

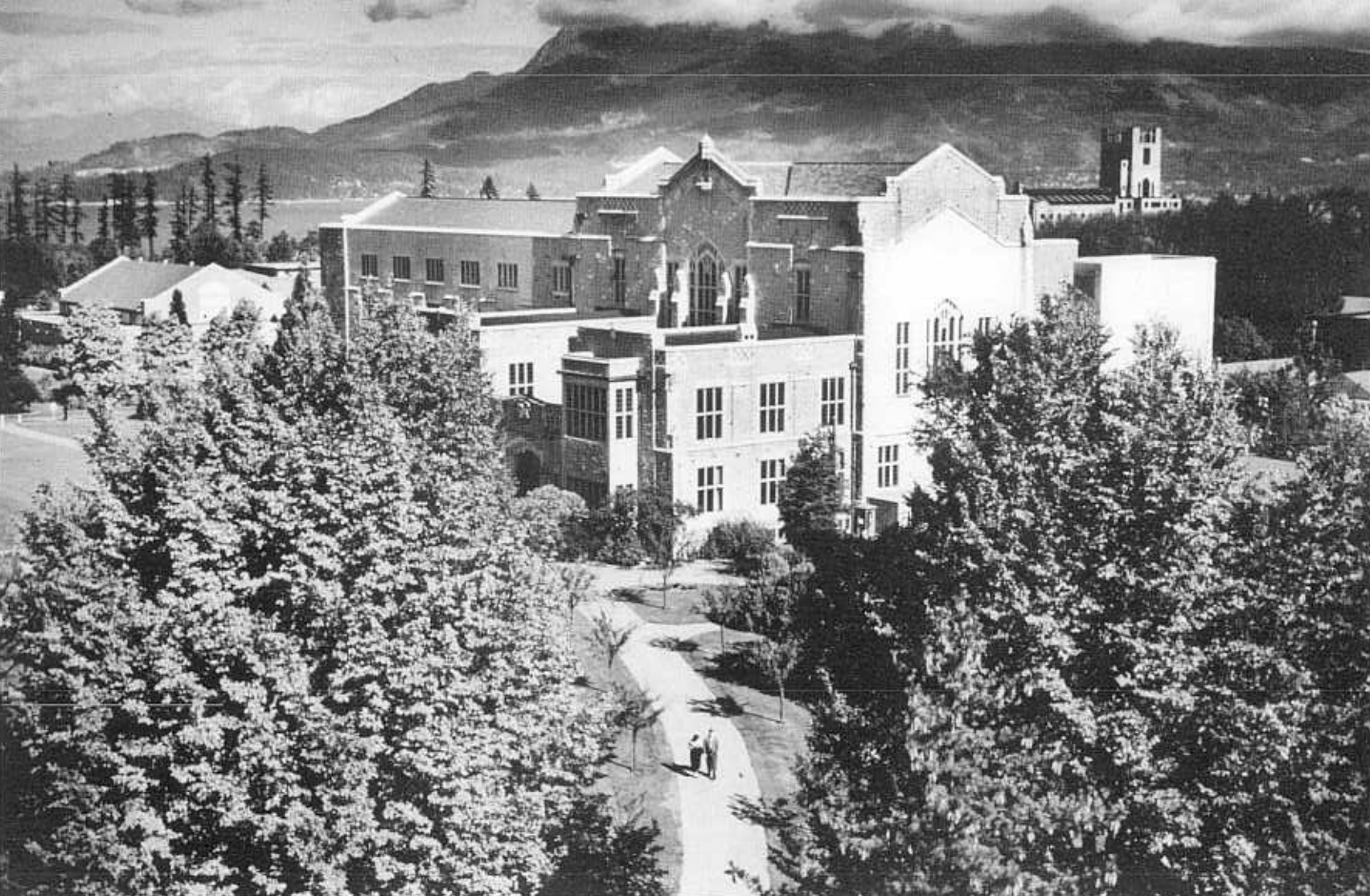
THE  
PRESIDENT'S REPORT  
1955—1956



THE UNIVERSITY OF BRITISH COLUMBIA

**THE**  
**PRESIDENT'S REPORT**  
**1955–1956**

**THE UNIVERSITY OF BRITISH COLUMBIA**  
VANCOUVER, CANADA  
1957



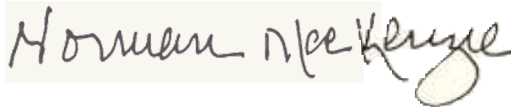
TO THE BOARD OF GOVERNORS AND SENATE OF  
THE UNIVERSITY OF BRITISH COLUMBIA

Ladies and Gentlemen,

In my report last year, I tried to sum up the major developments at the University in the post-war years. Since last year, we — in common with every other university in Canada — have been looking forward to what we must do in the future, especially in the next decade. In the first part of this report, therefore, I propose to outline the challenge of the next ten years. I shall describe some of our problems and give what I hope are some of their solutions.

Because part of my report is concerned with what we lack rather than with what we enjoy, I hope that it will not be misconstrued as pessimistic. Our difficulties arise from optimism about our future. They are the growing pains of an expanding and healthy society, not the struggles and contortions of a shrinking one. But by recognizing the problems ahead of us, we can look for solutions.

If we take no notice of the writing on our academic walls, we shall indeed have cause to be pessimistic. But I am confident that no one will see the growth of our country stunted for want of the relatively minor cost of expanding our universities.

A handwritten signature in dark ink, reading "Norman MacKenzie". The signature is written in a cursive style with a large, looped "M" and "K". It is set against a light yellow rectangular background.

President.

# President's Report

*September 1955 to August 1956*

## *The Challenge*

THERE IS NO NEED to burden you with every detail of the challenges confronting universities in Canada in the next ten years. The press, radio and television have made it clear to everyone concerned with our future that for every thousand students now at college there will be at least two thousand by 1965. And we have not got ten years to prepare for the additional numbers. Each year brings us more students. This year, for example, UBC has nearly 500 students more than we had in 1954-5. Next year, with the new College of Education, we may expect an additional 1000, bringing our total enrolment to 7,700. We shall, in all probability, reach a total of 12,000 students in the early 1960's. And since that enrolment itself will not see the end of the increasing numbers, we must plan for permanent expansion of all our facilities. The temporary measures we took to teach the vast influx of veterans after the war will not serve us again. The use of army huts as classrooms, the overworking of valuable staff, the slowing down of research, the overcrowding of laboratories — these expedients served for the few years the veterans were with us, but expedients cannot be permanent. The huts are older, more expensive to keep in repair, and always liable to fire. The teaching staff is already working to full capacity. Greater research and laboratory facilities have become ever more necessary.

In the face of the problems of such an expansion, two questions are pertinent. Why will there be such an increase in the number of young people wanting to attend the university? Why should the university accept all the applicants? The first question is only too easy to answer. The estimate of a doubled enrolment is based solely on the fact that for every child who reached university age in 1955, two will reach it in 1965. There is little risk that we are worrying ourselves unnecessarily. Yesterday the children were

born. Today they are already in school. Tomorrow they will want to come to university.

Our error, if we are in error, will be that we have underestimated the numbers who will want higher education. Quite apart from the increase resulting from the birthrate of fifteen years ago, there will be many more people wanting to attend university. The proportion of the population undertaking higher education has been increasing steadily in recent years, and there is no reason to assume that it will not continue to increase. We may also expect an increase brought about by the movement of people to British Columbia from other parts of Canada and from outside Canada. In the last five years, the population of our province has grown by 20%, a rate of increase faster than that for any other province.

The second question — why should we accept all those who want to come? — cannot be answered with quite the certainty of the first. Some people, in fact, have suggested that we keep our colleges and universities at their present size and accept only the best of those wanting to come. At first sight such a proposal may seem to have its attractions. What teacher does not sometimes daydream of working only with a few of the very best of students? It is a human daydream, of a kind shared by most of us. But it is a daydream. The time has passed when we could organize our educational system for the few. Our society professes — and I believe firmly that it is right — that we must provide every child with the opportunity of developing to the limit of his capacities in every sense and respect, mental and physical, spiritual and aesthetic. This is not to say that everyone must attend university. I do not propose that the university change its entrance regulations or lessen the amount of work and ability it demands from students, but I do insist that we have a duty to provide facilities for those who meet the existing standards. And in the next ten years we may expect twice as many to meet those requirements as do now.

In addition to what I consider the right of all suitably qualified students to entrance to the university, there are two practical considerations which make it essential that we expand our facilities to meet the increased enrolment. First, Canada in general, and British Columbia in particular, are embarked upon a program of

expansion such as few countries have ever seen. The trained men and women — the engineers, doctors, teachers, lawyers, businessmen, and so on — absolutely necessary for such an expansion are already in short supply. Everywhere we hear of shortages of personnel that cannot be overcome. Already we have large industrial organizations competing for our graduates and finding that there are not enough to go round. Industry, government, and the professions recognize the existing shortage and are worried about the even greater shortage that faces us in the near future. If we do not provide lecturers, buildings, laboratories and residences for would-be students, we shall stop our own expansion. In fact, since there will be many more people in Canada, we shall condemn ourselves to a lower standard of living than we now enjoy. We are fortunate enough to have abundant natural resources, we can find capital, and we have an industrious and willing people. We shall have no excuse if we do not educate those students who want to enter our colleges and make that expansion possible. Second, we must also provide educated men and women for parts of the world other than Canada. At present, for example, many Canadian administrators, agriculturalists, doctors, and engineers, are working in underdeveloped parts of the world. We may expect increased demands for such assistance, and we should fill our share of those demands. If we do not, other countries will, and we may find that we have lost valuable friends. Even now the Soviet Union is providing higher education for nearly three times the percentage of the appropriate age groups that we are. (In Russia 19.6 per thousand of population receive higher education; in Canada 4.94). Already there are places in Asia where the only engineers and the only administrators are Russian, where the only grammars, dictionaries, readers, textbooks have been prepared in the Soviet Union. And who is to blame the recipients of these things if they go on to prefer the Soviet way to ours? We may not blame them, but we may suffer for it nevertheless.

But merely expanding our professional and technical training schools will not be enough to deal with the increases in enrolment. We must remember that the students who come to us are entitled to expect that we give them the very best that is available to us. It is right that we teach many of them the professions and skills

by which they will serve the community and by which they will make their livings; but we must also try to give all of them access to those insights of the past and present which will make their lives both fruitful and happy. We must try to identify, stimulate, and help those who are to be our future artists, scientists, scholars, statesmen; we must try to make the university a place where every student can learn something of himself, his gifts and his needs, and of the community in which he lives. The university has always tried to do these things, but to do them on the scale which now faces us will demand not only great increases in our revenues but also constant vigilance. In our concern with the numbers at our doors, we must not forget that search for the true, the good and the beautiful which has always distinguished great universities.

We must remember, too, that the university is not an island in an educational sea. It is a part of our total educational system. Not only does it draw its students from the high schools, but it also shares the responsibilities of staffing the schools and helping them to play the vital part they have been given in our society. Sometimes when I hear some of the more severe criticism of the schools by a few of my colleagues, I wonder how it is that the teachers and administrators whom we have trained and graduated can have fallen so far from the standards and values we set before them. I have no doubt that we at the University are partly responsible for the school system, its strengths and its weaknesses. We share with the provincial Department of Education, school trustees, teachers, P.T.A.'s *and* the general public the task of seeing that all our children are helped to realize all their potentialities, and that those who will profit from higher education are prepared for it.

It is because I believe that the University is partly responsible for our total educational system that I have welcomed the new College of Education, in which all the teacher training for the province will now be directed by the University and carried out at the University and at Victoria College. In carrying out its responsibilities, the University will have the advice and counsel of a "joint board" consisting of representatives of the University, the Provincial Department of Education, Victoria College, the B. C. Trustee's Association and the B. C. Teachers' Federation.



This joint board has the right to advise both the President of the University and the Minister of Education on all matters affecting teacher training which fall within the province of each. I should like to take this opportunity of thanking the Minister, the officials of the department (in particular Dr. Harold Campbell) and all others represented on the joint board for the encouragement and hearty cooperation which the University has received in undertaking this major educational development. We were very fortunate in obtaining the services of Professor Neville V. Scarfe as the first Dean of the new College.

I hope that the new College, with its recognition of the importance of the profession of teaching, and its attempt to combine the academic standards of the University with the educational values of the Normal School, will help our future teachers towards that understanding of children, that skill in teaching, and that firm grasp of subject matter which mark the memorable and successful teacher.

The problems arising from the tremendous increase in the number of students are obvious. We shall need more staff and more buildings and more equipment. The solution to the shortage of buildings is simple. As we are given the money, we can build what we need. There is no such simple solution to the shortage of staff. We can expect an absolute shortage of faculty until the increased student population produces an increased number of teaching scholars. With every university in North America planning similar expansion, with government demanding ever more administrators, scientists, and professional men, and with industry and business turning more and more to the universities for their own staff needs, we cannot hope to obtain all the men and women we would like.

I am happy to report that we have this year achieved a substantial increase in faculty salaries and that we have established new salary floors for the various ranks. This increase, however, does not yet put us in a competitive position with industry and the professions. New graduates can still command more from industry than their teachers are receiving at the university. We cannot expect to continue to attract the men and women our students deserve — men and women whose work will play a vital part in

the expansion of our economy — if we do not share the benefits of that expansion with them.

As I reported last year, we have in recent years been able to make substantial additions to the buildings on the campus. Unfortunately, however, those additions merely helped us grow from 2400 students to 7000. We cannot consider that the buildings already up will help us meet the coming influx of students. We are overcrowded now. We still lecture in huts; we still keep extremely valuable equipment and records in shacks that are firetraps; our students are still living in temporary army huts. And even with that overcrowding, we have to turn many students away from the residences. This year, for example, we could provide accommodation for only half of the women whose homes are out of Vancouver who wanted to live on campus. The remainder were forced to find accommodation in private homes off campus, often at considerably greater expense and not always under conditions conducive to obtaining the most from university life. Of the men who come from outside Vancouver, we were able to accommodate far less than half.

In addition to residences, we need new buildings, or substantial additions to existing buildings, for Medicine, Commerce, Engineering, the Fine Arts, including Music and Drama, Education, Chemistry, the Biological Sciences, the Library, Agriculture, Architecture and Forestry, to mention only the more urgent.

The Provincial Government has undertaken to make available to the University \$1,000,000 a year for the next ten years for building purposes. With that money, we shall be able to complete an Arts Building — currently under construction — a Medical Building, some residences, and a few of the other more vital needs. To meet the rest of the needs, we intend to appeal to industry, the general public and to the Federal and Provincial governments. We are deeply appreciative of what the governments and industry have done in the past, and we feel confident that our statement of need will bring a generous response.

Since we are likely to be strained to the limit of our capacities, it will be important that we accept as students those young men and women who are most likely to benefit from higher education. To make best use of our resources, we must make it possible for

the best of our high school students to come to university. It remains a fact that there are many students who would gain most from higher education who cannot make — so to speak — the initial down payment. A national system of scholarships, bursaries and loans remains a vital need. It is still more difficult for a young man or woman to obtain financial assistance for higher education in Canada than it is for a young man or woman in any country of comparable wealth, or, indeed, in many of far less wealth. In spite of what is often said, it is sometimes extremely difficult for a young man to earn enough during the summer to pay for his academic year. For a young woman, it is almost impossible. This year, our Personnel Office investigated student summer employment. It was found that approximately a third of first year students are responsible for all their expenses at university — their fees, books, and room and board. Nearly one-half of students in the senior years were supporting themselves entirely. Some 50% are responsible for their own support in major degree. But the average summer earnings for a man in first year were \$562.00; for a woman they were \$227.00. Senior students earned a little more: \$750.00 for a man, \$345.00 for a woman. And from that money, the student must support himself through the summer as well as the winter. Our tradition that students work in the summer is a good one, but we must not allow the desirable principle of self help blind us to the very real need for greater means of aiding students than we now possess.

### *The Solutions*

WE CAN DO A NUMBER of things to meet the coming challenge, and to alleviate the foregoing difficulties. Above all, we need greater revenues. Given the money, we can carry out the plans, many of which have long been made. We can develop graduate schools to attract and stimulate original minds and to provide us with our future scholars and teachers. So much money is needed that it cannot all come from the one source. Governments, municipal, provincial and federal; business and industry and the public generally will all have to contribute generously if universities are to meet the demands that the age of automation and nuclear energy is making of them.

To use our staff to best advantage we may have to reorganize some of our work. We have been accused of doing too much for our students; "spoon-feeding" is the usual charge. I doubt that very much, but it may be that we have under-estimated what the students can do on their own. With the thought of nearly one hundred sections of freshman English, for example, in 1965, we are engaged in an acute examination of what we do at present. Whatever we decide, we shall have to try to reconcile the shortage of staff with the needs of students and the community.

We cannot solve our problems merely by enlarging our present facilities. Our Faculty of Graduate Studies, for example, has operated without staff and funds of its own. Often a professor has to supervise the work of graduate students in addition to his normal undergraduate lecturing load. It is possible, though not desirable, to do this when there are only a few graduate students, but if we are to see graduate schools which will come anywhere near supplying us with our own future staff, we must organize our present resources properly. Moreover, good graduate students holding part-time teaching fellowships could do something to alleviate the shortage of staff at the junior levels.

Two other suggestions for solving our problems have been made. The first is that we limit the number of students to something like the present figure. That "solves" the problem simply by ignoring it, and, as I have already pointed out, it would be unjust to the coming generation of students as well as economic folly. The second is that we create junior colleges and technical institutes to take the overflow of students resulting from the limiting of present universities and colleges. I have no doubt that we do need more technical institutes, but their job is essentially a different one from that of the universities. They will be needed to supply the skilled technicians who play an increasingly important role in our mechanized society. Such institutes will have quite enough to do in the future without our demanding that they undertake the task of training professional engineers. Moreover, a series of such institutes would involve duplication of staff and expensive equipment that cannot be justified in view of the existing shortage of funds. For example, our Department of Civil Engineering needs a \$36,000 Universal testing machine, but that one

machine will suffice for the training of all the civil engineering students the Province is likely to get for some time.

Moreover, professional schools need to be situated where they can tap the resources of a large community. A glance at the four hundred names listed under *Faculty of Medicine* in our current Calendar will indicate the kind of staff necessary for a medical school of our present size. We are able to draw upon the many specialists in the Vancouver area and upon the large and well-staffed hospitals within the city. It is true that one specialist may give only two or three lectures, but indirectly those lectures may one day save a life. Vancouver is the only city in the Province with a population large enough to support and nourish professional schools, and if we are to enlarge facilities in Vancouver, we should do it at Point Grey and save the cost of unnecessary duplication.

We must remember, too, that professional men both need and want more than purely technical training. Students preparing for the professions on campus can participate in those wide cultural, aesthetic, and recreational activities that make the university what it is. They can share with students in the pure sciences and the humanities the contributions of professors who would not be attracted to purely professional schools in some kind of "super-numerary" role. The best men in all studies want to go where they may devote themselves to their own subjects. However valuable literature, say, may be as an adjunct to professional training, the best literary scholars will not go to an institution which, by its very nature, is devoted almost entirely to one of the professions. Only a university can bring together the best men from all fields. And if students of the professions need the university, students in what we call non-professional subjects can benefit from meeting and working with future engineers, doctors and lawyers. The lines between "pure" and the "applied" knowledge are necessarily ill-defined and meandering, and cross-fertilization is common. All branches of knowledge contribute to and benefit from a fully developed university.

The case for junior colleges appears stronger than that for separate professional schools, but these, too, would need an expensive duplication of library and laboratory facilities as well as

a dispersion of the available staff. Total size is not important if students are still taught in small numbers. A large university can offer a wide choice of courses, each of which can be taught to as few students as would be found in classes at small colleges. Moreover, a large university has the capacity to attract and keep outstanding teachers and to provide them with up-to-date facilities for research. It is no accident that so many of the important discoveries of modern times have come from large universities. We must not be tempted by size alone, but on the other hand we must not be blind to its advantages. In view of the fact that B.C. has only two centres large enough to support, or attract, such cultural activities as symphony orchestras, art galleries, and well developed libraries — all necessary and desirable supplements to the work of both students and teachers — I believe that we must commit ourselves to a policy of obtaining the great advantages of a centralized higher educational system and a fully developed university. Once we have all the benefits of such a university, and once we see that other cities in the province can provide the cultural background necessary, we can look to the problem of decentralizing higher education in B. C. under one Board of Governors and in terms of the cultural opportunities in other centres of the province.

### *The Faculties*

THE FACULTY OF GRADUATE STUDIES continues to develop slowly in accordance with our desire to maintain rigorous standards — but with more adequate funds it could develop somewhat more quickly. At present the University offers six different Master's degrees in a total of fifty-seven departments or fields of study. The Ph.D. degree is offered by twenty departments or groups of departments. Since the Faculty was established in 1949, the university has awarded fifty-three Ph.D.'s. So far, all the degrees granted have been in the sciences, but we are now offering doctoral work in philosophy, and we hope to offer it in other areas in the near future.

I have already mentioned the need to undertake more graduate work if we are to provide the scholars to staff our universities and research centres for the future. In addition to the provision of professors and equipment, we must take steps to ensure that we

attract graduate students of the highest calibre. Since all universities encourage, and most insist, that students pursue their doctoral work in a university other than that from which they received their first degree, we cannot fill the graduate courses with local students. The production of scholarly work and research by a university is closely related to the number and quality of its graduate students, and today there is very keen competition for the best men and women. Universities are circulating attractive booklets and pamphlets outlining the facilities they offer for graduate work and listing a large number of university fellowships, scholarships and other forms of financial assistance. We can provide some fellowships, but not nearly enough. Probably the greatest need of the Faculty of Graduate Studies at the moment is a number of university fellowships, particularly at the Ph.D. level. No graduate school can provide a stimulating research atmosphere without a steady influx of the ablest students from other universities.

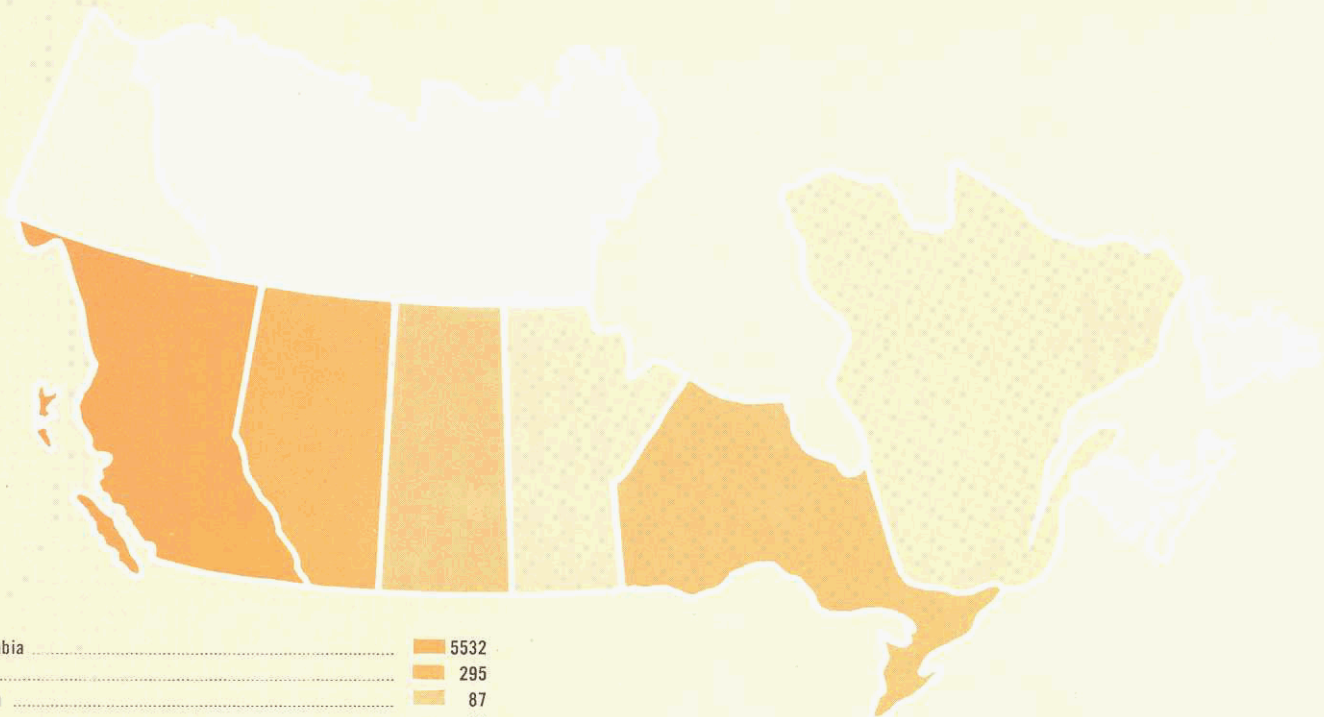
Graduate work is expensive in every way. It demands time and energy from the staff, and costly space, equipment and library facilities. Hitherto we have tended to let other universities and other countries provide graduate schools (it is impossible to undertake a master's course in nursing, for example, in Canada), but we cannot continue to do that. Too often the best students we send elsewhere for graduate work do not return, and with the existing shortage of staff in United States' universities, we may expect the temptations placed before them to be greater than ever.

No university, perhaps no relatively small country, can hope to offer graduate work in every subject. We must concentrate on those studies we are best equipped to deal with and on those in which we shall be most short of personnel. Some of the problems involved in setting up graduate schools have been eased by technological advances — microfilm and microcards enable us to build up collections of material that would have been impossible only a few years ago — but most can only be overcome by attracting, and keeping, first class faculty and students.

This year Dean H. F. Angus, who has been dean of the faculty since its beginning and who has been largely responsible for its growth and success, retired. He was succeeded by Dr. G. M. Shrum, and, as Associate Dean, Prof. F. H. Soward. The University owes

# REGISTRATION 1955-56

## GEOGRAPHICAL DISTRIBUTION OF STUDENTS



### CANADA

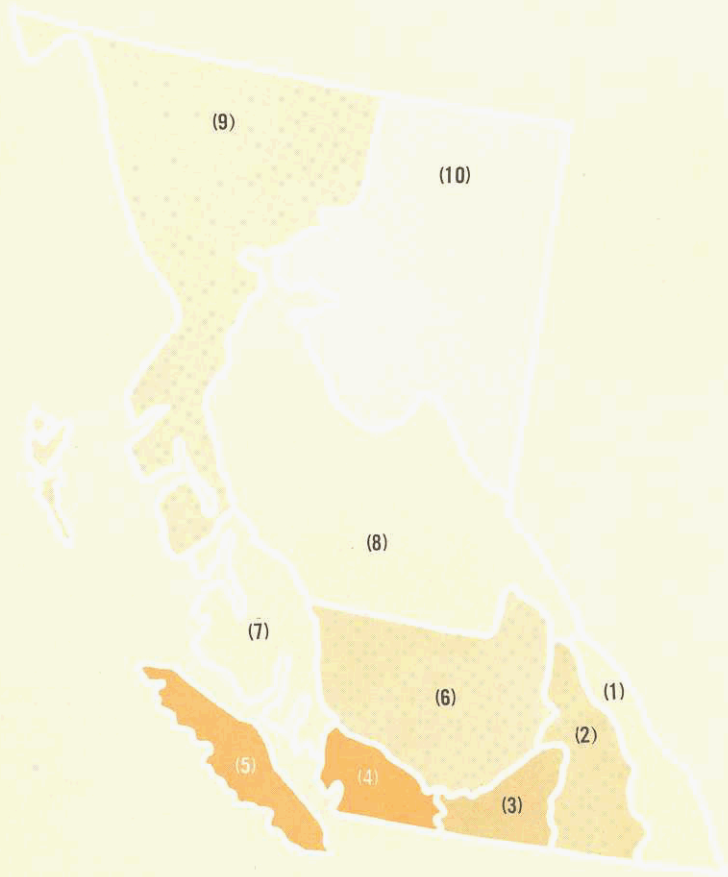
British Columbia	5532
Alberta	295
Saskatchewan	87
Manitoba	41
Ontario	128
Quebec	31
New Brunswick	1
Nova Scotia	10
Newfoundland	1
Yukon Territory	11
North West Territories	4

### BRITISH COLUMBIA (Based on Census Divisions)

East Kootenay and Upper Columbia River	(1)	89
West Kootenay, Columbia River and Slocan Lake	(2)	251
Okanagan, Similkameen, Kettle, and Upper Shuswap Rivers	(3)	324
Lower Fraser Valley and Howe Sound	(4)	3813
Vancouver Island	(5)	669
North Thompson, Shuswap, Chilcotin South, Lillooet East, Bridge - Lillooet	(6)	153
Bella Coola, Knight Inlet, Powell River	(7)	67
Nechako - Fraser, Chilcotin - North, Cariboo, Skeena, Takla Lakes	(8)	68
Atlin Lake, Skeena Coast, Queen Charlotte Islands	(9)	72
North East B.C. - Laird, Finlay - Parsnip, Beaton River	(10)	26

### OVERSEAS STUDENTS

Africa	14
Asia	57
British Isles	21
British West Indies	74
Central America	6
Europe	27
Oceania	1
South America	15
United States	47





REGISTRATION 1955 - 56  
COUNTRY OF CITIZENSHIP

<i>North America</i>		<i>Africa</i>	
Canada .....	5648	Nigeria .....	3
Mexico .....	4	South Africa ..	4
United States .....	97	Egypt .....	1
		Gold Coast ..	2
<i>Central America &amp; West Indies</i>		Kenya .....	1
Costa Rica .....	4	<i>Oceania</i>	
Salvador .....	1	Australia .....	8
Jamaica .....	12	New Zealand ..	3
Trinidad .....	54		
Nicaragua .....	1	<i>Stateless</i> .....	3
Other British West Indies	4		
<i>South America</i>		<i>Europe</i>	
Argentina .....	1	Austria .....	8
Brazil .....	1	Belgium .....	4
British Guiana .....	1	Czechoslovakia .....	17
Chile .....	2	Denmark .....	7
Venezuela .....	1	Eire (Ireland) .....	1
		Finland .....	4
		France .....	6
<i>Asia</i>		Germany—Western Zone	62
Burma .....	1	Germany—Eastern Zone .	5
Ceylon .....	1	Great Britain & N. Ireland	214
China .....	39	Greece .....	8
India .....	16	Hungary .....	5
Indonesia .....	1	Italy .....	5
Iran (Persia) .....	1	Netherlands .....	37
Japan .....	9	Norway .....	14
Korea .....	3	Poland .....	14
Malaya .....	1	Portugal .....	4
Pakistan .....	2	Romania .....	5
Israel .....	2	Soviet Union .....	31
Syria .....	1	Switzerland .....	6
Turkey .....	2	Yugoslavia .....	11

TOTAL — 6403

a great debt of gratitude, for many services in many fields, to one of its most distinguished scholars, Dr. Angus, and it is a pleasure to acknowledge it at this time.

THE FACULTY OF ARTS AND SCIENCE and the teaching profession have always been closely associated. Although the proportion of Arts' graduates going into teaching is smaller than it used to be, it is still high enough for the Faculty to consider itself specially interested in the general problems of education at all levels of our education system. This year, indeed, Teacher Training is still part of the Faculty, and it has played an important part in the planning of the new "Faculty and College of Education." But since most students entering the university take First Year Arts and Science, interest in the school system and in teachers is by no means confined to those departments of the Faculty of Arts and Science immediately concerned with Teacher Training. The quality of the students entering the university will be in large part determined by the quality of the teachers graduating from it. With the increasing shortage of teachers and the almost certain overcrowding of the universities in the near future, the importance of the training of teachers will become greater than ever.

Consequently, we have been engaged this year, together with the Normal School and the Provincial Department of Education, in designing various training programs for prospective teachers. In future all teacher training in the Province will be carried out by the University, either in Vancouver or at Victoria College.

The most significant change to result from our consideration of the total problem of education in the Province is the institution of a five year course leading to the degree of Bachelor of Education. The new course will enable future teachers to integrate the academic and the professional aspects of their training throughout their five years at the university. Until now teachers have followed the usual B.A. program and then taken their professional training in an additional year. The overall planning and the professional part of the individual student's program will be carried out by the "Faculty and College of Education." The non-professional courses will continue to be offered for the most part by the Faculty

of Arts and Science. We expect close co-operation between this Faculty and the "Faculty and College of Education."

I can think of no way of reporting adequately on the many other activities of the Faculty of Arts and Science in the last year. Most departments, especially those in the sciences, carried out extensive research programs as well as their usual teaching commitments.

One of the most difficult of all the problems facing this Faculty is that of dealing with the large numbers of students enrolled in First Year. It is essential that personal contact between lecturer and student be developed at the outset of a student's career, and every year this becomes more difficult with increasing numbers. Every department involved in this dilemma has been reconsidering its work in the light of the future increases in enrolment. I hope to be able to report some conclusions from these discussions within the next year or so, for the problem is now urgent and will grow immeasurably in the next decade.

THE FACULTY OF APPLIED SCIENCE continues to grow. In 1952-3, there were 667 students in Engineering, 101 in Nursing and 78 in Architecture. This year the corresponding figures are 904, 177 and 91. Providing that standards are maintained, and I believe that they have been, such increases are all to the good. As we are all too well aware, we are going to be increasingly short of all professional men and women in the next decade, and especially so of engineers. We shall undoubtedly need all of the young men and women who succeed in graduating from these difficult courses.

The Faculty, however, cannot be concerned merely with increasing the numbers of students. New courses must be added if we are to be abreast of new developments. This year, for example, courses in communication theory, analogue and digital computers, limit design, nuclear engineering and nuclear metallurgy have been added to the offering of the Engineering Departments. The content of standard courses must be re-examined frequently, and the over-all program of students must be considered to see that they are taking the courses most necessary to them.

We are concerned, too, that all students in applied fields obtain more than a purely technical education. There is full

agreement among the professional bodies that their membership should receive as broadly based an education as possible, and not be merely manipulators of techniques. This year, some of the departments in Applied Science, with the cooperation of the Department of English, organized for third year students a study of some of the great Utopias. The engineering student, as a man, should have the same opportunity to read such writers as Plato, More, Morris and Huxley as the student in any other faculty.

*The Engineering departments* have continued to develop increasingly active and varied research programs.

*The School of Nursing* has shown marked growth in recent years and is now reaching the limit of development with its present staff, space and facilities. Although the need for research and graduate work is recognized and pressing, there is little that can be done at present. There is an urgent need for a thorough study of the whole subject of nursing education and the responsibilities of hospitals and such university departments as nursing, medicine and social work. With these problems in mind, the University has appointed a committee under the chairmanship of the Dean of Applied Science to discuss nursing training with a committee of the Vancouver General Hospital Board.

*The School of Architecture* has established its basic program on a very firm foundation in the last nine years, and it is now turning its attention to the need for more work in related fields of study, especially Fine Arts, Construction Management and Landscaping. At present, faculty members are considering the cost and other problems of adding such courses to the offerings of the School.

THE FACULTY OF AGRICULTURE has developed important connections with many groups in the Province, farmers, foresters, the marketing and distributing industries, agricultural suppliers, and the government, for example; and many of its numerous and varied research projects are carried out with specific local conditions in mind.

Recently the Faculty has extended its work in Soil Science, and it now offers nine regular courses to undergraduates and three to graduates. Instruction is given in the classification and distribution

of soils, in their physical and chemical properties, in soil bacteriology, and in the best use and conservation of soil. Students are drawn primarily from agriculture and forestry, but also from such disciplines as chemistry, physics, geology, biology and bacteriology. The importance of the understanding of soil for the farmer and forester is obvious. With the future success of agriculture depending on high returns per cultivated acre, it will become more than ever necessary to be sure that we are making the best possible use of our land.

THE FACULTY OF MEDICINE continues to be handicapped by the lack of a pre-clinical Medical Building. This is one of our most serious needs, and it will be one of the first to be met from the \$10,000,000 the Provincial Government has promised us over the next ten years. At present irreplaceable records and valuable equipment are kept in wooden huts, and both research and teaching are hindered by lack of adequate facilities.

Nevertheless I am happy to report that the Faculty is developing an extensive research program, a program out of all proportion to its facilities, and one that would be impossible were it not for generous outside monetary support and the active cooperation of local hospitals and institutions. Even with such help, however, the physical difficulties in carrying out some kinds of research are considerable. Investigation of the biochemistry of schizophrenia, for example, is made possible only by daily trips of twenty-five miles to the Crease Clinic.

Because it is unlikely that the new medical sciences building will be ready before 1960, the Faculty of Medicine cannot hope for much improvement in its facilities until that time.

I regret to report that Dean Myron M. Weaver, who had been in charge of the Faculty since its inception, was forced to retire this year because of ill-health. We were fortunate in being able to replace him with Dean J. W. Patterson, who comes to us from Western Reserve in Cleveland. Dean Weaver earned the regard and affection of both the University and the profession for the sure foundation which he gave to the new faculty.

THE FACULTY OF PHARMACY is now moving from the initial phase of organization to the undertaking of more and more impor-

tant work not directly connected with teaching. This year members of the Faculty collaborated with officials of the B. C. Pharmaceutical Association in the revision of the Association's by-laws and of the poison and restricted drug schedules. They assisted the Canadian Pharmaceutical Association in a study of the problems connected with inter-provincial licensing of pharmacists in Canada, and they took part in negotiations with the American Association of Colleges of Pharmacy and the American Council on Pharmaceutical Education for the purpose of discussing better mutual understanding of standards and the possibility of a plan of accreditation of Canadian colleges.

Refresher courses for practising pharmacists were offered at Qualicum Beach and Victoria, and symposia on antibiotics and hypertension were organized in Vancouver. Innovations for students this year included a course in civil defence training and a new regulation demanding a certificate in First Aid as a requirement for graduation.

THE FACULTY OF FORESTRY continues to play an important part in the preservation of our timber resources and in the study of the best use of the current yield. Although new industries are being established in the Province, it cannot be overemphasized that half our wealth still comes directly from the forest. Helped by the forest industry, and in cooperation with the provincial and federal forest services, the Faculty carries out an active program of research and instruction. This year a full-time Research Forester was appointed for the first time, and we hope to employ full-time research assistants at the University Research Forest at Haney, and on the campus. By the appointments of such assistants — sub-professional technicians — the Research Forester will be able to expand the scope and continuity of the research program.

In addition to research and teaching, the Faculty works in close collaboration with the forest industry so that we may train the kind of men needed. With this in mind, we are considering the introduction of a "logging" option in the B.S.F. course. Too few students are entering Forest Engineering to satisfy the demands of the Province. By providing more of the basic engineering subjects as options in the B.S.F. curriculum, we may be able to do more

to meet the steady demand for men who can do the engineering work in logging operations.

In the last two years the enrolment in First Year Forestry has increased from 26 to 53. We expect this increase to continue steadily until we have about 100 students in first year, plus the students in Forest Engineering. With that increase in mind, we have been discussing the possibility of a common building for the use of the Faculties of Forestry and Agriculture. These two faculties already work together, and much might be gained by a common location.

THE FACULTY OF LAW continues to attract a considerable number of those students who make a major contribution to Student government. This is of course not unexpected because of the relation of law to government and of the tendency of lawyers to be politically active. Further, the enrolment is growing again. This year, with 100 students in first year we have a total of 230 in law. But a school cannot be judged by numbers alone, any more than it can be judged solely by the routine professional work of its graduates. I am happy to report that legal research is proceeding at a satisfactory rate for a young institution. This year, for example, investigations were continued in narcotics and labor legislation. Research in law requires extensive library facilities, and it is good to be able to report that our Law Library is growing satisfactorily. This year we were extremely fortunate in being given a set of the Statutes of Newfoundland from 1890 to date. These volumes are very rare, and we now have at U.B.C. one of the very few relatively complete collections of these statutes.

THE SCHOOL OF COMMERCE this year became the Faculty of Commerce and Business Administration, with Professor E. D. MacPhee as its first dean. The new Faculty offers programmes of study leading to the degrees of Bachelor of Commerce and Master of Business Administration, as well as a number of Certificates and Diploma Courses. The demand for these latter courses, which are held in the evenings and after the regular Winter Session has ended, may be judged from the present registration of over 1400 students.

The programme for the B. Comm. degree has been developed

over a number of years, and its general pattern is now firmly established. The first three years of the five year course are devoted to laying a foundation in related sciences and humanities and to introducing the student to the basic problems, principles and practices of business. The professional aspects of the curriculum are largely concentrated in the last two years. Because of the number and variety of techniques and practices involved, it has been found necessary to specify a "core" of courses which all students must take, and then to arrange a series of selected and integrated programmes, known as options, in one of which each student must register. At present the Faculty offers fourteen options, including such specializations as Accounting, Production, Science, Teaching, Forestry, Hospital Administration and Law. This year the Faculty developed a programme for Teacher Training (Commercial) on behalf of the Faculty and College of Education.

### *The Library*

THERE ARE MANY STANDARDS by which a university library can be measured, none of them complete in itself. The number of books bought and the number of books taken out must be considered in relation to the total number of students. The holdings in any particular field of study must be measured against those of other reputable universities, and the number of inter-library loans to other institutions balanced against those borrowed from other institutions. And in addition to these quantitative criteria, one must consider the men and women who staff the library.

By most of these standards, I am happy to report that the Library is gaining ground as fast as a distinguished and dedicated staff can manage it. While there is no doubt that we shall need massive expenditures if we are to maintain the library's position in the next decade, there is much satisfaction in the progress it is making.

This year 20,946 volumes, including 9,951 bound volumes of journals, 31,071 recorded but uncatalogued items received from governmental and international agencies, 2,413 maps, and sizable unprocessed additions in Oriental languages and for the "Faculty and College of Education" were added to the Library. The number



of volumes borrowed at the Main Desk increased about 6,000 over last year. For the first time loans to other institutions were more than double the number of items borrowed.

There is less comfort in a study of periodical literature, essential in a university. Although 203 new journal subscriptions were taken this year and attempts were made to fill existing gaps in our present holdings, it is still true that the legitimate requirements of departments are far from being adequately met.

The professional staff of the Library continues to demonstrate that there is much more to being a good librarian than handing books over a counter. Lectures were given in such diverse studies as English, music, medicine and agriculture; studies of library holdings and needs were carried out; bibliographies, those indispensable tools of scholars, were compiled; and plans for the training of librarians were considered.

The Library has always been much indebted to private donors, men and women, industries and foundations, for many of its finest collections. Its library of Canadiana is founded upon the eminent collections given by Judge F. W. Howey and Dr. Robie L. Reid. Slavonic Studies collections have been made possible by the generous assistance of the Rockefeller Foundation, supported by continuing grants from Mr. Walter C. Koerner. Forestry and many other materials have been provided for a number of years by Dr. H. R. MacMillan, and library resources in medicine owe much to the cooperation of the Vancouver General Hospital and its affiliated health and research agencies.

This year saw the founding of The Friends of the Library under the Chairmanship of Dr. Wallace Wilson "to develop the library resources of the University of British Columbia and to provide opportunity for persons interested in the Library, and for its benefactors to express their interests more effectively." Dr. J. N. L. Myres, the Librarian of the famed Bodleian, who was present at the establishment of the group, called attention to the very high value which Sir Thomas Bodley, founder of Oxford's great library, put upon its friends. It is to the "imagination, generosity, and foresight of the 'great store of honourable friends' that the future greatness of this library and indeed all our great libraries may well rest."

### *Public Occasions*

THE AUTUMN CONGREGATION was held on October 28, 1955, in the Women's Gymnasium. The ceremony marked the Twenty-fifth Anniversary of the first courses in Social Work at this university. Honorary degrees were conferred upon Zella May Collins, George Forrester Davidson, Richard Edward Gillmor Davis, Amy Gordon Hamilton, and Eileen Louise Younghusband. Dr. Younghusband delivered the Congregation address.

The Board of Governors' Reception was held on March 24, 1956. Special Guests were Dean H. F. Angus, Dr. Frank Dickson, Mr. J. D. Lee, Dr. A. P. Maslow, and Mr. S. C. Morgan, all of whom retired this year after many years of dedicated service to the university.

The Spring Congregation was held on May 14 and 15, 1956. On the first day Honorary degrees were conferred on Henry Forbes Angus, Frank Cyril James, and Jessie Louise McLenaghan; on the second on Thomas Ingledow, Hector John MacLeod, and William George Swan.

In addition to the public occasions which recur each year as part of the life-cycle of the university, there are many brought about by the visit of some distinguished person. It is common, on such occasions, to see students and staff of all faculties gathered together to listen to the visitor. This year many distinguished men and women came to the campus, among them Her Royal Highness The Princess Royal, His Excellency M. A. Rauf, High Commissioner for India, the Hon. George Drew, Mr. Aaron Copland, Sir Richard Watson-Watt, Dr. E. G. Malherbe, His Excellency R. Douglas Stuart, U. S. Ambassador to Canada, Mr. J. B. Priestley and Sir Herbert Read.

### *Obituaries*

I RECORD WITH SORROW the deaths of the following members of staff during the year and on behalf of all their colleagues I acknowledge the University's debt for devoted services.

Dr. G. N. Tucker, Professor, History — May 21, 1955.

Dr. Donald Buckland, Associate Professor,

Biology and Botany — February 15, 1956.

Mr. P. D. Isaak, Lecturer, Slavonic Studies — June 9, 1956.

Mr. D. E. McTaggart, Q.C., Lecturer in Law — May 12, 1956.

## *Epilogue*

AS I LOOK BACK through this report and through the reports of the individual departments to me, I am only too conscious of how few of their many achievements I have been able to record. But I am also conscious that I have omitted an equal number of their needs. Department after department reports that it is short of space, secretarial help, staff, graduate assistants, and equipment.

My conclusion is very brief. We cannot continue in our present state if we are to be a university worthy of this Province. To serve the present students as they deserve, we need more money. To expand so that we may serve their younger brothers and sisters, we need very much more money. The only alternative is a curtailment of our activities.

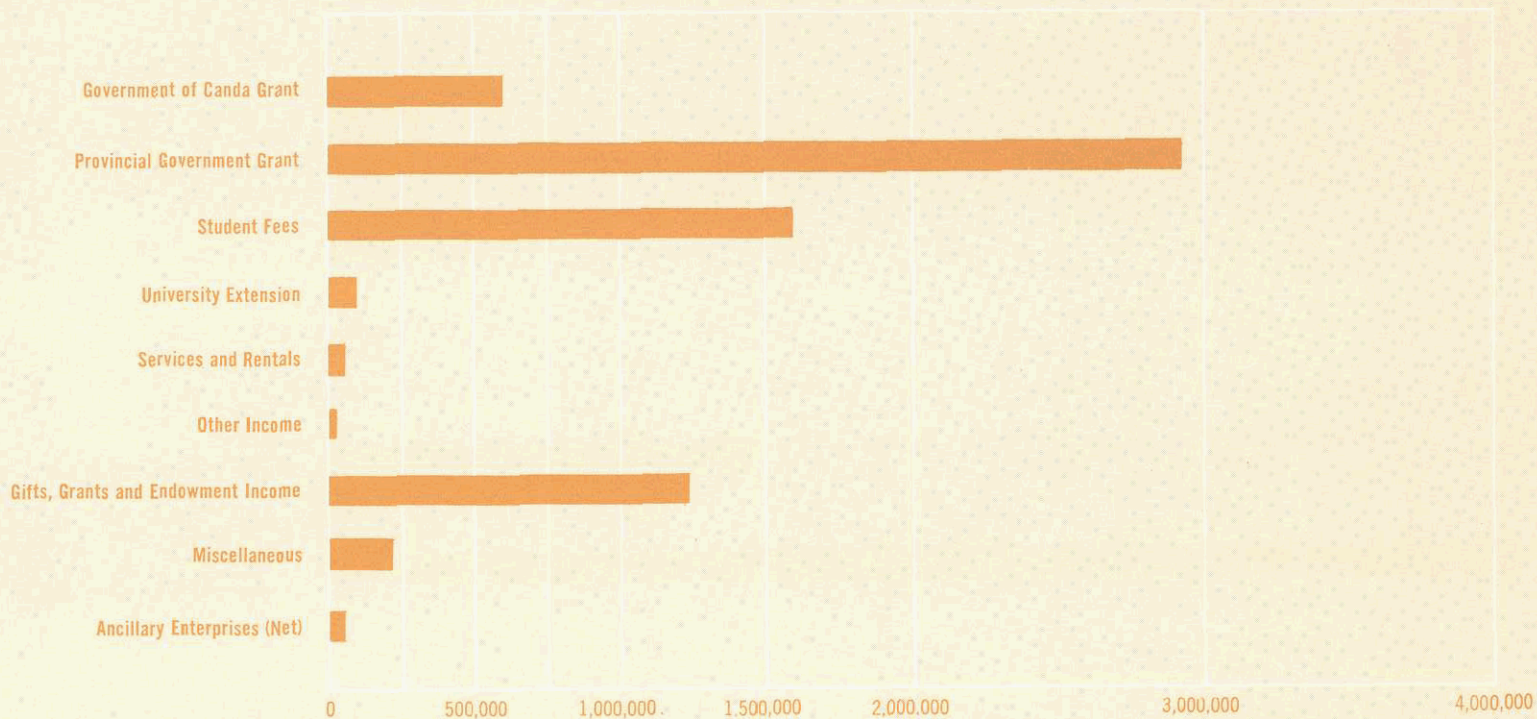
# SUMMARY OF REVENUE AND EXPENDITURE

April 1, 1955 to March 31, 1956

<i>Revenue</i>		<i>%</i>
Government of Canada Grant	\$ 604,476.00	8.89
Provincial Government Grant	2,920,000.00	42.96
Student Fees	1,592,198.19	23.43
University Extension	98,042.39	1.44
Services and Rentals	54,618.96	.80
Other Income	22,092.15	.32
Gifts, Grants and Endowment Income	1,230,667.56	18.11
	<hr/>	<hr/>
	\$6,522,095.25	95.95
Miscellaneous	217,988.71	3.21
Ancillary Enterprises (Net)	57,142.53	.84
	<hr/>	<hr/>
	<u>\$6,797,226.49</u>	<u>100.00</u>

<i>Expenditure</i>		<i>%</i>
Educational:		
Academic Faculties, Departments and Associated Academic Services	\$4,066,782.13	59.83
Administration and Non-Academic Services	1,446,938.76	21.29
Fellowships, Scholarships, Prizes and Bursaries	215,511.71	3.17
Research	741,641.45	10.91
	<hr/>	<hr/>
	\$6,470,874.05	95.20
Building Construction from Current Funds	326,352.44	4.80
	<hr/>	<hr/>
	<u>\$6,797,226.49</u>	<u>100.00</u>

## SOURCES OF REVENUE



## EXPENDITURE

