

# The President's Report 1953-54

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THE UNIVERSITY OF BRITISH COLUMBIA

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Report

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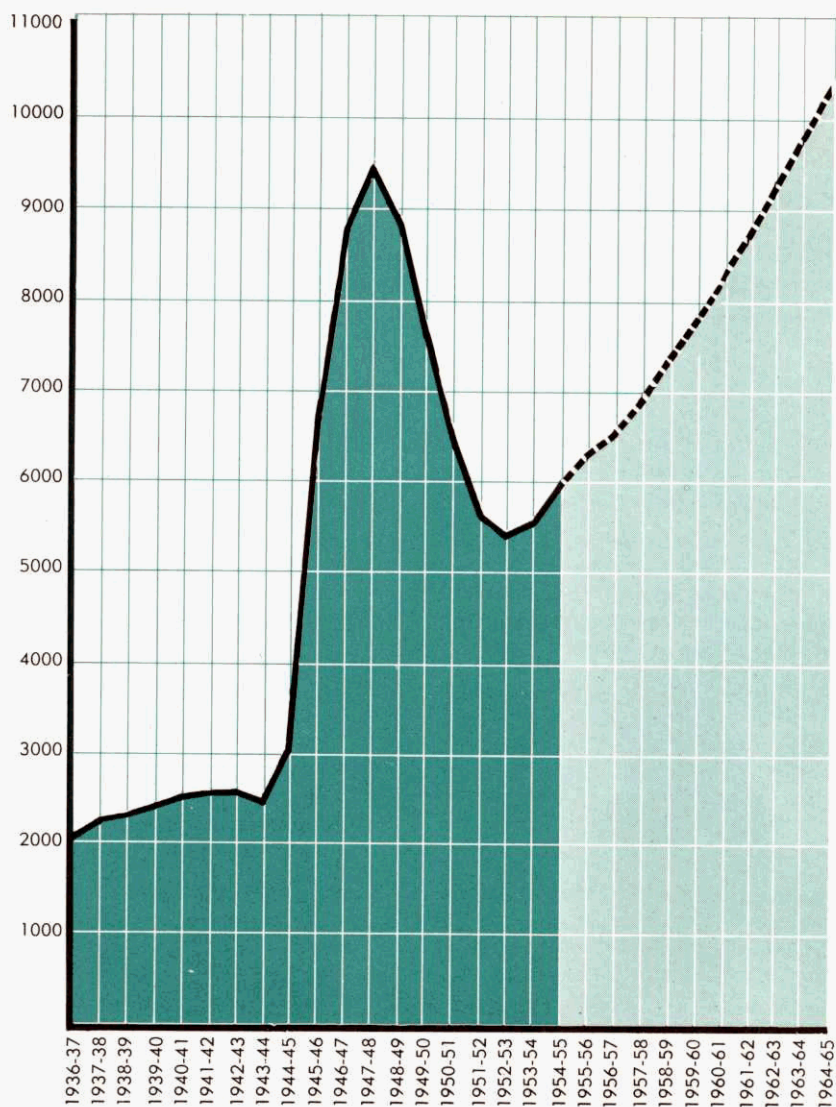
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VANCOUVER, CANADA, 1955





# PAST AND PREDICTED ENROLMENTS (Winter Sessions)



1936-37	2049
1937-38	2223
1938-39	2286
1939-40	2371
1940-41	2487
1941-42	2537
1942-43	2538
1943-44	2430
1944-45	2974

1945-46	6632
1946-47	8741
1947-48	9374
1948-49	8810
1949-50	7572
1950-51	6432
1951-52	5548
1952-53	5355
1953-54	5500
1954-55	5900

## PREDICTED

1955-56	6250
1956-57	6510
1957-58	6890
1958-59	7300
1959-60	7730
1960-61	8180
1961-62	8660
1962-63	9170
1963-64	9710
1964-65	10280

To the Board of Governors and Senate of  
The University of British Columbia

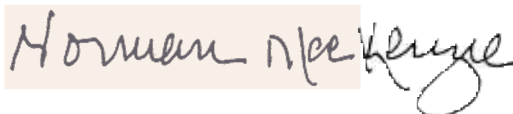
*Ladies and Gentlemen,*

*As you are all too well aware from your meetings, a great mass of detailed educational business is transacted each year in the University, but even in a rapidly developing and expanding University such as ours, the basic problems and opportunities remain fairly constant. Only a relatively few major developments differentiate year from year. Sound teaching, painstaking investigation, useful educational services to the community, and thorough and critical examination of future plans and projects; these make up the basic annual activity. It is for this reason that I have in recent years formed the habit of reporting very briefly on the normal year's activities, and have prefaced each report by attempting to describe the progress made or the problems faced in some specific aspect of the University's work over a number of years.*

*This year I have discussed at some length the University's Student Aid Programme. I have done this largely because of the current discussions about the critical shortage of trained persons in several of the professions and about the numbers and kinds of people who should be making up these shortages.*

*I feel very strongly that Canada must have a comprehensive national scholarship programme as imaginatively designed as was the Veterans' Educational Aid programme if we are to continue to support the current rate of national development. I think there is much in the picture of this University's Student Aid Programme to give cause for qualified satisfaction, but there is also much to underline the continuing need.*

*I would like to express on behalf of the students, faculty, alumni and the community at large a word of appreciation for the service the Board and Senate members voluntarily render to the University, and to add a special word of thanks to the Chancellor, Brigadier Sherwood Lett, for his continued and invaluable service to the University and to Canada.*

A handwritten signature in dark ink, reading "Norman MacKenzie". The signature is written in a cursive, flowing style. The name "Norman" is written in a larger, more prominent script, while "MacKenzie" is written in a smaller, more compact script. The signature is set against a light beige rectangular background.

President.

# President's Report

For September, 1953 to August, 1954

To maintain the present rate of Canadian development, Canadian universities must meet the need for the vastly increased numbers of professionally trained and well-educated men and women that our complex society and complicated technology have made necessary. We must meet this need or slow down the rate of development. To meet the need it will be necessary to make it possible for as many of our young men and women to come to university as are qualified and want to. We are not meeting the need now, and we are also not yet getting all those in the high schools who are best equipped for higher education. Because the shortages of well qualified teachers, engineers, dentists and other professionals have been much debated during the past year, I thought it might be useful to summarize at the outset of this report what this university has done, with the generous help of benefactors, over the past few years to help bring a university education more within the range of the best qualified of our young people.

Aid to students takes many forms: prizes, scholarships, bursaries or loans; the provision of inexpensive board and lodging; payment for part time manual employment; and payment for teaching assistantships. The universities themselves cannot create money to help those who need help, but they can take the initiative by drawing attention to the need and soliciting the support of industry, commerce, voluntary associations, private individuals and government. At this university we are fortunate in having a very active and imaginative Committee on Prizes, Scholarships, Burs-

aries & Loans under the chairmanship of Dean Walter Gage, and that Committee has been fortunate in receiving very widespread support from the community. A most important feature of that support — apart from the money collected and made available—is the evidence it provides of public concern that the opportunities for higher education shall be brought within the means of the best qualified. On behalf of the University and the student recipients I would like to say a wholehearted word of thanks to our generous benefactors who have made the following table of awards possible in the amounts indicated.

**PRIZES, SCHOLARSHIPS, BURSARIES AND LOANS  
MADE AVAILABLE TO STUDENTS  
DURING 1953-54**

TYPE OF ASSISTANCE	No. OF AWARDS	TOTAL ASSISTANCE (THOUSANDS)
Dominion-Provincial Aid .....	417	\$ 82.2
University Scholarships and Bursaries established by Benefactors .....	871	149.0
Other Awards paid through the University .....	28	6.2
Awards made outside the University .....	35	5.3
Assistance from Dept. of Veterans' Affairs and defense training programmes .....	139	40.1
Miscellaneous Assistance .....	21	4.8
Loans through University .....	422	86.9
	<hr/> 1933 <hr/>	<hr/> \$374.5 <hr/>

In some cases, two awards, or even more, were made to the same student. If we make allowance for such overlaps, and add in a few other sources not administered by the University, there would emerge a figure of no fewer than 1600 students—out of a total enrollment of 5500—sharing some \$450,000 in these forms of assistance during the academic year which we are considering. This figure, I feel, is very impressive in itself, but it becomes even more so when it is realized that in the academic year 1948-49, just seven years ago, the University's funds for awards and loans were approximately \$200,000, or less than half their size today. Of course, not all of this increase represents a clear gain to the students, as the costs of food, transport, books and accommodation have increased rapidly in the same period of seven years, and it is not yet adequate to meet the need. Nevertheless, the increase is very considerable and most encouraging.

### **Loans**

I am particularly anxious to draw attention to the University loan funds, which, as the above table suggests, were used by some 400 students to borrow about \$200 each. The permanent, revolving funds from which such loans are made now totals some \$217,000, having grown in seven years from only \$37,000. The recent record of repayment on loans—though we have no collecting agency—is good enough, I am proud to say, to be the envy of finance companies. Students do appreciate their opportunities, and repay in full as soon as they can.

### **Dominion-Provincial Aid**

The table above will also indicate the importance of the Dominion-Provincial student aid programme. We are much beholden to the provincial Department of Education



and the federal Department of Labour for keeping this source of student help in existence and for their continued willingness to contribute to it. It would be disastrous if this source of aid should be permitted to disappear before the federal government, in conjunction with the provinces, has made provision for the establishment of a system of national scholarships, bursaries and loans on a scale commensurate with the national need for professional and skilled technical services. National scholarships have been under consideration by the federal government for some two years, but as yet no final decision has been reached.

I am hopeful that action will be taken because the need to increase the flow of professional skills has a direct relationship to the rate of national development, and we are already feeling the shortage of professional skills in a number of critical areas.

### Scholarships and Bursaries

As may also be seen from the table, a large part of the remainder of our funds is provided by the generosity of donors on a fairly permanent basis, though each year there are some awards which lapse or are withdrawn, and others which are established for the first time. These funds also have more than doubled in the past seven years. In the opinion of the University scholarship committee, the outstanding need now is for funds which can be used *freely*, without restrictions as to the field of study, faculty, residence or age of students. While it is easy to understand that some donors may wish to help students with whose needs or aspirations they are particularly in sympathy, experience has shown us that the fewer the restrictions, the more valuable the gift.

## Housing

Within the limits of its operating income, the University has striven to provide low-rent accommodation for more than 1000 students from outside the city. Three of the "hut camps" established as temporary residences after the war have not only been maintained, but have been improved, enlarged and refurnished. During the summer of 1954, for example, thirty-six additional places were made available at Fort and Acadia Camps, and nine additional suites—all but one with central heating—provided. There are now places in these camps for some 870 single men and women, and suites for about 180 couples and families.

In addition, of course, we have the fine new women's residences, which provide accommodation for 156 girls, chiefly in their first year. Our policy has been to admit women at the beginning of their university career rather than in their upper years in order to give them a chance to make friends and "find themselves" in Vancouver.

Our experience with these permanent residences has been excellent. Because of our climate, they are not as expensive to build as they would be in eastern Canada, and although they are more expensive than "hut" accommodation, they provide more of the basic facilities for an educational residential life.

About half our student body comes from "out of town." Of these there will always be some who prefer living in boarding houses, "co-op" houses and fraternity houses. When these have all been subtracted it becomes clear that the University should aim at providing permanent residential accommodation for at least one third of the student body, some 2,000 at the present time. No matter how

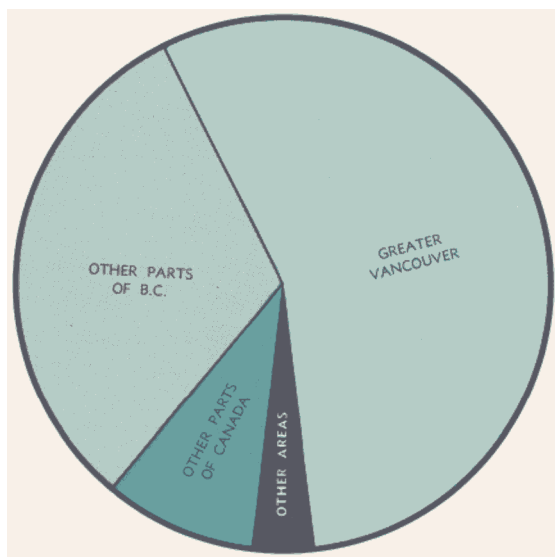
quickly we start building additional permanent residence units, it is apparent that it will take a substantial number of years before we fill the existing gap, let alone start to replace the present temporary "huts."

We are most gratified that our plans for an International House, to be the on-campus centre where students from other countries can meet and mingle with Canadian students, promises to be realized in the coming year. We are deeply grateful to the Rotary Club of Vancouver for their generous action in making the first part—the social unit—of this development possible.

### Self-Help Programme

What I have said so far may appear to suggest that many of the students are depending in large measure upon others for assistance. As anyone who is in close contact with our students will know, this is far from the truth. To an extent most unusual even in Canada, our students are continuing the tradition established many years ago of "working their way" through the University. This desire and willingness to work has been facilitated by the University placement office's service of registering students and assisting them to find summer, Christmas and part-time work. More than 1200 students found sources of earnings through this office, about 200 of them on the campus, in the "self-help programme" which provides regular, part-time work in university buildings, kitchens and grounds. Student earnings here amount to some \$50,000 a year. The University also employs each year more than 250 graduates and undergraduates as demonstrators, teaching assistants, markers and researchers, and pays them a total of approximately \$100,000 for services rendered.

## GEOGRAPHICAL SOURCE OF STUDENTS 1953 - 54



### CANADA

GREATER VANCOUVER (including all students temporarily domiciled in Vancouver).....	3035
OTHER PARTS OF B.C.....	1739
OTHER PARTS OF CANADA .....	516

### OUTSIDE CANADA AND UNSPECIFIED

AFRICA .....	7
ASIA .....	23
BRITISH ISLES .....	15
BRITISH WEST INDIES .....	12
CENTRAL AMERICA .....	16
EUROPE .....	29
NEW ZEALAND, AUSTRALIA .....	1
SOUTH AMERICA .....	10
UNITED STATES .....	45
UNSPECIFIED .....	52

TOTAL FROM OUTSIDE CANADA AND UNSPECIFIED .....	210
<b>TOTAL .....</b>	<b>5500</b>

In all, therefore, including the forms of assistance discussed earlier, some \$600,000 is distributed through the University to the student body. However, it is necessary to remember that nearly one-half the undergraduates in upper years are personally responsible for all their expenses, including room and board.

On the basis of information provided by students at the time of registration, it appears that in the summer of 1953-54 men earned on the average about \$720 each. Some of them saved that much, but the average earnings figure is influenced by those who did not work many weeks during the summer. Women students, however, have not the same access to remunerative summer jobs, and their average summer earnings were less than half the men's. We are continually aware of these special financial difficulties of women students, and have set up funds administered by the Dean of Women to try in some small measure to make up for some of these difficulties. In recent years the proportion of women in the total university enrolment has fallen, and we are much concerned with the problem of how to enable girls coming from the schools to continue their education. These total summer earnings have to be set against total costs to the out-of-town student for a university year amounting to from \$900-\$1,000, in order to see clearly the extent to which our students rely on themselves and also to understand the gap which has to be met by the various forms of student aid.

In addition, it is worth remembering that students who choose to go to university voluntarily forego four, five or six years earning power in a time of high wages, so that if you add up what they might earn as well as what they have to pay out, you will arrive at the fact that most students in-

vest in their own education a sum well above \$10,000, quite apart from any assistance that is given by others. I point this out merely to indicate that self-reliance is still a characteristic of your young men and women, and that they are willing to invest both time and money for the satisfaction they derive from the pursuit of knowledge and the promise of a more remunerative career. It is of course also apparent that they are carrying, and will continue to carry, the main financial burden of their education no matter what other forms of assistance may be offered.

### Graduate Studies

As can be seen from the enrolment figures, an increasing number of students in the University and an increasing proportion of the total enrolment are proceeding to graduate studies, that is working towards a second degree in a field where a Bachelor's degree has already been obtained. Most schools and departments of the University now have adequate staff and research facilities to be able to supervise and assist candidates for the Master's degree. Since, however, the assistance and facilities required by candidates for the Ph.D. degree make much greater demands upon the resources of the University, we have been obliged to proceed slowly in the development of doctoral studies, and to accept candidates only in those subjects in which our facilities are adequate. Just as laboratories, equipment and materials are necessary for advanced work in the natural sciences, so in the humanities and the social sciences library space and large research book collections must be available.

Though we are proceeding slowly, each year recently we have been able to report that new advanced programmes

have been arranged and doctoral degrees conferred for the first time. For example, last year arrangements were made for a new advanced syllabus in Fisheries, which now, like Oceanography, is an institute administered by the graduate studies faculty. It is intended that students interested in some particular aspect of the fishing industry, such as biology, will also receive broad instruction in the social, economic, commercial and technical aspects of the field. Special emphasis will, of course, be placed on research.

In this same year, the Department of Mining and Metallurgy began to prepare students for the Ph.D. degree and the Department of Mathematics awarded its first Ph.D. degree; it is expected that from now on one or two Doctor's degrees will be conferred in these departments each year.

While we are very proud of the progress which our faculties, departments and schools are making in the provision of advanced training, it should not be forgotten that each year many graduates of our University are undertaking postgraduate training in other Canadian, American and British institutions. Indeed we encourage our graduates to widen their experience by going to other schools, just as we attract some graduate students here for studies in which we have special facilities. Most graduate students would be unable to afford this advanced training were it not for the financial assistance available in the longer-established graduate schools and the scholarships, assistantships and prizes which are awarded to them. We are already offering a few scholarships and assistantships, but as our graduate programme expands we will need additional funds for fellowships, additional members of our staff, library holdings and facilities so that research programmes and advanced instruction will be on the scale that our provincial and national development demands.

## Arts and Science

There is no separate teaching staff in the Faculty of Graduate Studies, and the supervision of graduate work is undertaken by men and women who are members of the other faculties. The largest of these is the Faculty of Arts and Science, which encompasses the professional schools of Social Work, Education, Physical Education, Commerce and Home Economics, as well as the traditional departments in the humanities, social sciences and natural sciences. These departments and schools teach advanced students working for the various graduate degrees, and give courses of a pre-professional nature to students who will eventually enroll in such specialized faculties as Law, Medicine and Applied Science. Although these "services" undertaken for other faculties tend to give an exaggerated picture of the size of the enrolment in Arts, it is the largest of the eight faculties on the campus.

The departments are continually faced with the problem of choosing whether to increase and expand the instruction of upper-year students specializing in particular Arts fields, or to increase the proportion of their staff's time on courses in the earlier years. These preparatory courses, by their nature, tend to have high enrolments, and it is our present aim therefore not so much to provide new preparatory courses but rather to ensure that the classes are given in appropriately-sized groups. With advanced courses the classes are small enough but the need for variety is greater. The difficulty of accomplishing this "splitting up process" will increase as the total enrolment grows. The faculty is currently studying the problems involved in better relating the lower and upper year programmes of study.

In the year under review, new courses have been offered at the introductory and advanced levels, and new



sections of old courses created. It is significant, however, that most of the new offerings were at the advanced level: Anthropology, Political Science, Philosophy and Geography all expanded the training available in their upper years.

Members of the Faculty of Arts and Science, like their colleagues in other faculties, continued to participate in a wide variety of services to the community. Many of these, particularly those of a scientific nature, I will refer to later in my report. Three, of a more immediate nature, will serve to illustrate their variety.

Members of the Department of Economics, Political Science, Sociology and Anthropology are undertaking on behalf of the federal Department of Citizenship and Immigration a study of contemporary Indian life in British Columbia. This ambitious project will not only be of great practical advantage to the government departments concerned, but it also provides a unique opportunity for interdisciplinary co-operation in the acquisition of knowledge about a group, the contemporary problems of which are so far not widely understood.

The School of Commerce has inaugurated an out-of-town training programme in junior management. This consists of concentrated educational courses given in their own communities to groups organized by the members themselves. As an illustration, each week members of the School of Commerce travelled to Vernon on Friday night, lectured for several hours on Saturday and returned to Vancouver Saturday night, a not inconsiderable effort. But the effort expended by members of the classes was even greater—it is estimated that ten hours of reading, essay writing and other preparations was demanded of each member of these classes each week.

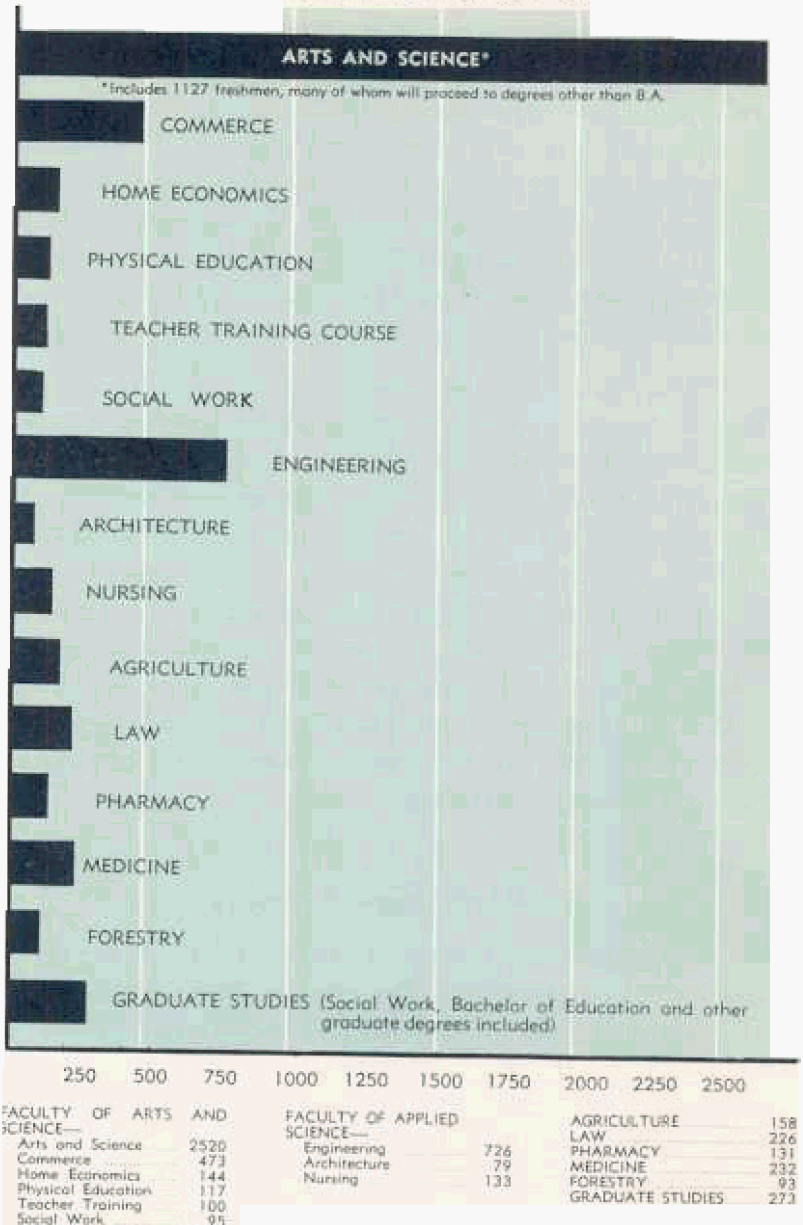
This junior management programme is not unlike a third type of activity involving faculty participation—the holding of institutes or short courses on the campus in special fields; for municipal administrators, teachers, labor unionists and members of the armed forces. For instance, during one week in the autumn, Navy, Army and Air Force officers attended a seminar held on the campus centering on the subject of the Atlantic Alliance and European co-operation. The lectures for this series were given, and the discussion led, by members of the Arts Faculty.

There were fewer retirements in the faculty last year than for several years preceding. After serving the University for thirty-eight years, Dr. A. H. Hutchinson retired from the Headship of the Department of Biology and Botany. He is succeeded by Professor T. M. C. Taylor, a graduate of our own university. Dr. Malcolm McGregor became head of the Department of Classics, succeeding Dr. Harry Logan; and Dr. Ian McTaggart Cowan succeeded Dr. Clemens as head of the Department of Zoology. Dr. Wesley Topping, who had taught sociology in the Faculty for many years, left on leave of absence in anticipation of his retirement this spring.

### Faculty of Applied Science

The core of the Faculty of Applied Science is the Department of Engineering, though the professional schools of Architecture and of Nursing are also attached to it. Its activities are so diverse as to defy general description. The Department of Mechanical Engineering, for example, had among its projects during the session the designing and construction of a new wind tunnel, equipment necessary in the development of aeronautics and also thermodynamics.

# REGISTRATION FOR 1952 - 53



The Department of Civil Engineering was occupied with research on the flows and shifts of the Fraser River, the tides of Vancouver harbour, and with the dam and other works at Seton Creek. These problems were studied by means of elaborate scale models of the actual waterways and this research is continuing.

In the Department of Electrical Engineering, work is being done on the possibility of guiding migrating fish by electrical means, such as current pulses. This work, like that on the Seton Creek Dam, is being done in co-operation with the International Pacific Salmon Commission.

### **Faculty of Medicine**

The Faculty of Medicine in the year under review saw their first graduates receive their degrees of Doctor of Medicine from the University. These first students have studied in what is largely temporary accommodation, but as I write I am happy to be able to announce that the construction of a new building at the Vancouver General Hospital for the clinical departments of the Faculty is being proceeded with. The campus Medical Sciences building, however, remains in the "discussion" stage, with the result that the faculty is still forced to instruct the first two years of the school in temporary quarters, which constitute a worrying fire hazard.

The growth of the Medical Faculty will probably be less dramatic in the next few years than it has been in the last four. Enrolment is at the capacity of the laboratories and clinical facilities to provide training, and the growth of the faculty itself has been confined to a few new appointments in the various departments. We will continue to depend on those members of the profession living in the neighbourhood of Vancouver who give generously of their time as honorary instructors and professors. The permanent teaching staff, however, is finding it possible to turn

more of its attention to research in the fundamental problems of medicine. I am happy to acknowledge here the considerable sums received from the funds of national and international associations, and organizations of the Federal Government; I feel that the size of these grants indicates in a most satisfying way the national and international prestige the departments and laboratories of this faculty are gaining.

### Faculty of Law

The Faculty of Law instituted in 1954 a new series of labour law round tables, with the assistance of practising members of the legal profession and the provincial and federal departments of labour. These round tables, the first of which had to do with the legal meaning of certification and de-certification of trade unions, are part of an expanding programme by the law school for continuing education for the legal profession. Further round tables are planned on allied topics, such as conciliation, and the negotiation of collective agreements.

The Faculty of Law has continued to publish, with great success, "Case Books" on many of the subjects taught at the Law School. The first of these books, which contain a selection of the leading court cases on a given topic, chosen so as to illustrate the present state of the law, was published in 1947; since that time fourteen volumes have been published. Their success has been striking, not only are they used intensively in conjunction with the lecturing in our own law school, but they are also to be found in use at seven other Canadian law schools.

Over half the legal profession in British Columbia are now graduates of our law faculty, and many of them still find these books, though prepared primarily for teaching, of great use in their daily practice.

## Faculty of Agriculture

At the end of the academic year, the University saw the retirement of three members of the Faculty of Agriculture who had all given many years of distinguished service to the University and to the Province. Professor H. M. King, head of the Department of Animal Husbandry; Professor D. G. Laird, Professor of Soils, and Professor G. G. Moe, head of the Department of Agronomy, were appointed Professors Emeritus, and take with them the very sincere thanks and best wishes of the University.

The Faculty of Agriculture has a long and valued tradition in the Province of providing information, advice, and training to farmers and ranchers. Extension lectures were given both on the coast and in the interior on aspects of agricultural economics, poultry husbandry, agricultural mechanics, and soil, and the extensive research within the faculty has, in many cases, also been directly connected with problems of B.C. agriculture. It would be wrong to conclude, however, that the immediate benefits of the work of our Faculty of Agriculture is confined to our own agricultural community. With the advent of the Colombo Plan, and of similar schemes which are designed to give assistance to under-developed countries, the University has welcomed numerous students from abroad—and several of these have enrolled in Agriculture. Indeed, about fifteen percent of the students in the Faculty have come from other countries, a fraction well above that in the University as a whole.

## Faculty of Pharmacy

Training in the Faculty of Pharmacy consists of three years' instruction following a year of practical work under a qualified pharmacist. This professional syllabus has

helped to bring about very close co-operation between the faculty and the profession in the Province. During the past year, outside activity in the faculty was chiefly directed toward the conduct of refresher courses in various aspects of the field. One such, for example, was held for hospital pharmacists in the Vancouver area. Another was held in Kelowna for members of the profession in the Okanagan district, and a larger, third course was given in Nelson in connection with the annual convention of the British Columbia Pharmaceutical Association.

### Faculty of Forestry

The Forestry staff continued its co-operation with forestry and industrial associations in Canada and the United States, and also had the pleasure of entertaining Dean emeritus Samuel T. Dana, of the University of Michigan, who delivered the H. R. MacMillan lecture on "Forest Policy in the United States."

The Faculty has long had the use, for teaching and demonstration purposes, of the University forest belt lying to the south and west of the campus. In 1949, however, the Provincial Government gave the University a block of land of about 9000 acres near Haney, and representatives of the forest industry contributed the necessary buildings for an on-site training establishment. The Faculty has since then used this for many instructional purposes, such as mensuration, cruising and forest management. The forest management programme, involving survey and planning, was brought to a stage last year where it was possible to "dedicate" the forest as a tree-farm under the programme of the Canadian Forestry Association. This was the first "tree-farm" of this type in British Columbia, and it is hoped that the University's example will inspire other

owners of suitable tracts to "dedicate" their forests to planned management aimed at continual forest growth, protection and reproduction. Already, owners of over 300,000 additional acres have converted their holdings to "tree-farms."

I should like to draw special attention to the publication by the undergraduate Forest Club of a "Forestry Handbook for British Columbia." The material for this 360-page reference book, containing information on almost every aspect of the forester's profession, was gathered by undergraduates over a three-year period. It has already achieved a most satisfactory circulation, and plans are on foot to revise it for a new edition in a few years' time. To the best of my understanding, it is the first manual of this particular kind published in North America.

### University Extension and Summer Session

In my report to you last year I discussed at some length the accomplishments and the ambitions of our Department of University Extension. In 1953-54 the staff concentrated its efforts on meeting as many as possible of the extension adult education groups and their leaders throughout the Province, and on consolidating and improving our services on their behalf. I should also mention the Department's Summer Programme held on the campus. Enrolment in this non-credit session increased from 380 to 484 students; the success of courses in art, music and drama was particularly encouraging and indicated an unexpectedly wide interest in opera, which we hope to nourish in coming summers.

The regular University Summer Session was attended by some 1150 students, of whom 60 percent were teachers. Both these figures indicate a slight increase over the previous



summer, and were in accord with the increase in the number of courses offered. As is customary in the Summer Session, about one-third of the courses were taught by visitors from other universities in Canada and abroad. We were glad to welcome them to our campus for this intensive but highly stimulating period.

### Research and Scholarship

I should like now to turn from the activities of the individual faculties and schools to the general activity of scientific and scholarly research in which all their members are to a varying extent engaged. The first claim on the time and effort of faculty members is made by the students. After these claims have been satisfied, however, the university teacher becomes a researcher, seeking to advance knowledge in his own field by laboratory experiment, direct enquiry, or investigation of written material. Since the methods of research differ with the varying fields of knowledge, I would like to mention three separate aspects of these methods, the importance of which may vary from field to field.

In the first place certain types of research involve very considerable sums of money. Some of the University departments receive large sums from the National Research Council, the Defence Research Board, from other agencies of the Federal and Provincial governments, from the endowment funds set up by associations and from private business firms. Much of the assistance from these outside sources is paid through the University, and it alone amounted to over half a million dollars in the last fiscal year. Over and above all research monies allocated to the University from outside sources, the University annually allocates the modest sum of \$20,000 for faculty research projects

# WHERE UNIVERSITY RESEARCH FUNDS GO



## WHERE RESEARCH FUNDS GO

	%
Humanities and Social Sciences	17.4
Sciences .....	56.0
Applied Sciences .....	3.0
Agriculture .....	20.6
Forestry .....	3.0
	<hr/> 100.0

not otherwise sponsored. As might be expected, most sponsored research is in the natural, medical and other applied sciences. It is more surprising that we too should employ more than one-half of our funds for research in these same fields. At the present time about 20 percent of the total is awarded to research projects in the humanities and the social sciences, and another 20 percent to agriculture. About 3 percent last year went to Forestry.

I am very hopeful that we will be able to find more funds for the humanities and social sciences in the near future. As things are at present, there are very few outside sources of money available for these disciplines. In this connection, I might mention the "Canada Fellowships" which were proposed by the Royal Commission on Arts, Letters and Sciences. Noting the excellent results achieved by the National Research Council in encouraging work in the sciences in Canada it recommended a similar system of awards to be known (in part) as the Canada Fellowships to encourage advanced and mature work in the humanities, the social sciences and law. In the meantime, it is, perhaps, in such fields that the University's own funds can make an interim contribution.

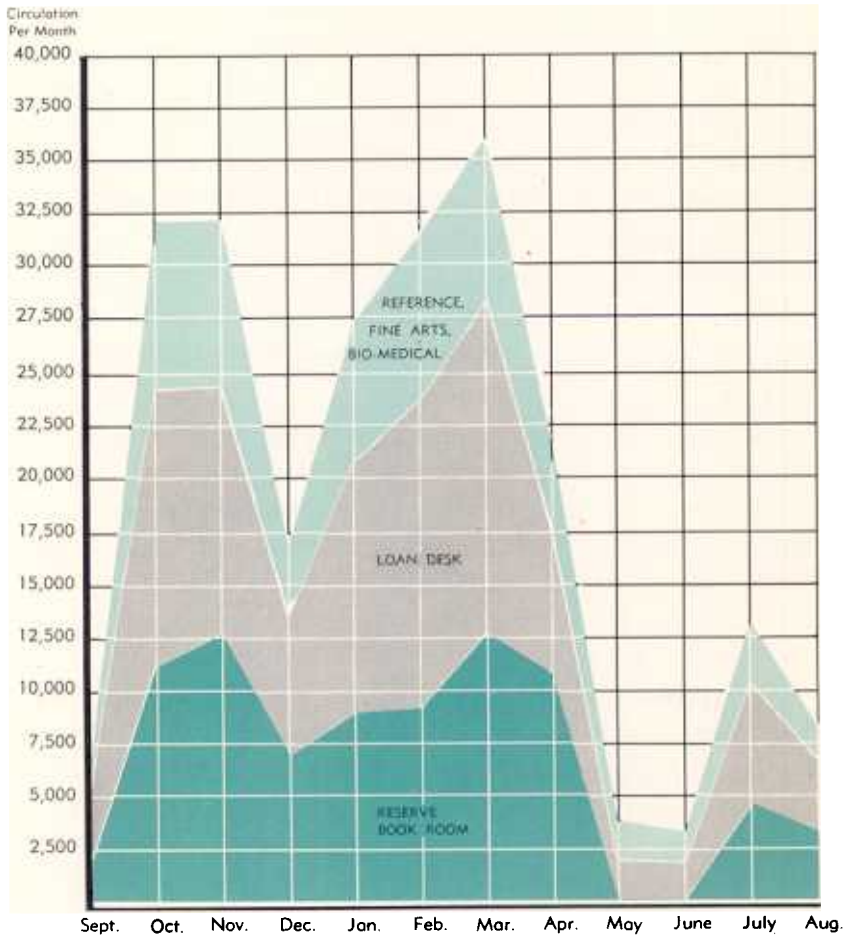
### The Library

I must also mention the place of the University Library in the research process. It is all too easy to imagine the extension of knowledge as being a process which involves the acquisition of new facts about our physical environment, and to forget that every researcher must compare his accomplishments with those of his colleagues in other places; and must in most cases take the discoveries or speculations of his colleagues elsewhere as the starting point for his own work. One of the tasks of the library is to have

available and accessible current reports, in the academic journals, on progress in research all over the world. Further, as this work becomes consolidated in books on each of the disciplines, the acquisitions department of the Library must acquire annually an ever-increasing number of volumes, in an attempt to keep pace with new investigations and new publications. At the present time the Library receives nearly 4000 periodicals; a staff of thirteen is needed to keep track of current numbers as they come in, arrange for the orderly acquisition of back numbers as they become available, and bind them into completed volumes from year to year.

In its reference division the Library handles queries from faculty, graduates, undergraduates, and from other universities. In addition, it is now becoming possible to give undergraduates more ready access to the main book stacks. This leads to better and fuller use being made of the main collection by a wider group of students. Nearly ten thousand books were added to the collection during the year. In common with the rest of the world of learning, we have found that we have no choice in the matter of providing library materials for instruction and research. Alternatives may sometimes be found for other university equipment and service, but not for the Library. And its costs characteristically cumulate; it is more expensive to add a volume to a library of a million books than to a smaller one since cataloguing and indexing, carrying, filing and shelving are more complex. As a library improves, it is more heavily used, more books are borrowed, more visitors come from other campuses. If the university of which it is a part is also progressing in enrolment, breadth of activity, and research, the library should absorb an increasing fraction of the university's resources.

FLUCTUATIONS IN LIBRARY DEMAND



	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
Loan Desk	3,210	12,951	11,852	6,574	11,835	14,342	15,576	6,859	1,943	1,841	5,504	3,315
Reserve Book Room	2,014	11,394	12,618	6,877	8,906	9,309	12,686	10,819	60	56	4,816	3,327
Reference Fine Arts Biomedical	2,176	7,776	7,784	3,457	6,614	7,711	7,985	4,556	1,638	1,380	2,488	1,857
Totals	7,390	32,121	32,254	16,908	27,355	31,362	36,247	22,234	3,641	3,277	12,808	8,499

Finally, in the process of advancing knowledge comes the stage at which new work is published and made available to the world at large. Each year the University publishes a bibliography of the published works of the faculty in book and article form. Almost all of these works appear in learned journals and books published elsewhere. As in many other matters, the University is not yet advanced far in the matter of undertaking its own publishing, and we have a long way to go before we can hope to emulate our older sister institutions which publish many volumes each year. However, a start has been made, and already a limited number of research dissertations, public addresses and bibliographic studies have appeared under our sponsorship. During the last year we have made arrangements with a well-known firm to publish jointly with them. We hope that we shall be able to undertake the publication of work which has special relevance to the B.C. community.

### Public Occasions

In this final section of my report, I should like to turn to those events which have not been part of our regular routine but rather events of particular importance in which the whole University has in some way been interested or has participated.

In the twelve months which I have covered in this report we held only our two regular convocations; in each of them we conferred degrees on those graduating in course, and in addition had the privilege of conferring honorary degrees upon a number of distinguished Canadians.

At the autumn congregation in October 1953, 268 students graduated and the degree of Doctor of Laws, *honoris causa*, was awarded to Mr. Percy R. Bengough of Ottawa,

President of the Trades and Labour Congress of Canada; The Most Reverend W. M. Duke, Roman Catholic Archbishop of Vancouver; and Mr. Rhys M. Sale, President of the Ford Motor Company of Canada in Windsor, Ontario. Mr. L. W. Guichon, of Quilchena, B.C., was awarded the degree of Doctor of Science, *honoris causa*. Dr. Sale delivered the congregation address.

On the first day of the Spring Congregation three eminent medical scientists, Dr. George Brock Chisholm of Victoria, B.C., formerly Director of the World Health Organization; Dr. George Frederic Strong of Vancouver; and Dr. Ethlyn Trapp of Vancouver were recipients of the degree of Doctor of Science, *honoris causa*. The congregation address was given by Dr. Brock Chisholm.

On the second day of the Spring Congregation, degrees of Doctor of Laws, *honoris causa*, were conferred on The Right Honourable Vincent Massey, P.C., C.H., Governor-General of Canada; Mr. Hugh Neil MacCorkindale, former Superintendent of Schools, Vancouver; and the Honourable Joseph Roberts Smallwood, Premier and Minister of Economic Development of the Province of Newfoundland. The Right Honourable Vincent Massey was the congregation speaker. On both days a total of 853 students graduated.

A more unusual experience was our participation in the Columbia University bicentennial celebrations. These took the form of a week devoted to public meetings, lectures, seminars and discussions on the subject "Man's Right to Knowledge and the Free Use Thereof."

This programme was dedicated to drawing attention to man's right to obtain, use and disseminate knowledge, and to arguing that only the free use of these rights is conducive

to a peaceful and free existence. This challenging argument was enlarged upon, supported and debated by students, members of faculty, members of the community, and by a distinguished visitor, Professor Irwin Edman, Johnsonian Professor of Philosophy at Columbia University, who delivered lectures on "The Return to Reasonableness" and "Knowledge as Freedom." In thus co-operating in this continent-wide salutation of Columbia University, we were joined and supported by the Vancouver Canadian Club, who made it possible for Professor Edman to visit Vancouver.

Finally, both because it must end my report and because it took place toward the end of the academic year, there occurred the British Empire Games. Like the other two events I have mentioned, this was a "public occasion," and like them it involved in greater or lesser degree the participation and interest of the whole University.

Three aspects call for particular mention. The first is the use of our housing facilities as the temporary home of the visitors for the Games. Its usual summertime calm gone, Acadia Camp was transformed into a bustling, cosmopolitan "Empire Village," populated by over 700 athletes of many tongues, who also used the stadium, the playing fields and the gymnasiums from 6 a.m. to darkness each day. Only the cyclists and the rowers used training facilities elsewhere. The university oval was brought into first-class condition; many of the huts were altered or refurbished; special meals were prepared to cater to foreign diets (and to unusually large appetites!).

In addition, the University was the site of the swimming and diving competitions. A fine new swimming pool was built with funds supplied by the British Empire Games



Society on the campus, and has now become the property of the University. The new pool, the swimming and diving events, the fine weather, the training athletes, the Village and the general air of excitement attracted thousands of spectators and tourists to the campus—perhaps more people were on the campus than at any time in the University's history.

Finally, we are proud that our role was not confined to that of being hosts. Two of our longer-distance runners competed in the early trials, and one of them ran in the final of the six-mile at the Games. A freshette, Alice Whitty, took third place in the women's high-jump final. And I need not mention the magnificent feat of the rowing team, which first astounded Canadian oarsmen by winning the Canadian Henley Regatta, and then went on, representing Canada, to secure the Games championship over Great Britain by three lengths. This victory depended chiefly upon the fine spirit and determination of the crew and their coach, and is one we will not soon forget.

Apart from the athletes, other members of the University also participated in the Games in their own right. The Director of the School of Physical Education, Mr. R. F. Osborne, was vice-president of the B.E.G. Association in Vancouver, and assistant manager of the whole Canadian team. To him went the heavy task of acting simultaneously as host, co-ordinator and coach. Beside him were dozens of other members of the student body and the faculty connected with arrangements for grounds, equipment, catering, health, ceremonies, housing and for particular sports such as track, fencing and wrestling.

The Games themselves were a fine display of amateur sportsmanship and amateur achievement—no one who saw

it is ever likely to forget the magnificent mile of Roger Ban-  
nister and John Landy, or the agony of Peters in the Mara-  
thon—and I would like to take this opportunity of paying  
public tribute to Mr. Stanley Smith of Vancouver, Presi-  
dent of the B.E.G. Society, and to all those who worked so  
hard and well with him to make them a triumphant success.

## SUMMARY OF REVENUES AND EXPENDITURES

April 1, 1953 to March 31, 1954

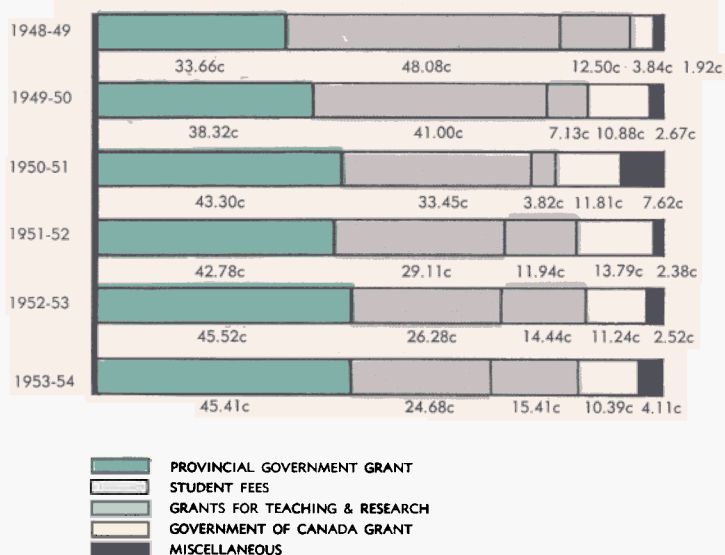
### *Revenues*

	Total	Percent
Provincial Government Grant	\$2,500,000.00	45.41
Student Fees	1,358,522.32	24.68
Grants for Teaching and Research	848,280.12	15.41
Government of Canada Grant	571,950.00	10.39
Miscellaneous	226,595.28	4.11
	<hr/>	<hr/>
	\$5,505,347.72	100.00
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### *Expenditures*

	Salaries and Wages	Supplies and Operating Expenses	Total	Percent
Teaching Cost (Including Library)	\$2,905,020.23	\$ 695,289.96	\$3,600,310.19	65.40
Maintenance	468,398.34	440,247.82	908,646.16	16.50
Research	281,674.80	282,935.50	564,610.30	10.26
Administration	239,604.75	57,609.84	297,214.59	5.40
Miscellaneous	1,445.77	133,120.71	134,566.48	2.44
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	\$3,896,143.89	\$1,609,203.83	\$5,505,347.72	100.00
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## WHERE DOES THE UNIVERSITY DOLLAR COME FROM?



## WHERE DOES THE UNIVERSITY DOLLAR GO?

