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THE PRESIDENT'S REPORT 1960-61

THE UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER, CANADA, 1962

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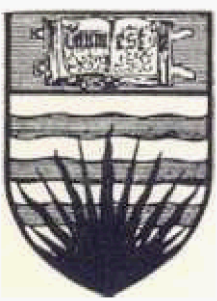
The Report of
Dr. Norman A M. MacKenzie
to The Senate and
Board of Governors of
The University of British Columbia
for the period
July 1, 1960, to June 30, 1961



VANCOUVER, CANADA, 1962

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

Ladies and Gentlemen:

Last year my report dealt with the place of graduate studies in the University and steps we must take to develop this vitally important area. This year, I have considered the professional schools, because I think it timely and important to call attention to the work of those departments, schools and faculties which are training young British Columbians for admission to professions both in this Province and elsewhere in Canada.

N. A. M. MacKenzie
President

EDUCATION FOR THE PROFESSIONS

THE UNIVERSITY ACT of 1908 left no room for doubt concerning the place the new University was intended to fill in the life of the Province:

"The University shall, so far as possible and to the full extent which its resources from time to time permit, provide for (a) such instruction in all branches of liberal education as may enable students to become proficient in and qualify for degrees, diplomas and certificates in science, commerce, arts, literature, law, medicine and all other branches of learning; (b) *such instruction, especially, whether theoretical, technical, artistic, or otherwise, as may be of service to persons engaged or about to engage in manufactures, mining, engineering, agricultural and industrial pursuits of the Province of British Columbia;* (c) facilities for the prosecution of original research in science, literature, arts, medicine, law and especially the applications of science. . . ."

In 1915, when the University first began to offer courses of instruction, it consisted of three faculties: Arts and Science, Agriculture and Applied Science. By the mid-point of World War II only one other area of interest had been added: Commerce. Remarkable growth and development of the University has taken place in the last fifteen years, for we have added in succession Law, Pharmacy, Forestry, Commerce and Business Administration, Medicine, Graduate Studies, Education, Home Economics, Physical Education and Recreation, Architecture, Music, and the Fine Arts. With the announcement by the Prime Minister of the Province in February 1962 that sufficient capital and operating funds will be made available to begin the development of a Faculty of Dentistry, the University of British Columbia now offers courses of instruction in all the principal fields of human inquiry, and the dream of the men who first sought to establish the University has become a reality.

The most significant change is that whereby the University has been transformed practically overnight from a small compact liberal arts college into a major institution of higher learning, with appropriate attention being given to the preparation of young people for professional careers in society.

A good deal of discussion, debate and controversy continues within the universities and throughout the country concerning the responsibility of the universities for the professional training of citizens. Perhaps it is more accurate to state that there are those who feel and who state very emphatically that the business of the universities is "education", the development of

the intellect and the mind and not, to them, the more practical and even the more sordid business of professional and technical instruction and training. This attitude is in some ways a natural and salutary one, for it does ensure that our universities will concern themselves in part at least with the highest ideals and goals. But the hard facts of life are that most of us have to make our own living or become dependents of those who do earn. About the only individuals in our society who need have little or no concern about the practical, that is wage or salary earning or the revenue-producing value of their education, are the sons and daughters of the wealthy, and those women who give up their careers following marriage. It is true that the wealthy can, if they care to, lead a life of leisure, but most of them are just as interested in their own competence and involvement in practical affairs as the rest of us. Many women, even though married, find that professional training and competence are either essential or helpful, and even in the case of those who can give all their time and energies to their home and their families, the education and training they have received are passed on to their children and in addition make them among the most useful of our citizens in a democratic society.

For the rest, whether the higher education which the individual interests himself in and takes be limited to the liberal arts or is concerned almost exclusively with one of the professions, in the end the graduates of our colleges and universities do go to work and do make use of what they have learned in college and university, either directly in a professional way or indirectly in the careers in which they engage. Because of this,

the continuing debate I have mentioned above, while useful and stimulating, will not likely and should not change materially the policy of universities in respect of the "useful" and the "not-so-useful" courses and opportunities which universities provide.

In brief, the professions have always had a place and a senior place in universities throughout the centuries; and while we claim and state that the arts, letters and sciences are and should be the heart and the core and the most important section of a university, the professions and professional training are equally honourable and just as important in terms of the services universities render to the young men and women who come to them, to their communities, and to the nation.

Professional training under the aegis of universities, with special courses of study leading to the right to practice, is often thought of as a recent development. In reality, there is nothing new about such programmes, since medicine, law and theology were taught as early as the eleventh century at major European universities such as Salerno, Bologna, and Paris. It is true, however, that until the turn of the last century there was a tendency on the part of boards of governors and faculties in Britain and Canada to accept as worthy areas of study only those disciplines which were non-technical in nature and which involved the teaching of principle but not practice.

The college was originally concerned with and thought of as being in the service of classical and liberal education. A hundred years ago, seventy-five per cent of all professional courses of training now accepted as an integral part of univer-

sity teaching were left to other agencies. Medicine, for example, was frequently taught by the apprentice system and the right to practice dentistry could be obtained in a similar manner. Under such irregular arrangements, no uniform standards of achievement were required and the level of service the professional man offered to persons who paid for his skill and knowledge depended almost totally on his sense of responsibility and ethical convictions.

Our attitudes towards professional training have changed over the last fifty years. One has only to think of recent developments in fields such as social work, physical and occupational therapy, physical education and recreation. On the other hand, as the years of training required to produce highly skilled professional persons lengthen, so some areas of their operation will fall into sub-professional or technical classifications: laboratory assistants, dental hygienists and practical nurses are cases in point.

It follows, therefore, that universities must maintain flexibility in their attitudes towards training for the professions, and no one can predict what additional professional fields will become of interest to them in the next quarter century. Explosive developments in research and enquiry in every area of learning make specialization a practical necessity. Aerophysics, aeronautical engineering, soil science, and business administration are fields of professional activity which have come into being over the last thirty years.

A variety of forces are at work in contemporary society which have led us to reverse some of our traditional ideas

about professional training, with the consequent result that everywhere institutions of higher learning are tending to concentrate more and more on professional preparation. Such a result is perhaps inevitable in a growing society and expanding economy, where the demand for trained persons continues to increase year by year, but this does not in any way mean that the traditional humane studies can be neglected or downgraded. It means only that universities are conscious as never before of their many-sided responsibility to the society which they both serve and lead. No progressive university in the second half of the twentieth century can neglect the proper demands made upon it and any one that does is retrograde. Situations do alter cases and those of us who are directly responsible for the education of young Canadians must continue to change or modify teaching methods and course-content in order to ensure that our students receive instruction which will best fit them to serve themselves and the society which aids and supports them.

Every citizen, I think, is aware of the social and scientific revolution that has overtaken us. Daily newspapers are full of stories about new machines, new techniques, new processes, new adventures of the mind; and many of the inventions which once belonged to the imagination of the writers of science fiction are now realities. With these changes have come rapid developments in industry and commerce, in urbanization, in communications, in increased supplies of creature comforts, and, of course, in special public demands for professional services.

No man lives a day without making personal demands on professionally trained persons: doctors, dentists, engineers, teachers, lawyers, business experts, and many others. Each of these has been trained according to a set of rigorous principles established by the professional group to which he belongs, and formal training, which is a costly procedure both for society and the individual, may extend over as many as ten or more years beyond the high school.

The basic qualification for the professional man is that he be able to master the vital system of ideas of his time, not only in his chosen field of specialization but also in the world in which he lives. In addition, he must acquire a set of attitudes, a group of skills and an ethical code which will enable him to render service of a high order. In most cases his course of training is prescribed both by the professional faculty in which he is enrolled at the university and by persons who are already practitioners and who have a natural and proper concern for the kind and quality of persons admitted to their ranks. For that reason, candidates are carefully screened, follow a prescribed curriculum, and may, upon graduation, be required to undergo a period of in-service training culminating in a series of comprehensive examinations set by the profession. The young man or woman will then gain entry into a group whose goals are to maintain and improve services by ensuring that the most recent results of research and enquiry are immediately made available to the public. By way of reward, the professional person enjoys good social position and status, and fairly generous financial rewards, but what is more important, the

satisfaction that comes from dedicated and responsible service to others.

The need for graduates of our professional faculties continues to grow as government, industry and commerce make increasing demands to fill important posts in an expanding economy. To this must be added a quickened interest everywhere in higher education. The "population explosion" at the universities across Canada began at the end of World War II when thousands of ex-service men enrolled upon their return from service in the armed forces. Nowhere was this explosion as violent as it was at U.B.C., where the enrolment jumped from 2430 in 1944-45 to 9035 in 1946-47 to 9374 in 1947-48. For the session 1960-61 enrolment of full-time winter session students stood at 11,621.

The demand for engineers, to cite but one example, has been doubling every ten years over the past several decades. There is every reason to expect this demand to continue because we have ceased to be primarily an agricultural nation and are becoming an industrial nation of major importance. In the late 1920s about 35 per cent of Canada's work force was engaged in the renewable resource industries: forestry, agriculture and fishing. By 1980, probably only 10 to 12 per cent of the labour force will be so engaged. To meet needs in this professional area Canada has relied heavily during the past fifteen years on trained persons coming to us as immigrants, but this source, owing to industrial expansion in Europe, is no longer available, and Canada must now rely on its own institutions to train the engineers it will require.

In certain fields, many of our graduates tend to remain in the Province. In others, however, they go to other places in Canada and many are attracted by the higher salaries in the United States. This drift varies from decade to decade, but there was a period between 1945 and 1950 when many of our ablest young men and women went off either to complete their studies elsewhere or to accept professional posts. In forestry, understandably, most of our graduates tend to remain here. The following tables, prepared by Professor F. M. Knapp in August 1960, illustrate this point:

Remaining in British Columbia	528	(82.8%)
In the rest of Canada	71	(11.1%)
Foreign	39	(6.1%)
Total	638	

In government service	200	(31.3%)
In industry	378	(59.2%)
In education	42	(6.6%)
In other occupations	18	(2.9%)
Total	638	

It is interesting to note that 66 per cent of our graduates in agriculture are resident in the Province, 17 per cent are in other parts of Canada, 12.5 per cent are in the United States, and 4.5 per cent in other countries. The largest group is engaged professionally in various capacities in industries related to agriculture. Twenty-two per cent of our graduates are research scientists in one or another of the varied disciplines

which now contribute to knowledge in the general area of agriculture. Teaching at the university and high school level claims 14 per cent of our graduates. In the field of extension and in the advisory and regulatory services of government 18 per cent of our graduates are to be found. A further 8 per cent are actively engaged in production agriculture, the majority in British Columbia. Approximately 12 per cent of our graduates are employed in a variety of other occupations, mostly of a higher professional nature: for example, radio and television broadcasting, medicine and veterinary medicine, public relations, librarians and press correspondents.

In many professional fields, the doctorate is now a basic qualification. It is no longer possible to master the facts, the theories and principles in many fields without prolonged years of study, which may be as long as ten years following graduation from high school. For that reason, it is important that the graduate school grow and evolve to meet the new demands for specialized training in the professions.

It is not possible to build a great "comprehensive" university unless teaching and research are carried on in every department, school and faculty. Basic research must be encouraged, for the findings of the scholar nearly always have direct contributions to make to the work of the applied scientist. In addition to passing on the accumulated knowledge of the past to younger generations, universities must also be directly involved in pushing back the boundaries of the known.

In the professional schools, the results of research work

generally have direct application to the community at large, and at the University of British Columbia we have made it a policy to aid and encourage such service. Members of faculty who are particularly well-qualified in their fields and disciplines frequently go off to other parts of the world to carry out teaching and research missions for agencies such as UNESCO, the World Health Organization, the FAO, the External Aid Office, the Colombo Plan. In the recent past, members of our professional staff have been sent on missions to India, Honolulu, South Africa, Ghana, Malaya, South America, Russia, China and other countries. Still others have served or are serving on royal commissions appointed by the Federal and provincial governments.

These colleagues are given formal leave of absence to carry out such assignments, their salaries being paid by the agencies which recruit them. However, they keep rank and tenure during their period of absence, and the experience and knowledge they gain are invaluable not only to the individual concerned but also to the University as a whole. Provided that teaching and research standards are maintained, it is good and desirable for colleagues to participate in such undertakings. Indeed, they should be encouraged to do so. As the physical world shrinks, as nations are brought closer together, so we move to a position where the social, economic, educational and political problems of the most remote parts of the world become our own. The pooling of trained persons, the free exchange of knowledge at every level, the application of the most recent discoveries in every field of human enquiry to

world problems—all of this must be done if men are to try to live together in peace.

Whatever our universities may have been, they are now an integral part of society, and to the limits of their resources, they assist in the solution of problems growing out of the business, industrial and commercial world. At the moment of writing, there are over one hundred research projects going on in the Faculty of Applied Science alone, many of them sponsored though not controlled by industry and government. These projects range from studies on screening irrigation water supplies to studies of the production of uranium dioxide, from the development of non-nuclear uses of uranium to reading machines for the blind and aids for the deaf, from special modulation procedures to a three-dimensional electrocardiographic computer.

Since the cultivation of soft fruits is an important industry in this Province, colleagues in the Faculty of Agriculture are carrying out projects in tree fruits, small fruits, floriculture and ornamentals, which include basic studies as well as problems of a more immediate significance. In the field of agronomy, the development of Rhizoma alfalfa is an outstanding example of the approach to a long-term, fundamental problem. The department of dairying has conducted research for the improvement of the milk supply of British Columbia and the contributions that have emerged in this field have added to our basic knowledge of micro-organisms. In animal science, work on the breeding of farm animals has contributed directly to the formulation of government policies both provincial and national,

while investigations carried out by the head of the department of poultry science and his colleagues have brought international recognition to the University.

The Faculty of Forestry has been working actively in fundamental studies of the morphology and genetics of seeds and seedlings. Such studies have revealed genetic, environmental and behavioural differences between seeds from many areas, and have led to a better understanding of seed storage procedures and methods of evaluating the quality of stored seeds. Studies in the growth behaviour of Douglas fir and western hemlock, and factors affecting growth have been conducted by many staff members, and as a result a body of knowledge is being accumulated which is of inestimable value to forestry on this coast.

Another group of studies is concerned with anatomical features and their effect on wood properties. These are in part of genetic origin and in part the result of environment. Although studies of a similar nature are going on elsewhere with different species, there are unique and distinctive features to much of the work done in our own Faculty.

Ties between the School of Architecture and the Division of Building Research of the National Research Council have been close, and several members of the staff of the School are involved in projects under the auspices of the Division of Building Research.

Although our Faculty of Medicine was established only eleven years ago—we did not graduate our first medical class until 1954—excellent work is being done in research and

teaching, and the University is actively engaged now in a major undertaking—planning for the building, staffing and equipping of a first-class teaching hospital, and a health sciences centre. Some of the projects now under way will contribute directly to the health and welfare of every citizen in the Province.

In Commerce and Business Administration, the Faculty continues to provide adult training through the large number of courses offered in the diploma division. Interest on the part of the public in these professional programmes remains high: the number of adult students in evening and Saturday-morning classes and correspondence courses has reached 2,000. These courses, all provided by regular members of the teaching staff of the Faculty, are offered as direct services to the community and are in addition to the courses offered during the day to regular students registered in the Faculty.

At the moment, colleagues in this Faculty are engaged in an important and imaginative project in Malaya. Under an agreement between the University and the External Aid Office of Canada, the Faculty was asked to provide a project director and teaching associates to assist the University of Malaya in both Singapore and Kuala Lumpur to provide training in the field of business administration. This programme began in May 1961 and is scheduled to continue for four years. In addition to accepting responsibility for staffing the project, we have undertaken to assist the University of Malaya in training its own staff by accepting some of their teachers through the External Aid office. Two members of the University of

Malaya teaching staff are expected to begin their studies here in the summer of 1962 and others will follow in later months.

The University, then, is working within the limits of its resources, to bring the advantages of research to the whole community. At the same time, a start has been made on a general area of education which has been too long neglected. New knowledge is being added to most professional fields at such a rate that it becomes more and more difficult for practitioners to keep abreast of current changes. Yet if our doctors, lawyers, engineers, nurses and teachers are to give maximum service at the most competent level, they must be aware of the latest developments in their disciplines.

The department of extension, through its valuable and imaginative programme of courses, both credit and non-credit, is working to extend the campus of the University to the whole province. The new leisure which has come to our citizens with the shortening of the work-week, has combined with a quickened interest everywhere in education to underline the need for continuing education through night classes. An examination of the director's report for the year 1961-62 shows the extent to which the services of the University are being made available to both professional and non-professional groups. Apart from the programmes I have mentioned in medicine, mathematics, commerce and business administration, and pharmacy, members of faculty are offering extension courses in applied science, agriculture, law, forestry, and education. While many of these courses do not fall under the heading of continuing education for specific professional groups, never-

theless they do offer wide choice for professional people to enrich their background of experience in fields ancillary to their own.

It is common knowledge that professional training, research and high level graduate work are very expensive. When we made a study of medical education on this continent prior to the establishment of our own Faculty of Medicine, we learned that the average annual cost per student varied from $3,000.00 to $10,000.00, and this does not include the very large sums (in our case last year over a million and a half dollars) from outside sources expended upon research. Dentistry is equally expensive, and all of the professional schools require more money on a per-student basis than does the Faculty of Arts. While British Columbia is physically a very large Province, its present population is still under 1,700,000, and most of that population is concentrated in the Greater Vancouver and Lower Mainland areas and in Greater Victoria. Our social services and our means of communication are also very costly. This means that public monies, and other monies too, available for higher education are definitely limited and so far have been quite inadequate to enable us to render the services we would like to render. At the same time, the professional faculties and schools already established adjacent to the greatest concentration of population and to the major institutions serving these professions on the Point Grey Campus of the University of British Columbia are adequate to serve all of the present needs of the Province. It would be an unnecessary and wasteful expenditure of our limited public

monies if these professional schools and faculties were duplicated anywhere else at the present time.

This does not in any way preclude the possibility of developing other kinds of institutions elsewhere in the Province. It is inevitable that junior colleges, community colleges and liberal arts colleges will develop in centres of population throughout the Province. However, it will be many years before it will be necessary to have, say, a second Faculty of Medicine or Dentistry, or another School of Social Work or Architecture. Now, and certainly for the next decade, we must concentrate on developing a major university of unquestionable excellence and at the same time encourage the growth of other kinds of institutions elsewhere. This can and must be done. Victoria College has already shown what can be accomplished by way of turning a two-year college into a four-year institution: the results they have achieved are excellent and they have the full support of the University in their plans for development.

But such speculation is for the future of higher education in this nation. At the moment, we are faced with the serious task of providing sound education, both liberal and professional, in the decade of the sixties. This will not be an easy task. Indeed at the moment and all across Canada, many of the problems seem almost insuperable. In a paper delivered to the N.C.C.U.C. conference in November of 1961, Dr. Edward Sheffield of the Canadian Universities Foundation states that by 1970 we may expect 312,000 full-time students at our universities in contrast to the 114,000 at the time of

writing. This means that numbers will almost triple within a decade. The consequent strain on the resources of every university and college in this country concerns me as it does most of my colleagues. If we are to meet this happy crisis in education, then more of our energies, money, and time must go into finding solutions to the problems now confronting us. We must have but one goal in education: to ensure that every young British Columbian who has the ability and capacity to undertake university studies be guaranteed education and training to the highest level of which he is capable. No lesser goal is worthy of us.

VISITING LECTURERS

Across the academic year, many distinguished visitors come to the campus to give addresses on a wide range of subjects. Some of the guests come under the auspices of national and international organizations; others are brought here with funds provided from special sources; while many come at the invitation of the Alma Mater Society and student clubs.

Naturally, there are too many lecturers to list here and all I can do is to name some of our more prominent visitors:

His Excellency Carlo de Ferrariis Salzano, Italian ambassador to Canada, on "One hundred years of independent and united Italy".

Sir Charles Darwin, former master of Christ's College, Cambridge. Colloquium jointly sponsored by the departments of mathematics and physics.

Dr. Brock Chisholm gave a Leon and Thea Koerner Foundation Lecture.

The Honourable Lester B. Pearson gave the first of three lectures with the general title "A critical evaluation of the United Nations". The lecture series was made possible by a grant from a friend of the University. The second lecture was given March 9 by Mr. Ernest Gross, a New York international lawyer and former deputy representative of the U.S. government to the U.N. The third lecture was given March 15 by Sir Patrick Dean, permanent United Kingdom delegate to the United Nations.

Simmons and McBride Lecture by *Dr. Louis Tobian,* associate professor of medicine at the University of Minnesota.

Sir Charles Arden-Clarke, formerly with the Colonial and Commonwealth Relations Office of the British government, spoke under the auspices of special events committee.

The first Festival of the Contemporary Arts brought to the campus a number of distinguished contemporary poets, musicians, film makers and dancers for an event which proved an unqualified success. Credit for the success of this week should be given to the joint faculty-student committee headed by Professor B.C. Binning, head of the department of fine arts.

Arthur Schlesinger, professor of history at Harvard and a Pulitzer prize winner, lectured in the auditorium under the auspices of the fine arts and special events committee.

Prof. Thorsten Streyffert of Stockholm, Sweden, delivered the annual H. R. MacMillan lecture in forestry.

RETIREMENTS

In reporting the retirement of the following members of the staff, I would like to express the gratitude of all those associated with the University to these our friends, teachers and colleagues:

Miss Ellen Bell, cashier in cafeteria.

Mr. A. C. Cooke, professor, history.

Dean G. M. Shrum, dean of the Faculty of Graduate Studies, head, department of physics.

Mr. F. W. Vernon, professor, mechanical engineering.

PUBLIC

OCCASIONS

On October 27th, 1960, honorary degrees were conferred upon:

John W. Gardner, president of the Carnegie Corporation of New York and of the Carnegie Foundation for the Advancement of Teaching, LL.D.

The Honourable Howard C. Green, Secretary of State for External Affairs, LL.D.

Sir Frank C. Francis, Knight Commander of the Bath, director and principal librarian of the British Museum, D.Litt.

Louis B. Wright, director of the Folger Shakespeare Library, D.Litt.

Sydney C. Barry, deputy-minister of agriculture in the Government of Canada, D.Sc.

Thomas W. Cameron, director of the Institute of Parasitology at McGill University, D.Sc.

On May 25, 1961 honorary degrees were conferred upon:

Earle D. MacPhee, dean emeritus of the Faculty of Commerce and Business Administration, and dean of administrative and financial affairs of this University, LL.D.

Paul E. Cooper, engineer, industrialist and humanitarian, D.Sc.

Gordon M. Shrum, dean of the Faculty of Graduate Studies, professor and head of the department of physics, director of the British Columbia Research Council, fellow of the Royal Society of Canada, D.Sc.

On May 25, 1961 honorary degrees were conferred upon:

Sperrin N. F. Chant, O.B.E., professor and head of the department of psychology, dean of the Faculty of Arts and Science, LL.D.

The Rt. Hon. Sir Oliver Franks, Privy Councillor, Knight Grand Cross of the Order of St. Michael and St. George, master of arts, chairman of Lloyds Bank, and, commencing in 1962, provost of Worcester College, Oxford, LL.D.

George C. Miller, mayor of Vancouver in 1937-38, president of the Union of British Columbia Municipalities in 1940-41, president of the Canadian Federation of Mayors and Municipalities in 1951-52, LL.D.

James L. Gray, general manager, vice-president and president of Atomic Energy of Canada Ltd., D.Sc.

On May 29th, 1961 honorary degrees were conferred at Victoria College upon:

Dr. C. J. Armstrong, president of the University of Nevada, LL.D.

Mrs. Henry Esson Young, on the first staff of Victoria College, wife of its first principal, and 1946-48, president of Victoria branch of U.B.C. Extension, LL.D.

The following new buildings were officially opened:
The Thea Koerner House, May 24, 1961.
The George Cunningham Building, May 24, 1961.
The Sherwood Lett House, September 30, 1960.
The Panhellenic House, November 30, 1960.

OBITUARIES

WITH REGRET I report the deaths of the following members of the Board of Governors, the Faculty and the employed staff:

Dr. C. G. Campbell, assistant dean and assistant professor, medicine, May 29, 1961.

Dr. W. P. Fister, clinical instructor, psychiatry, May 19, 1961.

Chancellor A. E. Grauer, July 28, 1961.

Dr. M. L. Jetter, assistant professor, German, October 24, 1960.

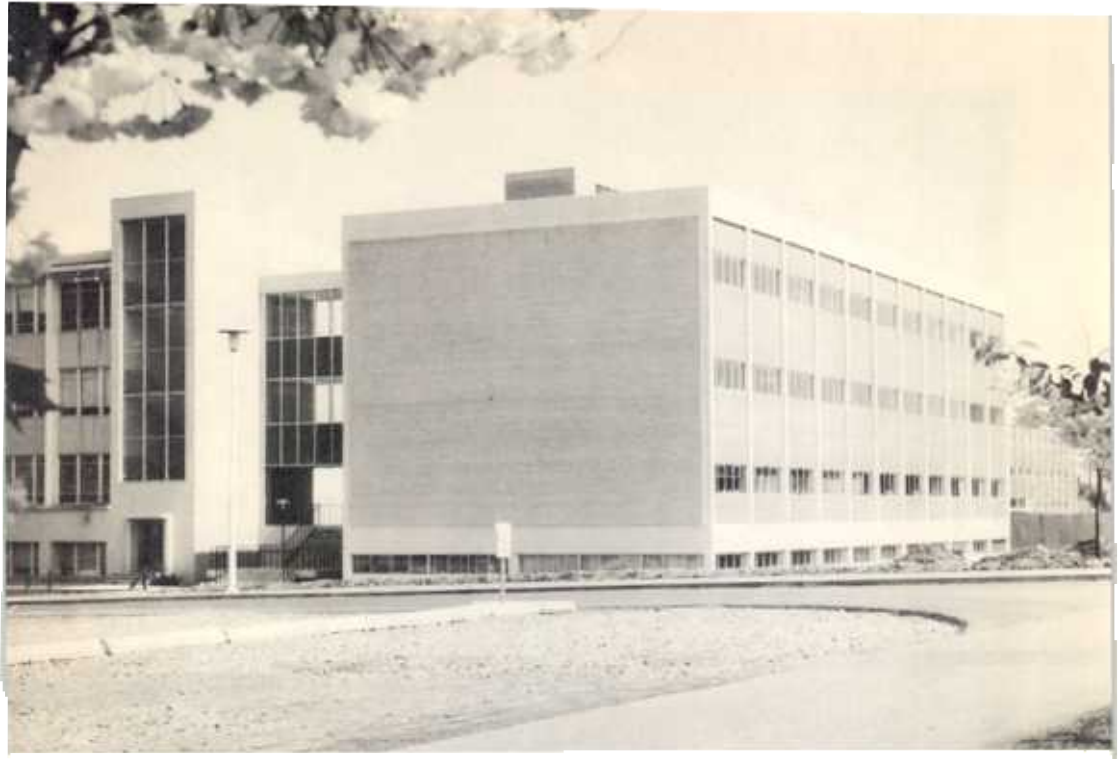
Mr. F. Lasserre, professor and director, Architecture, April 6, 1961.

Mr. Kannosuke Mori, landscape consultant, Japanese Garden, 1959-1960.

Dr. S. Stewart Murray, clinical associate professor, preventive medicine, September 23, 1960.

Mr. A. E. Prim, janitor, Acadia Camp, January 20, 1961.

Mr. W. H. Richardson, porter, Youth Training Camp, August 18, 1960.



The George T. Cunningham building (above) for the Faculty of Pharmacy was one of several new buildings opened during the past year. The photograph at left shows one of the modern laboratories in the building. The building, a wing of the Wesbrook building, is named for the senior member of the University's Board of Governors.

The high cost of professional education is illustrated in the photograph at top left which shows a research laboratory equipped with expensive scientific apparatus. The photograph above shows a faculty member and students of the Faculty of Agriculture engaged in beef cattle research. At bottom left is a photograph of one of the hundreds of conferences, sponsored by the UBC extension department, which annually bring thousands of persons to University study centres for continuing professional education.

The Thea Koerner Graduate Centre, which was opened in the past year, was a gift to the University from Dr. Leon Koerner. It is named for Dr. Koerner's late wife. The building provides dining, recreational and library facilities for the more than 700 graduate students enrolled at the University. Architects were Thompson, Berwick and Pratt.

SUMMARY OF REVENUE AND EXPENDITURE

(EXCLUDING CAPITAL ADDITIONS TO ENDOWMENT, STUDENT LOAN AND CAPITAL DEVELOPMENT FUNDS)

APRIL 1, 1960 TO MARCH 31, 1961

	GENERAL FUNDS		TRUST FUNDS								TOTAL	
				NON-ENDOWMENT					ENDOWMENT			
REVENUE		%	Teaching And General Purposes	%	Fellowships, Scholarships, Prizes and Bursaries	%	Research	%		%		%
Province of British Columbia Grants	$ 5,900,000.00	45.9	$ 40,569.33	5.7	$ 100.00	—	$ 18,929.05	.7	$ —	—	$ 5,959,598.38	36.1
Government of Canada Grants	2,107,242.83	16.4	46,543.93	6.6	20,000.00	6.1	1,724,462.59	66.7	—	—	3,898,249.35	23.6
United States Government	—	—	—	—	—	—	191,655.30	7.4	—	—	191,655.30	1.2
Student Fees	4,350,243.65	33.9	—	—	—	—	—	—	—	—	4,350,243.65	26.3
Gifts and Grants (Commerce, Industry, Associations, Foundations and Individuals)	—	—	605,082.40	85.7	308,979.35	93.6	648,170.50	25.1	—	—	1,562,232.25	9.5
Miscellaneous	488,059.62	3.8	14,274.28	2.0	929.34	.3	1,716.82	.1	47,795.01	100.0	552,775.07	3.3
	$12,845,546.10	100.0	$706,469.94	100.0	$330,008.69	100.0	$2,584,934.26	100.0	$47,795.01	100.0	$16,514,754.00	100.0
EXPENDITURE												
Academic Faculties and Departments and Associated Academic Services	$ 9,585,606.69	74.6	$590,044.27	83.5	$ —	—	—	—	$ 1,622.47	3.4	$10,177,273.43	61.6
Administration	707,291.46	5.5	—	—	—	—	—	—	—	—	707,291.46	4.3
Service Departments and Maintenance	1,893,374.62	14.7	—	—	—	—	—	—	—	—	1,893,374.62	11.5
General Expenses	288,605.94	2.3	2,596.48	.4	—	—	—	—	—	—	291,202.42	1.8
Athletics	32,822.79	.3	78,241.70	11.1	—	—	—	—	—	—	111,064.49	.7
Fellowships, Scholarships, Prizes and Bursaries	108,631.00	.9	—	—	324,017.52	98.2	—	—	29,764.45	62.3	462,412.97	2.8
Research	31,678.82	.2	—	—	—	—	2,470,721.86	95.6	—	—	2,502,400.68	15.1
Miscellaneous	80,952.21	.6	—	—	—	—	—	—	—	—	80,952.21	.5
	$12,728,963.53	99.1	$670,882.45	95.0	$324,017.52	98.2	$2,470,721.86	95.6	$31,386.92	65.7	$16,225,972.28	98.3
Buildings, including Furnishings, Equipment and Campus Development	116,582.57	.9	—	—	—	—	—	—	—	—	116,582.57	.7
Non-Endowment Funds carried forward to meet Expenditures in 1961-62	—	—	35,587.49	5.0	5,991.17	1.8	114,212.40	4.4	—	—	155,791.06	.9
Endowment Fund Income carried forward to 1961-62	—	—	—	—	—	—	—	—	16,408.09	34.3	16,408.09	.1
	$12,845,546.10	100.0	$706,469.94	100.0	$330,008.69	100.0	$2,584,934.26	100.0	$47,795.01	100.0	$16,514,754.00	100.0