommodated by packing them into existing buildings and lengthening the school day.

### Post-war Social Reconstruction

UBC students, faculty, and administrators during the Second World War embraced the war effort with great enthusiasm. Many students voluntarily joined the Officer Training Corps before it became mandatory, swelling the ranks and bringing to campus an Armoury and converting playing fields into parade grounds. Many faculty found themselves teaching special classes to student cadets and regular military personnel. Others were engaged in a range of research projects; a few UBC physicists even found themselves working on aspects of the Manhattan Project, although not at the university. Following the war, UBC would put increasing emphasis on its research mandate, hitherto poorly developed.



*Top Left: Huts and Library, 1948 (UBC 1.1/11080)*

*Top Right: Hut structure, 1945 (UBC 3.1/621-4)*

*Bottom: Hut and Science Building, 1945 (UBC 3.1/621-1)*

## HISTORICAL CONTEXT STATEMENT

When it appeared likely that the allies would emerge victorious from the conflict, Canadian scholars, social activists, and politicians, like colleagues in other countries, turned to the question of post-war social and economic reconstruction. Here, Canadian universities like UBC offered to take a leading role and governments accepted. UBC's rejuvenated Board of Directors appointed a new President in 1944, Norman MacKenzie, who would take a decisive stand in these issues and provide effective leadership. MacKenzie and the senior staff whom he hired personified the new mood of social reconstruction, expanding the traditional programs of the university and adding new professional and research programs (including some Canadian "firsts") in an effort to create a prosperous and stable society. At the same time, UBC cultivated a somewhat more liberal and tolerant view of society, particularly in regard to social services, cultural diversity, and international outlook.

MacKenzie's first problem was to house the veterans who were flocking to campus, swelling enrollment from about 3,000 to 9,000 between 1943 and 1947. The solution was to bring old army huts to campus from military camps in the area. Dozens of huts were dismantled and moved to UBC for living quarters, classrooms, offices, cafes, and laboratories. Acadia Camp, originally a Depression work camp, then army barracks, became the university's first residence, while Fort Camp, the barracks on the western tip of Point Grey, became the second.



Upper Left: Women's Fort Camp, 1949 (UBC 17.1/3)  
Lower Left: Fort Camp, 1960 (UBC 3.1/294)  
Right: War Memorial Gym, 196- (UBC 1.1/5012)

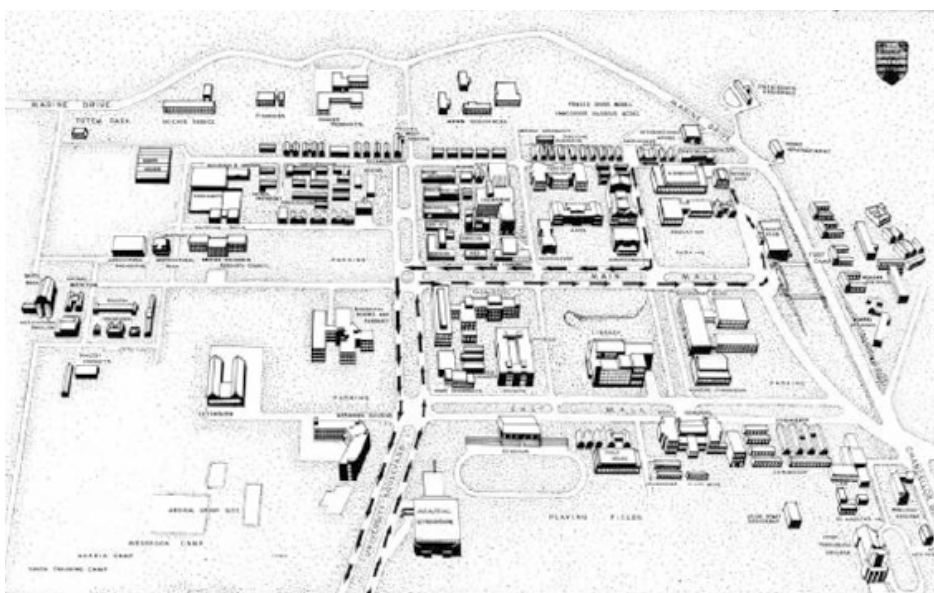
In the longer term, MacKenzie encouraged and helped establish many new Departments and Faculties (including, at long last, Medicine and Law), all of which would require buildings. Among the new academic developments was a Department of Architecture, headed by Swiss-born modernist Frederic Lasserre who took an immediate interest in campus planning and revised a number of proposed buildings. Consequently, as President MacKenzie and others encouraged mass enrollment from across the province, country, and even

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overseas, and tapped into the economic prosperity of the era to finance campus development, including the first purpose-built residences, modernism left its mark in building design. The layout suggested by the 1914 Plan provided a general guide to placement, but the modernist impulse sometimes deviated from the original grand vision and provided the campus with some twenty functional and economic buildings for a broader range of students and faculty. Because MacKenzie reinforced the jurisdiction of Deans and Department Heads over their respective academic domains (many of whom were his old friends, dubbed “the barons” by some later historians), planning was often constrained to smaller areas, rather than coordinated by a larger campus plan. Later observers would criticize the “sprawl” that began in that era.

### Late-50s Reforms

The pace of campus development quickened as the 1950s came to a close. President MacKenzie had been instrumental in convincing the federal government to provide funding to universities, and the provincial Social Credit government, although not nearly as friendly to UBC as had been the previous administrations, responded favourably to the growing demand for university teaching and research. It was well known that the post-war baby boom would reach university age by the mid-sixties, and UBC had to be ready. The Socreds provided increasing capital grants to the university, and in 1958 made donations dependent on matching contributions: the university rose to the occasion, using philanthropic donations to help with the next building spurt.



*Campus Plan, ca 1958 (UBC I.1/1498)*

As the 1960s opened, the mood of social reconstruction was joined by new imperatives. When the Soviet Union launched Sputnik in 1957, education systems were partially blamed for the apparent failure of the West to win the space race. The answer was to bolster science and engineering education, to provide ad-



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ditional post-secondary technical education opportunities, and to raise the standard of university education. UBC's Board, again changed in its composition, pushed an aging MacKenzie from office in 1962 and replaced him with a young and ambitious dental microbiologist, John Barfoot Macdonald. Macdonald at once drafted a plan to diversify British Columbia's educational system, creating regional colleges, two new universities, and bolstering UBC as the province's premier research institution to support the economic and social progress of the province. UBC could rightfully claim to be the home of internationally significant research in some areas, but Macdonald wished to see all Faculties undertake leading research.

Campus development intensified, partly to build the research capacity envisioned by Macdonald and his supporters, partly to accommodate the boomers who were finding their way into the university as students. (Enrollment by 1967 was 18,000 in the winter session, for a grand total of nearly 26,000.) When the federal government provided large sums for medical education and research, UBC set about building its medical and dental facilities. The province again added to capital funds, but as before, it required British Columbia's universities (which now included Simon Fraser and the University of Victoria) to match funds with philanthropic and corporate donations. Construction on Point Grey was everywhere in the late 1960s, pushing former agricultural areas further to the south or onto the Oyster River Farm on Vancouver Island, donated to the university in 1962 although leased prior to that time. The building spree (which was accompanied by a faculty and support staff hiring spree) began to subside in the mid-1970s, when enrollment lessened and an economic down-turn put the brakes on capital spending.



### Development in the 1960s

Top Left: Place Vanier Residences 1962 (UBC 1.1/3137)

Top Right: Lasserre Building (Fine Arts and Architecture) and "A" huts, 1962 (UBC 1.1/3257)

Bottom Left: East Campus Medical and Dentistry buildings, 1960 (UBC 1.1/2907)

Bottom Right: Scarfe Building (Education) and "O" huts

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In contrast to the drive for campus infrastructure to support the industrial progress of the province and its alleged social progress, UBC during the 1960s also experienced the rise of more critical voices that protested the emerging “military-industrial complex” at UBC and in western society more widely. Embracing elements of feminism, environmentalism, and civil rights, the student movement (which had the support of by many young faculty as well) peaked at UBC in 1968 with a sit-in at the Faculty Club and the resignation of UBC’s new President a few months later, after only eight months in the job. Such a shift in values help to explain why a campus plan released in 1968 emphasized a garden-like environment and preservation of landscape, and limit on southward expansion. If it had been implemented, it would possibly have put an end to the influence of the 1914 Grand Plan.



### Years of Comparative Restraint

As the flurry of development of the preceding era came to an end, the economic situation became very troubling to UBC administrators and faculty. Rapid inflation and a belief that the province was not passing along federal transfer payments properly meant that real funding was declining. Students, too, experienced the effects of rapid inflation and the void left by graduating boomers. Although several important projects were completed in the early 1980s – the acute care hospital and the Asian Research Centre, for example – funding for campus development had stalled. Governments in British Columbia and Canada, as elsewhere, had begun to embrace a political vision that limited the role of government in public institutions, shifting responsibility to the private sector where possible. UBC administrators began to encourage faculty to seek more research contracts and to consider sharing research facilities with local industries, noting that UBC would have a special place in the imminent “information revolution” of computers, telecommunications, and biotechnology. A few influential politicians leaned on UBC to emphasize its role as an elite institution, in contrast to the ethic of broad, democratic access espoused by many in the student movement of the previous decade. Faculty and

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administrators at UBC agreed to some extent: the university would strive for the highest academic standards in all areas, although some added that social criticism ought also to be a university responsibility.

The economic situation worsened through the 1980s. The province began a program of fiscal restraint in 1983, making deep cuts to public services. Not surprisingly, British Columbia's unions confronted the government with a massive Operation Solidarity coalition, a movement felt on the UBC campus in November 1983 when campus unions joined the strikes. Once concessions were made to meet some union demands, the coalition came apart, leaving some protesters angry. Soon, UBC was looking for ways to meet its shrinking budget through hiring freezes and program closures. In early 1985, the government froze the following year's grant and told UBC administrators to make cuts; as well, a portion of the grant would be held-back for special projects. The new president resigned to protest erratic government support, but UBC proceeded to review its programs for possible cuts. In the end, several programs were reorganized or closed, and several faculty members were laid-off. The Faculty Association protested strongly, but little could be done. The university's new President, David Strangway, took office in the fall of 1985 and negotiated severance arrangements to alleviate some of the acrimony; he then began his mission to build UBC into a leading research university, despite the lack of public funds.

### Creating New Partnerships

For the most part, President Strangway achieved his goal of making UBC one of Canada's strongest research universities. Central to his strategy was finding new ways to finance the university's activities and to build additional infrastructure: a premier research institution needed premier research and teaching facilities, the latest in high-technology support systems, and the appearance of a premier university.



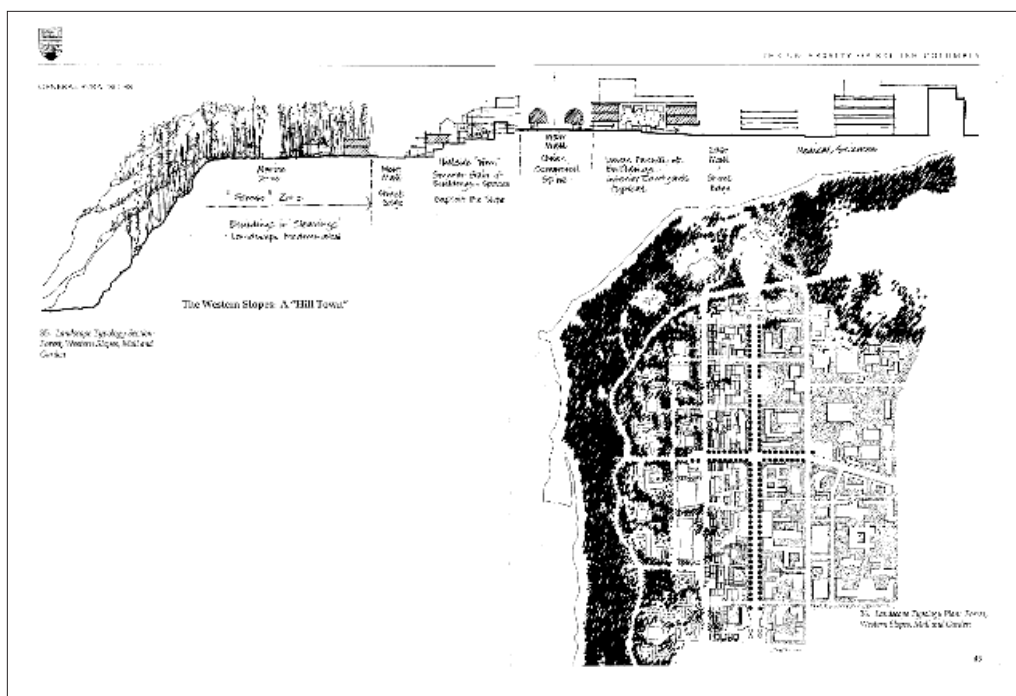
The means to this end were rather simple in principle: find corporate partners and philanthropic donors, and open UBC up to increased commercial activities. The former was met in part through the massive "World of Opportunity" fundraising campaign (1989-1993) that pulled in some \$262 million in private and matching government donations. Fundraising would henceforth be a major part of UBC's operations to support campus facilities for teaching, research, and social activities, and to provide an endowment for academic chairs. Added commercial activities included residential property development (lease-hold sales), retail sales on campus, rental of campus facilities, and a host of additional sales or cost-recovery activities. Increasingly, many UBC scholars participated in externally-funded research projects, patented new technologies, or created spin-off companies. Some of these projects were done in new provincially and federally sponsored "centres



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of excellence.” Many of these steps provoked disagreement and controversy, but the President’s Office was successful in wresting power from the Faculties that had held sway for decades. The provincial grant remained lean under successive Social Credit and then NDP governments, but campus development could continue after a decade of relative inactivity.

With new funds secured, UBC presented its plans for campus development in 1992. It criticized the “sprawl” of the 1960s and sought to re-introduce more cohesion to the central academic core of the university, bringing Faculties and Departments together in a variety of centres and institutes, as well as encouraging inter-departmental exchange. New intellectual currents demanded such interdisciplinarity, but so too did new projects of commercial viability. The 1992 Plan also emphasized the campus landscape: UBC’s identity would be as a beautiful campus in a stunning natural setting, and one that was environmentally sensitive as well. The landscape focus would return to Main Mall, identified as a unique and distinctive feature of the campus. Because UBC deliberately forged economic and intellectual links with countries around the Pacific rim, students and philanthropists were increasingly of Asian heritage, prompting the inclusion of design features from the other side of the Pacific. UBC would look more cosmopolitan because it was becoming more cosmopolitan, due both to local immigration patterns and the influx of international students who increasingly chose UBC for its academic reputation, mild climate, and beautiful setting. Women, too, had grown numerically since the 1970s as students and faculty, and their presence was felt in the university culture.. Finally, the 1992 Master Plan proposed to create more living areas for students, faculty, and staff, thereby creating a greater sense of “community” on Point Grey.



Campus Plan, 1992



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In 1997, Martha Piper succeeded David Strangway as President of UBC. She continued to build UBC along the lines of her predecessor, both to accommodate still rising student numbers – the government had not yet decided to cap enrollment, and in fact had frozen student fees for a number of years – and to advance UBC into a world status research institution. UBC competed very successfully in new government funding initiatives (Canada Foundation for Inquiry, Canada Research Chairs), allowing it to move ahead with crucial faculty hiring and the construction of additional research facilities. Perhaps the most controversial project involving campus development stemmed from the Official Community Plan for Point Grey approved in 1997 by the Greater Vancouver Regional District (which insisted on a number of environmental restrictions), followed three years later by UBC's own Comprehensive Community Plan, which provided more detailed proposals for the lands around the perimeter of the academic core. UBC would develop a mixture of student residences, faculty and staff rental housing, and market (lease-hold) housing. These “communities,” which would also have retail shops and social amenities, roused the opposition of a number of student and faculty critics who thought UBC was beyond the bounds of reasonable expansion. The UBC Farm on the south campus, the last vestige of the university's agricultural origins, served as a rallying point for activist committed to environmental sustainability. Completed market housing units, despite their high costs, sold easily.



The physical, cultural, and intellectual cohesion of UBC as an institution was during its first century repeatedly challenged by the shifting priorities of government, the members of the university community, and, more recently, the citizens of the province it served. The consequence is that although the Point Grey campus in some ways has become “a small city which is capable of being made one of the most interesting and beautiful in the world” (as intended by the Minister of Education at the time of its founding), it lacks a strong centre and unifying presence. It is for the most part a campus of precincts and neighbourhoods whose inhabitants sometimes never meet. But the campus has become interesting and beautiful, and recent plans have revived interest in the magnificent backdrop of mountains and oceans that inspired planners a century earlier. Buildings and landscapes of the last fifteen years have increasingly been designed around the natural beauty of the area, while the recent emphasis on interdisciplinarity has provided a complementary erosion of the boundaries that formerly defined the academic zones on campus. Little by little, UBC is perhaps moving slowly toward the cohesion envisioned by the university's founders.

## THEMATIC FRAMEWORK

In order to identify what is behind the development of what we are experiencing as we move through the campus landscape, it is important to identify historical themes that pervade the place as we now find it, and which help characterize the campus as we experience it. The collection of these pervasive historical themes we are calling the Thematic Framework.

Historical themes are used to put a resource historically in place and time. Themes can unite a variety of actions, events, functions, people and time periods. Using themes in the assessment of heritage significance helps to prevent any concentration on one particular type of resource, period or event in history. In turn, this ensures that a broad range of heritage resources is considered, touching on many aspects of the region's history. Themes flow across all peoples, places and time periods.

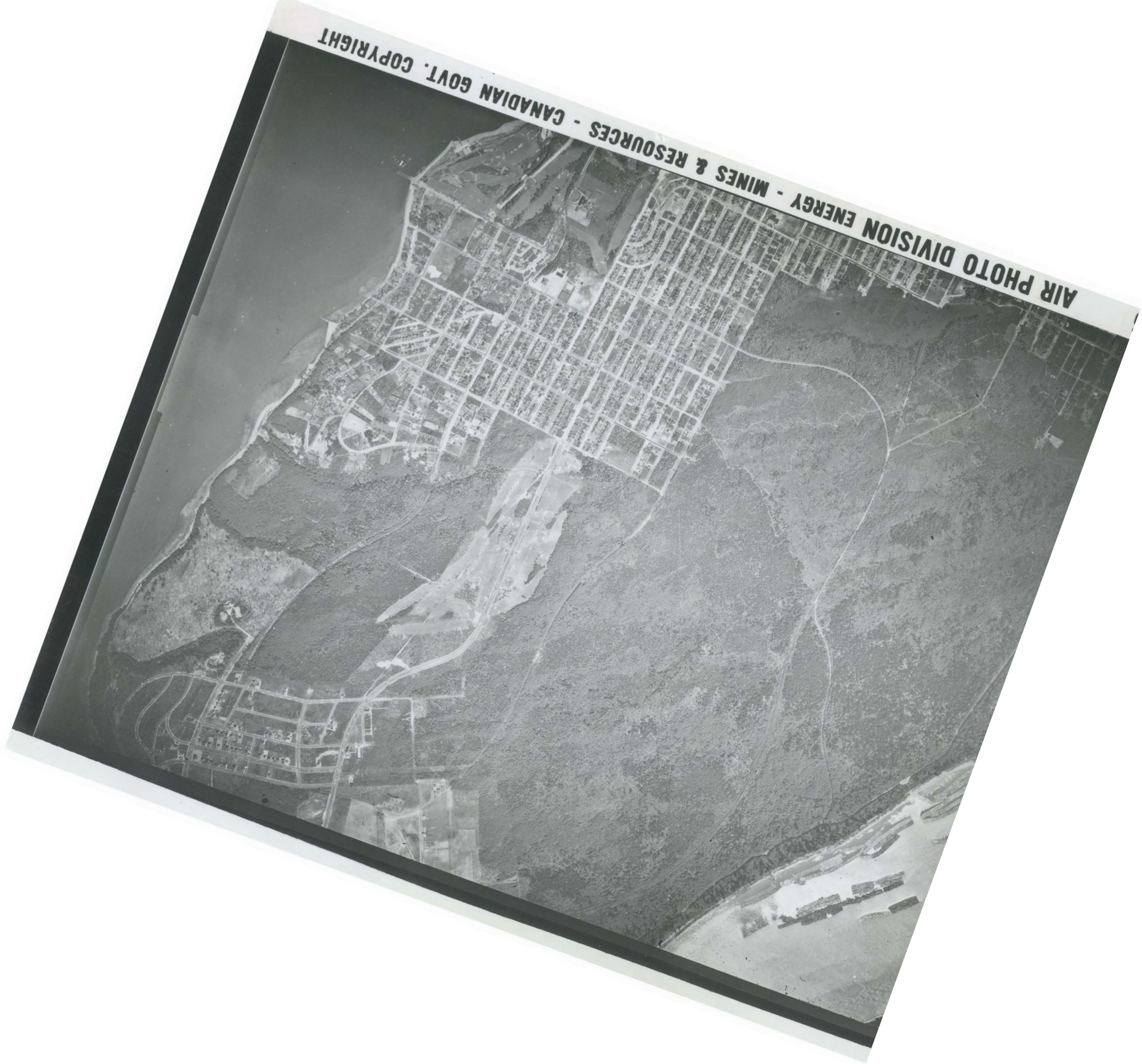
History is complex, and as a result, important historical features, events and/or assets may not be easily slotted into one of the themes. Themes will overlap, and there will be repetition and perhaps ambiguity as to which is the applicable theme.

The UBC campus has a rich and diverse collection of heritage resources. The development of themes is a means by which to begin to understand the campus history and to maintain the integrity of its tangible and intangible heritage attributes. As with so much of community heritage, much of it comes down to the geographic location of the area which yields unique heritage features and sites. The thematic framework will continue to be developed based on the Historical Context Statement, community consultation and continuing research. It is guided by asking the two questions, "What do people value about the university, and why?"





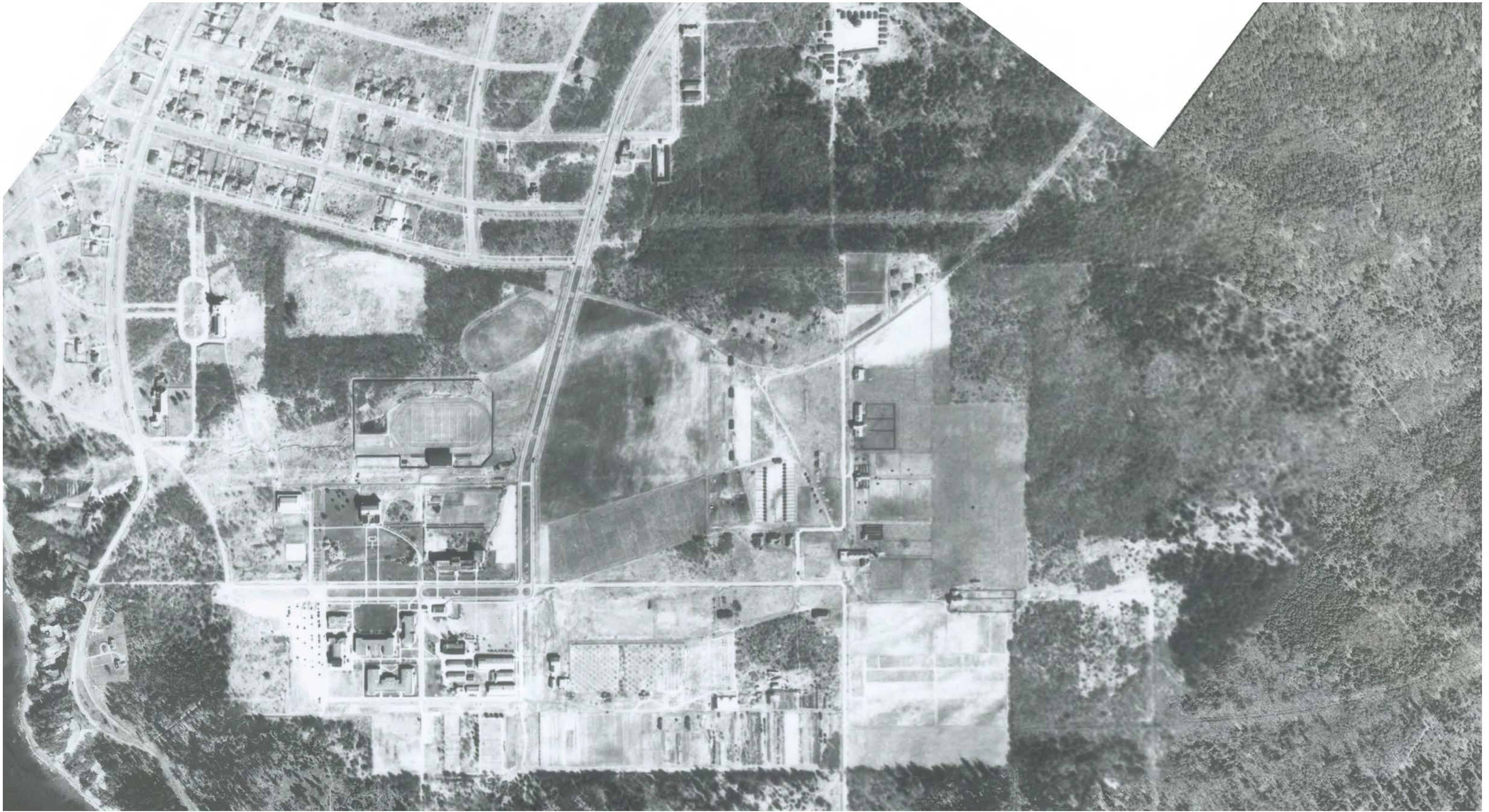




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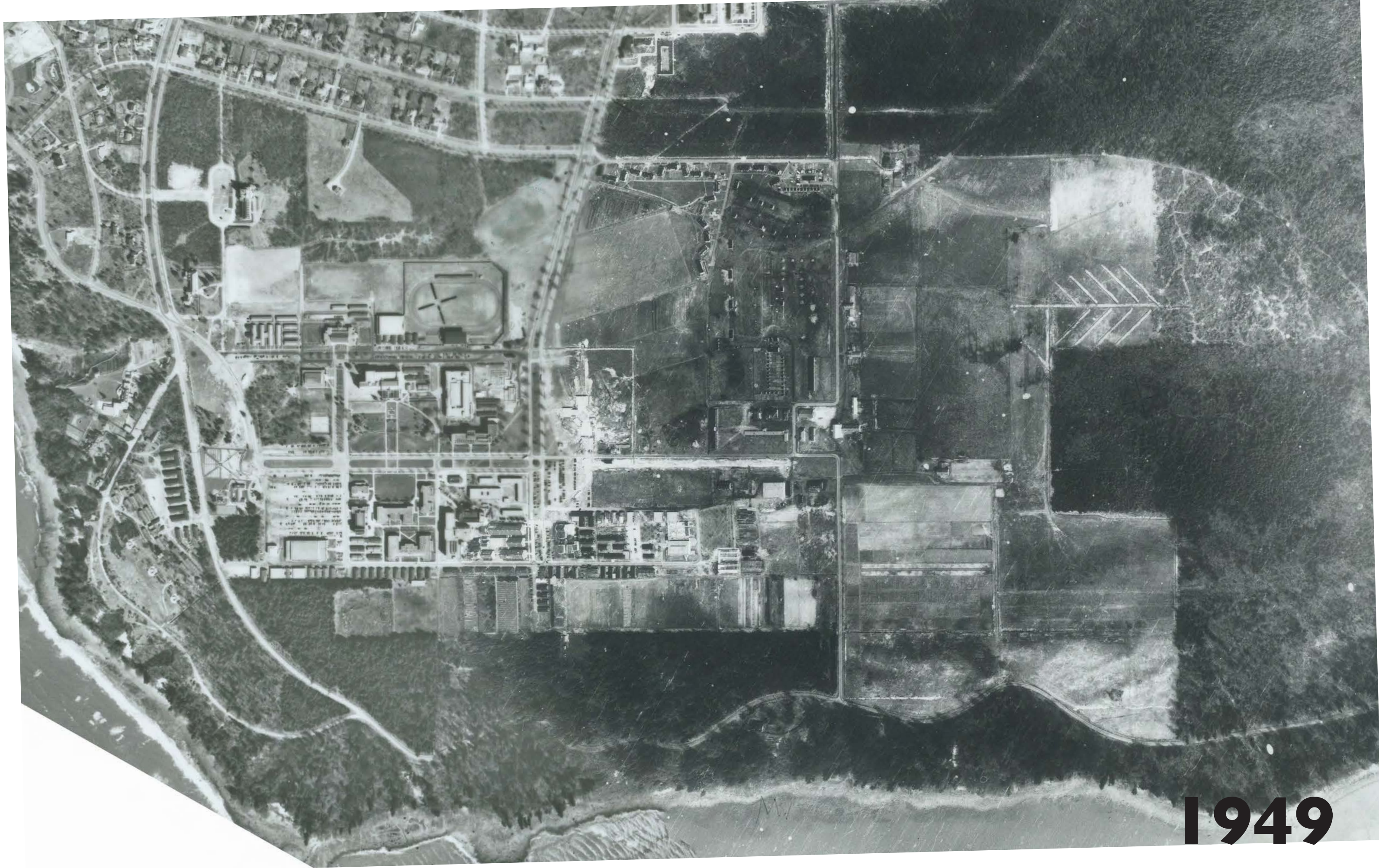
1930





**1938**





1949





1954





1963





1974



# Cultural Landscape Characteristics

## Framework for characterizing the heritage character of the UBC campus

**Natural Systems and Features** - natural aspects that have influenced the development and physical form of the landscape

**Spatial Organization** - 3D organization of physical forms and visual associations

**Land Use** - principal activities that form, shape, and organize the landscape as a result of human interaction

**Cultural Traditions** - practices that influence the development of the landscape’s use, division, building forms, stylistic preferences, and use of materials

**Cluster Arrangement** - the location and pattern of buildings and structures and associated and outdoor spaces

**Circulation** - spaces, features, and applied material finishes that constitute the system of movement

**Topography** - the 3D configuration characterized by features and orientation

**Vegetation** - indigenous or introduced

**Buildings and Structures** - sheltering, mechanical, and structural

**Views and Vistas** - panoramic prospects (vistas) and controlled more focused sights (views)

**Constructed Water Features** - built features that use water for aesthetic or utilitarian functions

**Small-Scale Features** - elements providing detail and diversity for both functional needs and aesthetic concerns

**Archaeological Sites** - ruins, traces, or deposited artifacts



Theme I. The Coastal Forest Clearing

From the start, the campus' development has been inspired and informed by the physical realities of it being located in a coastal forest clearing. The nature of the site - its topography, geology, soil, plant species, and microclimate - was, and continues to be, a valuable influence over the character of the campus. The clear-cut site typifies early settlers' relationship with the natural world; the strong agricultural roots of the early university continue to influence development patterns. The topography, and to a lesser extent the microclimate and site's geology influenced planning decisions. The cultivated landscapes have been inspired by the West Coast forested natural environment, and the forest and clearing have been used as a teaching resource.

Landscape characteristics in support of Theme I The Coastal Forest Clearing

Natural Systems and Features

- 1. Kame deposits in geologically undisturbed sites
- 2. Exposed bluffs composed of silt and sand ocean-side of Marine Drive
- 3. Second-growth forest remaining at tip of Point Grey peninsula, in and around the campus
- 4. Third-growth forest separating campus from City of Vancouver
- 5. Temperate coastal microclimate

Spatial Organization

- 6. Edges of second-growth forest
- 7. Edges of third-growth forest as the campus and endowments lands have developed

Land Use

- 8. Hand-cutting of first-growth forest
- 9. Clear-cutting of second-growth forest
- 10. Agricultural uses

Cultural Traditions

- 11. Un-mapped evidence of logging of first-growth forest
  - Stumps with springboard marks
- 12. Evidence of clear-cut of second-growth forest
- 13. Forest and clearing sites used as teaching resources

Cluster Arrangement

- None identified

Circulation

- 14. Survey cut lines
- 15. Logging roads and other early roads unrelated to the 1914 Campus Plan
- 16. Marine Drive following top of bluff

Topography

- 17. Hog's-back (now aligned with Main Mall)
- 18. Bluffs
- 19. General flatness, particularly of the south campus

Vegetation

- 20. Native vegetation and native plant communities in the clear-cut zone
  - Garden across Memorial Road from Buchanan Building
  - Rhododendron Wood
- 21. Native vegetation and native plant communities in the second-growth zone
  - Grounds in vicinity of Nitobe Gardens and Liu Institute
- 22. Views west to Georgia Strait
- 23. Views north to Howe Sound and the North Shore Mountains

Buildings and Structures

- None identified

Views and Vistas

- 24. Views west to Georgia Strait
- 25. Views north to Howe Sound and the North Shore Mountains

Constructed Water Features

- 26. Drainage ditches

Small-Scale Features

- 27. As-yet-unidentified features associated with surveying, clearing or logging

Archaeological Sites

- 28. As-yet-unidentified culturally modified trees





**Theme 2. Unencumbered Perspective**

So as to not be too closely aligned with the business interests of Vancouver, the physical remove of the campus from the city was seen as a key attribute to its palatability as a politically neutral provincial institution. From UBC's beginning, this separateness has influenced the development of the campus character, lending to the university culture a sense of being able to engage in creative thinking unencumbered by the press of civic life. As such was consonant with its founders' British ideals for the proper upbringing of healthy bodies and independent minds, uncorrupted by city vices.

The land and climate accommodated the development of a richly landscaped campus set with the loftiest of backdrops of the sea and the North Shore Mountains: a rather idyllic setting for lofty academic pursuits. Its siting in clear-cut section of second-growth forest was allowed the institution to physically begin with a clean slate.

**Landscape characteristics in support of Theme 2: Unencumbered Perspective**

**Natural Systems and Features**

- 1. Forest clearing

**Spatial Organization**

- 2. Great distance across parkland from city grid
- 3. Expansive boulevards and open spaces

**Land Use**

- 4. Institutional buildings and open space

**Cultural Traditions**

- 5. Suburban institutional design on and campus, suburban residential design in the Endowment Lands
- 6. Open generously-planted campus landscape
- 7. Fields dedicated to sports
- 8. The Ubyssy

**Cluster Arrangement**

- 9. Student residences
- 10. Groupings of faculty facilities

**Circulation**

- 11. Grand boulevards largely for pedestrian travel
- 12. Gateway elements
  - Graham Gates
- 13. Entry roads to the campus
- 14. Pathways through native or naturalized landscapes

**Topography**

- 15. Elevation above and visual connection with the sea
- 16. Relative flatness, especially south of University Boulevard

**Vegetation**

- 17. Experimental crops and plants
- 18. Places of repose formed in the native, naturalized, cultivated, or designed landscape
- 19. Allees to draw eye to the distance

**Buildings and Structures**

- 20. Innovative and experimental buildings
- 21. Research structures (such as Fraser River Model)
- 22. Places that strongly convey the independent vision

**Views and Vistas**

- 23. Grand vista to the sea and North Shore Mountains from Main Mall, Cecil Green Park Road, Museum of Anthropology, Cecil Green Park, and Green College
- 24. Novel views
  - Nitobe Gardens
  - Buchanan West Courtyard

**Constructed Water Features**

- 25. Water features in support of personal perspective
  - Nitobe Gardens lake
  - Asian Centre reflection pool
  - Remnants of Buchanan West Courtyard reflective pool
  - Lily pond in front of old Main Library

**Small-Scale Features**

- 26. Lookouts
  - Rose Garden

**Archaeological Sites**

- None identified

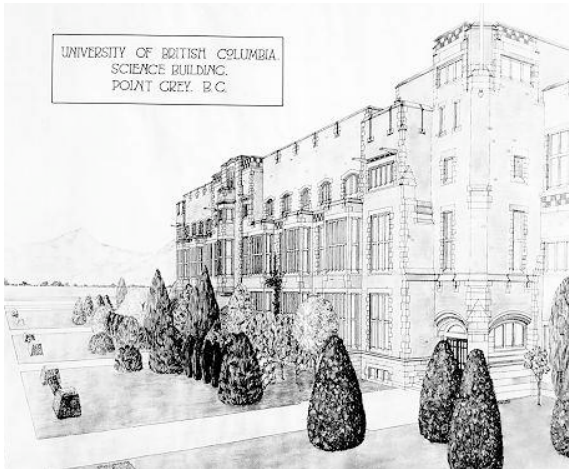




### Theme 3. Commanding Position

The character of the campus is informed by the strategic importance of the site at the tip of the mainland. The decision to locate the university at the tip overlooking the sea and mountains to the north and Vancouver Island to the west was linked to a desire to provide a site with prominence and impressiveness. The 1912 competition held to erect the first buildings stressed Point Grey's "commanding situation upon the bay, with its natural beauty and contours." The campus commanding character is advanced by the grand scale of the main boulevards which meet the grandness of the natural landscape.

The north end of the campus developed under the pull of its position overlooking the sea. The success of the 1914 Sharp & Thompson plan is that it envisioned a visually prominent north end to the campus, providing the university with the impressive physical setting for its cultural and social ambitions.



#### Landscape characteristics in support of Theme 3: Commanding Position

##### Natural Systems and Features

1. Forest clearing

##### Spatial Organization

2. Remnants of the original Sharp & Thompson Plan
  - East, Main, and West Malls
  - University Boulevard, Memorial Road, Cecil Green Park Road
  - West Mall
  - East Mall
3. Site planning that utilizes the force of the natural setting
  - Main Mall northern terminus with Rose Garden
  - Cecil Green Park site
  - Green College site
  - Museum of Anthropology site
  - President's Residence site
  - Buchanan Complex West Courtyard
  - Union College site

##### Land Use

4. Premier post-secondary institutional use
5. Original military camps - Acadia Camp, Fort Camp and Wesbrook Camp

##### Cultural Traditions

6. Musqueam lookout camp
7. Cultural accomplishments inspired by the West Coast context
8. Museum of Anthropology

##### Cluster Arrangement

9. Culturally prominent cluster of institutions at the north end of the campus
  - Faculty Club
  - Chan Centre
  - Frederick Wood Theatre
  - Belkin Art Gallery

##### Circulation

10. Road planning that exploits the force of the setting:
  - Sweep of University Boulevard up to high land at

- Main Mall
- Chancellor Boulevard and Marine Drive
- Union College's Theology Mall and Iona Drive

##### Topography

11. Elevation above and visual connection with the sea
12. Relative flatness to the terrain to the bluff edge

##### Vegetation

13. Vegetation that supports the force of the setting
  - Treed boulevards at entries to campus: Chancellor and University boulevard
  - Treed malls and boulevards on campus: Main Mall, East Mall, University Boulevard, Memorial Road

##### Buildings and Structures

14. Earliest stone-faced buildings
  - Main Block of the original library
  - Original Science Building (now Chemistry Building)
  - Union College
15. Leading cultural buildings

- Chan Centre
- Museum of Anthropology
- Frederick Wood Theatre
- Belkin Art Gallery

##### Views and Vistas

16. Vistas to Georgia Strait, Howe Sound and North Shore mountains from North Campus

##### Constructed Water Features

- None identified

##### Small-Scale Features

17. Artillery emplacements (near Museum of Anthropology)
18. Lookouts
  - Rose Garden

##### Archaeological Sites

19. Musqueam lookout in approximate location of the present Law Building



Department of the Environment Building, 1965 (UBC 41.1:1553-2)



## Theme 4. Room For Research

While the north end of the campus provided the necessary physical prominence for university's identity, the South Campus provided the room for scientific research. From the earliest agricultural research fields to today's development of those farmlands as high-tech laboratories, the campus, particularly its south end, holds a physical record of the university's important role as a site for research.

The relative remoteness, sheer expanse, flatness, and unproblematic soils of the South Campus lands provided simple conditions for its unproblematic development for agricultural research, then applied scientific research (e.g. TRIUMF).

### Landscape characteristics in support of Theme 4: Room for Research

#### Natural Systems and Features

1. Forest and related ecosystems as research and teaching resources
2. Kame deposit soils

#### Spatial Organization

3. Remoteness of south end of campus from built-up lands
4. Layout of early agricultural fields
  - UBC Farm
  - Parcelization of farm land south of University Boulevard
5. Remnants of research lands
  - Fraser River Model
  - Plant Science Field Station
  - Industrial park-like siting of post-WWII research facilities

#### Land Use

6. Early publicly funded agricultural research
7. Post-WWII publicly funded research facilities

#### Cultural Traditions

8. Public and public/private partnerships in research facility development
9. Locavore movement
  - UBC Farm
  - Apple cultivation

#### Cluster Arrangement

10. Grouping of research facilities of cognate disciplines

#### Circulation

11. Early roads related to agricultural research on the South Campus
  - Main, West and Lower Malls
  - Agronomy Road

#### Topography

12. Relative flatness

#### Vegetation

13. Remnants of agricultural research plantings
14. Remnants of original botanical plantings
  - Remnants of Davidson's arboretum
  - Extant botanical garden plant material

#### Buildings and Structures

15. Remnants of agricultural research buildings and structures
  - Barns
16. Horticulture Building
17. Research facilities
  - TRIUMF
  - Lower Mall Research Station
  - BC Research

#### Views and Vistas

18. Views of research facilities
  - BC Research building viewed from Marine Drive
19. Vistas of agricultural research fields

20. Views of botanical gardens

#### Constructed Water Features

- None identified

#### Small-Scale Features

21. Hedgerows, fence lines, power line corridors, related to agricultural activities
22. Elements related to research experiments in the landscape or courtyards

#### Archaeological Sites

- None identified





Theme 5. Community Building

The long term goal for this “magnificent site” was no less than “a small city which is capable of being made one of the most interesting and beautiful in the world.” The new university was “to make the most of the beautiful views which it commands” through buildings employing “a dignified simplicity.” The campus can be seen as a long-developing town, complete with “neighbourhoods” defined by clusters of buildings associated with particular faculties, residential enclaves formed by the various distinct student residences, and more recently by a densification of the buildings and the introduction of denser market housing, both trends leading to a more urban character. The sense of community has shifted from a closely-knit group (structured by such variables race, class, and gender) to a more inclusive and integrated community, albeit still geographically differentiated by academic discipline and use.

Not unlike small towns and cities across the province, the present campus displays the signs of various patterns of development in the 20th Century. The campus displays the redevelopment of outlying agricultural land for suburban development and the storage of automobiles; the increased dominance of roadways to accommodate vehicular commuting; informal paths through informally planned spaces connect destinations; and the replacement of early smaller buildings with larger ones, in order to deal with the increased populations served by the university as the 20th Century wore on.

As the urbanization of the campus occurred with the great increase in the campus population, the challenge increased to maintain a sense of belonging. Student and faculty initiatives to maintain community spirit can be seen as a bulwark against increased anonymity of the burgeoning campus community.

Landscape characteristics in support of Theme 5: Community Building

Natural Systems and Features

- 1. Temperate climate
- 2. Clearing in the forest

Spatial Organization

- 3. Large area comprising the campus
- 4. Buildings set in an essentially suburban landscape
- 5. Infill development at the core
- 6. Undesigned landscapes: informal spaces created between buildings, and between blocks of buildings

Land Use

- 7. Core of educational use, clustered according to cognate disciplines
- 8. Residential use at margins of educational core
- 9. Dispersed recreational and service uses for students, faculty, staff, residents - e.g. food, sports, and entertainment uses
  - UBC Village
  - Student Union Building
  - Gymnasium
  - Thunderbird Stadium
  - Bookstore

Cultural Traditions

- 10. Student activities and events, including intramural sporting events
- 11. Faculty activities
- 12. Public/private partnerships in research facilities
- 13. Locavore movement
  - UBC Farm activities
  - Apple festival
- 14. Town and Gown events
- 15. On-campus food and dining traditions

Cluster Arrangement

- 16. Academic and research facility clusters
- 17. Residential clusters
  - Student residences
  - UEL Lands suburban development
  - 21st Century market endowment housing

Circulation

- 18. Public transportation infrastructure
  - Bus loop and stops
- 19. Vehicular access and terminals
  - Access roads and parkades

- 20. Main pedestrian arteries: the Malls
- 21. Recognized and unrecognized Informal pathways between buildings

Topography

- None identified

Vegetation

- 22. Landscapes used to identify communities
  - Mall allees of oaks
  - Agricultural fields in South Campus
  - Oak bosque near Student Union Building
  - Asian building garden and Nitobe Garden
  - Private gardens for houses and townhousing

Buildings and Structures

- 23. Groupings of buildings with related interests
  - Faculty-related: medical, sciences, arts/culture
- 24. Thunderbird Park recreational facilities
- 25. Student housing: residences
- 26. Places of worship and fellowship
- 27. First Nations Long House
- 28. Endowment Lands housing

Views and Vistas

- 29. Views of the Malls and Boulevards
- 30. Views from Main and East Malls
- 31. Views of the University Boulevard gateway sequer from Blanca to Wesbrook
- 32. Views of the Chancellor Boulevard gateway sequence from Blanca to Marine Drive
- 33. View east from Main Mall down Memorial Road to Brock Hall

Constructed Water Features

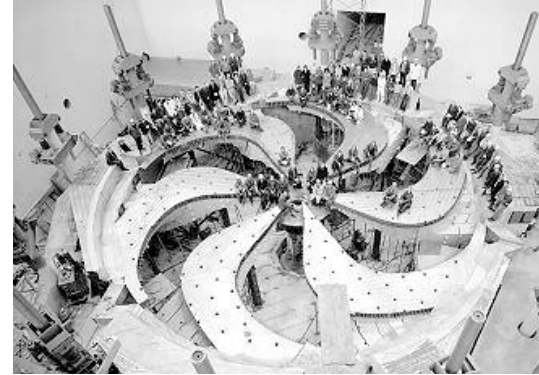
- 34. Empire Pool, Aquatic Centre

Small-Scale Features

- Unidentified informal seating, defining areas, fence: clotheslines: features developed through the evolution of a community
- Unidentified elements related to research experiments in the landscape or courtyards

Archaeological Sites

- None identified



**Theme 6. Extending Reach**

From its inception, the university has traded on being the pre-eminent post-secondary institution in the province, and cultivated its intellectual and cultural leadership. There has been a constant striving to project this leadership role, and to reach out to the province and beyond. An explicit appeal to the federal government following the Second World War to conceive of universities as key participants in the post-war transformation of society was felt on campus with the dramatic increase of student population and its sociocultural diversity, and seen physically in the construction of high-profile facilities to house the extended scope of academic life.

The extending reach of the university is exemplified in its drive to be a leading research institution in the country and internationally. Cultural pre-eminence and leadership, intellectual pre-eminence and leadership, the gradual replacement of temporary facilities, and the university's central role in the professionalization of the provincial public education and workforce all contributed to the institution's eminence.

**Landscape characteristics in support of Theme 6: Extending Reach**

**Natural Systems and Features**

- 1. Clearing above the sea

**Spatial Organization**

- 2. The location near Vancouver
- 3. Large blocks between broad Malls and Boulevards of the 1914 Sharp & Thompson plan
- 4. Extensive South Campus research lands

**Land Use**

- 5. Development of professional training faculties in the decades following WWII
- 6. Development of cultural institutions in the North Campus
- 7. Development of leading recreational facilities

**Cultural Traditions**

- 8. UBC Players Club
- 9. University sports teams
- 10. The Ubysey
- 11. Centres of Excellence building initiative

- 12. World of Opportunity drive

**Cluster Arrangement**

- 13. Agricultural fields in South Campus
- 14. Clusters of applied science research facilities

**Circulation**

- 15. Expansion of road network beyond Sharp and Thompson plan
- 16. Expansion of road network to the South Campus

**Topography**

- None identified

**Vegetation**

- 17. Agricultural research fields in the South Campus
- 18. Botanical garden and arboretum

**Buildings and Structures**

- 19. Vanguard building design
  - Modernist buildings
  - Sustainable buildings
- 20. Research facilities
  - TRIUMF
  - Lower Mall Research Station
  - BC Research
  - Pure science research clusters
  - UBC Hospital with Woodward Biomedical Library
- 21. Regional cultural facilities
  - First Nations Longhouse
  - Museum of Anthropology
  - Chan Centre
  - Frederick Wood Theatre
  - Belkin Art Gallery
  - Vancouver Institute
  - Cecil Green House

**Views and Vistas**

- 22. Vista west to Vancouver Island

**Constructed Water Features**

- 23. Nitobe Gardens lake
- 24. Empire Pool

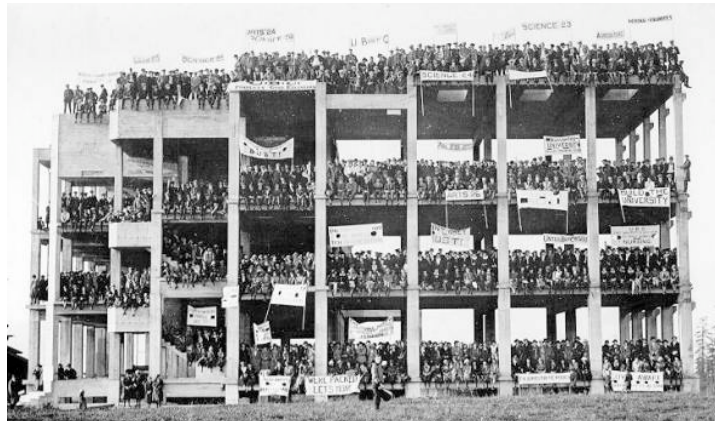
**Small-Scale Features**

- None identified

**Archaeological Sites**

- None identified





Theme 7. Pioneering Spirit

The campus developed in a manner not atypical for any pioneering community in the province’s early years. A vision of a bright prosperous future fueled the early steps to transform the clear-cut piece of land on the point of the mainland into a small city. The university is literally founded on an energy and optimism of a young and ambitious society. The early physical development of the campus was spurred on by an early agitation by the student population for university facilities to accommodate their ambitious. Later social and institutional reform was sparked by pioneering student action in the 1960s.

The university has a rich history of pioneering development programs, epitomized by the building boom in the years immediately following the Second World War; the capital funding program associated with the World of Opportunity drive, and most recently the UBC Renew program that rehabilitates existing buildings as part of its commitment to sustainability.

Equally compelling are the many stories since then of faculty members and students pioneering accomplishments in their chosen fields of study, and pioneering physical improvements to the campus. The reputation of the university rests to a great extent on the pioneering academic accomplishments of its faculty and students, and pioneering degree-granting programs.

Landscape characteristics in support of Theme 7: Pioneering Spirit

Natural Systems and Features

- 1. The coastal forest clearing
- 2. Kame soils

Spatial Organization

- 3. The 1914 Sharp & Thompson plan
- 4. Agricultural research fields south of University Boulevard

Land Use

- 5. Agricultural research
- 6. Pure and applied science research
- 7. Academic instruction

Cultural Traditions

- 8. Groundbreaking academic achievements
- 9. Student activism
  - The Great Trek/the Pilgrimage
  - 1960s student unrest

Cluster Arrangement

- 10. Student-funded student facilities on SUB site

Circulation

- 11. Outdoor spaces associated with student protest

Topography

- None identified

Vegetation

- 12. Innovative architectural and landscape design
  - Scarfe Garden
  - Water filtration system in front of Horticulture Building
  - Nitobe Memorial Gardens
  - Asian culture garden

Buildings and Structures

- 13. Places or reminders of student-funded facilities or landscapes
  - Brock Hall
  - Aquatic Centre
  - Student Union Building
  - Thunderbird Stadium

- 14. Innovative architectural and landscape design

- First phase Buchanan building and its West Courtyard
- 15. Innovative local and international partnerships
  - Religiously-affiliated buildings (St. Mark’s, Carey House, Regent College etc)
  - Faculty Club
  - Koerner Graduate Student Centre
  - Cecil Green Park
  - Ladner clock tower
  - C.K. Choi Building
  - First Nations Longhouse
  - Liu Institute for Global Issues
  - Belkin Art Gallery
  - Sing Tao (journalism) Building
  - David Lam Building (Commerce)
  - Koerner Library
  - Barber Learning Centre
  - Chan Centre

Views and Vistas

- None identified

Constructed Water Features

- None identified

Small-Scale Features

- 16. Commemorative features
  - Great Trek Cairn
  - Stone ring honouring donors
  - Totem Poles

Archaeological Sites

- None identified



**Theme 8. Resourcefulness**

The periodic generation of grand unifying campus plans has occurred against the backdrop of pressure to respond to immediate pressing needs for academic and residential space with limited financial resources. Much of the campus has been built in answer to immediate needs for accommodation without much notice or financing, or to take advantage of unexpected gifts for specific capital spending projects. The campus is marked by a resourcefulness in meeting those pressing needs often with spontaneous planning and limited financial means.

Part of the pioneering spirit in the early years was a resourcefulness that did not eschew adaptively reusing army huts and work camp structures for academic, research, residential, and social space. And there is a long tradition for the reuse of buildings for purposes other than their original purpose. This collective willingness to use what modest means were at hand and financially achievable is one of the great lasting achievements of the university, and has contributed to a feeling of pride in the institution.

**Landscape characteristics in support of Theme 8: Resourcefulness**

**Natural Systems and Features**

- 1. The forest clearing

**Spatial Organization**

- 2. Regimented alignment of identical prefabricated structures
- 3. Increasing physical impact of East and West Malls

**Land Use**

- 4. Work camps
- 5. Second World War military camps
- 6. Military surveillance

**Cultural Traditions**

- 7. Wartime functions
  - Army Drills
- 8. On-campus residential life and communal meals

**Cluster Arrangement**

- 9. Hut compounds for residences and cognate academic disciplines

- East Mall hut clusters
- West Mall hut clusters
- Residential accommodation from repurposed army and work camps at north end and east side of campus

**Circulation**

- 10. Increased importance of East and West Malls as avenues for pedestrian circulation

**Topography**

- Relatively flat land

**Vegetation**

- 11. Donated and commemorative trees and plantings
  - Class trees

**Buildings and Structures**

- 12. Remnants of the “temporary” structures that accompanied 3 stone structures all built in the period between 1923 and 1925 (many still in

use)

- Landscape Architecture Annex
  - The Barn coffee shop
  - Cheeze Factory
  - Stores Road Annex
  - Geography Building
  - Fire Hall
- 13. Relocated army huts repurposed as academic space post-WWII to handle the surge of veterans returning
    - Hut M-17, 21, 22
  - 14. Burgeoning need for student housing, including married and family housing
    - Fairview/Acadia married student housing area
    - UBC village
    - Hampton Place
    - Hawthorne Place and new housing area on south campus

**Views and Vistas**

- Views of extant clusters of huts

**Constructed Water Features**

- None identified

**Small-Scale Features**

- 15. Memorial plaques, benches and trees around the campus

**Archaeological Sites**

- None identified





**Theme 9. Modern Openness**

The development of the campus was influenced by wider social, political, and intellectual currents, and never more so than with its embrace of modernism following the Second World War. The expansion of departments and degrees, and the growth of the student population following that war created a demand for student residences, additional classrooms and laboratory infrastructure at the same time that the Modernist aesthetic was in ascendency. The post-war faculty grew more cosmopolitan, mirroring Canadian society's welcoming of European populations after the war, and contributed to a new openness and thinking on the campus.

As a building style characterized by the simplification of form, restrained ornamentation, and initially a more open relationship with an uncluttered landscape, Modernism mirrored the move to the more open, less traditional, times after the war. Given that there was relatively little substantial building before the Second World War, the campus is physically dominated by Modernist buildings, although situated for the most part in the Edwardian landscape as set out in the 1914 Sharp & Thompson plan that is memorable for its stately layout of broad malls and boulevards.

Post-war modernism also involved the dramatic increase in mobility brought on by the huge increase in the use of the automobile, a reality that transformed much of the available agricultural land in parking lots and vehicular access roads.



**Landscape characteristics in support of Theme 9: Modern Openness**

**Natural Systems and Features**

- 1. The forest clearing

**Spatial Organization**

- 2. Modernist open planning within the grid of the 1914 Sharp & Thompson plan
- 3. Spread of campus south into agricultural research fields
- 4. Increased areas given over to the passage and storage of automobiles

**Land Use**

- 5. Building boom to accommodate burgeoning professional degree programs

**Cultural Traditions**

- 6. European influx to the university faculty
- 7. Sudden democratization of the student body with attendance by veterans
- 8. Increased international outlook

**Cluster Arrangement**

- 9. Parking lots established at southern fringe of built-up campus
- 10. Student residences on western and eastern fringes of built-up campus
- 11. Medical Faculty complex
- 12. Engineering Faculty complexes
- 13. Humanities buildings at north end of Sharp & Thompson plan
- 14. Formal social amenities at north end of Sharp & Thompson plan
  - Graduate Student Centre
  - Faculty Club

**Circulation**

- 15. Accommodation of increased use of the automobile post-WWII
  - Parking lots replacing agricultural fields
  - Changes in circulation patterns
  - Eventual construction of parkades

**Topography**

- None identified

**Vegetation**

- 16. Gifts and donations targeting capital projects (buildings, gardens, monuments, etc.)
  - Class Trees near Geography Building

**Buildings and Structures**

- 17. 1950s, 60s, and 70s buildings to meet increased demand for post-secondary education, including:
  - Buchanan building complex
  - Lasserre building and Frederick Wood Theatre
  - Medical building complex
  - Mechanical and Electrical Engineering buildings
  - Brock Hall Annex
  - Faculty Club
  - Scarfe Building
  - International House

- 18. Sudden democratization of the student body with attendance by war veterans

**Views and Vistas**

- 19. View of BC Research building across lawn from Marine Drive
- 20. View of Totem and Place Vanier Residences from across lawns and treed landscapes
- 21. Views north from Buchanan West Courtyard
- 22. Many views of Modernist buildings as they physically bound Main Mall

**Constructed Water Features**

- 23. Buchanan West Courtyard reflecting pool

**Small-Scale Features**

- None identified

**Archaeological Sites**

- None identified





### Theme 10. Cultural Expansion and Inclusion

The campus can be seen as a record of the steady expansion of the university culture from its early imperial British roots and predominantly male population. The student and faculty population greatly expanded following the war; with a much greater female and immigrant European presence. The increased population made for a less intimate campus experience, but also a deepening of the faculty identities as clusters of faculty facilities developed to meet the increased population and expansion of degree-granting programs.

The fact of the campus being situated on traditional Musqueam territory has over the decades taken root in the campus culture. From an almost token inclusion - the university sports teams being called the Thunderbirds - the campus culture is now infused with a mature understanding of the Musqueam and First Nations cultures, and these cultures are seen as a key components of the university's identity.

Since the 1980s the increased inclusion of international culture - most prominently the Asian cultures - mirrors the general cultural development of the province, and has contributed to the expansive profile of the university in the present era of globalization.

Countering the growing enormity of the university population, and its attendant fragmentation of the university culture, is the rise of interdisciplinarity. The campus now boasts many institutions that integrate faculty and students from across disciplines, including graduate student residences, social facilities and events, and academic programs.

#### Natural Systems and Features

- None identified

#### Spatial Organization

1. "Cambridge on the Pacific"
  - Original Sharp & Thompson Plan

#### Land Use

2. Physical presence of the Musqueam culture
  - Archaeological and ceremonial sites
3. Student space
  - Brock Hall
  - Student Union Building
  - The Knoll
  - Outdoor seating areas
  - Graduate Student Centre
4. Faculty space
  - Faculty Club

#### Cultural Traditions

- Thunderbird sports teams
- Musqueam and other First Nations ceremonies
- Intramural sports
- Sites for graduation ceremonies: War Memorial Gym, Main Mall lookout, Chan Centre

#### Cluster Arrangement

5. Campus with distinct faculty territories

#### Circulation

- None identified

#### Topography

- None identified

#### Vegetation

6. Gifts and donations symbolizing cultural exchange
7. Gardens symbolizing cultural exchange

- Nitobe Gardens
- Asian Centre Gardens
- Botanical Gardens Asian section

#### Buildings and Structures

8. Buildings emblematic of the origins and expansion of campus culture
  - Original Sharp & Thompson buildings
  - "Temporary" buildings in Carpenter Gothic style setting
  - British-influenced origins
  - First Nations Longhouse
  - Museum of Anthropology
  - Asian Centre
  - International House and Hillel House
  - Ritsumaken Residences
  - Graduate colleges: St. John's College, Green College

#### Views and Vistas

- None identified

#### Constructed Water Features

- None identified

#### Small-Scale Features

- Totem poles, longhouses
- Memorial plaques, benches and trees around the campus

#### Archaeological Sites

- None identified

Appendix A  
Heritage character found in the UBC campus public realm

1. Gateways to campus

- Long approach and departure sequences across UEL forested lands key to campus identity
  - Emergence from third-growth forest a key defining element of the campus boundary
- Theme 1:The Coastal Forest Clearing
  - Third-growth forest remaining at the tip of Point Grey
  - Edges of third-growth forest as the campus and endowments lands have developed
- Theme 2: Unencumbered Perspective
  - Great distance across parkland from city grid
  - Gateway elements

2. Ground Plane

- The topography of the clearing was brilliantly used to advantage in the Sharp & Thompson plan
  - The relative flatness make for versatile ground for the various uses it has been put to
- Theme 1:The Coastal Forest Clearing
  - Hog’s-back (now aligned with Main Mall)
  - Bluffs
  - General flatness, particularly of the south campus
  - Drainage ditches (from agricultural research fields)

3. Forest and forest edge

- The forest and the clear-cut edge help to sharply define the campus
  - The edge has blurred as third growth has matured
- Theme 1:The Coastal Forest Clearing
  - Edges of second-growth forest
  - Edges of third-growth forest as the campus and endowments lands have developed
  - Un-mapped evidence of logging of first-growth forest (stumps with spring-board marks
  - Evidence of clear-cut of second-growth forest (unidentified)
  - Evidence of clear-cut of second-growth forest (unidentified)
  - Survey cut lines (unidentified)
  - Logging roads and other early roads predating the 1914 Campus Plan (un-identified, but visible on early aerial photos)
  - Native vegetation and native plant communities in the second-growth zone
- Theme 2: Unencumbered Perspective
  - Pathways through native or naturalized landscapes
  - Places of repose formed in the native, naturalized, cultivated, or designed landscape

4. Significant trees and plants within the clear-cut site

- The campus character is dominated by its mature planting, including native, naturalized, and cultivated ornamental trees, shrubs and flowers
- Theme 1: The Coastal Forest Clearing
  - Native vegetation and native plant communities in the clear-cut zone
- Theme 2: Unencumbered Perspective
  - Experimental crops and plants
  - Places of repose formed in the native, naturalized, cultivated, or designed landscape
  - Allees to draw eye to the distance

- Theme 3: Commanding Position
  - Vegetation that supports the force of the setting
    - Treed boulevards at entries to campus: Chancellor and University boulevard
    - Treed malls and boulevards on campus: Main Mall, East Mall, University Boulevard, Memorial Road

- Theme 4: Room for Research
  - Remnants of agricultural research plantings
  - Remnants of original botanical plantings
    - Remnants of Davidson’s arboretum
    - Extant botanical garden plant material

- Theme 6: Extending Reach
  - Botanical garden and arboretum

- Theme 7: Pioneering Spirit
  - Innovative architectural and landscape design
    - Scarfe Garden
    - Water filtration system in front of Horticulture Building
    - Nitobe Memorial Gardens
    - Asian culture garden

- Theme 8: Resourcefulness
  - Donated and commemorative trees and plantings
    - Class and memorial trees

- Theme 10: Cultural Diversity
  - Gifts and donations symbolizing cultural exchange

5. Vistas to the natural setting

- A key characteristic of the campus is its connection with the natural setting, facilitated by the Sharp & Thompson plan
  - Vistas to the west are closing up due to the maturation of the second- and third-growth forests
- Theme 1:The Coastal Forest Clearing
  - Views west to Georgia Strait
  - Views north to Howe Sound and the North Shore Mountains
- Theme 6: Extending Reach
  - Vista west to Vancouver Island

6. Views and vistas within the campus

- Memorable views and vistas within the campus help relate parts to the whole
- Theme 2: Unencumbered Perspective
  - Novel views
    - Nitobe Gardens
    - Buchanan West Courtyard
- Theme 4: Room for Research
  - Views of research facilities
    - BC Research building viewed from Marine Drive
  - Vistas of agricultural research fields
  - Views of botanical gardens
- Theme 5: Community Building
  - Views of the Malls and Boulevards
  - Views from Main and East Malls
  - Views of the University Boulevard gateway sequence from Blanca to Wesbrook
  - Views of the Chancellor Boulevard gateway sequence from Blanca to Marine Drive



33. View east from Main Mall down Memorial Road to Brock Hall

Theme 8: Resourcefulness

15. Views of extant clusters of huts

Theme 9: Modern Openness

19. View of BC Research building across lawn from Marine Drive

20. View of Totem and Place Vanier Residences from across lawns and treed landscapes

21. Views north from Buchanan West Courtyard

22. Many views of Modernist buildings as they physically bound Main Mall

## 7. Campus Malls

**Main Mall** - the defining space of the campus

- length and width are critical elements
- mostly grassed boulevard
- unobstructed view down length of mall the unifying experience of the campus
- strong repeating element of the oak allee reinforces the sense of the whole and gives scale to the vastness
- uniformity of treatment (somewhat eroded now) unifies the campus

Theme 2: Unencumbered Perspective

11. Grand boulevards largely for pedestrian travel

Theme 3: Commanding Position

2. Remnants of the original Sharp & Thompson Plan

3. Site planning that utilizes the force of the natural setting

- Main Mall northern terminus with Rose Garden

Theme 5: Community Building

37. Engineering Cairn

Theme 6: Extending Reach

15. Expansion of Main Mall south of Sharp & Thompson plan (south of Agronomy Road)

Theme 7: Pioneering Spirit

16. Commemorative feature: Great Trek Cairn

**East Mall** - once important eastern edge to the campus buildings, now somewhat lost as a defining element because of the erosion of its uniform treatment along its edge and informally determined crossing paths

- length and width and critical elements
- unobstructed view down length helps with orientation
- uniformity of treatment (quite eroded now)

Theme 2: Unencumbered Perspective

11. Grand boulevards largely for pedestrian travel

Theme 3: Commanding Position

2. Remnants of the original Sharp & Thompson Plan

Theme 6: Extending Reach

15. Expansion of Main Mall south of Sharp & Thompson plan (south of Agronomy Road)

## 8. Boulevards

**University Boulevard** - once important point of entry

- length and width are critical elements, as well as dog-leg at East Mall
- unobstructed view up to Main Mall intersection from either side
- uniformity of treatment (greatly eroded now)

**Memorial Road** - a more intimate boulevard, but with formality

- length and width and termination at Brock Hall

- unobstructed view up to Main Mall intersection from either side
- uniformity of treatment (greatly eroded now)

Theme 2: Unencumbered Perspective

11. Grand boulevards largely for pedestrian travel

Theme 3: Commanding Position

10. Road planning that exploits the force of the setting:

## 9. Modernist spatial definition

- Modernist building provide boundaries to the Sharp & Thompson Edwardian grand ground plan
- Problematic meeting of Modernist landscapes associated with Modernist bounding buildings and the Edwardian Malls and Boulevards

Theme 9: Modern Openness

2. Modernist open planning within the grid of the 1914 Sharp & Thompson plan

4. Increased areas given over to the passage and storage of automobiles

## 10. Faculty precincts

- Distinction between the public space of the shared streets and the less open public space created by the various faculty or department building complexes - e.g.: Buchanan Courtyards, medical faculty precinct open spaces, and the architecture/music/drama precinct open space

Theme 3: Commanding Position

9. Culturally prominent cluster of institutions at the north end of the campus

Theme 5: Community Building

7. Core of educational use, clustered according to cognate disciplines

8. Residential use at margins of educational core

## 11. Iconic Modernist landscapes

- The campus is actually a predominantly Modernist campus overlaying the Edwardian original plan; the campus has many important Modernist landscapes associated with the Modernist buildings:

- War Memorial Gym grounds
- BC Research lawn
- Totem Park lawns and planting
- Ponderosa Building landscaping
- Buchanan Courtyards
- International House grounds

Theme 9: Modern Openness

2. Modernist open planning within the grid of the 1914 Sharp & Thompson plan

4. Increased areas given over to the passage and storage of automobiles

## 12. Singular public spaces

- The character of the campus is partly defined as a collection of singular landscapes, usually favoured for their aesthetic qualities, or for their social or microclimate

- Nitobe Gardens
- Asian Centre gardens
- The Knoll
- The Rose Garden/Flag Pole belvedere

Theme 9: Modern Openness

2. Modernist open planning within the grid of the 1914 Sharp & Thompson plan

4. Increased areas given over to the passage and storage of automobiles

Theme 10: Cultural Expansion and Inclusion

8. Nitobe Gardens

## 13. Remaining agricultural fields

- The character of the campus is embedded in the history of much of the south being originally agricultural research fields
  - UBC Farm
  - Other remaining fields
    - Theme 4: Room for Research
      - I4. Remnants of agricultural research plantings
      - I5. Remnants of original botanical plantings
        - Remnants of Davidson's arboretum
        - Extant botanical garden plant material
    - Theme 6: Extending Reach
      - I3. Agricultural Fields in South Campus
    - Theme 7: Pioneering Spirit
      - 4. Agricultural research fields south of University Boulevard
    - Theme 9: Modern Openness
      - 3. Spread of campus south into agricultural research fields

**I4. Remaining recreational spaces and fields**

- Key to the landscape being a campus are the playing fields and outdoor recreational spaces adjacent to academic buildings
  - Empire Pool grounds
  - Playing field east of SUB
  - Playing fields on the South Campus
    - Theme 6: Extending Reach
      - 5. Development of leading recreational facilities



