

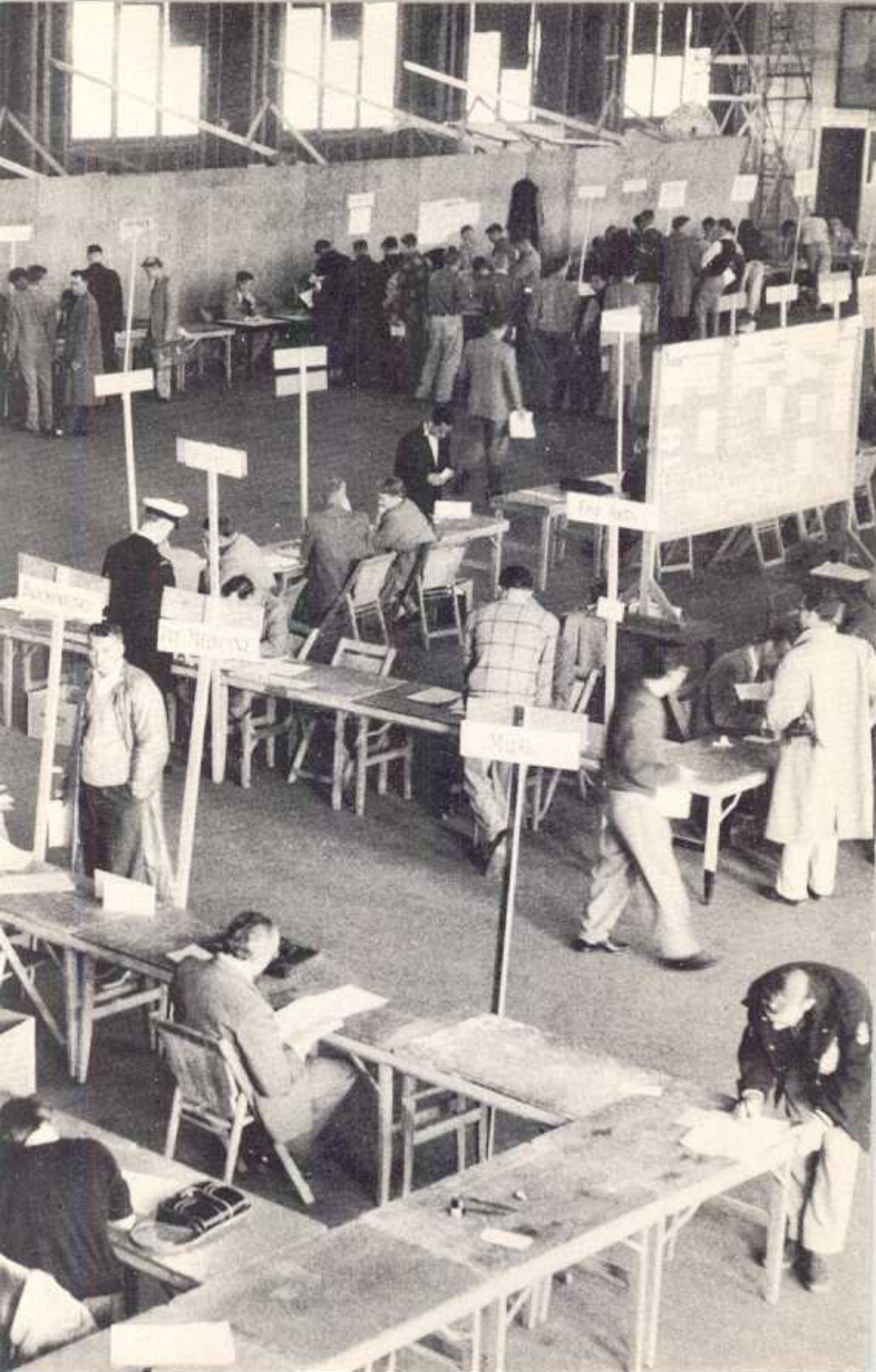
THE  
PRESIDENT'S REPORT  
1954—1955



THE UNIVERSITY OF BRITISH COLUMBIA

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VANCOUVER, CANADA  
1956**



## TO THE BOARD OF GOVERNORS AND SENATE OF THE UNIVERSITY OF BRITISH COLUMBIA

Ladies and Gentlemen,

I have the honour to transmit for your information my annual report on the University for the academic year 1954-55. This year marks my tenth year as President of the University of British Columbia, and I have in the following pages developed some comparisons between the problems and opportunities which I faced when first assuming office and those that face the University today.

I was reminded in the preparation of the report of the greatly increased volume of business which the Board of Governors and the Senate are now engaged in, and I would like to take this opportunity of paying tribute to the members of the Board and Senate, who voluntarily give their time to guiding the destinies of this institution. As Board and Senate you have encouraged its growth as a community of students and scholars, as a provincial and national enterprise most intimately associated with the training of the professional men and women the Province and country demand and need, and as an institution which plays an increasingly important role in the social and economic well-being of the Province and country. Not only the staff and students of the University, but the people of the Province at large are fortunate, and should be grateful, that busy men and women are willing and able to give so generously of their time and energies, as you have done, to the development of an institution so important to the life of the country. On behalf of all of us at the University I would like to acknowledge your efforts with our most sincere and genuine thanks.

Norman MacKenzie

# President's Report

*September 1954 to August 1955*

IT IS PART of my obligations as President to "report annually upon the progress and efficiency of the academic work of the University." This is my tenth report. It may, therefore, be useful and appropriate to engage in a general stock-taking of developments in the affairs of the University of British Columbia, as well as to indicate in outline old and new questions which are likely to confront us during the next ten years. As in the past, I have chosen to be selective. It is no longer possible to do justice to all the details which are contained in the reports of departments, deans and committees or in the several published reports of the University. The latter speak for themselves. I wish to enquire into some of the more elusive, yet formative patterns of teaching, research and organization which underlie — often only vaguely recognized — the more visible or measurable trends of growth in number of students and faculty, or of kinds and size of buildings, grounds and equipment.

To be sure, the increase in our student body from 2,430 in 1943-44 to 9,374 in 1947-48 to 5,914 in 1954-55, the addition of faculties as well as the growth in numbers on faculty and staff, new buildings of all kinds, steady increase in revenue and expenditure — all these facts easily and obviously document the growth and vitality of the University; they point as well to the relationship between campus and Province.

Since 1941 British Columbia has grown from a population of roughly 818,000 to 1,266,000 in 1954. A little over eight percent of the Canadian population lived in this Province five years ago. We are still the third largest province in the Dominion. Similarly, Vancouver, with its 531,000 inhabitants in 1951, is by now the third largest metropolitan centre in Canada.

Yet a university never reflects its immediate environment alone. It is also a part of a national and international community.

As an academic community it belongs to that inclusive yet distinct company of scholars which is one of the few informal associations on a scale and basis large enough to be world-wide.

A proper perspective of the last ten years in the University must, at the very least, take into account several facts: the work and forethought of all those who were responsible for the University's solid foundation and development through its early difficult years; the unique contribution that the influx of veterans during six years beginning in 1945 made, especially to our modes of teaching — a contribution which is not confined to the years they were with us; the continuing demand for technical and professional skills in this Province and throughout this continent as well as abroad; the growing readiness and leisure in our community for the enjoyment of the "arts" as well as for a diverse intellectual climate; and the persistent way in which education in our society is a matter of public debate and of public policy, both provincial and federal.

In trying to assess the main developments and attempted, but so far incomplete, undertakings for which we have been working, I find it convenient to think of the years between 1945 and 1955 as falling into three periods.

Soon after I came in 1944 the influx of veteran students began. Four years later we had over 9000 students. In the session of 1943-44 there had been 2400. This quadruple increase meant many temporary arrangements. The majority of these depended on a degree of cooperativeness and good will, on the part of the faculty as well as of students, which it will always be good to remember. Even now it is still too soon to appreciate the full impact of the decision on the part of the Government of Canada to help support university education for large numbers of discharged servicemen and women. The educational aspirations of those veterans for their children are among the reasons for an anticipated continuous increase in university enrolment during the next twenty years.

Yet even though we had more students during the first few years of my presidency than we have had since, the university today is a considerably more complex and varied institution than it was in 1948.

The second stage during my ten years could be described as

the beginning of a substantial development in the variety of teaching and research activities — a development that is likely to continue for a long time to come. Since 1945 we have added the faculties of Law, Medicine, Forestry, Pharmacy, and Graduate Studies. We have added courses, staff and research facilities, professional schools and institutes. Our obligations have become many and complex. Though teaching undergraduates will always be primary among these obligations, permanent commitments to professional education in a variety of fields, to graduate training and research and to various educational and technical services to the community at large, have irrevocably augmented our general aims.

This report also covers the beginning of a third period: planning for the further developments to accommodate increasing numbers of students and additional ventures in professional education as well as in various special fields, especially in the social sciences and the humanities. Many of the developments that I wish to discuss, even if briefly, can, however, not just be thought of in measures of student numbers or expenditures. In an academic setting, returns and costs can never be a matter only of financial accounting. Our efforts and ventures involve, in addition, contributions for which there can only be qualitative criteria.

For better or for worse, the University is now a complex institution. Its several constituent parts can only be described one at a time. There is no neat and clear way of drawing lines. Traditionally, we think of the eight faculties—Graduate Studies, Arts and Science, Agriculture, Applied Science, Forestry, Law, Medicine, and Pharmacy — as the main divisions, with the Faculty of Arts and Science as the core. Yet, the graduate faculty, which has a “token” budget and no teaching staff of its own, ‘cuts across’ these divisions, just as on a smaller scale some of the departments straddle boundaries, to the delight of some and the displeasure of others.

In addition to departments, our faculties comprise schools, such as those of Architecture, Commerce, Education, Home Economics, Nursing, Physical Education, and Social Work; institutes (Fisheries, Oceanography) and programs (Community and Regional Planning). While the bulk of academic work is carried out within and across these boundaries, there are other aspects of



university work — quite apart from administration — which the previous list does not directly indicate. I have in mind primarily the many tasks which an almost bewildering array of committees annually carries forward.

It is interesting to note in passing that at the present time we seem to have reached a general stage of stock taking in the country as a whole. The Massey Report is still a challenge to us. Royal Commissions on the economic future of Canada and on radio and television broadcasting are assembling data for reports which I am sure will have bearing on the state and role of Canadian higher education and on the on-going discussions about professional training in various fields. All this will keep alive the opportunity to debate and decide on the proper functions of contemporary universities.

I should probably repeat in that connection that I remain fully committed to the principle of making higher education generally available to as many people as are able to profit by it. I also believe that universities must combine tradition with flexibility. In Canada and at UBC professors have had most of their graduate training and education in the United States, England, or on the continent of Europe. It is natural that our composite image of a "true" or "great" university should incorporate memories of Berkeley, Cambridge, Chicago, Columbia, Gottingen, Harvard, London, Oxford or Paris. Yet the Canadian West imposes opportunities and limitations which demand new directions and experiments. Certainly the past has much to teach us; so does the East. West of Lake Ontario it is only too easy to forget, for instance, that Canada is officially a bilingual country and that the intellectual heritage of French Canada can make a very important contribution to higher education in any Canadian university. This Province, on the other hand, confronts us with many social, economic and technical questions, to the solution of which the University is obligated and pleased to contribute. Besides, communities and regions — by coincidence and design — create their own atmosphere and traditions of intellectual interest and work. In Vancouver we can face many ways: across an ocean to the Far East, across forests and mountains to the North and Arctic, across a nearby border to the United States, across mountains to the Prairies. In a peculiar way



we are at once in the centre and at the edge of several different spheres, each with its own combination of economic, technological or social problems. This reflects itself in the scope and directions that our academic work assumes. Our imagination and our resources must, of course, never be wholly absorbed by immediate problems. There must always be room for the widest range of individual scholarly and scientific interests and pursuits. In many cases only other colleagues in the same field can assess the importance and meaning of some particular piece of work. In this way the contribution of a university is always a manifold matter, to be judged by a variety of standards and never only by one. But time and place provide their own challenges and limitations. In our case — and restricting myself to the general area of my own specialty — problems arising from a growing and heterogeneous population, which in many areas seems to have to devise new institutions, would appear to be one important focus for different kinds of investigative work.

In retrospect, it is good to be able to report that this University in particular and other Canadian universities in general have been spared the clear and present dangers to academic freedoms that have threatened so many of our sister universities, in many areas of the world.

Our university tradition, unlike that of Germany for instance, has never been paralysed by the destructive efforts of a dictatorship, which does irreparable damage, especially to the social sciences and the humanities. I am sure we shall continue to enjoy this freedom, as long as we are prepared to defend it.

Yet we must neither take this freedom for granted nor fail to see that it can be diminished in subtle and indirect ways, which are not less harmful for being less obvious. A university is a public trust. It can only carry out the functions entrusted to it if the scholars that constitute the university are unhampered by doctrinaire demands from anywhere.

Academic freedom, as we have come to think of it in these troubled years, is too important and far-flung a subject to be adequately discussed within the limitations of an annual report. A proper concern with it would have to include a discussion of subject matter and methods of instruction as well as of many of the

details and principles of the inner government of the university and its relations to society.

I wish now to take up some of these matters in turn, beginning with some general comments about the purposes and government of the University of British Columbia.

### *Purpose and Government of the University*

As a university we labour in three broad and overlapping areas: teaching, research, and service to the community appropriate to an academic institution. It is in these areas that we are prepared to be judged. Within the University, however, these three tasks cannot be an equal concern to each of us. Differences of training, gifts, temperament and opportunity maintain a necessary division of labour amongst us. Some of our most valuable faculty members might well be unknown in the community; some of our most effective teachers write little; some of our faculty who publish well and frequently are not necessarily among our best teachers. The proper balance between our three areas of endeavour is, therefore, always an uneasy one, both for any one individual and for the University as a whole.

I firmly believe that a university must be in alert touch with the wider community in which it carries on its work. There is no doubt that through our research in a rich variety of fields, ranging from drug addiction to town planning, from forestry to fisheries, we have concerned ourselves with questions of distinct practical and local importance. Through our Department of Extension we are similarly involved in many varieties of adult education. All this is invaluable and will continue. We must, in addition however, continue to guard ourselves against too many immediate demands so that we may keep ourselves free for the exacting intramural demands of teaching and research. Service to the community is a long range, as well as a short range ideal. Our students, who for the most part come from the communities of British Columbia, need and deserve our best. Through them we hope to contribute to a better future in the communities in which our graduates settle.

Service and knowledge lose something of their value if they are not continually assessed and extended; a university that is not

ceaselessly active in research does not deserve the name. Research, however, takes many forms. Historical scholarship or experiments to discover the causes of the common cold, new methods of forest management and enquiries into the social organization of B.C. Indians, all are examples of research. A common condition underlies their diversity: the willingness to stand back and ask questions, to subject everything to the discipline of thought, including the premises and conventions of thought itself. Such an enterprise demands much endurance and imagination and a degree of detachment. A university is therefore continually experimenting with working out the proper balance between being connected and concerned with its immediate community, on which it depends, and being removed and insulated from it, so that by standing off it can see more clearly into the past and the future as well as into the present. It is wrong to confuse this necessary degree of being apart with the popular notions of being "stand-offish," "impractical" or "fiddling while Rome burns." Rather, I am suggesting that good theories are among the most practical things a university can be expected to invent or discover. But in some circumstances and for some people these are born only under circumstances of freedom from the many distracting interruptions of phones, letters, newspapers, committees and lectures.

It goes without saying that for the University as a whole teaching is one of its basic concerns, yet learning is not confined to its students. Teaching, as an act of giving, implies learning as an act of receiving. It follows naturally from all this that a university, unlike a hospital or business, frequently tries to reach for rather elusive goals and can adopt no precise formula for balancing its various undertakings. As an institution we are concerned with a variety of groups within and without our walls: faculty, students, administration, the community. Each of these is more than a uniform collection of people. The various members of these groups necessarily make partly contradictory demands on the University.

I need not go into detail as to how the University Act and the division of responsibility between Board of Governors, Senate, faculties, students, committees and alumni are intended as ways for implementing our policies, safeguarding important individual

rights and maintaining high academic standards. As President, I have the privilege and opportunity to be in fairly close touch with all these groups. I have made it a deliberate practice to be available to any members of the University without in any way wishing to interfere with the necessary autonomy of faculties and departments. One might well ask, however, what alternatives a fast growing university on the North American continent has for organizing its teaching and research program save that of the maximum amount of autonomy and responsibility.

With this in mind we have tried to supplement departmental divisions by a series of committees. This year over a hundred committees helped implement or plan the affairs of the University. A word about these is in order, since committees can mistakenly come to be regarded in a negative light. In a university many issues cut across the divisions of faculties and departments or have to be considered by smaller groups in detail before a larger body can decide on well considered alternatives. Committees exist for these purposes. In addition they assemble, in a face-to-face way, people from different parts of the University who might otherwise not have the opportunity to encounter each other. This is one of several useful by-products of their operation. I would be the last to deny, however, that committees can be time consuming. Yet without them a majority of the members of the University would not have the same sustained opportunity to become acquainted with a wide range of problems that face us collectively and to help in the formulation or inspection of policy with regard to these. These committees are appointed by the Board of Governors, the Senate, the faculties, or the President. Many of them are concerned with the issues of finance, buildings and grounds, and future development, or with counselling the various schools within faculties about their programs. Some are concerned with the complex issues of appointments and promotions. Some deal with matters pertaining to foreign students, or Greek Letter societies, or student health. Some are concerned with more specialized issues: military education, for instance, residences, radiation, or the library. Finally, some committees work entirely in the areas of research and teaching, advising on special programs of study, advising about university research funds or scholarship moneys, or consider-

ing new academic developments. This list suggests the variety of obligations the University inevitably shoulders and raises implicitly the questions of proper limits and flexibility of an institution of higher learning in this Province.

The qualities of its faculty and of its student body are, in the last analysis, the measure of the standing of a university. In this respect, as in so many others, UBC is very fortunate. We have been able to attract and keep many able teachers, scholars and researchers who have brought to us a wide variety of training and experience gained in many parts of the world. Necessarily the riches of the University in this respect are uneven: in some fields we have groups of men and women sustaining between them lively undergraduate instruction and a productive graduate program, in others one or two people still have to work in relative isolation, while other fields of knowledge and enquiry we have not been able to develop at all.

Many reasons converge in a man's or woman's choice of the academic career and life. The status and role of the university professor have, furthermore, changed, in Western countries, during the last fifty years. In one respect Canada is rather unique, for the majority of the permanent teaching staff of its universities are likely to have taken a substantial part of their graduate training outside Canada, while the universities in which they teach are a changing blend of English and American patterns. These emphasize, at the same time, a regulated number of courses as prerequisites for the B.A., the giving of many lectures, possibilities of "honouring" as well as "majoring" in a subject, holding examinations for each course rather than "comprehensives," long summer holidays with traditions of student employment, considering a B.A. only the beginning of a professional career, and close and important ties between the university and the local and national community. These are part of the conditions under which our faculty works. Remuneration, promotion and tenure are other aspects of their work. Money is not and should not be one of the prime ambitions of any one who wishes to give his life to university teaching or research. But greater freedom and independence are some compensation for this. True, we expect our faculty to remain closely in touch with the community and to meet, on a fairly equal footing, a wide variety of groups in the community.

But to be creative and efficient, members of faculty should be freed from excessive financial worries and from pressure to accept routine tasks for the sake of their monetary returns. However I hope and expect that over the years more money will be available for faculty salaries and that in my next annual report I shall be able to speak of substantial progress in the financial status of the faculty.

In respect of both promotions and salaries I have striven for a combination of flexibility and justice. A series of committees now discuss our promotions. The criteria of assessment are becoming clearer and more agreed upon. In large measure we see to it that the men and women on our faculty are given that status which a group of their peers and elders accord them after discussion. We are also proposing to establish salary floors for various positions and a pattern that provides some guide for promotions. In these matters any one university cannot be an island unto itself. Opportunities "outside," be they other universities or other spheres of work — such as government, business, the private practice of medicine and law — affect the demands any individual can make or the salaries we must offer, if we are to attract and keep a good faculty. There must always therefore be a degree of flexibility in our policies if the work of the University is to go on. It is also the duty of a university administration to keep in mind the welfare of the university as a whole, to protect the interests of those scholars for whose services contemporary society is not prepared to pay an adequate income, but whom the university should have if it is to justify its title of a place of "higher learning." It is also important to look after the interests of younger members of the faculty, especially where there is reason to believe that the person in question stands at the beginning of a distinguished academic career.

One final comment about the faculty in general may be in order. During my ten years as president, I have seen it grow in numbers, in diversity and in vigour. This is reassuring. On the whole this growth has taken place along traditional lines. We have added people to departments or added new departments. We have added very few programs that cut across departmental lines, after the fashion of Community Planning or the Institute of Oceanography.

There have been some cooperative research undertakings, such as research on urbanisation and on the British Columbia Indians. Yet inevitably the increased complexity of our faculty has meant a growing number of 'separate worlds': departments and schools, which tend to become self-sufficient groups. I hope that in the next ten years this trend can be balanced by another one: a willingness to join in concerted efforts of teaching and research with colleagues in other parts of the University. At the present time, it is primarily the students who experience the full range of the University's academic enterprises rather than the faculty. The past ten years, however, have seen a substantial development in the scope and depth of our academic offering.

### *The Offering of the University*

One generally thinks of courses, departments, schools or faculties when one speaks about the offering of a university. At the best this is incomplete, at the worst it is misleading. Besides lectures and seminars, a university offers libraries and laboratories, museums and exhibitions, clinical demonstrations and practical experience, research projects and a whole web of informal occasions for the exchange of ideas. Courses, moreover, are just a convenience, made necessary because there are so many of them. At the core of any and every offering of a university you should always find some particular quest in the perennial dialogue of question and answer. As I see it, knowledge is one form this dialogue takes; art would be another. Universities hope to keep this dialogue alive, and to acquaint one generation with the questions and answers of previous ones, for the sake of further inquiries in the future. For the most part, however, we declare our offerings in the form of courses constituted by lectures, assignments and examinations. There are variations in this pattern. About half of our courses are small enough so that they become weekly discussion groups. Some of our courses meet as seminars once a week. The proper form of instruction will always be an unsettled issue. Any answer will probably differ from one discipline to another. I would like more systematic consideration given to this topic, however, for it is a little ironic that often the knowledge we teach puts into fairly



serious question the organizational forms we use to teach it. Some people fully believe in the values of formal lectures and some see no good in them; some think a seminar should be no larger than twenty and some draw the line at a dozen. It would be useful to add some clear facts to our opinions.

If we now turn from the question of how we teach to the question of what we teach, I find myself facing an embarrassment of riches. It is only proper that I survey our offering in this respect in terms of our several faculties.

### *Faculty of Graduate Studies*

Research, and training in the craft and techniques of research, are part of the very definition of a university. They are not dispensable luxuries, separate from teaching. Research takes many different forms. Investigations in literature, law, mathematics, biochemistry, anatomy or social psychology, for example, require rather different kinds of techniques and different facilities as regards equipment, personnel and funds. Yet all fruitful enquiry involves some degree of curiosity, a capacity for asking questions, for standing beyond the accepted pattern of knowledge and thought, and adding to it or revising it. It is primarily the business of a faculty of graduate studies to sustain research and the attitudes needed to push it forward as a permanent part of the routine of the University. Some work in graduate studies has been done ever since the University was founded. The Faculty of Graduate Studies was established in 1949 and has continued to grow slowly, and steadily. This year new areas in which we are prepared to admit candidates for the Ph.D. degree were added. These fields are: anatomy, bacteriology and immunology, electrical engineering, geology, and pharmacy.

Unlike the seven other faculties, Graduate Studies has only a small administrative budget of its own, and there is no separate staff for graduate students. Departments vary in the extent to which they can or wish to use their limited resources for graduate training at the M.A. or the Ph.D. level. So far the general policy facilitating graduate work has been deliberately conservative. Our first concern has been to maintain high standards. The

standing which our students have achieved suggests that our caution was wise in the circumstances.

But the time has now come to pursue a vigorous program of development in graduate work, without sacrificing any of the standards and reputation we have achieved. It may never be feasible for any one Canadian university to develop a uniform degree of involvement in graduate work on the part of all its departments and faculties. This may not even be desirable, given the unequal needs of society for people professionally trained in different fields and given also the variations in scholarly opportunities and interests among universities of different size and tradition. Yet I hope that we can achieve a better balance between the opportunities for graduate instruction and faculty research in the physical sciences and the humanities, or the biological and the social sciences. Few are likely to object to this and many favour it. But money and personnel are not the only obstacles. We will in addition have to examine our views as to the most appropriate and productive lines of enquiry, especially in the humanities and the social sciences. In the last resort this is an individual scholar's own problem. Yet some discussion among the faculty and some clear statements of agreement and disagreement on questions like the following are likely to further our individual efforts considerably:

1. Assuming that intellectual accomplishment, especially in the humanities and the social sciences, is not independent of the general intellectual climate of the time and place in which it is attempted, what are likely to be the most appropriate kinds of enquiries for scholars in the 1950's in the Canadian West?
2. How can we ensure and define a proper balance between "basic" and "applied" research in our various disciplines where this distinction has become relevant?
3. To what extent should a graduate school deliberately attempt more than specialized training and scholarship, and how might training in our professional schools be broadened to include further work in the humanities and the social sciences?
4. What can or should we do at the undergraduate level to

select and prepare people for later advanced training in post-graduate work?

What can we do to balance specialization with general education, and to include in the latter more systematic treatment of the nature of science, assuming that there is as much reason for people in the humanities to know about the basic issues in the physical and social sciences as for the reverse.

If our graduate work is to develop, certain related things should be done in the near future. More time should be available for research. Perhaps we could liberate teaching time for members of a department in some sort of rotation, determined in large measure by the research program advanced by the applicant. We must make available more teaching time for courses designed exclusively for graduate students.

We must also do a very great deal more than we have in the past to attract good graduate students. It will probably be wise to continue the policy of admitting to courses in the graduate faculty all graduates of this or any other university with adequate qualifications. Some students may derive much benefit from taking a number of courses at the graduate level even though these are not arranged to qualify them for a higher degree. In the case of those wishing to proceed to a higher degree we should continue to encourage our own graduates to go elsewhere and to discourage candidates from proceeding to a Ph.D. degree at this university if the whole of their previous academic work has been done here. Under these circumstances adequate financial support for graduate students becomes imperative. It is my hope that the present grants from the National Research Council and the Defence Research Board for work done primarily in the physical sciences will soon be matched by grants for work in the humanities and the social sciences. Many of our graduate students receive support through teaching appointments and assistantships. Yet this support has its limitations and is not suited to students who do well in research, but are poor instructors or who, though welcome as foreign students, are burdened with language difficulties. Clearly we need more scholarships and grants to attract the best students and to

provide them with a necessary degree of financial independence.

The proper distribution of our resources between undergraduate and graduate work, or between teaching and research is always subject to debate. It must, in addition, change with circumstance. Yet this University must expand its graduate offering and increase the faculty time available to engage in scholarship and research. A graduate faculty closely related to the rest of the University is in an excellent position to keep academic effort and routine fresh and vital and to sustain an atmosphere of creative effort. Without the latter, teaching and studying lose their savour; and without savour they have limited value.

### *Faculty of Arts and Science*

It is in no wise unfair to the importance of the other faculties to call the Faculty of Arts and Science the core of the University, especially with regard to the undergraduate offering. In addition to about eighteen departments it contains five "schools." Its enrolment is larger than that of any of the other faculties, and much of its work involves preparation for subsequent specialization in medicine, law, applied science or agriculture. It also provides "services" to other faculties, especially in such areas as mathematics, physics, chemistry, biology, the social sciences and the languages, including English.

During the last ten years the work of this Faculty has expanded in many respects. Departments have been added, such as Slavonics and International Studies, and departments have been reorganized. Chemical Engineering, for instance, is now separate from Chemistry. Significant additions have been made to existing departments, notably anthropology, criminology, archaeology. Anthropology has been added as a distinct discipline and has developed a fairly comprehensive program of courses and research with the help of a substantial grant from the Carnegie Corporation. Criminology has developed into a much needed program jointly supported by the Attorney-General's Department and the University. New courses or programs of study have been instituted. Among these should be listed courses in the Far East, in genetics, in linguistics, and in Renaissance and Medieval studies. It is impossible to do justice to

all the developments, but a few further ones in the three areas of the humanities, the natural sciences and the social sciences might be mentioned here as indications of the directions in which this Faculty is moving.

Several of the departments dealing with languages, literature and history have formulated programs of study in specific periods, like the Renaissance, or specific areas, like Russia or the Far East. The integration of such programs with existing departmental arrangements is not always easy and the attempt to make specific areas themselves one department's prerogative can only be an incomplete solution.

On the other hand, I hope that the future will see further experiments and developments in the line of 'institutes' which, like our present work in fisheries and oceanography, can specialize in particular areas, such as the Far East or French Canadian studies, while combining the resources of several departments.

I need not remind anyone that the language departments, and especially the Department of English, can and do play a particularly important role in any attempt at general education. How they can best make their contributions is not always so obvious. Appropriate and accurate expression are certainly necessary accomplishments in any kind of intellectual activity or professional pursuit. Literature in English or any other language is one of the main durable creations through which we gain access to the inner life of others. The humanities, therefore, have every opportunity to make a central contribution to general college education, provided they avoid some rather obvious fallacies. One of these is the tendency to belittle practical pursuits as such. Another is the failure to acknowledge that an understanding of the basic issues and contributions of the physical and social sciences is equal in importance for general education to an appreciation of literature and history. Parallel misconceptions are of course to be found in the social or physical sciences. The world of scholarship is often an amusing, and at times a sad mixture of vision and blindness.

The more specialized interests of various faculty members in the humanities present a wide range of topics and include research on Neo-Latin pastoral poetry as well as on Matthew Arnold or A. M. Klein. I hope that in the future more graduate work will be

possible in the humanities, especially of a kind which can be combined with some of the undertakings in the social sciences.

The physical sciences in the Faculty of Arts and Science carry forward between them a great array of courses and research projects. Like all university departments they must individually work out some feasible balance between undergraduate instruction and upper year or graduate specialisation and research. Unlike some other parts of the University, they have certain advantages with regard to research funds, well paid future employment of their students and recognition of their general importance by the community. Again it is not possible to review their work in a way which would give those not directly associated with it an immediate and vivid sense of its promise and interest. Investigations are spread over the whole area of biological, physical and geological sciences and their various subdivisions. One finds a concern with ambrosia beetles and their destructive affection for newly felled trees, with black-tailed deer and black-necked grebe, with steelhead, shiners and trout, with waterfowl and diving ducks. Work is going forward on the geography of settlement and on petrology, on problems of natural resources and on glacial maps. Techniques are being devised for analysing the copper and zinc contents of mosses and lichens as well as for doing research on staphylococcus. In physics we have excellent facilities for low temperature research. These are just random examples; further ones could easily be added from mathematics and chemistry.

Some important changes have also taken place in the undergraduate teaching program, especially in biology. It is never easy to arrive at a proper balance between an inclusive coverage of one of the major natural sciences and a needed specialization in some particular area. For that reason it is always gratifying to see departments periodically reviewing their offerings and experimenting with various alternatives.

The social sciences have held their own during these last ten years, and have also been considerably strengthened by new developments in anthropology and criminology.

The boundaries of the social sciences are admittedly fluid. In the present connection I am, however, primarily thinking of anthropology, criminology, economics, history, political science,

psychology and sociology. Law and social work present different problems to which I shall turn presently.

In many respects we are ideally located for a vigorous program of teaching and research in anthropology. The Province contains about 31,000 Indians, who became the subject of a comprehensive cooperative research project on which I reported last year. As the most western Canadian university we are also nearest to various research possibilities among peoples of the Pacific and in the Far East. No other Canadian university has similar opportunities. We are unique, as well, in having embarked on a criminological program which trains students for work in the professional correctional fields. The other social sciences all carry heavy loads of teaching and research, besides being under constant pressure from the community for a wide variety of services. In these fields it is especially important that a proper balance be kept between undergraduate instruction and graduate training and research, as well as between relatively short-term "applied" research and "basic" enquiries. Sustained analysis of the more durable aspects of economic and social processes is absolutely essential if we are not to exhaust our intellectual capital necessary for the resolution of the more immediate problems that confront us from day to day. I have every hope that during the next ten years the social sciences as a whole will grow in vigour and creativity. There are excellent opportunities for a systematic analysis from several points of view of Canadian society and the particular forms it takes in the West. Made part of undergraduate training, such knowledge will stand us in good stead.

The professional schools in the Faculty of Arts and Science have become increasingly well established during the last decade.

The School of Social Work celebrated the fact that twenty-five years ago the first course in this field was begun in the University. The School of Commerce continues to extend the areas it serves in B. C. through its extensive non-credit and diploma courses; it is also in close touch with various professional and technical groups in the community for whom it provides various facilities of instruction and examination. Home Economics and Physical Education continue to provide the kind of trained talent that is needed in these areas. About education and its development into a



College of Education on this campus I shall have more to say in a subsequent report.

Applied fields and professional schools are an integral part of most contemporary North American universities. They have much to contribute to the life of the University, especially if through one device or another they remain closely tied to the rest of the University. It is important not to forget that, by its very definition, a professional education can never be confined to the acquisition of sheer technical competence, but necessarily includes a concern with the sciences and humanities as such, as well as with the intellectual principles by which facts and techniques are first discovered.

It is my sad duty to report to you that three faculty members died during the year under review:

Dr. Ethel Harris, formerly Assistant Professor of French, on Dec. 10th, 1954; George F. Drummond, Professor Emeritus of Economics, on Dec. 19th, 1954; and Dr. Gilbert N. Tucker, Professor of Canadian History on May 21st, 1955.

Each of them in his own particular way made distinct contributions to the life of the University. I should like to record our gratitude and our sense of loss.

### *Faculty of Applied Science*

At UBC, this Faculty includes alike the various branches of engineering, of nursing and of architecture.

Our School of Nursing maintains a vigorous degree and diploma program that involves its staff in a heavy routine in summer as well as in winter. Increasingly, the School has become involved in clinical training, while cooperating with hospitals, particularly the Vancouver General, in the training of its students. After their first period of residence in the hospital, nursing students are brought back to the campus for instruction during July and August, then return to the hospital, and finally come back to the campus for a final year. Field work requirements have recently been expanded to include four weeks' experience in a small hospital. Toward the end of their first year in hospital they are also brought back to the campus for a two-week period of

instruction in the history of nursing, human growth and development, and public health nursing.

Numbers enrolled in nursing have increased consistently. This year there were about forty, five years ago we had about fifteen.

I mention these details, because they illustrate a fairly general problem in the University, especially in those faculties devoted to professional training, namely the need to re-assess the adequacy of professional education. Technological changes in the actual organization and practice in various fields of engineering, nursing, medicine or social work, developments in the natural and social sciences, make continuous revision in professional training obligatory. I am pleased to report in this connection that in all these fields attempts are under way to combine the necessary technical or clinical instruction and exercises with some venture into the humanities and the social sciences. Though students in this Faculty are exposed to a program of general education during their first year or two at the University, this is not enough. It is important that they have an opportunity to avail themselves of some of the insights of the sciences and of the study of man and society at the same time as their technical tasks, their clinical experiences and their decisions about further specialisation are on their minds.

In 1954 Chemical Engineering was transferred from the Faculty of Arts and Science to this Faculty.

The Department of Mining and Metallurgy continues to bring honours and grants to the University, and is extensively engaged in research and graduate work.

Only details of the many projects under way in this Faculty could do justice to the calibre and importance of the work being done.

The School of Architecture, which also maintains a program in community and regional planning, is helping to create new tastes in public and private building in this Province and is helping to find answers to the apparently simple but actually complex question: how can we best be housed at home, at work and at play? Research on the accommodation needs of welfare agencies, on patterns of urbanisation in B.C., on structures for tall buildings or designs for church doors, and on the use of colour and finishes appropriate in modern office buildings is part of the work of the

School and illustrates the variety and the importance, to the University and the Province, of professional architectural training in the widest sense.

### *Faculty of Agriculture*

The work of this Faculty is carried out through the two Divisions of Animal Science and Plant Science and through four departments, including Agricultural Economics and Agricultural Mechanics, Poultry Science and Soil Science.

The Division of Animal Science was organized this year. It combines the former Departments of Animal Husbandry and Dairying. This move toward integration, it is hoped, will facilitate work within the Faculty, as well as between it and the Provincial and Dominion Departments of Agriculture. In other parts of the University similar mergers have taken place, while in yet other instances previous combinations have been subdivided. Considerable experimentation is still required to assess the relative advantages and disadvantages of different forms of departmental specialisation and integration.

The Department of Soil Science was also established this year. Its program of teaching and research is intended to satisfy the needs of students in Forestry, Geology, Geography and Biology as well as Agriculture.

For many reasons the many undertakings of the Faculty of Agriculture must be closely related to professional and governmental bodies in the different fields of agriculture. The Faculty provides much professional advice, a variety of short courses and considerable leadership in agricultural matters. Its work is, however, not only of local significance. Its students come from various parts of the world and its research activities concern basic issues in the management of animals and plants, agricultural engineering and economics, soils and general planning. Very active investigations are going forward in all of these fields and especially in poultry science and animal science.

The work of the Royal Commission Inquiry into the Milk Industry in B.C. was given extensive assistance by the Department of Agricultural Economics. One of our faculty members acted as

consultant, gave formal evidence, prepared a number of reports and helped in the analysis of some 10,000 pages of evidence.

In a province like B.C., a Faculty of Agriculture of the kind we are fortunate to have provides a very important link between community and university. There is every reason to believe that this link will increase in strength and complexity in the years to come.

### *Faculty of Medicine*

Last year was the first time that interns in the Province might have had all their previous medical training at the University, for our first class of medical students graduated in 1954. The decision to open a medical school, taken in 1945, has been a major source of the increased complexity and quality of UBC. A medical school is necessarily a costly undertaking. Yet already the school has not only achieved high professional standing, but has also provided the University as such with a resource in people, ideas and facilities which it is impossible to describe or assess adequately.

Apart from the demanding routine of transforming undergraduates into doctors, the various departments of the Faculty of Medicine carry on important lines of investigation. This is especially true in the Departments of Anatomy, Biochemistry, Medicine, Neurological Research, Paediatrics, Pathology, Pharmacology, Physiology, and Surgery. Much of this research could not be undertaken were it not for generous support from various foundations, and from different departments of the Federal Government.

Through the medical school and its long list of clinical or honorary instructors, we maintain a close link with the various hospitals, and other institutions, such as the Provincial Mental Hospital. Such links substantially increase the usefulness of a university and provide us with knowledge about the values and wishes of the general population from which most of our students come.

I am pleased to be able to report, too, that additional buildings now under construction or soon to be begun, both on the grounds

of the General Hospital and of the campus, will provide the Faculty with additional and much needed space.

There is every reason to expect our medical school to continue to grow in stature, to maintain its high standards of teaching and research and to expand as well in particular areas, e.g. psychiatry, during the next few years.

### *Faculty of Pharmacy*

This Faculty began its work in 1948. It has established a pattern of teaching its students for three years on the campus and arranging for a year of practical work under the supervision of a practicing pharmacist. A close cooperation exists, therefore, between the faculty members and the practising profession. Such liaison was further strengthened this year through visits with stores and hospital pharmacies. These visits were intended to "acquaint the pharmacist in practice, with the work in the university and to survey with him possibilities for more effective extension services."

The Faculty also offers important refresher courses throughout the Province. This year these were held at the Victoria Royal Jubilee Hospital and at Chilliwack.

### *Faculty of Forestry*

There can be no doubt about the direct importance to this Province and to this University of a faculty that concerns itself, through teaching, research and demonstration projects, with the many problems of forest and tree management. The prosperity of British Columbia, and hence the financial well-being of the University, are fairly intimately related to that sector of the economy which involves logging, the use of wood, reforestation and allied matters. We are in a rather favourable position to discharge our responsibilities in this respect; specially endowed library funds, scholarships and lectureships, a university forest, a faculty actively engaged in research, and a highly motivated student organization combine to sustain the work of this faculty on a high level. The student publication of a Forestry Handbook for British Columbia, on which I commented last year, is now

being revised by the Forest Club with assistance from faculty members. They also assist the club in the preparation of research notes: these are reports of student investigations in various fields of forestry, which are published in mimeographed form with financial assistance from the forest industries.

In addition to an active program of research, the faculty arranged short courses in photogrammetry and statistical methods, through the Extension Department in cooperation with the Departments of Mathematics and Civil Engineering. A conservation workshop and a Junior Forest Warden camp were also held during the year.

### *Faculty of Law*

I shall never forget the beginning of the Faculty of Law in 1945. We were committed to start a degree course in law before we were even certain of faculty appointments. We planned for an initial class of twenty students, and a hundred came. We provided the Faculty with two huts, but we soon had to find six larger ones to accommodate the expansion.

Today the Faculty of Law is housed in a permanent modern building. Its teaching staff is composed of eight full-time faculty members and fourteen part-time lecturers. The high reputation of the Faculty is firmly established throughout Canada, in part because of the annual publication of legal notes and case books especially drawn from Canadian materials. Provincially, the impact of the school has been profound. In 1955 — a decade after the opening of the Faculty — over half the practising members of the legal profession in British Columbia are graduates from our own Faculty of Law.

Research in Law can take several forms. Investigations so far have concentrated in the main on the practice and interpretation of law and on legal aspects of labour problems. The relation between law, including international law, and other institutions of society and the character of the social aspects of such procedures as trial by jury, juvenile and family courts or of the changing meaning of civil liberties are subjects which will perhaps receive more explicit attention in the future. I certainly hope that the

Faculty of Law will always remain in close touch with relevant work in other faculties and that throughout the campus undergraduates have an opportunity to understand the meaning of different legal arrangements in the related areas of work, government, domestic relations, civil liberties and international affairs.

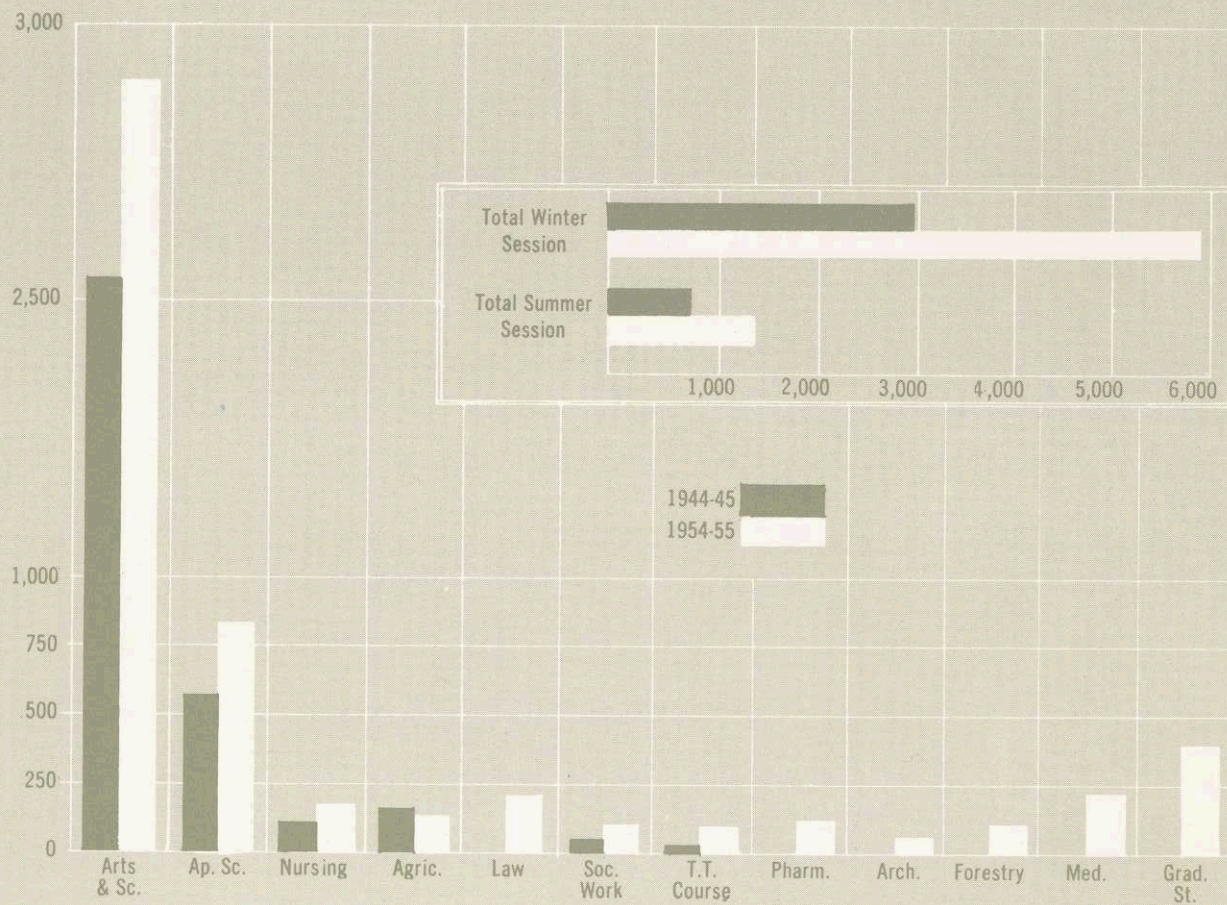
### *The Student Body*

In Canada the undergraduate lives between several worlds. He is leaving the world of high school behind and is expected to study on his own initiative and to make decisions which affect his future. Yet in many respects he is in a dependent status, financially and otherwise. He expects his college days to be the beginning of a new chapter in his life as well as a temporary period of freedom and fun.

We do not know too much, in a systematic way, about the many characteristics of our student population which have a bearing on the actual effects of our educational policies. Our professional schools, however, keep themselves well informed about the detailed progress of their candidates. The future will probably bring more discussion about the extent to which a university should in fact get to know its student population, offer systematic counsel and assume responsibilities of job placement, health education or personal guidance. In that respect North American and European universities tend to diverge considerably. Broadly speaking, on this continent we have come to assume fairly inclusive responsibilities for many aspects of student life, though in general Canada has not gone as far in this direction as have many universities in the United States. As always, there are several sides to the issue. One of these is financial. The relations between faculty and students are directly affected by student-staff ratios and by the facilities available for profitable mutual encounters outside classrooms. On both counts we are not well off. Given our present teaching loads and other responsibilities, it is difficult to find time for frequent contacts with students. Some form of tutorial system, however desirable, would call for a considerably expanded faculty. In the future this situation is likely to get worse unless we are given substantial funds for increasing faculty appointments. As



# REGISTRATION





**GEOGRAPHICAL  
ORIGIN OF STUDENTS  
1954-1955**



student residences increase and dining facilities improve, student—faculty relations will assume new forms. In the past many of our faculty members have been active in student organizations associated with some special fields of study. The faculty also takes an active part in the many extracurricular activities that claim one's attention on this campus, especially at noon.

Time, too, is scarce when a full academic year is crowded into the period between September and May. On the other hand, students wish and need freedom and autonomy. Student government has strong roots on this campus. I hope, however, that amid all our developments and plans for expansion, we shall increase the opportunities for faculty and students to meet informally in a residence's dining room or some common room, uninterrupted by bells and free of a concern with assignments or grades.

Over half of our students come from the Lower Mainland, including Vancouver. About six hundred come from Canadian provinces other than B.C. The largest groups from outside Canada come from the British West Indies and the United States. An almost equally large group come from Asia. About ten percent of our students are citizens of countries other than Canada or the United States; about a third of these are citizens of Great Britain.

It is, therefore, fairly easy for any student to meet fellow students from many other parts of the world, including almost all the countries of Europe, several parts of Asia, and Central and South America and Africa. This is as it should be. A university must be an international meeting place. Personal acquaintance, through their representatives, with at least some of the many cultures, religions and regions, which in their interdependence affect each other and world politics, should be part of the general education of any university graduate. In that regard it is a pleasure to be able to report that through the generosity of the Vancouver Rotary Club the campus will soon have a permanent International House.

Age is another important fact concerning the student population. In the Faculty of Arts and Science, for instance, the bulk of its students were born between 1930 and 1937. Most of them, in other words, were very young indeed when World War II broke out. Not many of them remember much about the Depression. As

a rule they are taught by people who have lived through these events and had their thoughts shaped by them. In a professional school the age situation tends to be somewhat different. In the Faculty of Medicine, for instance, the majority were born between 1928 and 1933, about the time when the Nazi dictators became established in Europe.

I hope that in some subsequent report I can return to these facts and comment on their implications for the teaching process and for the kind of relations that can develop between faculty and students. One of the many reasons why a university can be such a stimulating and perplexing place lies in this revolving encounter between the generations. Every year we see people grow into a new stage of adulthood. Every year, too, as teachers we have to relate our own changing perspectives to those of our students and puzzle over the half-familiar mixture of acceptance and rebellion which each generation of freshmen brings with it.

Students as individuals are a transient part of the university. As they graduate we become part of a past which in retrospect stands for many things, including fun, decisions, some disillusionment, some enlightenment. Yet though a student tie with a university is temporary, it is also peculiarly irrevocable. It can become the basis of continued association, which in turn benefits the university in many ways. UBC is fortunate in these respects. Its alumni and alumnae give it the best of support.

### *The Library*

I am happy to be able to report that additions to our library have kept pace with extensions in our course offerings and the majority of the research interests of the faculty and graduate students. The size of our collection has almost doubled during the last ten years, and the rate of annual increment has about quadrupled. In the year 1944-45, we added 5,249 volumes. This year we added 20,368 volumes. We have also doubled the number of periodicals received.

In addition to keeping already established collections reasonably up to date, the library has added further fields of collection, such as pharmacy, medicine and law, architecture and community

planning, music, anthropology, Slavonic studies, oceanography and fisheries. Special funds, from private individuals, the Rockefeller Foundation and Carnegie Corporation and other sources, have allowed us to increase our library resources in a wide range of subjects. The Howay-Reid collection of Canadiana is an example of the value of private benefactions.

As the library grows in books, periodicals, manuscripts and theses, so does its staff, its services and the use which is made of it by the academic and local community. In 1945 there were nine professional and seven clerical persons working on the library staff. Today there are twenty-six professional and thirty-eight other staff.

It should not be forgotten that for reasons of economy and overall efficiency the University is committed to a plan of centralized library service. We do not maintain departmental libraries or specialized reading rooms on any appreciable scale. The library must, therefore, perform a variety of functions. It is one of the main places where undergraduates can read (and meet) and, in the upper years, discover the limitations of textbooks by getting to know the stacks. A library potentially ensures that continuity of thought and work which underlies the cumulative character of scholarship and research. There is, of course, no end to the process of exploration, but the intellectual undertakings of any one individual, especially in the physical and social sciences, must as a rule begin with references to relevant work of others. The library provides this link, though it is certainly hard put to keep up, in a balanced way, with publications. To attempt this it must not only maintain a system of acquisition, cataloguing and checking of its material; it must also provide for the binding of a large number of volumes every year, and must try to combine the variety of interests of staff and advanced students with some attempt to have available a representation of all the fields of knowledge which may legitimately claim the attention of a university. The library answers queries from students, faculty and others. It tries, through talks, displays and special shelves on specific topics, to stimulate the general art of reading. It facilitates the compilation of an annual report of staff and faculty publication. Perhaps it will be possible during the next ten years to increase substantially

the University's partnership in the actual publication, in book form, of the work of its faculty. Eventually there is every reason why the University of British Columbia should, like other Canadian universities, have its own press. In any case, it is inevitable and right that the library should receive an increasing portion of the University's total income. As a building and a resource it symbolizes in a concrete and palpable way the diversity and unity of the University. In housing the accomplishments of the past, it points to the possibilities of the future and provides at least some of the conditions of academic creativity.

### *The Arts and the University*

It has recently been suggested that in Vancouver "the combination of urbanism, wilderness, and salubrity provides an exhilarating climate for the arts." The University has every intention of contributing to this "exhilarating climate" and has in fact become involved in various of the arts both through regular courses and through the work of the Department of Extension.

The Summer School of the Arts is an important part of our academic curriculum during July and August. Theatre, and opera are both seriously cultivated then, as are a variety of crafts. During the winter, courses in fine arts, music and in drama are part of the regular work of the Faculty of Arts and Science. I hope that in the near future we shall be in a position to develop further formal courses in dramatics, and to expand our offerings in music.

Here I must mention the work of the Fine Arts Committee, which in conjunction with the Students' Literary and Scientific Executive has been arranging for several years excellent extra-curricular noon-hour and other programs on the campus. These include the reading of poetry and plays, lectures on selected topics in literature and the arts, exhibitions in the Fine Arts Gallery, chamber music, recitals and symphony concerts, films, and plays.

Perhaps it is superfluous to make any further comments on the obvious importance to a university of music, drama, and the fine arts for through our interest and performance in these fields we establish yet another link with the community. Yet the urgency of the world situation raises questions in this regard which are

best faced as squarely as possible. We are told on all sides that we need more engineers, that survival depends on technology, and that our demand for scientists is increasingly far in excess of our supply of them.

One cannot dismiss these facts as untrue or irrelevant: they are starkly true and will inescapably affect university life throughout this nation for many years to come. Yet the precise meaning of this situation and the proper answer to it are necessarily open to debate. We would act irresponsibly indeed were we to turn our universities into technical schools. Rather the reverse, I hope, will always be among our aims: that is to keep technical training, in most of its forms, intimately associated with general education, including the arts. It cannot be the task of universities to provide society with the whole range of technically trained and technically competent men and women that it needs, or with completely trained people in all the fields in which the university does offer instruction. All institutions must concentrate their resources somehow. In our case, whatever our involvement in engineering, the physical sciences, medicine and the like, we cannot forget that our tasks involve the instruction in and investigation of the theoretical principles which underlie specific techniques or particular traditions of technical work. A university must examine the ways in which human thought and experience operate, and the forms in which thought and experience come to be represented by one person to another, by one time to another, by one discipline or another. The arts are one form of expression, one way of representing outwardly what is inside, one way of speaking about time, and space, or experimenting with different analogies of tone, colour, form or style. As such, their proper study has much to contribute to the whole effort of endless discovery of the principles, and their relations, which can make sense out of the various orders of nature, society, technology and thought. Universities alone are free and able to investigate these principles on a sustained and organized basis. A concern with the arts is never a luxury; discarding them is a tragic waste. I am assuming that concern with the arts is not snobbery and is not confined to the collecting of past achievements in safe places. A concern with the arts can be expected to include attempts to create new writing, painting, composing, or sculpturing.



In that way, those who are primarily concerned with finding ways for what they wish to say or with finding ideas that should be given form, can provide a balance to those whose discipline is that of collating and interpreting the data of nature, history, or technology, and who are, therefore, more concerned with establishing impersonal findings that others can use or reject.

### *Public Occasions*

The more diversified and larger a university grows, the more necessary though difficult it becomes for anyone of its members to have a proper sense of the institution as a whole. Public occasions, including congregations, can remind the participants of the purposes of the university and of the many others of their members that they rarely see or meet.

During this past year the University held its triennial Open House, and the campus became a general academic exhibition open to everyone. As far as possible, the work of all departments of all faculties and schools was presented to the public in appropriate ways: demonstrations, book displays, laboratory exhibits, experiments and the like. No one visitor can inspect all there is to see during the one day, however long, but as a concrete expression of the University's work, Open House certainly was an eminent success, attracting some 50,000 visitors.

Our annual fall and spring congregations are historic incidents in our academic life: they award honours or bring to a close programs of studies. In a sense they are devices for placing limits upon the academic year, for making the status of the student a temporary one and for separating each generation of students from those who replace and succeed them.

During the session under review we awarded the following Honorary Degrees to the following persons: the LL.D. to Sir Douglas Copland, General Victor Odlum, Francis Burd, Robert Mayhew, Harold Campbell; D.Sc. to Joseph Pearce; and D. Litt. to Ethel Wilson. Sir Douglas Copland, Dr. Pearce and Dr. Campbell delivered the congregation addresses.

A special congregation was convened to confer an honorary degree of Doctor of Laws on the Most Reverend and Right

Honorable Geoffrey Francis Fisher, D.D., Lord Archbishop of Canterbury, Primate of all England and Metropolitan, who spoke to a large university audience.

As has become a custom, a student assembly was convened on Wednesday, September 22nd for all students and staff in the Armoury. At this gathering I welcomed the freshman class and addressed the student body on the nature of the university and the rights and obligations of members of the academic community.

Other public occasions included the Board of Governors' Reception for the faculty and staff, and services in connection with Remembrance Day, and graduation exercises.

Perhaps it might be well if in the future there were other occasions in which the university participated as a whole. I could well imagine eminent men or women on our staff giving one or more lectures at some special occasion to a university wide audience on the present state of their discipline or their own work in it. All efforts to keep alive and increase a sense of the interconnectedness of knowledge and of the similarities of problems in otherwise very different fields deserve support.

### *The University and the Community*

Universities can never be self-sufficient communities: they must recruit their members from the outside and return most of their graduates to positions elsewhere. On this continent, however, state and provincial universities have developed a fairly distinct and explicit pattern of relations with the communities of which they are a part. A discerning and comparative history of these universities (and their counterparts elsewhere) has yet to be written. When such a history is available to us, it will, I am sure, have much to say about the many efforts of adult education, advisory and investigative services, and extra-mural academic offerings, that have come to be expected of us.

The role of a provincial university in adult education is primarily a matter of time, staff and money. No one doubts the necessity of cultivated reasonableness and considered knowledge for a democracy. Lectures, singly or as elements in a series of non-credit courses, are an important way by which a university

tries to do its part in this connection. Every week members of our faculty give lectures, most of them in the evenings, to different groups in communities of the Province. Frequently those who lecture receive no payment in return for their services. The extent to which professional people, whatever their specialty, should be expected to give freely of their time and energy is one of those questions which will continue to be debated in the future as they have in the past. It is important, however, that our faculty remain in contact with the groups which make up the adult section of our society. In turn citizens listening to these lectures in their own meeting places will have an opportunity of appreciating the importance of scientific and scholarly activities and of enlarging their own knowledge. It is for these and other reasons that, through its Department of Extension, the faculty of the University has over the years contributed to a steadily increasing program of courses, lectures, conferences and workshops.

Similarly, many of our faculty serve on committees and bodies that help carry on one or the other phase of local or national undertakings. The list of these is a long one, since it would include such diverse activities as the Defence Research Board, the Community Chest, the National Research Council, the Board of Trade, and labour, business and religious organizations and also organizations that promote the various causes of the United Nations, civil liberties and international affairs. To a degree, involvement on the part of the faculty in these affairs is a matter of individual choice and preference, and an expression of the faculty's freedom and obligations as private citizens. Nothing should interfere with civil or academic freedom. Yet in free professions the lines between work and home, public obligation and private privilege, work day and holiday, are necessarily hard to draw. A faculty member's contribution in any context usually involves special competence and a connection with the University. It is never easy to set limits to his responsibility and always possible for a faculty member to become inundated with a profuse set of distracting demands, both from within and from without the university community.

In a way, of course, this is excellent. We should be properly concerned if the community ignored us. Yet we must also protect

ourselves against dissipating our resources over too wide areas of activities. Our usefulness to everybody would disappear if we gave up our commitment to standards and traditions that have a long and important association with the past and with an outlook that is impatient of the limited or parochial point of view. In this respect a university must be a conservative institution. There is another side to this same issue, however: a university like our own must create new involvements, new areas of enquiry and activity. It cannot survive on what has come down to it from the past. To paraphrase a famous philosopher, a university which is unduly concerned with its beginnings is lost. If I come back again and again to this conflict between conservatism and change, between further expansion and consolidation, it is because it is part of so very many of our discussions in almost every aspect of university policy.

Issues of this kind are never solved once and for all. Meanwhile, however, the University has achieved a most creditable record of research on problems which the community has brought to our desks and laboratories. Our institutes of oceanography and fisheries, our program in community planning and development, our physical and social scientists have all contributed to various projects of "applied" research that have yielded immediate benefits in a variety of contexts. In addition, various of our faculty members participate in the settlement of labour disputes, while others are consultants for industrial and business concerns or are members of commissions set up by our various governments. The University and the community both gain from such activities, and in this way the life and history of the University and of the Province come to be part and parcel of one another.

The Department of Extension publishes a separate annual report which provides the details of extra-mural courses, vocational services, field services, short courses and conferences. In another section of this report I refer to the University's activities in the field of arts and the Extension Department's role in that field.

A brief comment about extra mural credit courses will bring the present section to a conclusion. So far, responsibility for correspondence and lecture courses for credit has been entirely in the hands of the regular staff. Members of our faculty have volun-

teered for the time consuming jobs of writing correspondence courses, or giving evening courses of lectures. Since 1949, when correspondence courses were first begun, over 1800 have enrolled in a total of eight such courses. Further courses are being prepared. The list of lecture courses for credit is also increasing. The most important group interested in these courses are teachers. It is likely, however, that the demand for this type of service will increase substantially during the next five years. It will then become necessary to review our philosophy and policy on these matters. Perhaps participation in extra mural instruction should be considered part of the ordinary load of a faculty member, with appropriate reductions in his or her other duties. Perhaps a division of labour in these matters is indicated. In any case, further developments will need additional staff as well as considered decisions as to how intensively and widely the university should be involved in this phase of education.

It is my own view that the forms of adult education and the functions of the Extension Department will grow and develop over the next few years. This Province is likely to be one of the regions in which much experimentation in this connection will take place.

### *Buildings and Grounds*

Buildings are more than physical necessities; the same is true for grounds and their proper upkeep. Anyone who has been associated with the University, or who has come to visit it, knows that our campus is most beautifully situated. In that very important respect we are more fortunate than most other universities in the world. Increasingly our building program and the layout of the campus is doing justice to the beauty of mountains, water and view that surround us. But I need not remind anyone that a university which still accommodates a very large part of its activities in army huts or in semi-permanent structures must continue to be involved in a vigorous building program for a long time to come. Our need in that respect is, of course, intensified by the addition of a college of education and an increase in student enrolment which, unlike our previous expansion during the veteran period, is not going to be a temporary one.

Many buildings have been added since I first arrived on the campus. In this, as in other regards, our more recent developments owe a good measure of their success to the forethought of those who were responsible for university policy before me. In 1946 we added the Agricultural Pavilion, in 1947 the large and much used Physics Building. By 1948 the Library had a new north wing. (It will soon need further additions.) In 1949 we opened the Home Economics Building and in 1950 the Engineering Building, the Biological Sciences Building, and an official residence for the President of the University. The pharmacy wing in the Biological Sciences Building was opened in 1951. The War Memorial Gymnasium was available to us in 1951. The Wesbrook Building (housing the School of Nursing, the University Health Service and Hospital, the Bacteriology Department and the Department of Public Health among others) was added in 1952. During the same year the Law Building, and the first three units of our women's residences—housing 156 students — were completed.

In 1953 the Faculty of Agriculture opened a new Horticulture Building, and during this last year work was begun on an extension to the Administration Building, a Home Management house, as well as on a building that will house the post office, bookstore and bus-stop cafeteria.

As I have stated earlier, the Provincial Government has promised the sum of \$10,000,000.00 to be spent on a new building program to include a new Arts Building as well as a Medical Building and some student residences. We have also been granted some 433 acres as a much needed extension of the campus area.

The face of the campus and the University will continue to change and fill out substantially during these next ten years and by 1975 — fifty years after the University first moved to Point Grey — we hope we shall have built enough permanent buildings to replace all of the huts we now occupy.

It may be true that buildings do not make a great university and that a concern with the physical facilities should be kept within proper limits. But it is even more true that, without proper facilities, without proper space and without a pattern of buildings and grounds which are appropriate to their setting, a university

is less than it should be and deprives its students and faculty alike of an atmosphere and surroundings that are as important as they are difficult to describe.

### *Finances*

Neither facts nor figures ever speak for themselves. Yet an interpretation of the financial resources and expenditures of the University easily and visibly illustrates once more the general trends of increasing complexity and diversity during the ten years which this report is documenting on almost every page. As a provincial institution the University is a financial half-way house between a public corporation that meets most of its expenditure through the revenue it takes in and an institution, like a public school, which operates entirely on grants received. For most purposes we of necessity operate on an annual basis. Endowments and investments at present play an insignificant role with us. Yet, in accordance with university practice, we hold out to our faculty and staff the promise of permanent employment and consider tenure in that sense a just and necessary corollary of academic accomplishment and effort.

Last year we received and spent over \$6,000,000. Ten years ago our budget was about \$800,000. During those years costs of living and learning have risen steadily and steeply. Within this period our student body, leaving aside the veteran enrolment, has almost tripled. This fact alone, however, is probably much less significant than some of its concomitants which, in turn, are only indirectly related to numbers of students. The University has become a much more complex and diversified organization involved in a wide variety of academic enterprises, some of which are very costly. In 1944-45, for instance, we spent just over \$15,000 on research; last year we spent half a million. During the next years we hope to and must spend even more. Ten years ago we had available for student aid, in the form of fellowships, scholarships, prizes, bursaries and loans, about \$14,000. This year the figure comes to about half a million. As I have shown in my last annual report, this is still far from enough, though we are genuinely grateful for the moneys we have received in this, and in other

connections, from private individuals and public bodies alike.

The accompanying chart makes it clear that the Provincial Government has provided an increasing level of support for the University and has substantially increased its grant during these ten years. As the undertakings and expenditure of the University become more diverse, it is natural that student fees should provide a smaller proportion of the total revenue than in former years. We have also tried to keep increases in fees to a minimum. Under these circumstances the cost in fees to a student and his family has been kept down in relation to the cost and value of the education which he can now acquire on our campus. To be sure, the value of an education and the cost of it bear no simple relation to one another, but present standards of both general education and specialized training call for institutional arrangements which cost much money — and will cost much more. I hope that in the next ten years the financial lot of the academic staff will be better and that there will be substantial increases in their salaries. I feel confident that many others in our country and Province share this belief with me. Over the years our gifts, grants and endowments have increased from about \$32,000 to \$1,112,000. It can be said, then, that the Provincial Government, private individuals and the Federal Government are all interested in our welfare and are bearing some share of our increasing costs of operation.

In financial terms, the largest item in our budget is accounted for by the faculty and their salaries. General maintenance costs are also among the largest items of expenditure. Salaries and maintenance account for 80% of our expenditure. Ten percent goes to research. Administration is the other large item. The upkeep of buildings, grounds and equipment is easily taken for granted, but only a short sighted policy would try to "cut corners" in this area of our expenditures. Administration, furthermore, is an ambiguous term and includes the personnel required to register students and keep account of their academic progress as well as the staff needed to administer salaries and wages.

### *Prospect and Conclusion*

A few of the many issues and observations that this review of my ten years as President of U.B.C. has tried to state may bear



summary repetition; a few of the more urgent next steps might appropriately close my account.

One can think of this university as constituted by a series of intersecting circles. As a provincial institution it is intimately related to the life of one of the ten provinces of Canada. As a Canadian university, it is part of a nation which has advantages and characteristics that are only beginning to be clearly assessed and developed. As the most westerly Canadian university it is part of that complex of things and feelings called "the West," which links it as well to the west of the United States and continues across the Pacific. As a university it belongs to that circle of institutions of higher learning which is one of the oldest international associations. As an institution in the Dominion of Canada it participates in the exchange of persons and ideas that is made possible by the organization of the British Commonwealth. To a degree these circles overlap. Their respective loyalties reinforce each other. To a degree they diverge: their respective traditions and values balance and challenge each other. Within this framework and its history, other influences constitute the intellectual and daily climate of the university: the varied training and experience of the faculty, the many different backgrounds of the students, the inevitable differences of age and outlook that any encounter between students and professors brings about, the variety of private political and religious convictions or of professional or social aspirations, that lies back of the decisions to study, research and teach. By some combination of decision and coincidence, UBC has come to develop a lively atmosphere of its own and has every promise of continuing to develop as a creative institution of higher learning. For some of our ambitions the ground is clear, for others we must still feel our way. We shall continue to provide for any and every person in this province who seeks a university education and has the qualifications necessary for admission. We shall continue to maintain a balance between general and professional education, undergraduate teaching and graduate work and research, between extramural and intramural enrolment. The fairly immediate future will, in addition, bring new developments in the following general areas: the arts, the social sciences, professional and graduate training, and residential student life.

Music and the fine arts deserve a larger and more formal place in the curriculum of the Faculty of Arts and Science. The social sciences, through additions to staff, and expanded research funds must flourish as vigorously as the natural sciences, for they have much to contribute to general and professional education and to a systematic understanding of immediate and basic issues in the economy, culture, and society of this and of any other area. I hope that a Department of Asian Studies will be yet another part of further developments in this regard. As our fields of professional training expand to include dentistry, physiotherapy, and others, so must our resources for graduate work in the "pure" sciences and the humanities. We need especially scholarships and other forms of financial assistance for graduate students. We also need to free more time for research. In most cases in a university, the processes of enquiry and teaching must go hand in hand. We shall have to devise new ways too, for including in such professional programs as those of engineering, law, medicine and nursing, those portions of the resources of the humanities and the social sciences which are essential if our engineers, lawyers, doctors, nurses and others are to be judicious and reflective as well as technically competent practitioners of their arts. We must also try to ensure that those in the humanities have an intelligent understanding of the sciences and of the professions on which they depend. At all times we must make it possible for a fair share of the University's time, energy and money to be devoted to research into questions of immediate and long range concern. Continuous efforts at enquiry are the best insurance against narrowness or excessive criticalness, both of which can limit the value of the work of a university.

Every university is always a place of sustained association for relatively few and of a shorter period of four or five years for many. In the typical case, these four years come at the beginning of adulthood for our students. Inevitably, in our culture, this must be a period of freedom and of decision, of fun and intellectual periodic hard work. Being part of a metropolitan centre — yet situated at a beautiful edge of it — we shall probably never be primarily a residential university. Considerable increase in student accommodation is nevertheless called for. Such expansion must, however, be accompanied by some deliberate decisions about the

kind and degree of corporate student life that is appropriate and desirable in our case. Other places like Oxford, Cambridge, Toronto, California, Columbia or Harvard are not necessarily the best models, though they can tell us something of the advantages and disadvantages of different kinds of living arrangements for students, and the like. Without a doubt, a great deal of university education takes place outside lecture rooms, offices and labs, and in the discussions over meals or in the evenings. It would be good if the future provided more time and leisure for such things.

The University has become too complex an institution to be reported on comprehensively and justly within the limits of one annual report. Some of our accomplishments and plans and difficulties I have described to you. Provided world politics give us enough time, I feel confident about the future and about the opportunities that others have given us or that we ourselves have learned to create. Strong and good universities are absolute necessities for any society that wishes to be free. There is every reason to count U.B.C. as one of those places of strength and to look toward it as a source of enlightenment and discovery.

## SOURCES OF INCOME





# EXPENDITURES



# SUMMARY OF REVENUES AND EXPENDITURES

April 1, 1954 to March 31, 1955

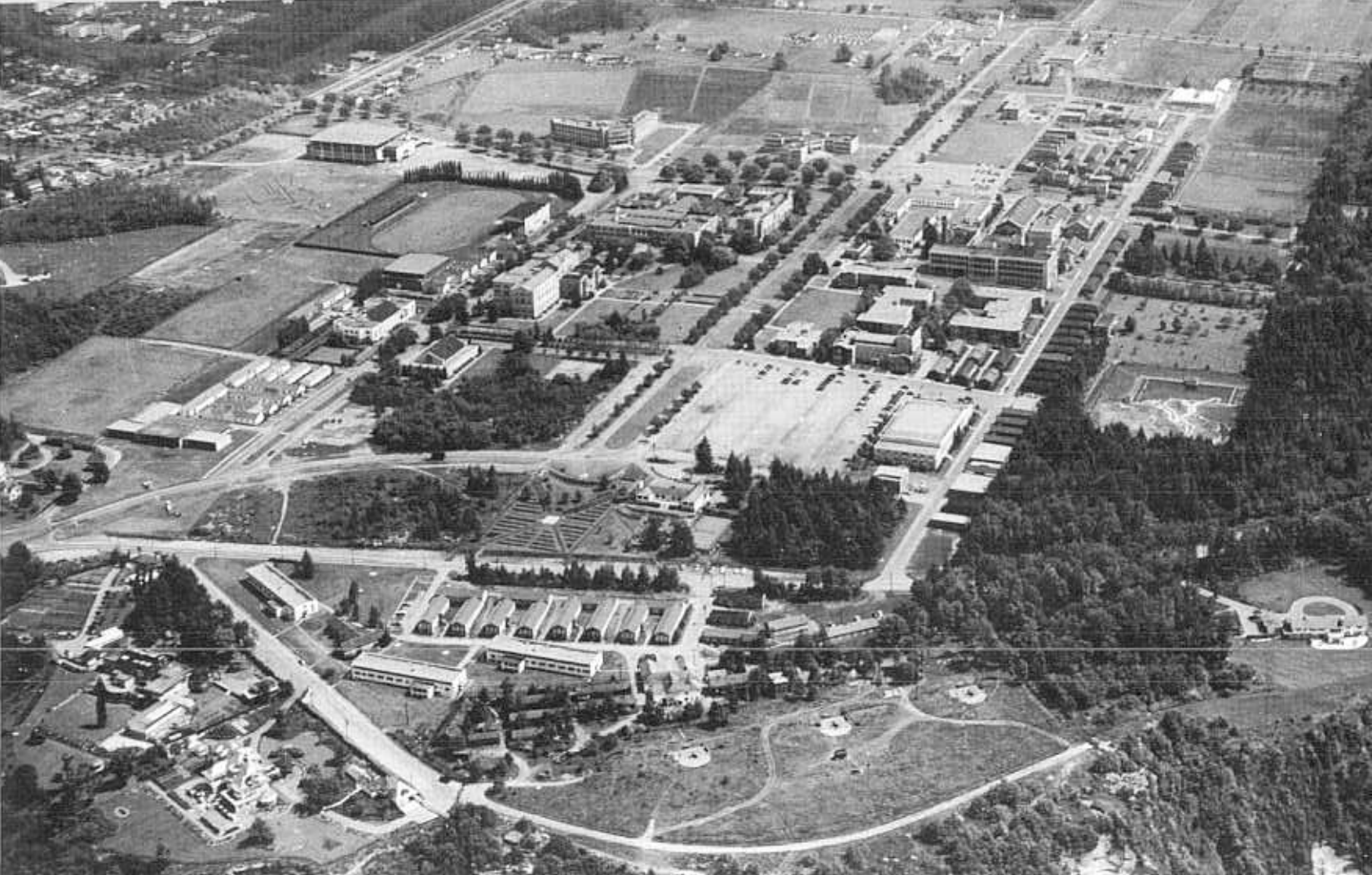
<i>Revenues</i>	Total	%
Government of Canada Grant	\$ 590,652.30	9.74
Provincial Government Grant	2,700,000.00	44.54
Student Fees	1,455,531.63	24.01
University Extension	68,112.02	1.12
Services and Rentals	70,866.17	1.17
Other Income	19,441.76	.32
Gifts, Grants and Endowment Income	1,112,050.18	18.34
Miscellaneous	45,851.85	.76
	<hr/>	
	\$6,062,505.91	100.00

## *Expenditures*

### Educational:

Academic Faculties, Departments and Associated Academic Services	\$3,642,679.04	
Administration and Non-Academic Services	1,396,684.31	
Fellowships, Scholarships, Prizes and Bursaries	197,611.94	3.26
Research	601,467.69	9.92
Ancillary Enterprises (Net)	7,744.53	.13
Miscellaneous	216,318.40	3.57
	<hr/>	
	\$6,062,505.91	100.00





**PHOTOGRAPHS BY PROFESSOR STANLEY E. READ  
AND DEPARTMENT OF UNIVERSITY EXTENSION**

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