The President's Report 1950-51

THE UNIVERSITY OF BRITISH COLUMBIA

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VANCOUVER, CANADA, 1952

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

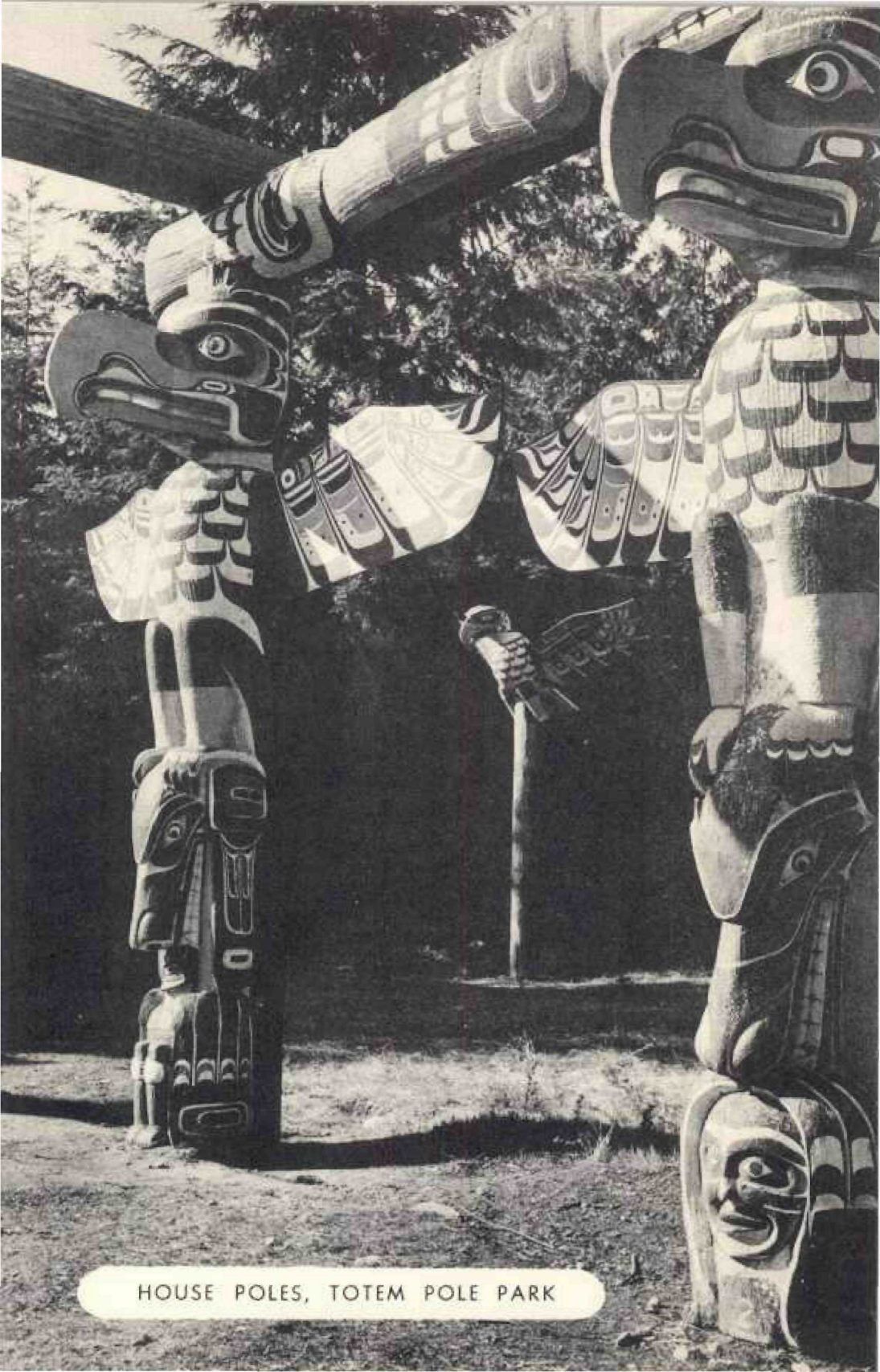
Ladies and Gentlemen

In submitting this report covering the academic year 1950-51, my first duty and pleasure should be to welcome those who have been elected or appointed to the University governing bodies during the past year, and in particular to record the pleasure of the whole University constituency at the election by acclamation of Brigadier Sherwood Lett as Chancellor, in succession to the Hon. Eric Hamber, whose term of office expired in May, 1951.

My second duty and pleasure is to express to the retiring Chancellor the gratitude of the University for unfailing support and wise counsel during the difficult years of growth and transition. To Mrs. Hamber as well I would like on behalf of faculty and students alike to extend our warmest thanks for countless acts of kindness. We are happy that the 'Chancellor Emeritus' and Mrs. Hamber are retaining an official as well as a personal connection with the University.

In the following pages, I have attempted only to sketch some of the major developments and tendencies of the year under review. For those who want more detailed information, I have attempted to indicate by name some of the annual reports that form the sources from which this report is compiled.

Norman MacKenzie



HOUSE POLES, TOTEM POLE PARK

President's Report

For September, 1950 to August, 1951

In presenting my annual reports on the progress of the University I have stressed each year certain distinctive developments or characteristics which were of particular significance at the time. For example, in the years immediately following the conclusion of the second Great War, I gave special attention to the growth of the student body as a result of the great veteran enrolment in 1945, 1946 and 1947, and to the dramatic building program which resulted from the need for extra classrooms, extra laboratories, and extra offices. This year I should like to stress especially the role taken by the university in the development of the community, the province, and the nation. It is a role, I believe, that cannot be over-stressed, but, because of its complexity, it is also a role that almost defies adequate description.

In the spring of 1951 the publication of the *Report of the Royal Commission on National Development in the Arts, Letters and Sciences* drew public attention to Canadian universities in a way unknown before. In the words of the *Report* (ch. xii, p. 132):

> "The universities are provincial institutions; but they are much more than that. It would be a grave mistake to underestimate or to misconceive the wider and

indeed universal functions of these remarkable institutions. We are not here concerned with them as units in a formal educational system or as representing the final stage of an academic career. We are convinced, however, that we cannot ignore other functions so admirably performed by Canadian universities. They are local centres for education at large and patrons of every movement in aid of the arts, letters and sciences. They also serve the national cause in so many ways, direct and indirect, that theirs must be regarded as the finest of contributions to national strength and unity."

The implications in this passage, and in many other passages in the Report, are of profound importance to those connected with higher education. As is now well known, the government, following the recommendations of the Commission, has already extended financial aid to universities, and has under consideration other recommendations of particular interest to all Canadian universities (for example, national scholarships and bursaries; a Canada Council for the encouragement of the arts, letters, humanities, and social sciences; the development of a National Library). Yet it must be remembered that actions and recommendations such as I have mentioned place upon all universities great responsibilities. If we are to retain public support, we must offer the highest quality of teaching to the best possible students in the most favourable atmosphere. In this way only can we produce the best possible graduates —graduates who will illustrate their knowledge and their values by their impact on the nation. These objectives we have been pursuing steadily and the record of the past year is, I think, an interesting one.

The University Staff

The normal student enrolment shows a slight increase as the veteran enrolment declines and as a consequence, the university teaching staff showed little change, except for the additional teachers required for the newly established Faculty of Medicine. A simplified analysis of the staff indicates clearly the complex organization required to bring instruction to the students of a modern university. Let me list the principal staff division: Deans of faculties, 8; dean of administrative and inter-faculty affairs, 1; dean of women, 1; directors of schools, 7; professors, clinical professors, visiting professors, 89; associate professors and clinical associate professors, 79; assistant professors and clinical assistant professors; 93; instructors, clinical instructors, honorary instructors, field work instructors, 98; lecturers, lecturers in law, honorary lecturers, visiting and special lecturers, and part-time lecturers, 109; assistants, teaching fellows, research fellows, demonstrators, and others, 337. This makes a total of 822, or one staff member for approximately every eight students.

In the administration, the most important event during the year was the retirement of the Honourable E. W. Hamber from the position of Chancellor and the election by acclamation of his successor, Brigadier Sherwood Lett. I should like here to express my great appreciation of the services rendered to the University by the retiring Chancellor, who, for more than six years worked with untiring interest and with constant generosity on behalf of the University; and I am happy to say that he has not really severed his university connections, for he was appointed as Chancellor Emeritus upon his retirement.

To the teaching staff and to the University as a whole, the death of Dr. M. A. Cameron in September, 1951, was

a most grievous and tragic blow. Though a young man at the time of his death, he had served the University and the Province with great distinction as teacher, as the author of the Cameron Report, and later as Director of the School of Education. I also record with sorrow the death, in December, 1950, of Dr. Daniel Buchanan, Dean Emeritus of the Faculty of Arts and Science, who for the thirty years of his association had contributed greatly to the growth and development of the University, and was much loved by thousands of former students. In November, 1950, the University also suffered the loss by death of Colonel F. A. Wilkin, Professor Emeritus of Engineering, who first came on the staff in 1921 and who retired in 1948.

The Humanities and Social Sciences

One of the paramount facts of university life at the present time is that the community, province and the country are all making increasing demands for new and important types of professionally skilled persons and are looking to the universities to provide new fields of specialization both at the undergraduate and the graduate levels. A few years ago—actually up to the end of the war—the University had but three faculties—Arts and Science, Agriculture, and Applied Science. It now has eight faculties, the three I have mentioned, plus Law, Forestry, Pharmacy, Medicine, and Graduate Studies, as well as seven distinct schools, each with its own advisory council and each with its own director (Social Work, Physical Education, Education, Home Economics, Architecture, Commerce, Nursing). The presence of these many—and attractive—areas of special studies has an undoubted tendency to draw students away from the more general type of education that is found in the humanities and social sciences, although I should like

to state here that a liberal—or general—education is perhaps the most difficult to acquire and, in spite of the obvious advantages of specialization, is still one of the most important types of education for successful living in a complicated society. The complaint, moreover, that a liberal education is not practical is in itself not valid. The study of the humanities and social sciences demands versatility, adaptability, and intelligence; and the results of such study should be a well balanced, poised, tolerant, understanding person, qualified to make a contribution to the better working of increasingly complex human and social relationships in contemporary life. Or, to quote again from the *Report* of the Commission (ch. xii, p. 137):

> "The purpose of such great subjects as history, philosophy and literature . . . is nothing less than to teach the student how to think, to train his mind, to cultivate his judgment and taste and give him the capacity to express himself with clarity and precision. Nothing could be more practical than that."

Actually, as I look back on the year under review, I find ample assurance that the humanities are not dead, or dying, on our campus. They are alive and vigorous. For example, our Department of English is the largest single department in the University and compares at least favourably with any in Canada. Its membership is well qualified to carry the values it represents to the student body and the community at large. This department has recently expanded its offerings in the drama, in creative writing and together with other language departments, in linguistics. One reason for the size of this department is, of course, the fact that the study of English language and literature is compulsory throughout the first two years of University. It is compulsory for two reasons: first to familiarize students with their

literary heritage and to develop their critical appreciation of that body of literature; and second to help them to develop some skill in the use of the language as a means of communication. Unfortunately, it does not seem sufficiently understood in any of our universities that the second of these objectives must be pursued by all University departments, and that adequate standards must be established by all departments if this objective is to be pursued effectively. No matter what standards of expression a department of English demands from its students, these standards will not be carried over automatically into other subjects unless those responsible for the other subjects make similar or equivalent demands. There is, I think, still a good deal of work to be done in this field before many of us will feel proud of the ability of our graduates to express themselves adequately.

As further evidence of increasing support for the humanities and social sciences, I should like to report the grant of $75,000 awarded to this University by the Carnegie Foundation for the development of our anthropological studies, and also a further annual grant (given anonymously) to establish a Chair of Fine Arts. There is no reason in my opinion to talk of the 'plight of the humanities' as something that those of us interested in those fields of study cannot remedy if we put our minds and energy to it.

During the year under review a number of important and useful developments in this field took place, including an important conference on the Humanities, which brought together around the conference table representatives of the British Columbia press, radio, and educational systems, as well as officers of the Humanities Association of Canada; the annual conference of the Language Teachers of the Pacific Northwest, which held a two-day meeting in the

Youth Training Camp, with the University acting as host; and, in the spring of the year, the successful organization of the Vancouver Branch of the Humanities Association.

The University Fine Arts Committee, collaborating closely with the Literary and Scientific Executive of the A.M.S., also presented an impressive program of events. These included a Theatre Festival Week, with a special Gallery exhibition of designs for stage sets, a brilliant address to a packed Auditorium by Mr. Lister Sinclair, and a presentation of the *Male Animal* by the Players' Club; three successful concerts, including the Canadian premiere of Bartok's Sonata for two pianos and eleven percussion instruments (Conductor, Professor Harry Adaskin, soloists, Colin Slim and John Brockington), presented by the Music Committee; popular noon-day readings of their own poems by Dr. Roy Daniells, Dr. Earl Birney, and Mr. Mario Prizek; and modern dance programs. In addition, the Art Gallery in the Library arranged twenty-eight exhibitions of paintings, engravings, photography, architectural drawings, and pottery, which were attended by about 30,000 visitors, an impressive total. For the continued support from the University Chapter of the I.O.D.E. which helped make these and similar programs possible, I wish to express my special thanks.

Perhaps, too, among the evidences of the vitality of the humanities, I should place the phenomenal development of the Anthropological Museum, and the beginnings of a Totem Park, for the artistic richness to be found in both of these is such as to impress those whose interests are humanistic, as well as those whose interests are primarily scientific.

The honorary curator of the Anthropological Museum, Mrs. Harry B. Hawthorn, has been chiefly responsible for the marked progress that the Museum has made. With

insight, understanding, and taste she has improved the displays of the Museum's materials so that they are now attracting a steady stream of visitors, as well as a large number of students of anthropology. I should like also to mention the fact that many fine Indian masks and costumes have been added to the collections through the generous gifts of Dr. H. R. MacMillan and other friends of the University.

The official opening of the Totem Park took place on May 16, 1951. Located in a natural setting of forest trees on the edge of Marine Drive, this fine collection of totem poles, house poles and dugout freight canoes, most of them the work of Kwakiutl carvers, makes a rich addition to the university campus. Quite fittingly, it was Chancellor Hamber who declared the park open, for it was through the generosity of the Chancellor and Mrs. Hamber that the Park, long dreamed of, had become a reality. Equally fitting were the addresses given at the opening by Mr. Mungo Martin, the restorer of the poles and a great Indian carver in his own right, and by Professor Hunter Lewis, who, as chairman of the committee in charge of the development of the Park, had done much of the required planning and execution.

Finally, I should like to mention the special events arranged by various departments of the humanities, typical of which were the plays presented by the French and Classics departments, and the brilliant performance of Ben Jonson's play, *The Alchemist,* produced by Miss Dorothy Somerset of the Department of English. Equally successful were the fine contributions made by the Musical Society in presenting *Dido and Aeneas* by Purcell, at Christmas, and their regular spring production.

with an additional 20,246 through the Extension Library, or over 700 a day for every day of the calendar year—gives only partial evidence of the complexity of the Library's operation, for to circulation must be added acquisition, binding, general reference inquiries, and the staffing of the general reading rooms and the rooms housing special collections, such as the Howay-Reid and the Fine Arts.

Two new reading rooms were opened during the year —the Bio-Medical Reading Room in September, 1950, and the Sedgewick Memorial Reading Room in July 1951. The latter is a memorial to the late Dr. Garnet G. Sedgewick, head of the English Department from 1918 to 1948, and is primarily a browsing room for students. The idea was conceived by Dr. Dunlap, and its execution was made possible by the kind co-operation of the Board of Governors, the Alumni Development Fund, the classes of 1948 and 1950, the McConnel Trust Fund, as well as a special committee (Drs. Cowan, Hawthorn and Birney) that selected the books for the room.

The Sciences

In turning from the humanities and the library to the sciences I am faced with the problem of reporting on the large number of subjects that can be put under the term science. For the purpose of this review I should like to make special mention of medicine and public health because of certain developments in these fields of study.

Building developments brought great improvements to the sciences during the year. The finely equipped Biological Sciences Building was officially opened in the fall of 1951; the Agricultural Engineering Building was completed; a new turkey research building and a new Poultry Products Building were started; the magnificent

The University Library

The Library should be the heart of the university body. Without it a university cannot really function. It is of vital importance to the staff as well as to the students, whether they be in the sciences or the humanities. It is also of importance to thousands of people off campus who use the Reference Division for general inquiries and the Extension Library for the loan of books. The problems of the Library affect many more individuals than do the problems of any one faculty or any number of departments. If it were feasible I should like to recommend as required reading for all members of the university community the report submitted to Senate by the Library Committee. It is a revealing document.

The principal administrative change in the Library during the year was the resignation of the Librarian, Dr. Leslie Dunlap, who left for an appointment in the United States in January, 1951, and the subsequent appointment of Mr. Neal Harlow, who succeeded him in the following August. Mr. Harlow comes to British Columbia from the University of California (Los Angeles), where he had established a reputation not only as a skilled librarian, but also as a scholar, particularly interested in the history and the mapping of the California region. In the difficult interim period prior to his appointment the Library was under the able direction of Miss Anne M. Smith, the Head of the Reference Division.

With its excellent physical accommodation and with its fundamentally sound resources in the general and special collections, the Library has continued to provide excellent services to the university community and to the public. The number of books loaned during the year—238,884,

Wesbrook Building (to house Bacteriology, the School of Nursing, the University Health Services and the University Student Hospital) was brought to near completion; and the War Memorial Gymnasium came into use during the spring term, although it was not officially dedicated until October, 1951. These buildings, representing a great investment in planning, labour and money, have not only changed the physical appearance of the campus, but have brought relief to many departments, which have been able to move from temporary quarters in huts to excellently designed class-rooms, laboratories, and offices. They represent, in their totality, the most significant building improvements in any single year since the establishment of the University.

The sciences generally continue to attract large numbers of our best students. This is not to be wondered at; we live in a world that is increasingly science-conscious, for science has become the key to our material progress and our national defence. For the good student the sciences offer much in scholarships and other aids in training, and for the young graduate scientist the opportunities of employment and advanced study are many. The University continues to work in the closest co-operation with the National Research Council and the Defence Research Board, and through these bodies, as well as through other government agencies and industries, many channels for research and study are constantly opening up. Through the sciences, too, the University is making increasingly important contributions to the economic well-being of the country; but of these I should like to speak more concretely in the section on the university and the public.

During the year the Van de Graaf generator, which I mentioned in last year's report as being of special import-

ance in research in nuclear physics, was brought into operation. For the first time too, in the history of the University, the annual meetings of the American Physical Society were held on the campus, bringing together many of the most noted physicists on the continent.

To the scientific museums some notable contributions were made. The Botanical Museum and Herbarium received a valuable collection of two thousand British plants from Mr. McTaggart-Cowan, and more than three thousand sheets of African plants from Mr. L. E. Taylor; while the Geological and Geographical Museum received a fine skeleton of the hooded dinosaur *Lambeosaurus* from the National Museum of Canada.

Medicine and Public Health

In the annual report of McGill University for 1950-51 I noticed with interest that the registration in the Faculty of Medicine totalled 484 in 1901 as compared with 459 in 1951. When we remember the steady increase in population in Canada during the past half century, especially in a province such as our own, we must realize how increasingly difficult it has become for a young student from this province to get a medical education. I am especially pleased, therefore, to be able to report that the first medical class in the history of the University registered in September, 1950. After careful screening, a total of sixty students was accepted by the newly created Faculty, and the Dean, Dr. Myron Weaver, has reported that, almost without exception, they have maintained a high standard of medical scholarship. During the year, the Faculty advanced its plans for the teaching of the higher years in medicine. Teaching beds and office space were assigned in the Vancouver General Hospital, and some progress was made towards utilizing

St. Paul's and Shaughnessy Hospitals for teaching purposes.

In the areas of Bacteriology and Immunology, the expansion of courses and the increase of equipment are the tangible results of a Federal Public Health Grant of $25,000, made to the University for the special purpose of improving the supply of senior bacteriologists in Canada.

I am also pleased to note that for the first time in the history of the University a full time medical director, Dr. A. Kenneth Young, has been appointed as Head of the Student Health Service. This service has now entered its new quarters in the Wesbrook Building; and plans have also been made for the establishment of a twenty-six bed hospital where students will be given proper medical care when the need arises.

The Faculty of Graduate Studies, since its inception two years ago, has been extending its offerings slowly but steadily as library resources and additional funds become available. Courses leading to the Doctor's degree are now being offered in Physics, Chemistry, Mathematics, Botany and Biology, Zoology and Forestry.

This, of course, is a costly type of expansion, made possible only by increased grants and scholarships; but it brings with it increased opportunities for research by staff members, as well as by students, and it allows the University to gain increased recognition as one of the important research centres in the country. I have been especially impressed by the numbers of our graduate students who are receiving excellent scholarships and teaching fellowships in many of the finest universities in the United States, the United Kingdom, and in other parts of Canada.

Research that has culminated in publication need be no more than mentioned here, for the second annual volume of *Publications of the Faculty and Staff of the University of*

British Columbia has already appeared; copies are available on request from the Information Office of the University. I should like, however, to mention the constantly increasing support being given to research on the campus. The Committee on Research recommended for financial support thirty-nine separate projects, for which varying sums were authorized. The University also received large grants from various Federal and Provincial departments, as well as from such foundations as the Rockefeller and the Carnegie, and from businesses, industries, and other friends of the University. These grants and bequests were acknowledged in detail at the Spring and Fall Congregations.

The Students

As was fully expected the number of students registered during the regular academic year continued to decline from the post-war totals of 1948 and 1949. The figure for 1950-51 was 6432 as compared with 7572 in 1949-50 and 8810 in 1948-49. Of the total 4930 were men, 1502 were women. The veterans were to be found only in the upper years and totalled 1005, or somewhat less than one-sixth of the total student body. A true picture of registration, however, must include the evening classes given through the Extension Department, and the Summer School. The former attracted 1878 students, while in the Summer Session the attendance was 989. These two activities—the evening classes and the Summer School Session—represent in no small degree the University's contribution to adult education, and I should like to see them increasingly stressed; for adult education can be of singular significance in an expanding community such as ours.

During the year three congregations were held. The first, 27 September 1950, was a special congregation to mark

the establishment of the Faculty of Medicine. It was attended by many outstanding medical men, of whom two, Dr. Ray Farquharson and Dean J. B. Collip, were given honorary degrees. The regular fall congregation was held on 25 October 1950, with honorary degrees being granted to Dr. G. S. Avery and Dr. J. R. Dymond. As has been the custom in the last few years, the spring congregation was held on two days, 17 and 18 May, 1951, with honorary degrees being granted to Dr. Ralph Bunche, W. Bruce Hutchison and Dr. Isabel MacInnis. In all 1721 students were graduated during the year.

The housing of students from out of town continues to be a major problem. An historic advance in housing was made, however, when the first three units of the women's residences were opened at the beginning of the winter term, although the official opening ceremony did not take place until the spring congregation. The three halls, with accommodation for approximately 150 girls, have been named in honour of the late Dean Mary Bollert, the first Dean of Women; Dr. Isabel MacInnis, the recently retired head of the German Department and a member of faculty since the beginnings of the University; and Mrs. Anne Wesbrook, the widow of the University's first president. The building of these finely designed and beautifully situated residences is, of course, only a part of our long term plan for improved living conditions on the campus; and I hope that before too long we shall be able to add other units for our out-of-town students. I should like, here, to repeat my thanks to those who have contributed so generously towards the furnishing costs of the new residences. A total of $7894 was donated, $5000 of which came through the U.B.C. Development Fund.

In the various residential camps that we have operated

since the end of the war—Acadia, Fort, Wesbrook, Little Mountain, and Lulu Island—we continued to house and to feed hundreds of students, as well as a number of the teaching staffs. In all camps, the totals were 898 married persons including their families, and 973 single persons. The Lulu Island camp was closed, however, in July 1951, and the University is also planning to withdraw gradually from the Little Mountain area.

Though, as I have already mentioned, the number of veterans has sharply declined, the Counselling Bureau, which was established to give guidance to student veterans at the end of the war, continues to be as active as ever. Under the new title of the Department of Personnel and Student Services, it now provides testing and counselling for veteran and non-veteran alike; acts as an employment office for undergraduates and graduates; and works out personnel problems with non-instructional members of the University staff. To realize the genuine contribution being made by this Department to the students one needs but to glance at some of its statistics. For example, it provided testing and counselling during the year for about 1000 students; it secured employment for 611 graduates, summer employment for 1439 undergraduates, Christmas employment for 1131, and regular "self-help" employment on the campus for 121.

The three divisions of the armed forces—the Navy, the Army, and the Air Force—continued their programs of providing winter and summer training for students who wish to become commissioned officers, either with the permanent forces or with reserve units. During the year the University Naval Training Division had on its establishment 69 cadets, RCN (R) and 9 cadets, RCN; the University of British Columbia Contingent, Canadian

Officers' Training Corps, had an establishment of 6 officers and 196 officer cadets, the largest enrolment since the end of World War II; and the Reserve University of British Columbia Flight had a total strength of 109. The significance of the work being done by these three units cannot be over-stressed. They are providing excellent military training to a carefully selected number of students who will, in time, help to build up the cadre of well disciplined, well informed, well trained military personnel so essential in times of world emergency.

I should like to comment on the many other student activities on the campus—in self-government, in athletics, in club activities, in international student education, and in publications, to name only a few—but the variety of the picture forbids it. The interested person can find, however, a full annual report in the *Totem,* published by the Alma Mater Society.

The University and the Public

Although a university is primarily a gathering together of scholars and students in one central location, it is also an institution that profoundly affects the living habits, the thinking processes, and the economic standards of thousands of persons, many of whom have never even seen the university campus. This relationship between the university and the public is gradually gaining general recognition. Through research, through the Extension Department, through the radio, through the speaking platform, a university reaches out into all parts of a community, and many parts of a nation. I have already mentioned the close links that exist between our own university and such bodies as the National Research Council; and now I should like to mention some of the research projects, and some of the

activities of the Extension Department that are closely linked to the welfare of the general public, especially in our own province.

In the various departments of the Faculty of Agriculture, for example, research investigations were made into such problems as weed control, hydroponics, factors affecting the food values of B.C. fruits and vegetables, poultry breeding and nutrition (the establishment of a new breed, the Hampbars, was reported to the World's Poultry Congress), alfalfa breeding (including the development of improved strains of Rhizoma), potato harvesting, vacuum harvesting, the breeding of mink and swine, linebreeding of the University's Ayreshire herd. Research teams in the Department of Zoology have been studying the effect on fisheries of the proposed water utilization projects, the habits of nesting waterfowl, the physiology of young salmon during their transition from freshwater life to marine life, the origins and control of *schistosome dermatitis*, more commonly known throughout the province as swimmers' itch. In Biology and Botany the research studies have ranged from cancer to root rot of the Douglas fir and to 2,4-D. And in the Department of Economics, Political Science, and Sociology, studies have been made of Indians in the fishing industry, industrial fluctuations in a planned economy, and the cultural evolution of the native tribes in the province.

I should like, too, to make special reference to the continuing studies of the Research and Consultative Committees that have been investigating and analyzing the backgrounds and the problems of the Doukhobor communities in British Columbia. These committees have been warmly supported by the Provincial Government, they have received the co-operation of representative Doukhobors, and they have already effected some interim amelioration

of certain aspects of the problems. The report of the Research Committee promised for May 1952 ought to provide many worthwhile suggestions for more permanent forms of amelioration of present conditions and positive programs for the future.

Finally, through the activities of the Department of Extension, the University continues to make direct contributions to nearly every community in the province. The full story of these contributions is contained in the *Annual Report* of the Department, but I should like to mention just a few facts to give some idea of the scope of this work. The Department, for example, organized 52 evening classes, with a registration of 1878; it supervised 66 institutes, conferences, and short courses, with a registration of 1584; it carried on an active program of radio education through the Farm Forum and the Citizen's Forum; through the Extension Library it circulated over 20,000 volumes; through the Visual Instruction Services, it sent out over 16,000 reels of motion pictures; it brought instruction in such subjects as agriculture, handicrafts, and the arts into communities extending from the Queen Charlottes to the Peace River, and from Langley Prairie to Prince Rupert; and it records that members of the University Staff gave outside lectures on 748 occasions to a total of over 72,000 listeners. It is an impressive record.

Scholarships, Bursaries and Loans

Detailed acknowledgment of scholarships, named bursaries, prizes and other awards is made twice a year at the spring and fall congregations. A summary of these awards, however, is of considerable interest, especially because it shows the extent to which students are receiving

some sort of financial assistance, and the interest extended by Federal and Provincial authorities, as well as by private individuals, in making that assistance possible.

Under the Dominion-Provincial Student Aid program approximately 320 awards were made in all faculties, totalling $59,000. From the Special Bursaries Fund, 150 awards were made, totalling $16,500. Named bursaries, worth $15,000, were granted to 112 students. Entrance scholarships provided 35 students with aid totalling $12,000, and awards made by outside organizations in cooperation with the University went to some 20 students and were worth about $6,000. This means that during the year a total of 637 awards, worth $108,500, were made. It should be noted that, in addition, 250 students obtained loans totalling $44,000, and that many others were assisted by means of scholarships and prizes awarded in May and available for study in the following winter session. It is estimated that approximately 900 students have received financial assistance amounting to some $160,000.

It is a pleasure to record the appreciation of the Faculty, Board and students to Dean Walter Gage and the other members of the University's Committee on Prizes, Scholarships, Bursaries and Loans, for the infinite care and interest with which they administer this important part of the University's operation, and to Dean Gage in particular for the zeal with which he has gone about accumulating funds for the assistance of greater numbers of worthy students. As Dean Gage points out in his report, the encouraging increase in funds becoming available is a tribute to the generosity of increasing numbers of private citizens, businesses and organizations who wish to make a contribution to the University for the encouragement of our young men and women of worth and promise.

Summary of Revenues and Expenditures

April 1, 1950 to March 31, 1951

Revenues

	Total	%
Provincial Government	$1,750,000.00	43.30
Dominion Government Supplementary Grant	154,418.00	3.82
Student Fees	1,352,238.00	33.45
Grants for Teaching and Research	477,372.00	11.81
Miscellaneous	307,860.00	7.62
	$4,041,888.00	100.00

Expenditures

	Salaries and Wages	Supplies and Operating Expenses	Total	%
Teaching Cost (including Library)	$2,029,601.00	$ 441,822.00	$2,471,423.00	61.15
Research	180,031.00	211,341.00	391,372.00	9.68
Maintenance	244,225.00	468,437.00	712,662.00	17.63
Administration	201,529.00	54,689.00	256,218.00	6.34
Miscellaneous		210,213.00	210,213.00	5.20
	$2,655,386.00	$1,386,502.00	$4,041,888.00	100.00

APPENDIX

Registration for 1950-51

Enrolment (Winter Sessions) by Years

Veteran Enrolment 1945 - 1951

Graduates by Years

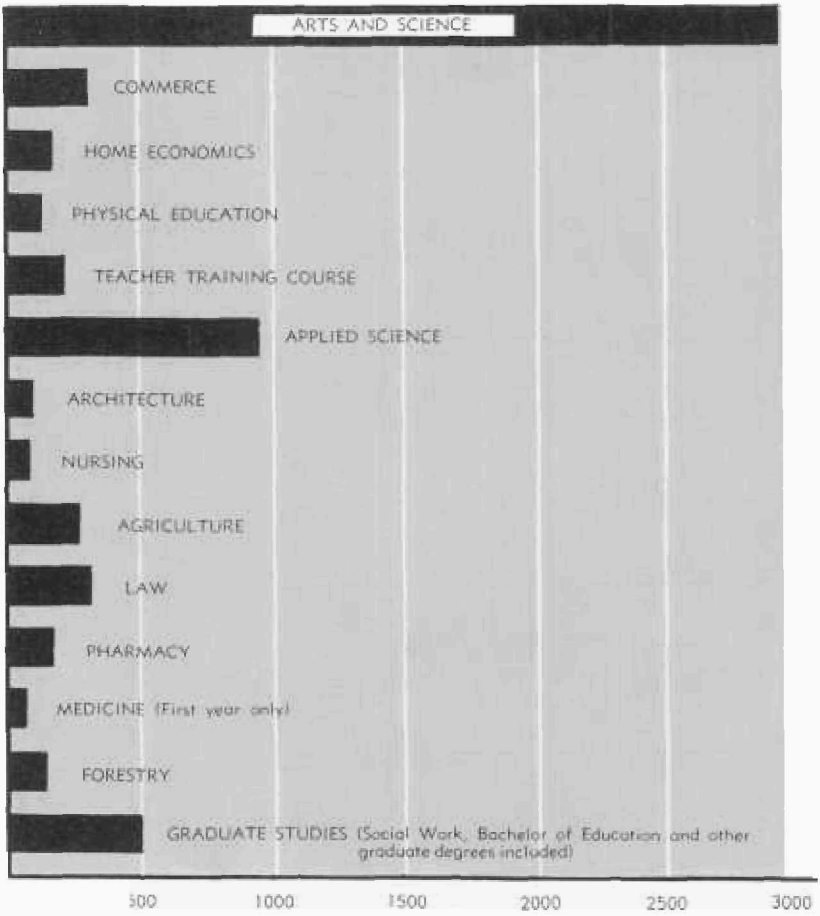
Occupational Distribution of Students

Geographical Source of Students, 1950-51

Where Does the University Dollar Come From?

Where Does the University Dollar Go?

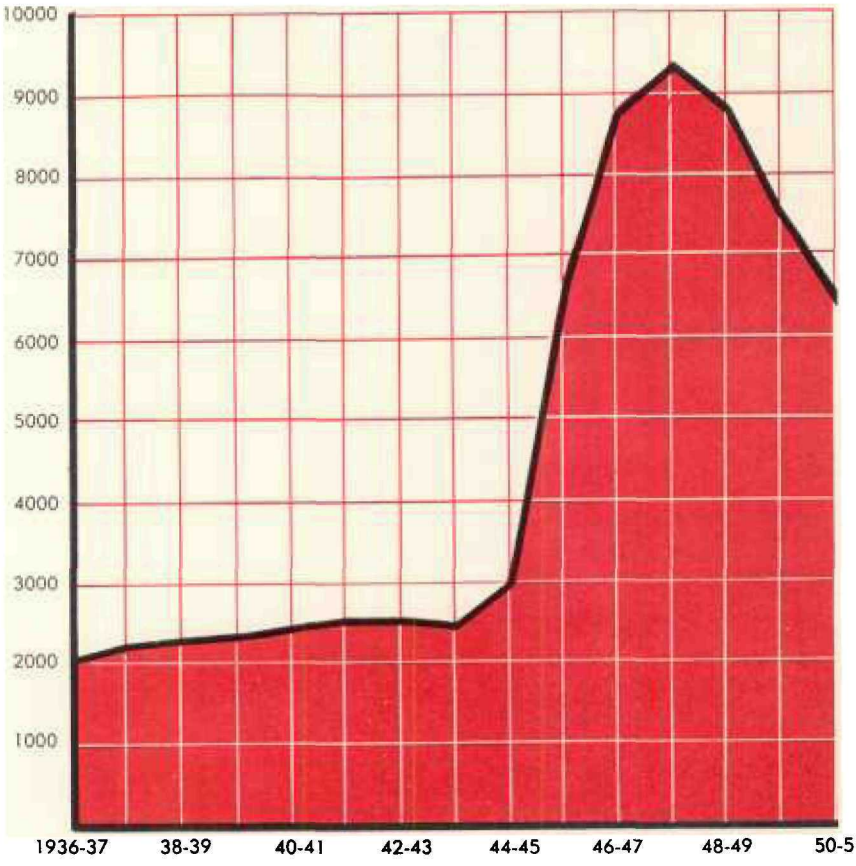
REGISTRATION FOR 1950 - 51



ARTS AND SCIENCE	2951	NURSING	92
COMMERCE	329	AGRICULTURE	286
HOME ECONOMICS	185	LAW	325
PHYSICAL EDUCATION	139	PHARMACY	166
TEACHER TRAINING COURSE	210	MEDICINE	60
APPLIED SCIENCE	931	FORESTRY	142
ARCHITECTURE	97	GRADUATE STUDIES	519

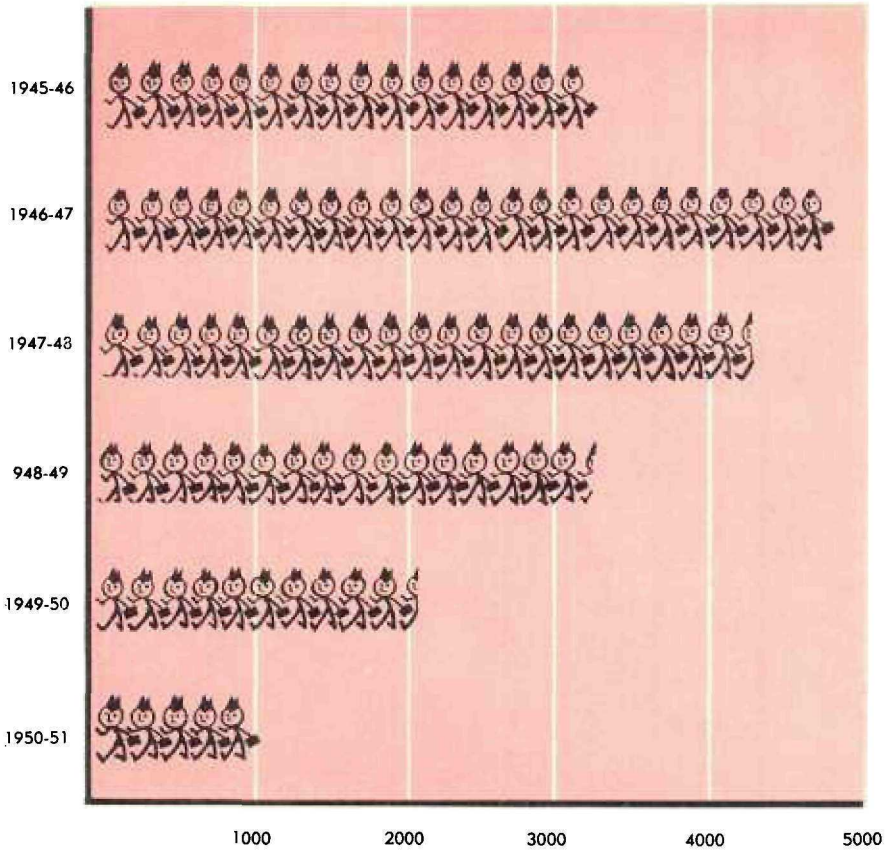
Includes freshman class, many of whom will proceed to degrees other than B.A.

ENROLMENT (WINTER SESSIONS) BY YEARS



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

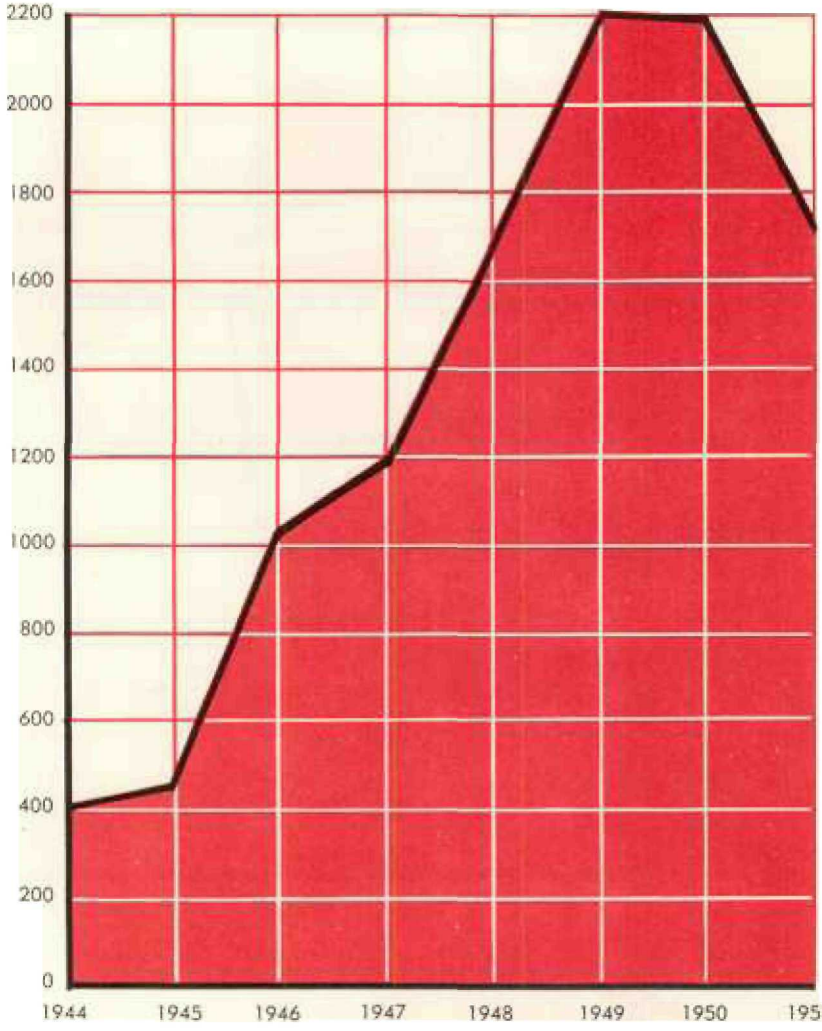
VETERAN ENROLMENT 1945-1951



200

1945-46	3200
1946-47	4796
1947-48	4339
1948-49	3230
1949-50	2084
1950-51	1000

GRADUATES BY YEARS

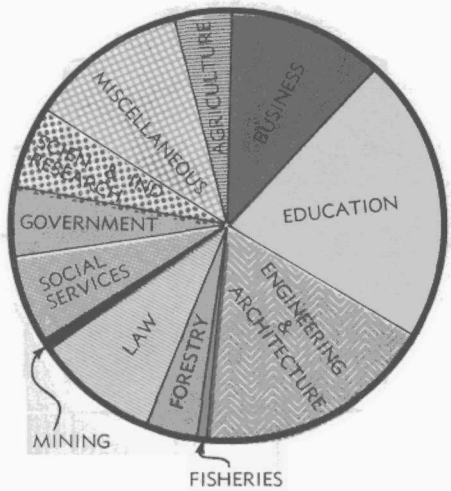


1944.	. 401
1945.	. 446
1946.	.1034
1947.	.1198
1948.	.1682
1949.	.2202
1950.	.2198
1951.	.1721

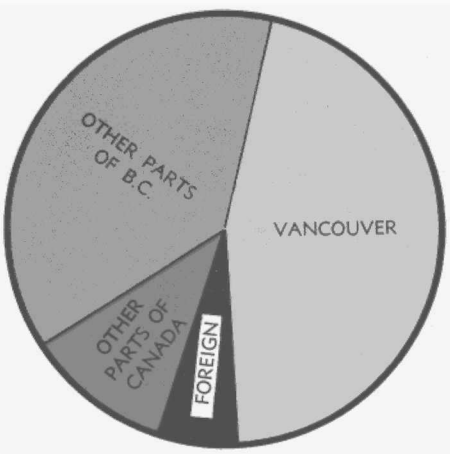
OCCUPATIONAL DISTRIBUTION OF 1951 GRADUATES

AGRICULTURE	4%
BUSINESS	12%
*EDUCATION	22%
ENGINEERING & ARCHITECTURE	18%
FISHERIES	.5%
FORESTRY	4%
LAW	9%
MINING	.5%
SOCIAL SERVICES	7%
GOVERNMENT	5%
SCIENTIFIC & INDUSTRIAL RESEARCH	6%
MISCELLANEOUS	12%

*Includes students proceeding to higher degrees in teacher training and related fields.



GEOGRAPHICAL SOURCE OF STUDENTS, 1950-51

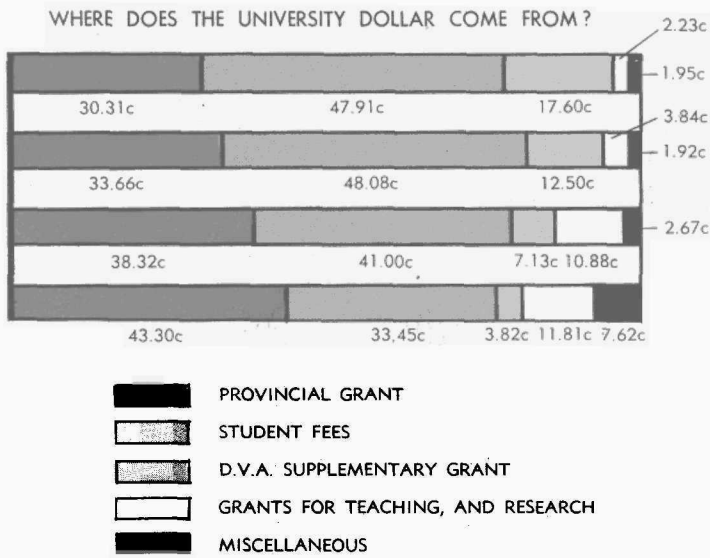


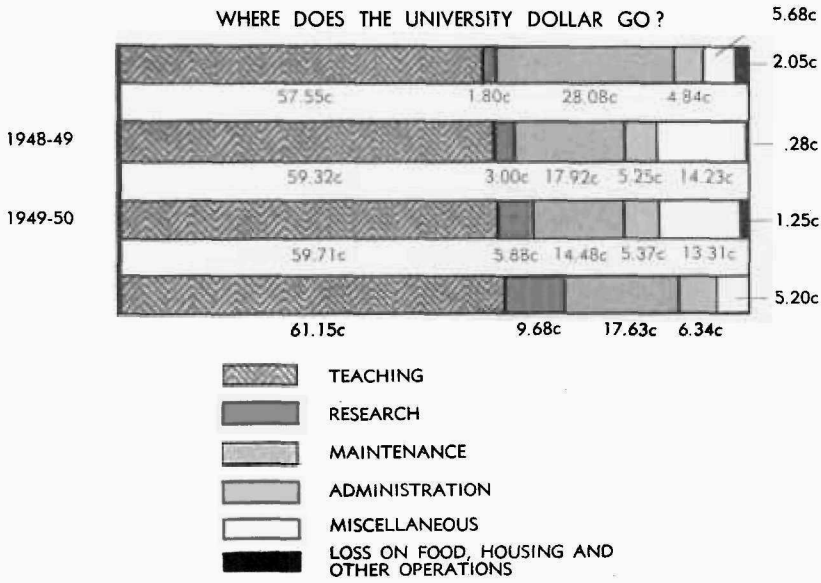
CANADA

VANCOUVER	3292
OTHER PARTS OF B.C.	2580
OTHER PARTS OF CANADA	653

FOREIGN

AFRICA	4
ASIA	11
BRITISH ISLES	22
CENTRAL AMERICA	16
EUROPE	14
NEW ZEALAND	2
SOUTH AMERICA	10
U.S.A.	44
YUKON TERRITORIES	8
UNSPECIFIED	206
TOTAL	337


WHERE DOES THE UNIVERSITY DOLLAR COME FROM?
2.23c
1.95c
30.31c
47.91c
17.60c
3.84c
1.92c
33.66c
48.08c
12.50c
2.67c
38.32c
41.00c
7.13c 10.88c
43.30c
33.45c
3.82c 11.81c 7.62c
PROVINCIAL GRANT
STUDENT FEES
D.V.A. SUPPLEMENTARY GRANT
GRANTS FOR TEACHING, AND RESEARCH
MISCELLANEOUS


WHERE DOES THE UNIVERSITY DOLLAR GO?
5.68c
2.05c
57.55c
1.80c
28.08c
4.84c
1948-49
.28c
59.32c
3.00c 17.92c 5.25c 14.23c
1949-50
1.25c
59.71c
5.88c 14.48c 5.37c 13.31c
5.20c
61.15c
9.68c
17.63c
6.34c
TEACHING
RESEARCH
MAINTENANCE
ADMINISTRATION
MISCELLANEOUS
LOSS ON FOOD, HOUSING AND OTHER OPERATIONS