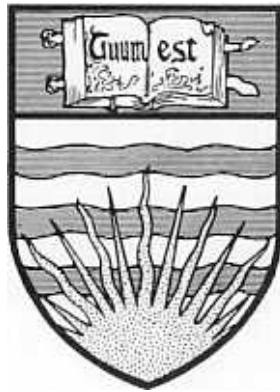


The President's Report

THE UNIVERSITY OF BRITISH COLUMBIA

1961-62

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VANCOUVER, B.C., CANADA, OCTOBER, 1962

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*The Report of Dr. Norman
A. M. MacKenzie to the
Senate and the Board of
Governors of the Univer-
sity of British Columbia
for the period July 1,
1961, to June 30, 1962*

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

Ladies and Gentlemen

My report for this academic year is based upon the congregation addresses I delivered at the spring congregations here at the University and at Victoria College in May, 1962. At that time the Senate of the University conferred an honorary degree upon me.

In many respects this is a report of opinions and conclusions based upon my experience at U.B.C. and upon my earlier experience in other universities in Canada, the United States and the United Kingdom. These ideas are my own; they may or may not be shared by those of my senior colleagues who have been responsible for helping to make academic policy during my presidency. They are suggestions and not recommendations; and they grow out of a lifetime of experience in higher education, both as a professor and as a president, in British Columbia and elsewhere. I have no doubt that they will require study and elaboration before any or all of them are put into effect. However, I hope that my ideas will prove interesting and useful to this academic community, the welfare of which has been my sole concern since I came to the University in 1944.

A handwritten signature in dark ink, reading "Norman MacKenzie". The signature is written in a cursive style with a large, stylized 'M' and 'K'.

Norman MacKenzie



E.S. S. 7/2 F.R.S.

Citation

MADAM CHANCELLOR, on the twenty-fifth day of October, nineteen hundred and forty-four, the newly installed president of the University defined his concept of the ideal holder of his office. Today, almost eighteen years later, the University of British Columbia proclaims to this Congregation that his ideal, unattainable by most, matched by a distinguished few, he has himself surpassed. At that time he concluded his description by saying: "But above all else he should have . . . courage and integrity, for the influence of these will live on after him in the lives of his staff and students, the men and women who come in contact with him, and in the quality and reputation of the University he serves."

Courage he possesses, as unyielding today in his battles with the educational problems of a postwar world as yesterday in his exploits against the enemy in the first world war. It is a courage that commands followers, guarantees achievement, takes decisions, acknowledges their consequences. To this courage he brings integrity, as unblemished today when he helps to create and mould the Canada Council as yesterday when he helped to plan and forge the National Federation of Canadian University Students. It is an integrity that makes the possessor claim failure more readily than admit success, shun the expedient and the mediocre, seek out the common good, be the public conscience.

But the measure of this legendary Canadian admired and loved from sea to sea is not a matter of courage and integrity alone. In him there is a higher quality, a mystic refiner that transforms all else — the power of greatness. Because of this he has won the approving trust and wholehearted support of all citizens, attracted to this campus a staff of outstanding worth, and made this University internationally famed. The limited horizons of yesterday have given way to the unlimited promise of tomorrow. This is the work of a man of courage, integrity and greatness: he can justly boast "*exegi monumentum aere perennius*."

Today the Senate of the University of British Columbia pays him its greatest tribute, albeit one unequal to the honour he has brought to this University, province, and nation; it enrolls him as a member of the community he has nobly served, and perpetuates an association at once rich and warm.

Madam Chancellor, you are asked to confer the degree of doctor of laws, *honoris causa*, on Norman Archibald MacRae MacKenzie, Companion of the Most Distinguished Order of St. Michael and St. George, Holder of the Military Medal and Bar, Queen's Counsel, Master of Laws, Fellow of the Royal Society of Canada, President of the University of British Columbia.

Congregation Addresses

by UBC's Retiring President,

Dr. Norman A.M. MacKenzie

THIS PAST YEAR has been an important one and in some respects a difficult one for the University. A year ago on July 28 we lost our Chancellor and one of our most distinguished graduates, Dr. A. E. "Dal" Grauer. To Mrs. Grauer and her children I would like once again personally and on behalf of the University to extend deepest sympathy, together with our thanks and our admiration for the many things Dr. Grauer did for his University and for his country.

In November we elected as our new Chancellor another very distinguished graduate, Dr. Phyllis Ross. She is the first woman to be elected or appointed as the ceremonial head of any of the Universities of Canada; and because her office combines with that of Chancellor the position of Chairman of the Board of Governors, she is, I believe, the only woman in the history of any University to have held both these important positions.

Late in November, in keeping with my philosophy that new ideas, new ways of doing things and younger men are good and important for institutions, I announced my retirement as President of the University. A short time afterwards the Board of Governors appointed Dr. John B. Macdonald of Toronto and Harvard as my successor. Dr. Macdonald has a distinguished record and reputation as a medical and dental scien-

tist, and I am sure he will give stimulating, creative and efficient leadership to this institution. Because U.B.C., its teachers and students, have been so much a part of my own life and career, and because it will always have a special place in my affections, I wish for Dr. Macdonald and for the University a great and distinguished future. I am glad to welcome him to British Columbia and to U.B.C. and to assure him that I will do everything in my power to ensure his success and his happiness. I know that my colleagues will give him the same loyalty and assistance they have always given me, for without this no man can accomplish what he should and must.

Because this is my last report as President of the University, this will be, in a very real sense, my farewell and my summing-up. At the same time I feel at greater liberty to say some things and to make some suggestions which I would hesitate to do were I to continue as President. However, everything that I say will be said with the interests of the University of British Columbia and of Canada at heart and not with the intention of embarrassing anyone or of creating controversy.

My general theme is the future of the University itself and the role that it should play in the education, and particularly the higher education, of the people of this Province.

The world we live in is one in which science and technology have advanced by leaps and bounds. This has resulted not only in a general acceptance of their importance but in a realization that science and technology are making profound changes in our environment, in our world, and even in our universe. Increasing emphasis has been and will be placed upon the sciences and upon technology within our University and this, within limits, must not only be accepted but is right and proper. However, as one who was brought up in the humanities and social sciences, I would like to point out that while those of us who belong to these disciplines must become more familiar with science and the scientific spirit, the fact remains that human nature has not changed to any marked degree during the long march of history. Moreover, there seems to be no indication or evidence that we are likely to change in the future, saving always the possibilities of annihilation or something approximating to it as a result of the misuse of the achievements of science.

tists. And so, I feel it is even more important than it ever was that greater importance be attached to the humanities and the social sciences. The major problem of our generation, one which confronts all of us, is that of discovering and making effective the ways and means by which and through which men and women can live together in some measure of peace and security and at the same time find solutions to the physical and material problems of human beings and human society. These include such matters as the avoidance and prevention of war and violence generally, solutions to the problems growing out of the population explosion, inadequate food supplies and the general maldistribution of resources. They must also include success in providing suitable living conditions for all human beings and suitable answers to the problems of individual human beings in every society which, if unsolved, result in crime, in poverty, in disease, in delinquency, in drug addiction, insanity and human misery generally. This is why I am more interested in discovering ways and means of solving these problems of human beings here on this planet than I am in peopling the moon or outer space.

May I now deal briefly with my general philosophy of education, and more particularly higher education. I believe that education is good and necessary for human beings and for society, and that the more of it the better for all concerned, provided that the kind of education we offer is suited to the needs, the abilities and the temperaments of the individuals involved; provided too that it is good education in the sense that it is designed to enlarge and inform, stimulate and discipline the intellects and the personalities of individuals; and that the individuals and the society they belong to can in an economic and financial way afford the education we desire.

I believe that our boys and girls, our young men and women, are our most important and valuable natural resource. I know that formal education, and particularly higher education, can only be acquired during a short period of our life span. If our young people do not get it during this brief period they will "miss the boat" and we will lose the contribution they might have made to society and to the nation in a permanent way. In this they are not like most of our other natural resources, e.g. oil, gas, minerals, water power and the like, for these when dormant

are not wasting assets and their utilization can be postponed. This is not so in the case of the education of young people.

All of this raises the question of how many of our young people should be encouraged and permitted to attend our universities and colleges; that is, what percentage of the population and of the relevant age group. If a selection is to be made, the basis and methods of selection must be decided and agreed upon. This whole question is particularly important and acute at the present time for several reasons. One is the great increase in the birth rate during the war and post-war years which has confronted our schools and colleges with a much larger number of young people than ever before in our history. This has been accompanied by major changes in our society and in our economy; and these changes have made more education more essential than ever before, and have also made higher education much more popular and sought after. It has been said that approximately 33 percent of the relevant age group, seventeen to twenty-three, can benefit from higher education. This does not mean that all of them will do so, because of differences in motivation, in temperament, and in attitude. In Canada at the present time the percentage in our colleges and universities is about twelve; in British Columbia, for reasons special and peculiar to British Columbia, it is somewhat higher; in the United States it is over twenty; and in the State of California it is above forty. Figures for the U.S.S.R. are more difficult to obtain and may not be suitable for comparisons, but it has been stated that about nineteen percent of the age group in that country is provided with our equivalents of higher education.

If all of this be true, then the number of those applying for higher education in British Columbia will more than double over the next eight years, and by 1970 it will almost certainly be over 30,000. This prospect has forced us to examine again our facilities and prospective facilities, our teaching and research staffs and our prospects for increasing them, and our present and prospective finances. This self-examination is not particularly encouraging, nor does it lead to optimism on the part of any thoughtful educator; for our problems seem almost insuperable, in large part because the public and governments have not yet become aware of the importance, the nature and the magnitude of the

problems which we in education face, and they are singularly dilatory and reluctant in doing anything about it.

Partly as a result of this and partly because a conservative policy toward education is in the ascendant at the moment, the public, the governments and many of those in higher education itself are seeking solutions through the raising of standards and the limiting of the numbers of those admitted. Personally, I am not in favour of encouraging or admitting young people to our universities and colleges if they are not suited to that experience and not likely to benefit from it; but I do want to educate as fully and completely as possible the maximum number of young Canadian men and women, and I would rather err on the side of generosity than deprive young men and women of the opportunity for self-development and for making their maximum contribution to society and to their fellow-men.

Having said this, I realize that selections must be made and that we must use examinations, interviews and the recommendations of earlier teachers in making these selections. In our free-enterprise and affluent society, however, it is most important to recognize that some of the brightest may not be industrious or interested in long years of hard work, while others with lesser abilities at passing examinations or in meeting the formal and rather arbitrary requirements of university entrance may prove to be not only passable students but the citizens who are likely to carry on the work of the community, society and nation to which they belong. It would be a serious mistake to overlook or neglect such persons.

It is frequently said by those who would limit enrolment in universities and colleges that the attendance of students who fail is an extravagant waste of substantial amounts of public monies. I would just like to note in passing two things: (1) the individual concerned, either himself or his family, invests far more in his education than does the public; (2) even in the case of those who fail, I am enough of an optimist to believe that if universities are as good and as valuable as we claim them to be and they ought to be, then for any student a year or more spent in the environment of a university, even if the student is academically unsuccessful, should not be and is not likely to be entirely wasted.

This prospective increase in student enrolment leads naturally to a consideration of the size of universities and colleges and the values and virtues of centralization versus decentralization. Personally, I do not think that size in itself is particularly important provided adequate facilities and resources are available. I do admit, however, that "bigness" creates a certain attitude and atmosphere, and special problems of administration. In particular, it is likely to affect the attitude of teaching and research members of staff to their students at the undergraduate levels. It is difficult, too, for students to come to know each other or feel affection for the university to which they belong. However, bigness does have advantages, for it justifies and practically ensures great libraries, expensive and well-equipped laboratories, distinguished members of staff, as well as the gathering together of scholars in varieties of disciplines and professional schools and faculties. This may not be possible and usually is not achieved in the small institution. However, the intelligent answer to this problem is partly one of time and of circumstances. Here in British Columbia, with a population of slightly less than 1,700,000, over half of it situated in the Greater Vancouver and Lower Mainland areas (no other centre save Victoria has a population in excess of 20,000), with limited revenues and the most expensive public and social services in Canada, it does seem to me that the utmost intelligence and economy must be used if we are to achieve the best results.

For me, this means that at the present time we should have, as we now have, one major university adjacent to the greatest concentration of population, and that this university should be assigned the responsibility for most of the professional schools and faculties and most of the expensive and high-level graduate work, particularly in the sciences and applied sciences. At the present time our Faculties of Medicine, Law, Agriculture, Forestry, and Pharmacy; our Schools of Social Work, Physical Education, Home Economics and Architecture; our Institutes of Fisheries, Oceanography and Regional and Community Planning; our Departments of Music and Fine Arts and the new Faculty of Dentistry are fully adequate to serve the needs of the people of this Province. It would be an unnecessary and wasteful expenditure of public and private funds if we were to duplicate these, now or in the near future, at

any other institution or in any other part of the Province. This is not true of undergraduate work or of appropriate levels of graduate work in the liberal arts, sciences and social sciences, in education and possibly in commerce.

As an example, we have limited our enrolment in the Medical Faculty to an entry of sixty students per year. We find that this number, together with those who come to us from other provinces and other parts of the world, provide for the needs of the citizens of British Columbia. We also have difficulty in finding sixty young men and women who have the qualifications and credentials to make up our quota, granted that those standards are high. There are, again, reasons for this, but the fact remains that this is so at the present time. It is also true that without very much additional expense we could increase our enrolment in Medicine, if that were necessary.

In a survey made of the costs of medical schools in America some twelve or fourteen years ago, it was stated that the annual cost per student varied from \$3,000.00 to \$10,000.00. This, as you see, is a formidable amount of money and is basic to my claim that we should not duplicate this kind of facility and consequent expense in the present circumstances of British Columbia.

However, you may ask what is the alternative to this concentration of 30,000 or more students on the campus at Point Grey? Ideally, I feel that a total enrolment of about 5,000 or 6,000 would provide us with the most manageable, attractive and effective of institutions. But again for a variety of reasons, this ideal is not possible of realization for the University of British Columbia, where we presently have over 13,000 students enrolled in the regular winter session and are faced with inevitable and substantial increases over the years ahead. Because of this, I would encourage Victoria College, as I have encouraged it ever since I came here, to develop and enlarge its facilities and its offerings so that a goodly number of students of this Province seeking higher education may find places there.

I sincerely hope Victoria College will continue to grow and develop and among other things concentrate on striving to become what they could become without too much effort or cost, the best liberal arts college in Canada.

I have been a member of the Council of Victoria College and in that capacity have shared responsibility for the administration of the College since 1944. As President of the University of British Columbia and a voting member of the Board of Governors, I have consistently and continuously approved and supported its growth and development. Victoria College was founded in 1903 under the aegis of McGill University. It achieved a further step in its development in 1906 when the Royal Institute for the Development of Learning for British Columbia was incorporated by the Provincial Legislature. This Institute established McGill University College at Vancouver in 1906 and McGill College in Victoria in 1907. The University of British Columbia was incorporated in 1908 and was expressly charged with the responsibility for and the development of higher education in British Columbia and for the conferring of all degrees, save those in Theology.

The University enrolled its first students in 1915 and because of this, and because of the desperate character of World War I, Victoria College closed its doors. But it was re-established in 1920 in affiliation with the University. It was, however, during this period, a rather special type of city college. The Senate of the University and the College Council were responsible for its academic programme, but financially it was a charge upon the City Council of Victoria and that Council had an ultimate responsibility for the money spent and the financial obligations incurred. Like the University, Victoria College continued to carry on its work during World War II, but in both cases growth and activities were greatly affected. The Normal Schools in which most of the teacher training, save for the high school teachers, was given, during all these years operated as separate institutions and they too, were affected by the War. In fact, when I came to this Province in 1944 the Victoria Normal School had been taken over by the Federal Government for military purposes and the few classes that were operating were held, if my memory serves me correctly, in an annex of the cathedral. I also know that serious consideration was given at that time to the closing of the Victoria Normal School and the concentration of all teacher training in Vancouver.

Since 1945 the tide has been flowing strongly in the opposite direc-

tion. Unexpectedly large numbers of young men and women came back from the Armed Forces anxious and determined to obtain higher education for themselves. They were followed by increasing numbers of young people from the high schools who, in this day and age, rightly and understandably feel that higher education is essential to their success in life. This, combined with a very rapid increase in our population, particularly in the age groups interested in higher education, has changed in a permanent way the situation in higher education in this Province as well as in other parts of Canada and the world.

I said a moment ago that I believe in efficiency and economy and the wise use of public monies. I also believe just as strongly in excellence, in freedom, in autonomy and in the acceptance of responsibility by human beings for their own affairs. I believe, too, that local interest, local pride, and local support contribute to the well-being of a college or university. In Victoria responsible citizens have done a great deal to support and sustain their College. I also believe in close liaison between institutions of higher education and the community they both lead and serve; I believe, too, that citizens have a right to be informed about the quality of education their children are receiving. It is because of this that I have consistently supported the assignment of appropriate additional responsibility to Victoria College Council and to the College itself and have encouraged its growth and development whenever that was requested and seemed justified under the circumstances.

Personally I have insisted that our major concern must always be in the welfare of our young people, and of our citizens generally, and that this must take precedence over everything else, including local prestige and local economic advantages, though these are both understandable, and where justified, should be commended.

This means that I believe Victoria College should continue to expand and to develop and to provide the best and the maximum variety of offerings to its students. I do not think it matters too much whether Victoria College becomes a completely separate and distinct University, though, apart from the emotional satisfaction which this development has in it for a number of people in the Victoria area, I feel there are some advantages in the idea and the ideal of one University of British

Columbia for the whole of the Province. This ideal to be worked out in detail as special circumstances and situations may require or justify.

To be more specific, I believe that Victoria College, or whatever its title may be in the future, should have all the freedom and autonomy and independence it desires, and that its Council should have full responsibility for the administration of its business affairs, and its Faculty Council, or Senate, for its academic affairs. I believe, too, that the citizens of Victoria and of greater Victoria should feel that this institution is theirs and so accept the major responsibility for its operations and substantial responsibility for its financing.

For the rest, I am and have been for a good many years in favour of a measure of decentralization of higher education at the undergraduate or junior levels in this Province, but this only after the people and government of the Province have been willing and able properly to equip and finance one good, major University. The time when this modest decentralization can and should take place is approaching, and if that be true the decisions ahead in the first instance concern the functions or responsibilities of new institutions and their location in the Province. At the outset I feel these institutions should give only the first two years of university work in the fields of the liberal arts, humanities and social sciences. But as a preliminary step even to this I hope that the University and the Department of Education may, in consultation with the high schools, consider how more can be done in the high schools to enable students to come with a better and fuller background to the University. Personally I am opposed to lengthening the time young people spend in high school if that can be avoided, but it may be that in the high schools more could be done by and for the students than is the case today. Or, putting it another way, I think we might, as in Alberta and Saskatchewan, make grade XII our senior matriculation, but only on the understanding that students would enter the first year of university and would be expected to take four years in the university before getting their first degree.

But to return to the decentralization of higher education. When this is done I hope that the new institutions will be what I would describe as "community institutions" in the sense that the community in which

one is located has a sense of and some actual responsibility for the institution. This responsibility should include an acceptance of a share of the costs of establishing and maintaining the institution, for administering it and of deciding upon the work it should do and the courses it should offer. If the institution is a public one, then it should share in the public monies made available for higher education, but on the basis of a carefully ascertained formula. If its students are to receive credit at this University for the work they have done, then the University should supervise this work and in the final analysis approve it. None of this would be too difficult to achieve if we really wanted to do so.

Because of the concentration of population in the Greater Vancouver and Lower Mainland areas, I suggest that a college giving the first two years of university work located in Burnaby might be more easily organized and administered than in any other part of the Province and serve a much larger and more populous constituency than would be possible anywhere else. But for practical and political reasons if this were done, I think it would be necessary to proceed with the development of institutions in other areas, and I would suggest another in the Fraser Valley, perhaps at Abbotsford; one in the Okanagan, probably at Kelowna because of its situation in the centre of that valley; another in the Kootenays, probably at Nelson; and one to serve the central and northern areas of the Province at Prince George.

My suggestion of Nelson and Prince George raises the question of denominational colleges and the recognition they should receive and what public financial support, if any, they should get. Because I believe in freedom, including religious freedom, I would be the last to stand in the way of religious groups or denominations developing educational facilities of their own, provided these denominations are prepared to pay for them, and provided they do not thereby deprive young people of the standards and content of education which we in Canada expect and demand for our young people. But it seems obvious to me that a community with the population of Nelson or Prince George cannot and should not be encouraged to support two colleges or institutions giving university work. Ontario seems to have solved this problem in part by insisting that in order to qualify for provincial monies denominations

must join together in cooperation with secular groups, and under a lay board work out the practical development of their educational facilities. This I believe is being done at Sudbury, at Windsor, at Hamilton, and is proposed for North Bay.

Coming back to the University itself, I would like to see a goodly measure of decentralization on our own extensive campus. I think we might well encourage our denominations which have affiliated theological colleges on campus to develop further and, as in the University of Toronto, give some work in the liberal arts and social sciences in ways and on a basis agreed upon with the University. This would make these institutions, or some of them, more responsible for a larger number of our students and would create a number of collegiate centres which I believe would contribute a great deal to the University and to the lives and experiences of young men and women who are members of these colleges. In addition, I would like to see two or more non-denominational colleges developed, perhaps in connection with our residence accommodation. I see no insuperable obstacles to the creation of such a college say in the lower mall area, another in the wireless station site, one at the Acadia Camp, and one in the Fort Camp area. This could be done with a view to providing some of the courses and offerings of the first two or three years of university work. These colleges, if developed, would have their own principals, their own councils, their own college libraries, their own budgets, their own classroom facilities, and all of the staff, plant and equipment necessary for a small liberal arts college. But they would leave to the University the responsibility for the advanced and graduate work and all of the work in the professional schools and faculties.

As for total enrolment, I prophesy that, unless arbitrary limits are imposed, within ten or fifteen years we will have at least 25,000 students on this campus at Point Grey. It is because of this that I urge that serious consideration be given to the maximum decentralization on this campus it is possible to achieve.

This brings me to the discussion of the role and the functions of modern universities. For me they are three-fold. The first and the most important is the teaching and education of students. Universities are

among the oldest of human institutions that have had a continuing and permanent operation. This I believe has been due to the fact that they are communities of scholars and their major concern has been and will, I believe, always be the education of students.

Research and scholarships are, of course, of major importance, not only in themselves, but because they are a part of and basic to all good teaching. In our world of 1962 research in the sciences has become of almost supreme and over-riding importance, and it is both understandable and desirable that the attention of all of us in the universities should be directed toward its advancement and support. But again I claim that this kind of research can probably be done equally well, and perhaps better, in research institutes, whereas both the continued existence of universities and the future of research itself depend upon our recruitment and education of the first-rate students. The universities have been and continue to be the obvious and the necessary institutions for this purpose.

I define scholarship somewhat differently from research, though this is only a matter of convenience in the defining and use of terms. For me scholarship is the study of and the understanding of the body of knowledge that has come to us from those who have preceded us; the consideration of and the digesting of this knowledge and this experience; and making available to others the results of this study and investigation in published works and articles, in lectures and in other appropriate forms. So defined, scholarship exists within and is largely the preserve of the humanities and the social sciences rather than of the natural and physical sciences.

The third function or role of the universities is the continuing education of all citizens who may be interested and who are capable of further education. This obviously is a very general function and one that is shared by many other agencies. But again, in contemporary society, and particularly if our society is to remain democratic and free, the universities must increasingly share in responsibility for the further education of all our citizens.

No doubt others would add to this list of functions or express them in different terms, but these are adequate for my purposes.

For the rest of this report I would like to say something about the organization and administration of universities, which are topics of continuing interest and debate, particularly within universities themselves.

For me the most important thing in the life of a university and in its administrative and academic work and organization is the achievement and maintenance of maximum freedom; without this freedom I do not believe that universities can do their best work or make their proper contributions to the societies they serve. This freedom is of several kinds and operates at various levels, but it does include the right and the opportunity to say and to write what one believes to be true or what one may have discovered in the processes of research and of scholarship. If this freedom is to be safeguarded for the individual members of university faculties, they should have security of tenure and a reasonable and adequate salary for the maintenance of themselves and their families and a pension to enable them to live in some degree of comfort on retirement. It is only if these are provided that we can expect the teacher, the scholar and the research worker to devote all their energies and their abilities to the work in hand without unnecessary distractions or undue concern for the welfare of themselves and their dependents. But with this freedom and with the benefits and guarantees that may accompany it must go a mature sense of responsibility on the part of the individual as to what he says, writes and does, and more particularly about the contribution which he makes in return to his students, to his institution and to society.

In this matter of freedom, various institutions, organizations, groups and pressures are likely to affect it. These include governments and legislatures, the public, the press, the business community, the alumni, the local community, the faculty association, the students themselves, and obviously the Board of Governors and the Senate. Any influence or effect in the universities we may have upon the first groups in this list is likely to be of a very general, indirect and long-term nature. When we come to the university proper, however, we do have a special concern and should be in a position to influence the university groups or to make changes in their composition and the nature of their operations.

I feel that one of the major concerns of all those interested in or com-

posing a university community must be with regard to the Government and the Board of Governors. I say this because increasingly universities are dependent upon governments for their necessary revenues and it is a commonplace that "who pays the piper is likely to call the tune". To date, Canadian universities, with certain exceptions, have been relatively free from government interference; but this has been due in large measure to the fact that governments have been reluctant to involve themselves in university affairs and university politics; in addition the government appointees to Boards of Governors have not usually thought of themselves as representing governments but rather as independent and responsible citizens charged by the government and the public with the wise, efficient and successful management of the university. The fact that government appointees to Boards of Governors are not there to represent the government is basic and essential to the freedom from interference and the continued freedom of operation of universities. Because of the large sums of money that governments are now asked to give and must give to the universities there is, I believe, an increasing tendency on the part of governments to interest themselves in the affairs of universities. In our own case the requirement under Bill 23 for the university to publish a minute and detailed statement of all salaries and expenditures is an illustration. We are, I believe, the only university required to do this, and personally I believe it will make the administrative work of the university more difficult and the relations of the administration and Board of Governors with the Faculty and with other universities complicated and unhappy. For these reasons I believe the University should be excluded from the provisions of this act.

At the same time, in all fairness to governments, they are responsible to the people who have elected them and to the taxpayers for the wise and efficient expenditure of public funds and so have a natural and proper interest in the work of the universities. With us in Canada and with the Grants Commissions in Britain and elsewhere, the tradition has been and I hope will continue to be that governments make lump-sum or unconditional grants to institutions on the basis of budgets or estimates submitted and leave to the institutions the actual administration and expenditure of these funds.

Our own Board of Governors consists of a Chancellor and a President, both of whom are ex-officio but with votes, three representatives elected by the Senate of the University from its members who are not on the University staff or salaried employees of the government or school boards or members of the government itself, and six members appointed by the Lieutenant-Governor in Council. While I have had the happiest of relations with my Boards of Governors and have had most effective co-operation from them, because of the increase in size of the University and in the importance and complexity of its work, I believe that a somewhat larger membership would enable the Board to organize its work through a number of standing committees. If this were done the individual members who, apart from the President, are all private citizens and almost invariably very busy private citizens would not find their Board duties too demanding and onerous. This, I believe, would result in a more efficient administration of the University insofar as the Board of Governors is concerned.

At the present time, and traditionally, our Board has among its members a representative of labour, of agriculture, of Victoria, and of the Roman Catholic community. While I know it is a controversial issue, I do believe, on the basis of my own experience, that Faculty representation on the Board of Governors would be useful and constructive, provided certain conditions were accepted. In a Board of say twenty I would limit the number of Faculty to three. I would have them elected by the Senate from the Faculty members on Senate. I feel they should have attained the rank of full professor and have served with this University for a period of at least ten years. I think they should be appointed to the Board for a three-year period and be eligible for re-election for a further three-year period. I feel that they should be prepared to give up many of their own immediate interests so that they could spend the necessary time and energy on the work of the Board and, through the Board, of the University. They should not be responsible to or report back to the Faculty any more than the government representatives should in the case of the government. They should act, however, as representatives of the academic community though their concern should be for the general welfare of the University and not for any particular section of it.

If the Faculty are to be represented, I suggest that the student body should also be represented. I would arrange this through the creation of a new office—that of Rector—one which is traditional in many universities in the United Kingdom and at Queen's in Canada. The Rector would be elected by the current student population for a period of five or six years. He would be a distinguished citizen resident in British Columbia. His office and title would be largely honorary and his duties would include the giving of a Rectorial address at least once each year and voting membership on the Board of Governors. He would not be responsible to or report back to the student body save in the most general way, but he would in a sense be the friend and advocate of the students in the affairs of the University.

The office of Chancellor in this University is, to the best of my knowledge, a unique one in that the Chancellor is, under the University Act, Chairman of the Board of Governors. At the present time we are singularly fortunate in that our Chancellor is not only a very distinguished citizen and a distinguished graduate but, because of her special circumstances, she is able to give much of her time, thought and energy to the work of the University. This, in my experience, has not been true of other Chancellors. In the years ahead, with new chancellors and because of the increasing responsibilities of the Board, I think it most unlikely that the same person will be able to carry out the duties of both Chancellor and Chairman of the Board. For this reason I would recommend the separation of the offices and would authorize the Board to elect its own Chairman for three-year periods.

The functions and responsibilities of the Chancellor in this case would be mainly formal and ceremonial. He or she would continue to be the chief officer and representative of the University and would preside at Congregations and other appropriate ceremonies. The Chancellor would also continue to be a member of the Board and would be eligible for election or appointment to the office of Chairman of the Board if his or her special circumstances permitted.

In addition to the representatives of the Faculty and the representatives of the students, I feel that the Board could usefully be enlarged to include a representative from those areas in which additional institu-

tions are likely to be established, that is the Lower Mainland and Fraser Valley, the Okanagan, the Kootenays and the central interior. Victoria and Vancouver Island, regardless of the future decisions made in respect of Victoria College, should continue to be represented on the Board.

As to who should be members of the Board—that is the type of man or woman—the most important qualification is a knowledge of and sympathy with and an understanding of universities, and particularly this University. In the majority of cases this would mean and should mean that Board members would be University graduates, but there are always a few exceptional men and women who, without university experience, are among the wisest and best of our citizens and these certainly should not be excluded.

At the time of my installation I stated my views on the role and functions of the university President. No doubt my successor, Dr. MacDonald, will have something to say on this same subject when he is installed in October, so all that I wish to add at the present time is to emphasize the importance of the President having a concern for the students, for the Faculty, for the Alumni, for the public at large and for the government and legislature as representatives of that public.

This is not an easy role and it is made even more difficult because of the problems of communication between and among the various groups and the President in a large and growing institution. The natural tendency is almost inevitably for the various groups or interests to “hive off” and speak and act for themselves and in their own interests without too much regard for the general welfare. But I feel more strongly than ever before that if a university is to do its best work, it must maintain the ideal and the objective of being “a community of scholars” and, while each section of that community will and must be concerned with its own affairs and its own interests, it must also have an equal interest in the general welfare of the institution and of the community and the world which that institution serves.

Were I giving a detailed report on the organization of the University, I would go on to mention the Senate, the Joint Faculties, the Faculty Association, the Alma Mater Society, the Alumni and the professional bodies which have direct and important interests in certain sections or

segments of the University's work. But this is beyond the scope of this report, save to say that I hope that the Faculty Association, in addition to its proper concern for the welfare of the members of the Faculty, will also have a continuing concern for the activities and operations of the University in all of its phases and that the Faculty will continue to study the problems of the University, to draft reports and make suggestions and to present recommendations to the Administration, to the Board of Governors and to the Senate about the affairs of the University, for they, the Faculty, are particularly and peculiarly well qualified to do so. However, because as a rule and of necessity members of the Faculty have had limited experience in respect of government, business and public relations generally, and because universities are increasingly dependent for their finances upon these three, it is most important that the Faculty should realize this and should consult and co-operate with the Administration, the Board of Governors, the students and the Alumni in respect of these interlocking areas of university interests and public interests.

The students at this University have traditionally enjoyed a great deal of autonomy and freedom. In return they have accepted responsibility and have been uniquely generous in their own financial support of the University itself. This tradition will, I hope, be maintained and continued. As the University grows in size and in numbers I feel that much more should be done for our students in terms of the special facilities, e.g. residences, playing fields, recreational centres, food services and the like, and the additional staff essential to ensure that these are "educational" in the proper and best senses of that term rather than just shelters and eating places, which has been regrettably and of necessity our practice and experience in the past.

In the concluding sections of this report I would like to say something about the campus and about our physical plant. As I stated earlier, I expect that our enrolment will reach a maximum of about 25,000. I do not believe it should be allowed to go beyond this, and it may be that this figure is too high, though, thanks to the foresight of those who selected the campus area and of the governments who made the land available, there is ample space in our thousand-acres for that number of students.

Because of the importance and the practical nature of science, technology, and the professional schools, these are likely to get a substantial portion of the money and the facilities that may be made available. Certainly the pressure for this will be very great. This will require a special interest in and concern for the liberal arts, the social sciences and, in particular, the fine arts, on the part of the administration and Board of Governors. I have already stated that I hope it will be possible to achieve some measure of decentralization on this campus itself in association with our programme for the building of residences and through encouragement to the denominational colleges to expand and to assume new and larger academic responsibilities. The decentralization of the sciences will be more difficult, but I think that it will have to be faced as the University grows. My own view is that this could be more easily done by dividing the junior from the senior work, partly because of the difference in the nature of the work, and more particularly because of the difference in the expense involved. Obviously this is something for the future.

Agreement has already been reached about the early development and construction of a University Teaching Hospital and Health Sciences Centre and the plans for this project are being prepared. I estimate that this is likely to cost, together with Dentistry, at least 20 million dollars in capital and the operating costs will be substantial. However, because of the services it can render to the British Columbia Hospital Insurance Service and the federal government health services plan, a good part of this money will come and should come from these sources. Some forty acres have been reserved for these proposed buildings in the area to the south and east of the present Medical Buildings.

Because of what I have said about science and facilities for science, I hope that the Administration and the Faculty will have a continuing and a special concern for the development of buildings for music and the arts. We have already made substantial progress here. Additional earmarked money from the Canada Council is available to help us with this and I hope that during the next few years a suitable building for the Department of Music and another to house an art gallery and a museum of man will be erected in the area designated as the fine arts complex.

More residences have already been approved—accommodation for some eight hundred undergraduates and for one hundred and fifty graduate students. Years ago a site for a non-denominational University Chapel was assigned by the Board of Governors north of the Buchanan building and east of the Faculty Club. Because it is unlikely that government monies can or will be used for this purpose, the building of a Chapel will depend upon earmarked gifts by interested friends and citizens.

During my term of office I have always insisted that administration should take second place to academic and student facilities, but in the not too distant future I feel it will be necessary and proper to construct an administration building. This, together with a Convocation Hall or Auditorium, has been assigned the area now occupied by the dairy barns. Under this plan parking should not create insoluble problems and when the new transit routes from the south and east come into the campus from 29th, 25th and 16th Avenues, this will be a focal point for the campus. Because it is also on the height of land, I hope that it will be possible to build an impressive building, to house not only the bur-sar and registrar but all of the other appropriate services and departments which are now scattered about the campus.

Before long the present stadium area will be required for other purposes both student and academic. When this happens a new stadium should be built in the south-east part of the campus where it will be more accessible to city transportation and to other playing fields that will be developed in that area.

Considerable pressure has already developed with a view to demolishing the Home Economics building to make way for new and necessary additions to Physics and Chemistry. When this is done, decisions will have to be made about the location of the new Home Economics Building—which incidentally was made possible by gifts from Mr. and Mrs. Jonathon Rogers and other generous citizens—and about the relations of this School with other Faculties. Personally I believe it should remain within the Faculty of Arts and Science but should retain and develop close relationships with Education and with Agriculture, Social Work, Fine Arts, and the School of Rehabilitation in Medicine.

We have, I believe, the loveliest site of any University in the world and I hope that those responsible will ensure that our future plans and buildings recognize this fact and take advantage of it, and in doing this I hope that substantial areas will be retained and developed as open areas for botanical gardens, nurseries, field crops, forest nurseries and the like. These are all presently in our plans and will, I am sure, be maintained and developed over the years ahead.

However, the fact that we occupy the tip of a peninsula makes for serious problems of transportation and of parking. Some day, in the central campus area I think it will be wise and necessary to construct proper parking accommodation both underground and above ground. This will be expensive and can only be paid for by charges made to those wishing to use such accommodation. For the rest, ground level parking can be made available but always at increasing distances from other facilities. This will provide students and staff with the opportunity for exercise and fresh air, but it will not be welcomed, and new ways of dealing with the problem, such as shuttle services, conveyor walks and the like, will probably be necessary.

There is only one other matter in respect of our campus that I wish to comment about and that is that over the years, continuous dangerous erosion is occurring along the banks or cliffs of gravel and clay which form our boundaries to the north and west and mark the division between the University and the ocean. The Vancouver Parks Board have a ninety-nine year lease on all this bank or cliff area and a very limited area adjacent to it. They are I suppose, in the strictly legal sense, responsible for maintaining our "support". Failing their acceptance of this responsibility, then, again, legally, I suppose that the provincial government, in whom the ultimate title to this land is vested, must look after the situation and the problem. The matter is further complicated by the fact that the federal government still owns over three acres of land for military purposes in the heart of the Fort Camp area. The federal government, in addition, has valuable and important research buildings on land leased from the University along Marine Drive. The federal government, too, has jurisdiction over and responsibility for navigation and shipping, including the substantial traffic in the north arm and

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estuary of the Fraser River. In consequence, the diversion of the current and tides in that estuary, caused by the breakwaters and sea walls built by the federal government, are a federal responsibility. The federal government must help to find a solution for this problem of erosion. I and others responsible for the University have been aware of this condition and this danger and over the past fifteen years we have been requesting and urging action from the Parks Board, the City of Vancouver, the Provincial Government, the Department of National Defence and other Departments of the Federal Government.

I have felt and frequently stated that it would be interesting and perhaps constructive if another branch of Marine Drive were constructed from Spanish Banks to follow along the base of the cliffs around through the Musqueam Indian Reserve and back to the present Marine Drive again well to the southwest. This would provide a very attractive scenic driveway and this, plus the sea walls necessary for the construction of such a driveway, would give protection from currents and tides and from waves and would ensure the build-up of all of the soil which might drop off the banks in the future. This drop-off at the present time is being carried by the current and tides first to Spanish Banks, then on into English Bay and the First Narrows, where it is dredged and in due course transported out to sea. Something of this kind, that is, the construction of a sea wall, is inevitable, and should be undertaken in the near future; otherwise before many years have passed, it is probable that a number of our young women living in the "permanent" residences in the Fort Camp area will find themselves slowly sliding into the ocean. This would be an exciting experience, and students are notoriously interested in excitement, but it would be expensive, inconvenient and might well be disastrous.

In concluding this report, I would like to express my thanks to all those persons who have assisted me in such a generous way during my term of office as President. I wish it were possible to mention them each by name but that would be an impossible task. But to some of them I must pay tribute. As I think you know, I feel that the student body is the most important group in our University community. Our students, and particularly our veteran students, have made my work exciting, and

at times controversial, but always happy and rewarding. I shall always remember them, for their faces are the faces of friends. For me they will continue to be the finest group of young men and women I have ever known.

The Faculty are able, distinguished and dedicated. Without their support, and their willingness to do and give their utmost in very difficult and demanding circumstances, we could not have carried on in those early post-war years — and indeed ever since. To them belongs most of the credit for what we have accomplished and for the high reputation we have attained. The employed staff, too, and our secretaries, are full members of the community, and this University is theirs also. They have never failed to demonstrate their pride and affection for it.

Some members of Faculty were more closely associated with me than others in the many duties involved in the post of President. The time and convenience of these colleagues were of no account if the University required their services — evenings, Saturdays, Sundays, and on occasion far into the night. Dean Geoffrey C. Andrew was such a colleague, and I would like to pay a special personal tribute to him for everything he did as Deputy to the President and as Professor of English to advance the work of this academic community. He is a man of rare talent and ability; at the same time, a man of great integrity who worked unsparingly to enhance the reputation this University enjoys for excellence of teaching, research and scholarship. His good counsel, his wisdom, his qualities as a man and as a friend profited me enormously during the years when the University was growing at such an extraordinary rate and the attendant problems were many and complex. Geoffrey Andrew has gone to a new post as Executive Director of the Canadian Universities Foundation. I know that he will make this most important position more significant and that he will have a vital role to play in the education of young Canadians throughout the country and the promotion of national cultural activities.

As you will have gathered, it is not easy for me to set out all that I would like to say about my friends and colleagues. That would require a book. But I do want to thank you all for your help in a great adventure — the building of the University of British Columbia. May I also

ask for my successor the same loyalty and devotion, the same patience and consideration, you have always given me.

My years have been busy ones; they have been exciting too. In those years, I have found deep and lasting satisfaction. It may be that the years ahead will be even more difficult because of the "climate" of the sixties. If that be true, and I believe it will, the new President will need and deserve even more from you. Do give it to him as generously and effectively as you have given it to me.

Biographical Notes

Norman Archibald MacRae MacKenzie

Place of Birth

Pugwash, Nova Scotia

Date of Birth

January 5, 1894

Undergraduate Work

Pictou Academy, Pictou, Nova Scotia, 1906-09

Dalhousie University, B.A. 1921

Graduate Work

Dalhousie University, LL.B. 1923

Harvard, LL.M. 1924

St. John's College, Cambridge, Postgraduate Diploma, 1925

Gray's Inn, London, 1924-27

Degrees held

B.A. (Dalhousie); LL.B. (Dalhousie); LL.M. (Harvard)

Honorary Degrees

LL.D. — Mount Allison University, 1941

LL.D. — University of New Brunswick, 1941

LL.D. — University of Toronto, 1945

LL.D. — University of Ottawa, 1947

LL.D. — University of Bristol, 1948

LL.D. — University of Alberta, 1950

LL.D. — University of Glasgow, 1951

LL.D. — Dalhousie University, 1953

LL.D. — St. Francis Xavier University, 1953

LL.D. — McGill University, 1954

LL.D. — University of Sydney, Australia, 1955

LL.D. — University of Rochester, 1956

LL.D. — University of Alaska, 1957

LL.D. — University of California, 1958

LL.D. — University of British Columbia, 1962

D.C.L. — Whitman College, Walla Walla, Washington, 1946

D.C.L. — University of Saskatchewan, 1960

D.SC.SOC. — Laval University, 1952

F.R.S.C. — 1943

D.LITT. — Memorial University of Newfoundland, 1962

Queen's and Military honours

K.C. — 1942

C.M.G. — 1946

M.M. and Bar — 1918

Appointed Honorary Colonel, Canadian Officers'
Training Corps, U.B.C. Contingent, 1957

Academic and Professional Experience

Read Law with MacInnis, Jenks and Lovitt; called to the Bar
of Nova Scotia, 1926

Legal Adviser, International Labour Office, Geneva, 1925-27

Associate Professor of Law, University of Toronto, 1927-33

Professor of International and Canadian Constitutional Law,
University of Toronto, 1933-40

President, University of New Brunswick, 1940-44

President, University of British Columbia, 1944-62

President Emeritus, Honorary Professor of International Law, and
Adviser to the Board of Governors, University of B.C., 1962-

Service in Armed Forces (including decorations)

Canadian Infantry 1914-19, 6th C.M.R.'s, 85th Btn.,
Nova Scotia Highlanders, Military Medal and Bar

Membership in Professional and Learned Societies

Member, University Advisory Board, Department of Labour

Member, Advisory Committee on University Training for Veterans,
Department of Veterans' Affairs

Trustee, Carnegie Foundation for Advancement of Teaching, 1951-
(Chairman of the Board of Trustees, 1959)

Trustee, Teachers' Insurance and Annuity Association
of America, 1948-

President, National Conference of Canadian Universities, 1946-48

President, Canadian Club of Toronto, 1939-40
 Chairman, Research Committee, Canadian Institute of
 International Affairs, 1929-40
 Founding member and Hon. Chairman, National Council,
 Canadian Institute of International Affairs
 Delegate to Institute of Pacific Relations Conferences:
 Shanghai, 1931; Banff, 1933; Yosemite, 1936;
 Virginia Beach, 1939; Mont Tremblant, 1942
 Delegate to British Commonwealth Conferences:
 Toronto, 1933; Sydney, Australia, 1938
 Delegate to the 7th Congress on Laws of Aviation,
 Lyons, France, 1925
 Delegates to Congresses and Meetings of Universities of the British
 Commonwealth: Oxford, 1947; Bristol and Oxford, 1948; Durham
 and Cambridge, 1953; Melbourne (observer), 1955
 Hon. President, National Federation of Canadian University
 Students, 1946-47; 1956-57
 Member, Canadian Institute of International Affairs
 Member, American Society of International Law
 Member, Canadian Bar Association
 Member, Canadian Political Science Association
 Member, Historical Association
 Member, Vancouver Board of Trade
 Member, Vancouver Canadian Club
 Member, Legal Survey Committee (Survey of the Legal Profession
 of Canada), 1949-57
 Fellow, Royal Society for the Encouragement of Arts, Manufactures
 and Commerce
 Fellow, Royal Canadian Geographical Society
 Visiting Lecturer, The Universities of Australia, 1955
 President, Canadian Association for Adult Education, 1957-59
Public Service
 Chairman, Wartime Information Board, Canada, 1943-45
 Chairman, Reconstruction Commission, Province of
 New Brunswick, 1941-44

Member, Royal Commission on National Development in the Arts,
Letters and Sciences, 1949-51

Chairman, Conciliation Boards in Labour Disputes, 1937-42

Chairman, Victory Loan Committee, Fredericton and York, N.B.,
1941-44

Chairman, Consultative Committee on Doukhobor Problems, 1950-

President, Toronto Branch, League of Nations Society, 1932-36

Vice-President, National Council of Canadian Y.M.C.A.'s

Director, Canadian Council of Christians and Jews,
Western Division

Honorary President, Save the Children Fund, Canada

Honorary President, British Columbia Division, Canadian Mental
Health Association

Honorary Member, National Board of Directors, Canadian Mental
Health Association

Honorary President, United Nations Association in Canada,
Vancouver Branch

Vice-President, United Nations Association in Canada

Honorary President, Student Christian Movement, University of
British Columbia Branch

Vice-President, Canadian Authors' Association, National
Branch, 1957

Member, Canada Council, 1957-

President, Canadian National Commission for UNESCO, 1957-60

Member, Canadian-American Committee, National Planning
Association, 1957-

President, Vancouver Branch, English-Speaking Union of the
Commonwealth

Chairman, Canadian Delegation to the 10th Annual Conference on
UNESCO, Paris, 1958

President, Leon and Thea Koerner Foundation

Director of the Bank of Nova Scotia, 1960

Member, Vancouver Advisory Board of Canada Permanent Toronto
General Trust Company, 1962

Member, East African Commission on University Education, 1962

Publications

Legal Status of Aliens in Pacific Countries, 1937

Canada and the Law of Nations (with L. H. Laing), 1938

Canada in World Affairs (with F. H. Soward, J. F. Parkinson,
T. W. L. MacDermot), 1941

Contributor to: American Journal of International Law

Canadian Bar Review

University of Toronto Law Journal

University of Toronto Quarterly

Queen's Quarterly, and other publications

Academic Developments

TWO NEW SCHOOLS were opened during the past academic year to provide additional educational opportunities for young British Columbians. The first of these, the School of Librarianship, had been under consideration for more than 15 years, but owing to lack of funds we were not able to provide training in this field until this year. The school, which is under the direction of Dr. Samuel Rothstein, the former associate librarian, offers a one-year, post-graduate program leading to the degree of bachelor of library science. A second program leading to the degree of master of library science will be offered later.

The second development was the opening of a School of Rehabilitation Medicine for the training of physical and occupational therapists. The graduates of this school will fill an urgent community health need since care for chronically-ill persons in this province is almost at a standstill because we lack trained therapists. Dr. Brock Fahrni is the director of the school, which offers a three-year course leading to a certificate in physical medicine therapy.

In the past year we have also organized an Institute of Earth Sciences under the direction of Professor J. A. Jacobs, an outstanding researcher in the field of geophysics. The Institute, which is attached to the Faculty of Graduate Studies, is presently carrying out work in the field of geomagnetism, nuclear geology, seismology and glaciology.

New regulations affecting admission to the University were approved by the Senate during the past year on the recommendation of a committee investigating our academic policies and programmes. The purpose of the new regulations is to ensure that students who come to us are academically qualified to handle their University work successfully. The effect of the regulations will not necessarily be to exclude candidates if they are able to meet the challenge of the higher standard.

In the future students entering U.B.C. will be required to have full standing by recommendation or provincial department of education examinations in June. Candidates who have to write supplementary examinations in August will not be allowed to register in September.

The second regulation states that students taking full senior matricu-

lation in the schools will be given no credit by the University unless they pass at least three of the five subjects required in the department of education exams in June. Those who do not pass in at least three of the five subjects will not be admitted to the University until they complete their senior matriculation program. This regulation equalizes for senior matriculation students a policy which has been in force at the University for a number of years.

The third regulation passed by Senate states that students from outside B.C. will be admitted only if they have obtained senior matriculation and if they meet the entrance requirements of the University of their own country or province. If senior matriculation is not offered where the student is resident consideration will be given to admitting him with junior matriculation or other appropriate qualifications.

I would like to emphasize that these regulations do not prevent any student from continuing his academic education; nor do they stop any student from entering the University at a later date if he is successful in senior matriculation.

Finally I wish to draw attention to the fact that we now require all first-year students to write counselling tests prior to registration. In previous years about 80 percent of our first-year students have written these tests voluntarily, and our main reason for requiring all persons to write them is to maintain a complete statistical record. In addition, there is evidence that the twenty percent who do not write the tests are frequently those who have academic problems. It is important for us to know who these students are in order that we may provide appropriate assistance and counselling as required. Once again it should be emphasized that the results of these tests will not be a barrier to any student attending the University.

New Campus Buildings

DURING THE PAST YEAR the University opened nine new buildings. As a result we are able to provide additional residence facilities and expanded opportunities for teaching and research.

At the beginning of September, 1961, a new building for the department of chemical engineering in the Faculty of Applied Science came into use. This is the first of six buildings to be constructed on a 15-acre site at the south end of the campus for the Faculty which has felt the heavy pressure of increased enrolment in recent years. Shortly, we expect to award a contract for the second unit of the development, a building for the department of electrical engineering.

On October 21, 1961, four new residences for women were opened in the new development which lies between the west mall and Marine Drive. Nearly four hundred young women can be accommodated in these modern structures built with funds borrowed by the University from Central Mortgage and Housing Corporation, which is now empowered to lend money to Canadian universities for student residences.

It is fitting that these residences should bear the names of four women who have had long association with the University. The residences have been named for Dr. Phyllis G. Ross, C.B.E., our new chancellor; Dorothy Mawdsley, former dean of women; Mrs. Aldyn Hamber, wife of the late chancellor Eric Hamber, and Mrs. Margaret MacKenzie.

The opening ceremony was held on our annual University Day, when the parents of all first and second year students registered for the first time at U.B.C. are invited to the campus to see something of the work we are doing. Well over 1000 persons attended this event which was held for the third consecutive year in 1961.

On October 27, 1961, the first three units of a new Health Sciences Centre were officially opened by the Prime Minister of British Columbia, the Honourable W. A. C. Bennett. The ceremony marked the beginning of a new phase in medical education in B.C. and Canada, for it means that we have made a start on centralizing education in all the health sciences — medicine, dentistry, rehabilitation, pharmacy and allied fields — on the Point Grey campus.

The three buildings opened this year provide research and teaching facilities in the pre-clinical years for nearly all departments of the Faculty of Medicine. In addition, U.B.C. has now become a major centre for research in cancer with the opening of a centre for that purpose in part of one of the buildings. The centre is operated as a unit of the National Cancer Institute of Canada and is one of three full-time cancer research centres in Canada.

In the future we will be adding a University Hospital to provide clinical and research facilities for advanced medical students and faculty members, and a building for the Faculty of Dentistry.

On May 29, 1962 we officially opened the first unit of the new fine arts centre which has been named the Frederic Lasserre Building for Architecture, the Fine Arts and Planning. The building has been named for the late director of our school of architecture, whose tragic death in a climbing accident in England in 1961 was a grievous loss to the architectural profession in Canada.

Dr. A. W. Trueman, director of the Canada Council, which contributed one half of the cost of constructing the building, was assisted in opening the building by Mrs. Frederic Lasserre, widow of the late director. Shortly, we will begin construction on the second unit of the fine arts centre — a classroom and theatre building. Later we will add buildings for the school of music and a museum of man. When the centre is complete it will mean that all education in architecture and the arts will be in one general area.

On November 2, 1961 the University's architects, Thompson, Berwick and Pratt, were honoured by the Massey Foundation for the design of two recently-opened buildings at the University. The Massey gold medal, awarded for the outstanding example of architecture in Canada completed in the previous three years, went to the firm for the Thea Koerner House, our new social and recreational centre for graduate students. The firm also received one of 19 silver medals awarded for the Gordon Shrum Commons Block, the central dining and recreation facility located in the new residence development on Marine Drive.

In May of this year Dr. Iyemsa Tokugawa, president of the Canada-Japan Society in Tokyo, was a guest of the University for a ceremony at

the Nitobe Memorial Garden. Dr. Tokugawa kindly agreed to be with us and unveil a plaque expressing the appreciation of the University for gifts received from the Japanese people and used in the creation of the garden.

The provision of additional residence accommodation for U.B.C. students has been a matter of great concern to the Board of Governors, and I am happy to record that in the past year the Board has given approval to two new developments in this area. Planning has now begun on a new residence development housing 800 students to be located at the south end of the campus and a building to house 150 graduate students adjacent to Thea Koerner House.

Visiting Lecturers

IN ATTEMPTING to list the distinguished speakers who have appeared on the campus in the past year I am confronted with what I can only describe as an embarrassment of riches, and I can mention only a few of them.

For our summer session a large number of persons representing a variety of disciplines and fields of scholarship came to the campus to lecture to credit courses or take part in seminars and conferences arranged by our extension department. In 1961 faculty members and students had the opportunity of hearing the noted child psychologist Dr. W. E. Blatz of Toronto; Dr. Mohammed T. Mehdi, professor of middle eastern studies at the American Academy of Asian Studies; the Canadian experimental filmmaker Norman McLaren; His Excellency Yaacov Herzog, Israeli ambassador to Canada; Bengt Edlen, professor of physics at the University of Lund, and the British astronomer, Professor Martin Ryle.

I should emphasize here that these individuals represent only a fraction of those who gave public lectures during the summer session. But if our summer session presents a variety of opportunities, the winter session, because of its length and the wider interests of a student body of 13,000 or more, offers an even wider range of public addresses. Limitations of space prevent my giving an extended list of these lectures; but I think it would be useful to call attention to a number of lecture series which were offered, and at the same time to recognize the valuable service several bodies have performed for us all in the past year.

Within the University various departments such as biology and botany, chemistry, physics, and mathematics have sponsored weekly lecture series for the members of their own and other departments. In some cases, members of our own faculty prepare papers for delivery at these meetings, but often a visiting lecturer from another institution will be invited to address colleagues. While these lectures receive scant public attention and are of little interest to the general public, they are nevertheless most valuable in keeping our teaching staff abreast of new developments in research and scholarship. The physicist who attends a math-

ematics colloquium may find a new approach to a problem which is part of his own research, and the biologist may well discover in a discussion about chemistry a new approach to some difficult problem.

In addition to these University groups there are a number of organizations which use University facilities but have no direct connection with the University except that many members of our faculty and staff are members. I am thinking particularly of such groups as the Vancouver Natural History Society, the Vancouver branches of the Humanities Association of Canada and the Royal Astronomical Society, and the Vancouver Institute. The latter organization has a long connection with U.B.C. and has been holding Saturday night lectures every winter since 1918. There is enough variety and scope in the lectures sponsored by these organizations to satisfy the tastes of nearly everyone.

For those members of the faculty and student body who tire of the sound of the human voice there is always recourse to recitals and concerts given by individuals or the school of music.

The school of music has had an enthusiastic Collegium Musicum operating almost since its inception and the Friday noon and evening performances by this group of music not ordinarily heard in the concert hall has helped to enrich Vancouver's cultural life. In addition to these concerts Professor Harry Adaskin, known to generations of students for his lectures and recitals, arranged a series of weekly noon hour concerts with the general title "Music of the Americas."

Taken together it is activities such as these which have led me to maintain that our campus is one of the most exciting and stimulating places in all of Canada.

Congregations 1961-62

October 26, 1961

Dr. Edward A. Corbett	LL.D.
Dr. J. Roby Kidd	LL.D.
Dr. Gregoire F. Amyot	D.SC.
Dr. Albert F. Frey-Wyssling	D.SC.
Mr. Patrick D. McTaggart-Cowan	D.SC.
Dr. Myron M. Weaver	D.SC.

May 24, 1962

Installation of Dr. Phyllis G. Ross as Chancellor

May 25, 1962

Dr. N. A. M. MacKenzie	LL.D.
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Deaths of University Personnel 1961-62

Chancellor A. E. Grauer	July 28, 1961
Frank J. Burd, LL.D. (Former member of Board of Governors and Senate)	January 6, 1962
Dr. R. H. Clark, Professor Emeritus	July 25, 1961
Dr. A. R. Lord (Former member of Senate)	September 14, 1961
Professor Emeritus James Henderson	January 23, 1962
Mr. W. Morgan (Former member of Senate)	March 23, 1962
Dr. George Frederick Day (Clinical Instructor, Surgery)	November 10, 1961
Miss Ma(r)y L. Barclay (Assistant Professor, Mathematics)	February 5, 1962
Dr. F. S. Nowlan, Professor Emeritus	September 8, 1961
Mr. F. W. Vernon, Professor Emeritus	September 12, 1961
Miss Ethel Fugler	August 1, 1961
Miss Rakel (Rae) Bergman (Departmental Secretary, Medicine)	March 10, 1962
Mr. Thomas P. Stobart (Truck Dispatcher, Buildings and Grounds)	March 14, 1962
Mr. James Witcherley (Janitor, 1935-1953, re-appointed after retiral to 1954)	March 30, 1962
Mr. William Ernest Dale (Engineer, Boiler House, 1925-1952, re-appointed after retiral to end of 1952)	May 26, 1962

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:

Dr. J. G. Andison, Professor and Head, Romance Studies

Mrs. Anna Cheney, Medical Illustrator

Mr. Dave Dsubak, General Worker, Food Services

Mr. R. Farmer, Technician, Plant Science

Mrs. Primrose Harry, Clerk, Registrar's Office

Dr. A. Hrennikoff, Professor, Civil Engineering

Mr. Leonard Humphrey, Technician, Anatomy

Miss Mabel Lanning, Head, Circulation Division, Library

Mr. H. C. Lewis, Professor, English

Mr. Alex Lindsay, General Worker, Buildings and Grounds

Dr. N. A. M. MacKenzie, President

Mrs. Clara Procknow, General Worker, Food Services

Mr. Frank Sawford, Technician, Chemistry



On October 25, 1944,
Dr. Norman A. M. MacKenzie was officially installed as
president of the University of British Columbia.
As his first official act as chancellor of U.B.C., a post
he held from 1944 to 1951, the late Eric Hamber (left),
is shown enrobing Dr. MacKenzie at the fall congregation.





In the years immediately following his installation President MacKenzie guided the University through one of the most difficult periods in its history. Following World War II, when student enrolment increased almost overnight from 2500 to more than 9000, three hundred army huts were brought to the campus to serve as lecture rooms, laboratories, offices and apartments. The president and his family (above) occupied one of these converted buildings until a presidential house was built on Marine Drive. The portrait at left shows the vigour and enthusiasm with which President MacKenzie attacked the problems of a burgeoning university.



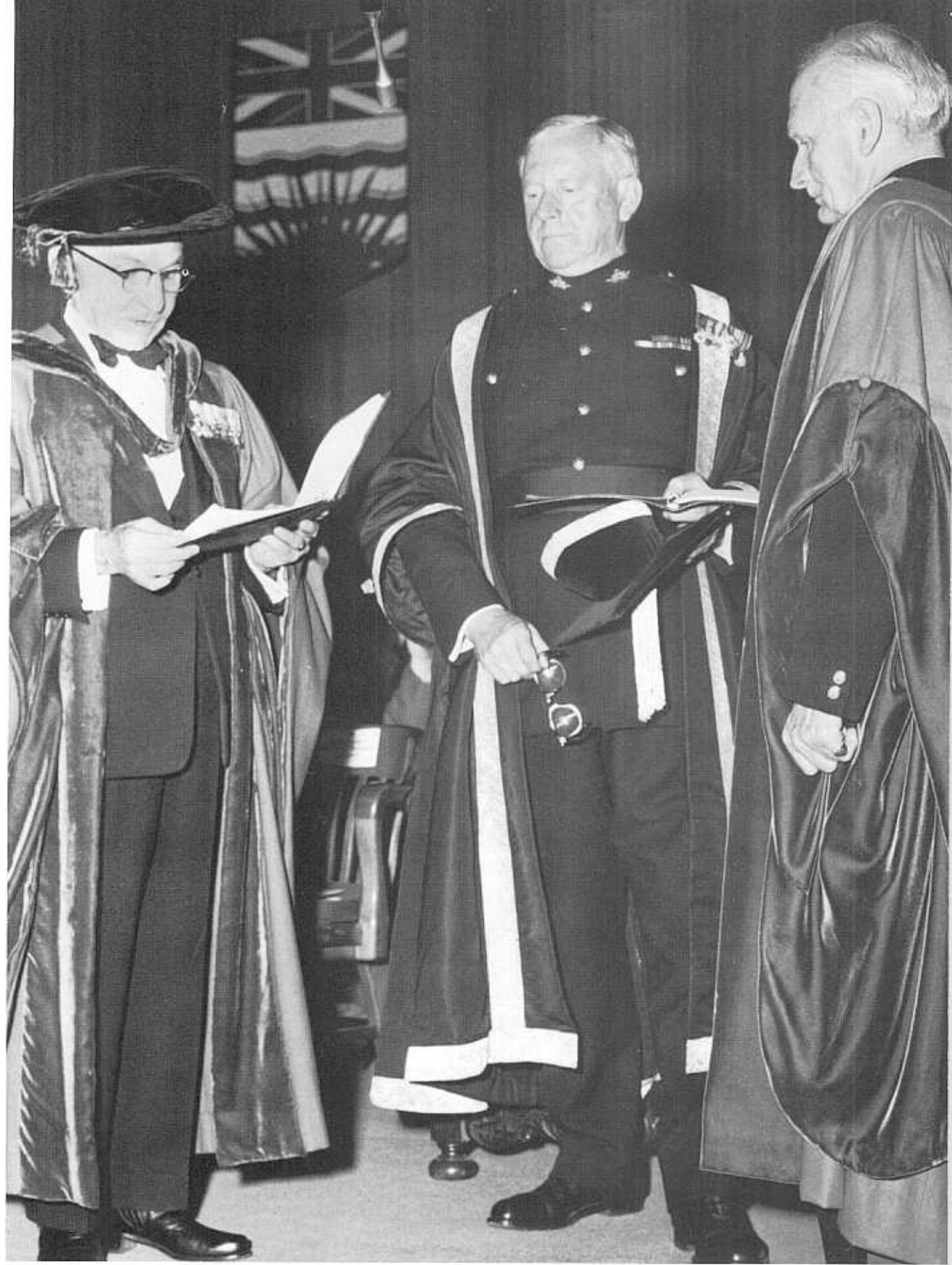
In 1948 President MacKenzie visited the University of Bristol in England to receive the honorary degree of doctor of laws. The president is shown at top right clapping hands with the Right Honourable Sir Winston Churchill, who conferred the degree in his capacity as chancellor of Bristol. Early in the 1950's the president was a member of the Royal Commission on National Development in the Arts, Letters and Sciences, which was chaired by the Right Honourable Vincent Massey, who is shown with the president at left when Mr. Massey visited U.B.C. in 1954 to receive an honorary degree. One of the bodies formed as a result of the "Massey Commission" was the Canada Council, on which President MacKenzie has served since its creation. He is shown at bottom right addressing a meeting of the Council in Ottawa with the prime minister, The Right Honourable John Diefenbaker, seated on his right. On the president's left is the late Sydney Smith, then minister of external affairs. Prior to his appointment to the Cabinet Mr. Smith was president of the University of Toronto.





Dr. MacKenzie's wide range of interests at U.B.C. included the Canadian Officers' Training Corps. He was appointed honorary colonel of the U.B.C. contingent in 1957. He is shown with one of his closest U.B.C. associates, Dr. Gordon Shrum, at left. Dr. Shrum, who has now retired as dean of graduate studies and head of the department of physics, was commanding officer of the U.B.C. C.O.T.C. contingent from 1937 to 1946. Another close associate of Dr. MacKenzie's during his term of office was the chief justice of the province of B.C., Mr. Sherwood Lett, who was chancellor of U.B.C. from 1951 to 1957. Mr. Lett is shown reading the citation for the honorary degree which was conferred on Field Marshal The Viscount Montgomery of Alamein in May, 1960, in the picture opposite. In the photograph at the top of this page President MacKenzie is shown chatting with Mrs. Eleanor Roosevelt and the then president of the Alma Mater Society, Charles Connaghan, on the occasion of Mrs. Roosevelt's visit to the campus in 1961 to open International House.







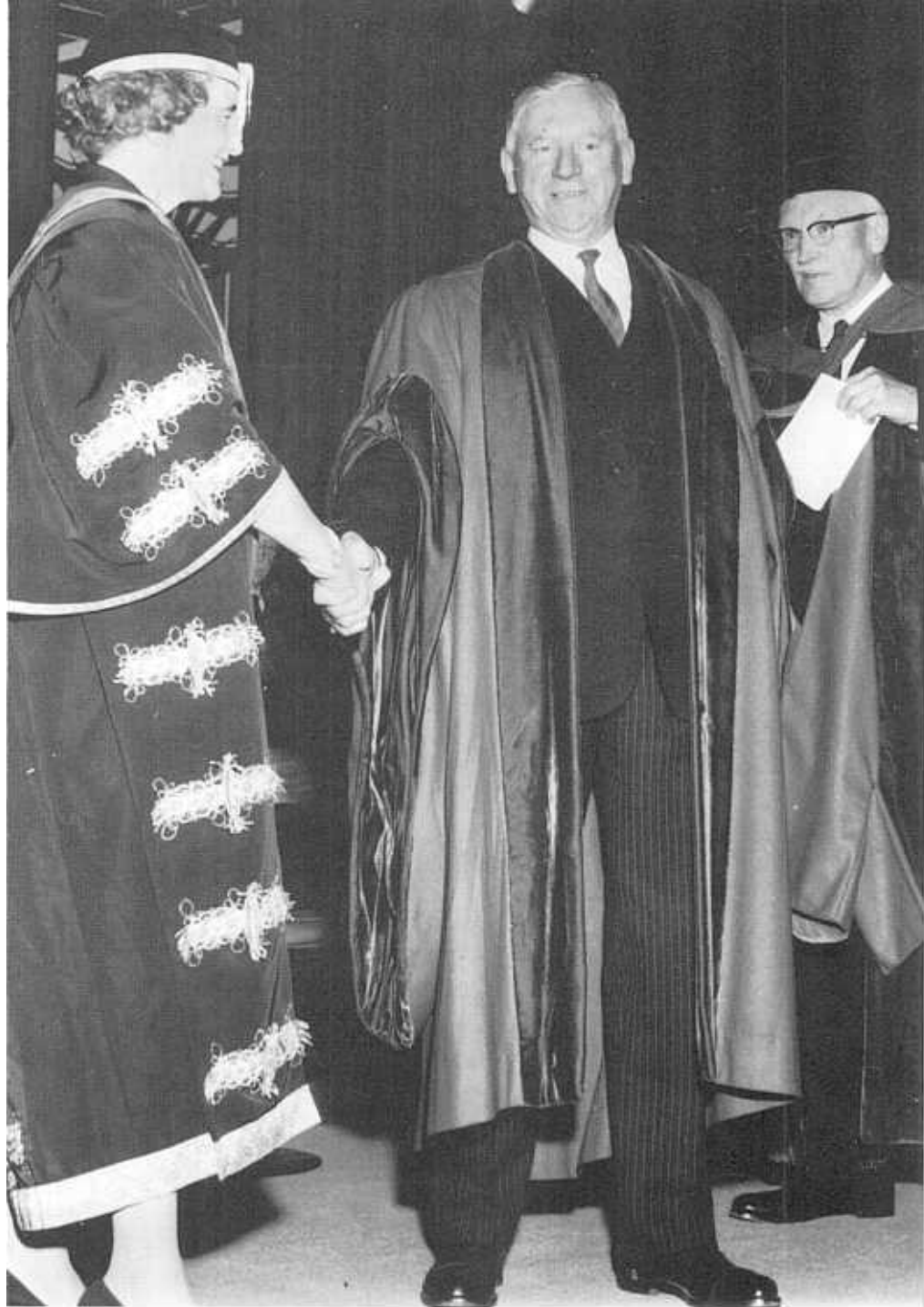


The extraordinary growth of U.B.C. during Dr. MacKenzie's term of office from 1944 to 1962 is reflected in the photographs appearing on these two pages. Above is an aerial photo of the campus taken about 1944. The large picture at right, taken this year, reflects the enormous changes which took place during his tenure.





In June, 1958, Her Majesty Queen Elizabeth II and Prince Philip visited U.B.C. and dined in the recently-opened Faculty Club, a gift to the University from Dr. Leon Koerner. The president and Her Majesty are shown at top left chatting at the start of the dinner. In May, 1962, at U.B.C.'s spring Congregation, the honorary degree of doctor of laws (LL.D.) was conferred on the president by the newly-elected chancellor, Dr. Phyllis G. Ross, C.B.E., who is shown shaking hands with Dr. MacKenzie in the picture on this page. On Dr. MacKenzie's left, Dean S. N. F. Chant, dean of the faculty of arts and science, stands waiting to place the hood of the honorary degree on the president's shoulders. In the photograph at bottom left Dr. MacKenzie is shown announcing his retirement as president at a press conference in November, 1961.



Summary of Revenue and Expenditure
(Excluding Capital Additions to Endowment, Student Loan and Capital Development Funds)
 April 1, 1961 to March 31, 1962

REVENUE	GENERAL FUNDS				TRUST FUNDS						TOTAL	
		%	Teaching and General Purposes	%	For Specific Purposes				Endowment			%
					Fellowships, Scholarships, Prizes and Bursaries	%	Research	%		%		
Province of British Columbia Grants	\$ 6,550,000.00	45.9	\$ 49,352.04	4.7	\$ 1,100.00	.3	\$ 28,953.53	1.0	\$		\$ 6,629,405.57	35.6
Government of Canada Grants	2,097,301.33	14.8	149,781.03	14.3	2,959.66	.8	1,971,824.42	68.8			4,221,866.44	22.7
United States Government							235,128.49	8.2			235,128.49	1.3
Student Fees	4,865,153.99	34.1									4,865,153.99	26.2
Gifts and Grants (Commerce, Industry, Associations, Foundations and Individuals)			834,233.58	79.5	367,994.56	98.7	623,052.86	21.7			1,825,281.00	9.8
Miscellaneous	739,972.35	5.2	16,309.90	1.5	865.85	.2	1,104.32	.3	62,779.79	100.0	821,032.21	4.4
	\$14,252,427.67	100.0	\$1,049,676.55	100.0	\$372,920.07	100.0	\$2,860,063.62	100.0	\$62,779.79	100.0	\$18,597,867.70	100.0
EXPENDITURE												
Academic Faculties and Depart- ments and Associated Academic Services	\$10,770,252.27	75.5	\$ 756,993.67	72.1	\$		\$		\$ 8,329.34	13.3	\$11,535,575.28	62.0
Administration	785,695.06	5.5									785,695.06	4.2
Service Departments and Maintenance	2,102,315.17	14.7	2,054.15	.2							2,104,369.32	11.3
General Expenses	286,004.85	2.0	9,979.58	.9							295,984.43	1.6
Athletics	32,177.97	.2	79,096.33	7.6							111,274.30	.6
Fellowships, Scholarships, Prizes and Bursaries	115,867.00	.8			364,345.16	97.7			36,294.62	57.8	516,506.78	2.8
Research	67,007.33	.4					2,772,948.63	97.0			2,839,955.96	15.3
Miscellaneous	87,490.34	.6									87,490.34	.5
	\$14,246,809.99	99.7	\$ 848,123.73	80.8	\$364,345.16	97.7	\$2,772,948.63	97.0	\$44,623.96	71.1	\$18,276,851.47	98.3
Buildings including Furnishings, Equipment and Campus Development	5,617.68	.3	5,007.89	.5							10,625.57	.0
Trust Funds for Specific Purposes carried forward to meet Expen- ditures in 1962-63			196,544.93	18.7	8,574.91	2.3	87,114.99	3.0			292,234.83	1.6
Endowment Fund Income carried forward to 1962-63									18,155.83	28.9	18,155.83	.1
	\$14,252,427.67	100.0	\$1,049,676.55	100.0	\$372,920.07	100.0	\$2,860,063.62	100.0	\$62,779.79	100.0	\$18,597,867.70	100.0