



## On Retirement and History...

### Robin Anderson, Professor Emeritus

WOOHOO!! My retirement has arrived!! Not to sound overly excited about abandoning my rather privileged B-faculty position at UFV, but after 35 years of university teaching and the growing difficulty of meeting work levels at the age of 67... it is lovely to move on 😊.

Certainly, moving on is fine and dandy mostly because my 30 years at UFV have been wonderful - yet a bit surprising as each year marched on. As I jokingly reveal to my History of Education students (HIST 323) in our final week, I was kicked out of high school in 1973 for lack of attendance and other typical illegal youth consumptions in the early 1970s... LOL.... For the next decade I worked hands-on as both a furniture refinisher and salesperson in the antique business but finally decided to register for post-secondary life in my late 20s by joining the SFU undergraduate program. And I became so engaged in academic learning, something that would NOT have been the case in my early 20s! Of course, today there is little support for encouraging young people to wait until a few years to jump back into schooling; much of this is driven by the economic demands of post-secondary institutions and the intense promotions done by universities for grade 12 students in their schools. But for me, and for many, the best time to join post-secondary learning is a bit later in the young adult experience - in fact, one of my daughters became most fully engaged in her learning at the age of 29.

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### Featured Professor

Professor Robin Anderson recently retired after 30 years at UFV where he was a fixture of history courses and department functions on campus and in the community. In this feature article of *Now and Then*, Robin reflects on his retirement and the state of history as a field and profession. He retired alongside Professor Chris Leach - the department's resident photographer, whose professional photos are featured prominently in this newsletter and at galleries near you! Together, they were our longest serving fulltime department members! We will miss them! In the words of KC and the Sunshine Band: "please don't go!" - *N&T editor.*



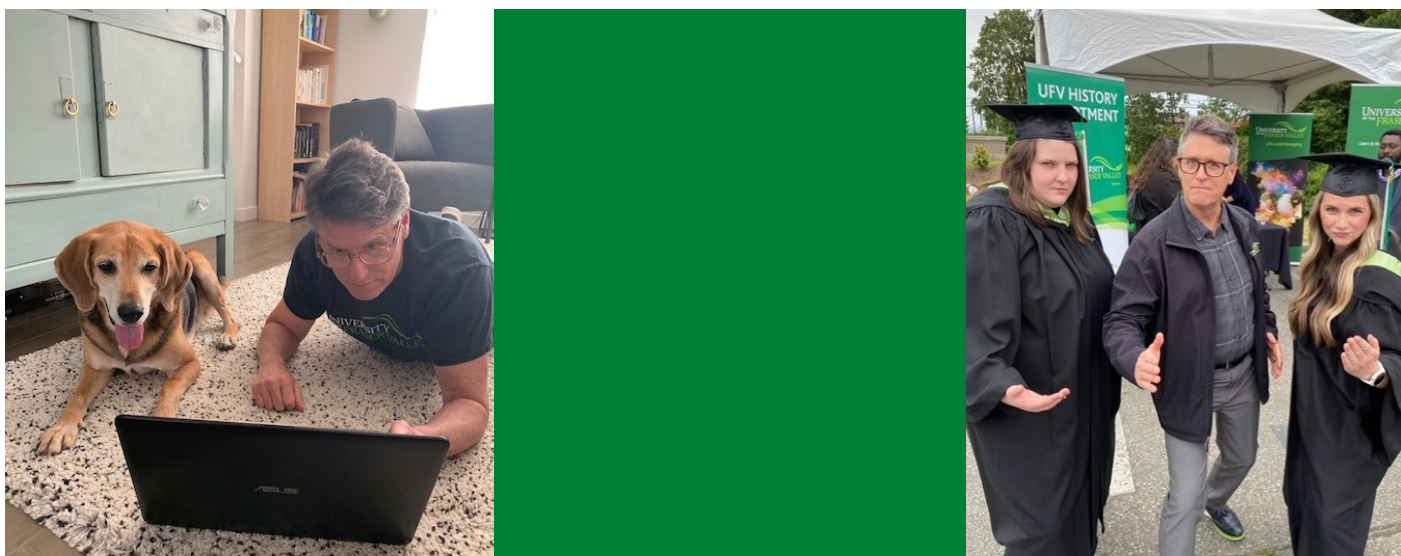
Of course, recognizing the needs of learners was not very important to me early on in my academic life. Instead, I was more attached to the basic belief systems that shaped the nature of academic history in the 1980s and 1990s. Nothing odd about that. Most new, bright, and emerging academics define themselves via the approaches and perspectives that dominate their intellectual context and period. For me, the then well-established cultural Marxist view of Canadian class history shaped our content at SFU, supported by professors Allen Seager and the well-known visiting Canadian Marxist Bryan Palmer. What I found interesting was that women's history and the emergence of gender relations and gender inequality in the early 80s became more powerful than Marxist cultural history, which was then driven by SFU, gender historian Veronica Strong-Boag (Nikki). I moved much of my historical analysis towards the gender perspective because it made so much sense to me! Not to get too personal... but I was sexually abused by my older male cousin over the course of two summers when I was 11 and 12 years old; so, the impact and changes of male sexuality through history were important issues to me. As well, many of the women in my life have been sexually attacked by men, leaving most of them with traumatic outcomes that have undermined their lives. For me, this makes the understanding of gender relations an important perspective in both history and the lives of our students and their learning needs.

***Academic history is there to produce accurate views of the past, which is built through recognizing all the complexities that shape existence.***

I will admit, my academic historical perspectives have changed quite a bit over the last 30 years. But overall, I have tried to maintain a level of analysis that acknowledges the complexity of human existence. That sounds rather vague.... But honestly, I have refused to define the past according to one perspective; instead, academic history is there to produce accurate views of the past, which is built through recognizing all the complexities that shape existence. And I'm not suggesting that academic life should not support social activism! However, true social changes must be built on a full and accurate knowledge of the past and present; otherwise, the inaccurate assertions will eventually come under critical analysis. Ironically, a lot of the energy within social activism is focused on repressing other relevant areas of social needs - the zero-sum economy that shapes public and social media feed conflict between positions of social activism. Back in the late 80s, the leaders of women's and gender history spent a lot of their time attacking (quite successfully) the established perspectives of cultural Marxism. By the 90s, historians who were focused on racialization and the impact of racism brought gender history under their critical view, which eventually fed the notion of intersectionality - the approach that at least on the surface supports the complexity of human existence. Mind you, intersectionality was used to reject the relevance of gender and support the power of racism as the main construction of modern society, which shows how an academic position can be used to promote one area of social activism over another.

By the early 90s, the academic history of British Columbia truly was built through the complexity of using social class, gender relations, and racism in each study. Those of us who produced history articles for academic journals were always encouraged to not simply focus on one area of analysis. I happily published several articles drawn from my ridiculously long MA thesis on the nature and use of private employment agencies in Vancouver in the years before 1920, which was built on social class relations, gendered divisions, and racial and ethnic cultural separation. Perhaps even more important for me was my fourth published article (1996) on the history of professional baseball in Vancouver before the First World War. That article was the first academic sport history piece ever published in a major academic journal – *Canadian History Review* – and it became a rather significant article that was used throughout universities in Canadian survey courses! WOOHOO! .... The point I'm trying to make here is that the sport history article included the three perspectives of class, gender, and race. Whether we see this today as complete or not, that article was built on the notion that the full use of all perspectives was essential to understanding the past.

Of course, the emergence of the post-structuralist attacks on academic history methods and content construction in the late 1990s and early 2000s (referred to then as postmodernism) brought all this sense of historical clarity into question.... That was a wild period when those of us teaching history as the way to understand the past were under critical examination... mostly by theoreticians within English departments 😊. That would eventually disappear by the second decade of our century when both Indigenization and post-colonialism emerged as the main perspectives in academic history, with the latter consuming post-structuralism within its perspective! Needless to say, the complexity of historical perspectives today appears to be very wide – although, as in the past, some of these perspectives assert their profundity over others. Regardless, I believe it is essential to use a variety of these approaches to understanding the past – the diversity of history should never be pushed aside. And let's face it, soon the emerging theories of Anti-Nation Globalization and Human-Animal Relations will drive academic history into other areas of work....



Robin working from home during Covid and at UFV Grad from June 2022

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So... the point I'm trying to make here is that our pursuit of an accurate understanding of the past doesn't always fit perfectly into the social context. But often, what we do contribute in terms of scholarship and/or in the classroom, based on every bit of evidence available and every area of analysis that applies, can make our world understandable. What does this mean for our UFV History students? Well, certainly it is essential that our students are delivered an accurate and fully diverse explanation of the past. Students appreciate that. Of course, the complexity of our historical content also suggests that our classrooms are full of wide range of human existence. The nature of our students, their own experiences, and what they need to learn is elaborate. That's where the complexity of historical content meets up with the diverse depth of our students. Perhaps this began for me over a decade ago when my own children hit their late teens and were old enough to head to university. As a result, I tried to connect with my students and have them share their own life experiences. They have always appreciated that, and that has given me a deeper understanding of their learning needs. The course that I teach on the History of Education (HIST 323) certainly fits into this and has turned out to be my favourite course to teach - in part because it's taught ME so much about the complexity of pedagogical approaches and curricular structures through time, but also because the students are incredibly engaged in that! I've recently created essay assignments in the class that have them use their own personal schooling experiences as a comparison to analyze the goals and principles of elementary schooling in the late 19th century (Essay 1) and the cultural frameworks of high school life in the 1950s (Essay 2). In the end, my teaching at UFV has evolved to focus on both the wide variety of historical content and the depth of understanding of the students and their learning needs.

***In the end, my teaching at UFV has evolved to focus on both the wide variety of historical content and the depth of understanding of the students and their learning needs.***

So, thanks for allowing me to talk endlessly here. Retirement apparently feeds our personal history.... Just as a final comment, for many retiring faculty, saying goodbye means disappearing completely from the institution - they have no interest in continuing to participate in their department through occasional teaching, mentored departmental service, and/or continuing their scholarship. In some cases, they live within conflicting departments that are not comfortable at all! For them, it's best to leave.... I sit in the other retired faculty group who want to continue to contribute and connect to their professional existence as professor emeritus. I have had many conversations with these retirees, and retirement is driven almost entirely by the inability to teach seven classes sections every year. For most instructors well into their 60s, the work level is simply too difficult, especially those of us who spend endless hours each week marking written assignments. For most, there are no days off each week; in fact, the only days off in the academic year come in late December (hopefully) and at some point, the following summer.... So, for us, retirement is not chosen to leave the university, but rather as a way to reduce the workload through the consumption of the college pension plan and the more comfortable teaching of a class here and there as professor emeritus. In short, retirement is the only workload reduction process we have at UFV for older instructors; we have no effort to accommodate age-related changes for workers, something that certainly could be dealt with through unionized collective bargaining, particularly for those who have low pension levels. Just saying.... 😊

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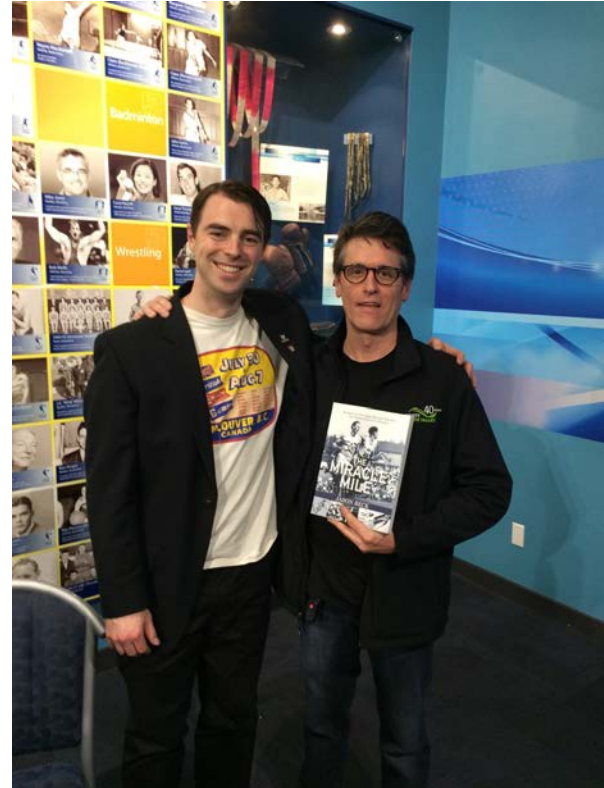
# Alumni Highlights

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## A Tribute to Professor Anderson

By Jason Beck, Curator and Facility Director - BC Sports Hall of Fame and President – Canadian Association for Sport Heritage

Robin Anderson is one of the main reasons I'm still working in sport history and heritage twenty years after last attending UCFV/UFV. I didn't even know Robin when I first transferred to UCFV in 2001 to play soccer, but I wanted to take one course there: History 325 Canadian Sport History, taught by Robin. Not only was Robin one of the most knowledgeable professors I encountered, his classes were always the most entertaining and fun. We all eagerly anticipated his class each week. I remember we learned and laughed a ton. Devouring the course readings and writing a paper on the 1972 Summit Series convinced me that sport history was something I wanted to pursue. He encouraged me to take a Directed Studies course with him and I'll never forget the moment sitting in his office when he mentioned the 1954 British Empire and Commonwealth Games and how the rowing events took place nearby on the Vedder Canal. That moment spawned two incredible things that changed my life forever. One was a paper on the 1954 Games that eventually was published and then led to a 10-year-long project culminating in my first book *The Miracle Mile: Stories of the 1954 British Empire and Commonwealth Games* published in 2016. The other was sending me to the BC Sports Hall of Fame to do research. That led to a student practicum placement there, which turned into a summer job, part-time work while I finished my degree, and then being hired as the Hall of Fame's full-time Curator. I'm still working at the BC Sports Hall of Fame today and owe Robin a massive amount for setting me down this path. There is an army of students like me out there that Robin mentored over the years. The impact he has made on the lives of his students has been immeasurable. I will be forever grateful to him. Congratulations on your retirement, Robin, and thank you for everything!



Jason and Robin at the launch of Jason's book, *The Miracle Mile*, in 2016.

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# Alumni Highlights

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## A Tribute to Professor Leach

By Melissa Wing - History Master's student –  
University of Victoria History Program

When I was a student at UFV, I had a handful of courses I could not wait to take. One of them was History 418: The Great War, 1914-1918 with Dr. Chris Leach. This course pushed me to be a better scholar, led me to question what it truly meant to study history, and to challenge the boundaries of the field. In each lecture, Chris allowed his students to steer the direction of the class through our questions and interests in the source material. Plus, Chris always created an environment that was engaging. There was never a quiet minute in that class. Whether we were in the midst of a deep historical debate or just sharing funny moments from our week, his class was always welcoming and abundant with laughter. It was one of the hardest courses I've ever taken, but it was also the one I still draw from the most.

Although it was the first course I ever took with Chris, it was not the first time we had met. Prior to entering his classroom as a student, I got to know Chris in my role as President of the Association of History Students (AHS) when he was Head of the History Department. I was always amazed at the amount of time he was able to carve out of his day for his students. When a student needs help, whether they are enrolled in one of his courses or not, his office door is always open. Whether it was a question about course work, general career advice, or to pitch an end of semester student versus professor paintball game – Chris always puts his students first.

For many students – past and present – Chris is more than a professor but a mentor. I would not be where I am now, working in the field of history, without the support I had from Chris – and I know I am not the only one. I will always be grateful to him and his support throughout the years. I speak for all of his students when I say thank you for everything! Congratulations on retirement Chris!



Melissa with Chris at her BA Honours graduation in 2019.

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# Alumni Highlights

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## On the Journey to Complete a PhD

By Prof. [Sharanjit Kaur Sandhra](#), Historian - Parks Canada and UFV Faculty Associate

Graduating in the November ceremony at UBC brought to a close an 8-year long journey of completing my PhD while working full time, raising my boys, being a daughter in law, and being a partner to my husband. For me, the 8 years were not all great, reminding me of the meaningful anti-racist work that needs to be fostered and enacted in the discipline of History across academia. This included a moment of considering quitting the program. Thank goodness I didn't. And thank goodness I was surrounded by an incredible supervisor, Dr. Henry Yu, along with a committee, Dr. Renisa Mawani, and Dr. Viviane Gosselin, who each supported me so meaningfully along this journey.

The ceremony ended up meaning so much more to me than I thought it would be. My boys got to see their mom become the first Sikh to graduate from the Department of History at UBC in the PhD program. And because of that, those 8 years, and the ongoing challenges I know I will continue to fight for within the discipline will always be worth it. Those who attended my defence in April saw me insert my boys into my story, and when you read my dissertation, you will read the same. My boys motivate me, and they drive the energy for my passion for History to be about the future. My dissertation, "[Museums as Spaces of Belonging: Racialized Power in the Margins](#)" is available through the UBC website to read. I would encourage people to do so and reach out to me if something within it strikes you. It is a dissertation written with purpose at the height of the Black Lives Matter resurgence in 2020. It was an incredible moment to begin writing, and I consider myself lucky to have been able to write in that space and time.



Dr. Sharanjit Kaur Sandhra at her PhD Graduation with her boys.



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# Alumni Research Highlights

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## Canadian War Correspondent Mollie McGee

By Melissa Wing - History Master's student –  
University of Victoria History Program

I graduated from the University of the Fraser Valley in 2019 with an Honours Major in History and an Extended Minor in Media & Communications. My time at the University of the Fraser Valley provided me with opportunities I could only dream of as an undergraduate student. I was able to present at conferences, write original research, work in local archives, and travel the world studying history. Most importantly, my undergraduate degree prepared me for where I am now and provided me with a solid foundation for my work inside and outside academia

In 2020, I started my Master of Arts in History at the University of Victoria under the supervision of Dr. Penny Bryden. The following year, in November 2021, I had the opportunity to travel to Ottawa to conduct research for my thesis at [Library and Archives Canada](#) and the [Military Research Centre at the Canadian War Museum](#). My research centred on Canadian reportage and war news during the Second World War with a focus on Canadian war correspondents who participated in the Italian and Sicilian campaigns. Through my research I came across the captivating story of *Globe & Mail* war correspondent Mollie McGee.

McGee was born in Australia and moved to Montreal with her family in 1907 when she was a child. In 1933, McGee began her career in journalism with the Montreal Herald covering society events and the rare murder. After her time at the Montreal Herald, McGee moved on to work for the Canadian Press for a brief period before becoming a freelance writer overseas. Ultimately, McGee earned herself a position with the *Globe & Mail* as their official war correspondent at the Ministry of Information in London.[1]



Much of Melissa's research has taken her to archives in the nation's capital.



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In August 1944, McGee was the first woman to gain official war correspondent accreditation with the Canadian Army through her work with the *Globe & Mail*. She was also the first Canadian woman to secure accreditation with the American Army a few months later.[1] However, documents show that McGee and her editor originally applied for war correspondent accreditation in 1943 but the request was deferred – or, as the Army described it – “until such times as arrangements can be made with less chance of prejudicing the position of the other correspondents already in the Mediterranean.”[2] This was no doubt a nod to the masculine nature of war correspondent work. Women war correspondents in the field were not only considered a liability, but also seen as a threat to the validity of the war correspondent role.

As historian Majory Lang notes, when it came to her work “McGee applied her feminism with a light touch.”[3] In short, McGee walked a fine line in her role as a war correspondent. She used her humour to fit in with her male counterparts, but always maintained that a women's point of view was just as important as a man's.

McGee was devoted to her work covering the Canadian war effort in Europe. However, her dedication managed to get her in trouble with the military authorities and her publisher and more than once--so much so that there was an active list of her run-ins with military authorities. In July 1944, McGee managed to make her way into Normandy without the permission of military authorities, she was also suspected of carrying censorable material with her twice. Moreover, after the war, McGee admitted to sweet-talking a guard in Paris to be able to interview political prisoners.[4] In letters to Canadian Army Public Relations, the editor for *Globe & Mail* expressed his frustrations regarding McGee's tendency to bend to rules to get the story and described her as a “greater problem than an asset,” and “a problem child.”[5] Canadian Army Public Relations threatened to take away McGee's license more than once. Despite ruffling some feathers, McGee was ultimately able to keep her war correspondent license and continue her work.

Mollie McGee is just one of many Canadian war correspondents I've had the pleasure of researching this past year. I look forward to continuing my research and uncovering more stories lost in the archives.

#### Notes

[1] “Obituary Mollie McGee: Canadian Journalist covered Vatican,” *The Globe and Mail*, December 11, 1991, p. E6; and Marjory Lang, *Women Who Made the News: Female Journalists in Canada, 1880-1945*, (Montreal: McGill-Queen's University Press, 1999), 278.

[2] Lang, *Women Who Made the News*, 278.

[3] LAC, RG24-C-1, Department of National Defence (DND), reel C-5186 1903 Headquarters Central Registry, Subject Files 1866-1950, file H.Q.C. 8262-3-M-20, PR 448, July 10, 1943.

[4] Lang, *Women Who Made the News*, 278.

[5] LAC, RG24-C-1, Department of National Defence (DND), reel C-5186 1903 Headquarters Central Registry, Subject Files 1866-1950, “Miss Molly McGee – War Correspondent: Appendix A,” March 8, 1945; and Obituary Mollie McGee: Canadian Journalist covered Vatican,” *The Globe and Mail*, December 11, 1991, p. E6.

[6] LAC, RG24-C-1, Department of National Defence (DND), reel C-5186 1903 Headquarters Central Registry, Subject Files 1866-1950, Farquharson to Jennings, August 11, 1944; and Farquharson to Clark, May 9, 1945.

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# Faculty Research Highlights

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## Running a Temple: A story of warriors, monks, and villagers in 17th - Century Japan

By Prof. [Eiji Okawa](#)

How communities (re)organized themselves in Japan around the turn of the seventeenth century is a topic that has received little attention. Partly, this has to do with the paucity of the records from the time, but it is also true that the history sixteenth and seventeenth century Japan tends to be framed as a universalized story of state formation. For, the early modern warrior state emerged to transform the political landscape. Yet little is known about how groups and individuals interacted with one another or how they positioned themselves in their world.

What does the early modern transition look like if we decentre the state in favour of empirical social relations? I am working on an article that explores this question with the manuscripts of a Buddhist temple called South Renjo-in. Situated in the monastery of Koyasan in central western Japan, this temple served as a forum for creating a local order by institutionalizing rights and duties among diverse groups. I look at how this system was preserved and reconstituted in the mid-seventeenth century through litigations. To tell this story, I focus on a dispute that arose when a carpenter broke a lock to the sanctum of the gods during a religious ceremony. Analyzing records related to the dispute, I explain why the temple became a litigant to defend the carpenter. As I argue, the temple was a container of resources and status. This capacity was utilized by warriors, monks, and villagers to secure their entitlements in a non-modern legal environment characterized by the absence of the force of law that codified rights as abstract-conceptual basis for organizing property relations. My aim is to humanize the account of the early modern transition and retrieve the logics social formation that have been concealed in the historiography.



A gate marking the sanctum of the Miyashiro shrine in the Koyasan Buddhist monastery in the mountains of Wakayama prefecture in Western Japan. The shrine is dedicated to the tutelary guardian gods of the region and played a crucial role in the ritual life of the monastic community. In 1656, a dispute broke out among competing groups in this area.



Eiji examining a document of the South Renjo-in Temple, listing the names of its previous abbots dating back to medieval times

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# Student Research Highlights

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## Archive Trips and Field Research

By Jackie Drummond

For the past year and a half, I have had the opportunity to work as a Research Assistant for Dr. Keith Carlson. The main project I have been a part of is research relating to the 1786 and 1862 smallpox epidemics that had devastating impacts in British Columbia and the North Western United States, especially upon Indigenous people. The purpose of this project is to identify how the epidemic spread, how colonial officials did or did not assist Indigenous people in this crisis, what Indigenous perceptions of the disease were, and how the epidemic continues to have lasting impacts upon Indigenous people today.

In June, I travelled to the British Columbia Archives in search of primary source materials from the 1862 Fraser Canyon Gold Rush. It is believed that that the influx of white miners to the area served as a catalyst for the spread of smallpox to Indigenous communities. I came across several diaries of gold miners that detail their journey to mainland British Columbia and up through the Fraser Canyon. Nearly all of the men write about the lack of food and supplies, the cold and wet weather, and the rugged terrain they coaxed their horses through. Perhaps because these men were so wrapped up in their own miserable circumstances, or potentially because they did not come across smallpox at all, very few of these miners mention smallpox as being present in the area, despite the fact that many miners employed Indigenous men as guides. However, colonial correspondence makes it clear that smallpox was indeed epidemic at this time in the Fraser Canyon.

While this lack of reference to smallpox raises more questions than it answers, the search continues in find evidence pertaining to the nature of these smallpox epidemics. One possible avenue of inquest is to identify doctors practicing in the area during these years, and track down any diaries or correspondence that could prove useful.



The photo above was taken of Keith and Jackie in Lytton, looking at rocks stacked by the hands of Chinese, Indigenous, and other miners in search of gold.

# Student Research Highlights

## Transcribing Documents as a Research Assistant

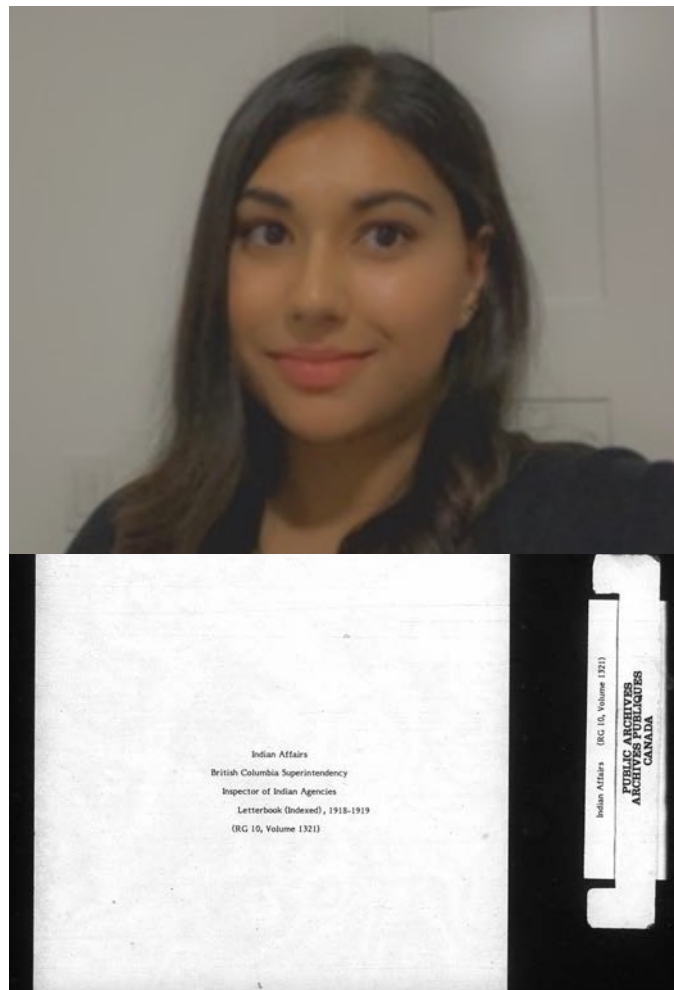
By Ravjeet Dyal

I am currently completing my final year of my Bachelor of Arts degree in History with a minor in Business. Currently, I was given the opportunity to work as a research assistant for Professor Keith Carlson where I am responsible for transcribing both written and oral history documents. A degree in History does not always create a direct career path to follow, however, the work I have done so far has definitely intrigued me to consider a career in research.

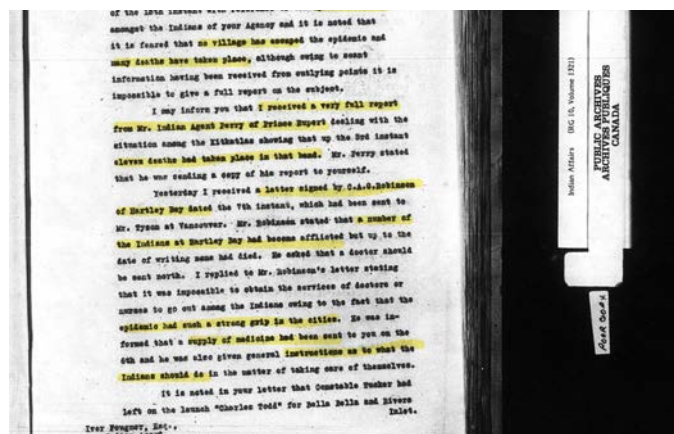
Analyzing large documents and spending hours behind the screen of a computer are commonly part of my day. Therefore, the courses that I have taken over the years at the University of the Fraser Valley have significantly prepared me to do well in this position.

Specifically, the work I have done so far includes listening to audio clips about the history of wind drying and its importance to Indigenous peoples. I have also transcribed several letters from a letter book that discussed Indigenous affairs over the years. The letters primarily discuss how the Spanish Influenza has had a negative effect among Indian bands. For example, they discuss the symptoms many faced and how the chances of fully recovering were not common. Therefore, the letters also examined how it was very difficult to find a physician to treat people who had been infected by influenza. Populations numbers among bands are also examined, especially the number of births and marriages.

The research that I have transcribed so far is an important part of Canada's history and therefore it is necessary to have it transcribed for the public to view. Not all of Canada's past is pleasant. However, that does not mean it should be forgotten. As I continue to work alongside Keith as his research assistant I am excited to see what I discover next.



Excerpts of the "letter book" Ravjeet describes in her research.



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# Student Research Highlights

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## GIS Mapping and Historical Research

By Max Hoyer

I am currently completing my final year of the Bachelor of Environmental Studies here at the University of the Fraser Valley. When one of my professors mentioned that Professor Keith Carlson was looking for a research assistant to help in some GIS mapping, I immediately decided to pursue the opportunity. At that time, I was not familiar with Keith's work, but I quickly developed an appreciation for both the importance and complexity of his world.

My work is centered around a traditional land use study currently being conducted on behalf of the Homalco First Nation. Working with other researchers, I am tasked with locating and digitally mapping the historic location of villages, hunting grounds, and resource-use sites. Trying to determine who lived in what locations at what time based on handwritten journals and other primary sources is both challenging and rewarding. While this work is interesting, that isn't to say it doesn't present its own technical challenges. For example, should a fishing area be designated by a line or a polygon!?

Having not come from a history background, I have been fascinated by the work I have assisted with so far. Considering the relative remoteness of the Upper Island / Johnstone Strait region today, it is really inspiring to learn about the people that have lived in this region and supported a robust and interconnected economy for countless generations. In terms of career development, this work has been immensely valuable with regard to understanding the complexities of traditional land use studies. As I look toward prospective careers in the environmental and natural resource sectors, I really feel that the skills gained through this experience will help me contribute to reconciliation in a meaningful way.



Max Hoyer at work.

# Student Research Highlights

## Reflection on a Work Study Term

By Maggie Meyers

Throughout the semester, I have had the opportunity to work as a Digital Archive Researcher as part of a Work Study with Ian Rocksborough-Smith. The focus of my research was mid-20th Century Catholic Liberalism in the United States. More specifically, I looked at articles from the *Catholic Worker*, a newspaper located in New York. My research has had me look at and catalog over 170 articles spanning from the late 1950s to the early 1970s.

Going into this research, I was expecting to see the stereotypical conservative Catholic responses to various moments in history. My expectations were not met, thankfully. I was happily surprised to see just how progressive the staff and writers of the *Catholic Worker* were, especially in a time of racial injustice.

There were many themes that became relevant as I continued with my research, but there were some that stood out more than others. During the early Cold War, and later, the Vietnam War, many *Catholic Worker* staff members were quite adamant about their disapproval of the United States' involvement in both events. During the time of the Cold War, many of them refused to pay taxes that would support the Cold War, while also refusing to partake in Air Raid Drills. During the Vietnam War, many staff members refused to join the draft and encouraged others to do the same. With that being said, some of them went as far as burning and destroying their draft cards altogether. Virtually all of them were prepared to face encounters with law enforcement, and many of them did and were arrested several times.

Overall, I am very thankful that I had this opportunity. It was a great way for me to research a topic that I have been interested in for quite some time. It was also fun being able to create a usable database of catalogued *Catholic Worker* articles that I can potentially use in my future research.



Cover of *The Catholic Worker*, March 1968.

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# Holocaust Remembrance

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## A Conversation With a Survivor

By Prof. [Sebastien Huebel](#)

On November 23, Holocaust survivor Alex Buckman visited UFV to give a talk to students, faculty, and staff. The event seemed to hit a nerve as it was well-attended and attracted interest from many outside the department, as evinced by many follow-up emails. Born in 1938 into a Jewish family, Alex gave an emotional speech about his survival in wartime Belgium where he was hidden in an orphanage, whereas his parents perished in Auschwitz. A highlight of the talk pertained to a family cake recipe of an orange cake (see recipe on side panel) that his aunt – who was incarcerated in the women’s concentration camp Ravensbrück - wrote on a tiny piece of paper that she kept tied to her rags – as an act of preserving Jewish culture. Luckily, the aunt and with her the recipe survived. Toward the end of the event, free cupcakes (made by a Chilliwack bakery) were presented to the audience. These cakes were more than an example of hollow tokenism but served as a symbolic example of meaningful remembrance to keep the stories of the ones who perished alive.

Predictably, the lively Q&A period focused on such questions of legacies and lessons learned. A student in the audience gave remarks of appreciation for having the rare chance to listen to and speak to a survivor, an honor that inevitably comes with a biological expiry date as we will not be able to host such events for much longer. Others asked the survivor what can be done to prevent another holocaust. The answers given by Alex but also Steven Schroeder and myself centered on instilling an ongoing interest and curiosity in our students and highlighting the relevance of caring about History – a never-ending pursuit from an instructor’s point of view. Thank you to Keith Carlson and PARC for co-hosting the event together with the College of Arts as well as Steven Schroeder who participated in the panel discussion. If you have missed the talk, a recording is available [here](#).



Alex Buckman (second from left) alongside Professors Keith Carlson, Sebastian Huebel, and Steven Schroeder.

### Orange Cake Recipe

- 3 cups of flour
- 2 tsp baking powder
- 2 cups of sugar
- 1 cup of butter
- 1 tsp of vanilla
- 5 large eggs
- 1 cup of orange juice
- 2 tsp of orange peel

All ingredients should be at room temperature. Place all dry ingredients in a bowl. Mix the butter, sugar, vanilla and the eggs one at a time. Add dry ingredients alternating with wet ingredients. Bake in the oven at 350 degrees for 60 minutes.

## Photos from History MAGS (Majors, Awards, and Graduates Social) Celebration and History Honours Presentations - May 2022



Honours Grad Carlanna Thompson (now with [UFV CHASI](#)) & Prof. Scott Sheffield



Prof. and Department Chair Adrianna Bakos announces annual student awards at the K Building patio at "MAGS." Awards included... you guessed it... history books!



Honours Grad Katelyn Fisher ([now in the TEP at UFV](#)) & Prof. Ian Rocksborough-Smith

## An engaging Zoom life continued for many this past Fall...



Professors Horne, Carlson, Huebel and Schroeder discussed historic genocides over time and place through [UFV's Peace and Reconciliation Centre](#), November, 2022.



[UFV's Association of History Students](#) organized an online workshop with alumni, faculty, and students about applying to conferences and grad school.



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## Association of History Students (AHS) at UFV

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The "[What to do With Your History Degree](#)" event in October, organized by [AHS](#), featured alumni Carlanna Thompson, Jason Beck (via Zoom), Ben Siemens, and Shaylene Tielmann - who spoke about how their history degrees helped prepare them for their current jobs.

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## History Department Faculty & "Four Legged Friend" Hike to Aldergrove Regional Park (Fall 2021 & 2022)

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**FROM STUDY TOURS TO APPLIED RESEARCH, THERE IS ALWAYS SOMETHING HAPPENING IN THE UFV HISTORY DEPARTMENT, CHECK US OUT...**

