The President's Report 1951-52

THE UNIVERSITY OF BRITISH COLUMBIA

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VANCOUVER, CANADA, 1953

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ERRATA

Page 30, Registration for 1951-52, line 8 reads Nursing 914. Should read Nursing 104.

THE UNIVERSITY OF BRITISH COLUMBIA
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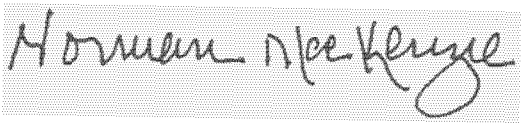
SEP 11 1953
PRESIDENT'S OFFICE

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

Ladies and Gentlemen:

It is my pleasure to transmit to you the Annual Report of the University covering the academic year 1951-52. Although the report is an abbreviated one and does not cover the mass of detail which was submitted to you at the regular Board and Senate meetings, it is my hope that it will convey to the widening circle of friends and supporters of the University something of the work we are attempting to do, of the points of view that animate the work and of the problems and tasks currently confronting us.

I should also like to take this opportunity of expressing very sincere thanks to the members of the Board and Senate for the time and trouble they take over University affairs and for the zeal they have unfailingly shown in promoting the University's well-being and development.



President's Report

For September, 1951 to August, 1952

This annual report gives me each year an opportunity to review some of the highlights of the previous year and to say a word about the continuing work of the University and the problems involved in developing that work.

The highlights contained in this report are necessarily much briefer than the full reports submitted by the heads of departments, but I am sometimes concerned because much of even a brief report is concerned with highlights and that gives a distorted impression of the work of the University as a whole.

The major part of the University's business goes on in the lecture rooms, the laboratories, the library, club rooms, in private study and in research. Behind such figures as those of our student enrolment is hidden the real story of the University's efforts, development and progress. This story has to do with the passing on to generations of students the accumulated knowledge and culture of our civilization, the attempt to instill intellectual curiosity in individual students, the attempt to provide them with the equipment necessary to earn a living and to sharpen their intellectual and refine their emotional appreciation of life, and, above all, with the development of the total individual personality.

This task makes continuing demands upon the teaching staff—demands to which they rise because they have chosen a life of teaching and because, for the most part, they enjoy

their life's work. These demands are difficult to meet, because of the numbers of students that each individual teaching member is called upon to advise, guide and stimulate. Education cannot be successfully carried out except as between person and person and at the moment we are attempting to deal with too many students in too many large groups. This situation has improved in recent years, and the ratio of staff to students is now better than it has ever been in the University's history. It is still, however, too large a ratio and makes too many demands on the individual teacher, if he is to refresh himself with private study and research. I have purposely chosen to emphasize the teaching function of the University because I believe it is the basic function and in view of all that is currently being written and said about the job of higher education today, I think it is worthwhile to assert that teaching should come first;—teaching by qualified scholars who have time for private study or active scholarship or research, whichever name people like to give it.

A great deal of what is called research should in my opinion be regarded as the normal and natural refreshment of scholarship for teaching purposes. There is of course a kind of research over and above this which is concerned with pushing back the frontiers of knowledge. Relatively few scholars, and most of them in the sciences, are involved in these pursuits. The vast majority of scholars are not deployed at the frontiers of knowledge but are concerned with re-interpreting the knowledge and values of other scholars and this work is, in my opinion, of inestimable value not only to classroom teaching but also in giving advice and guidance to the society of which the University is a part. It has become fashionable in recent years to stress the value of research as a thing almost apart from teaching.

My effort here is to re-assert its intimate relationship to the teaching function and to stress once more the value of that scholarly activity, whether or not it is called research, which is concerned with the re-interpretation of scientific, human and social values in the lecture hall and in society. If by doing this I can emphasize the basic importance of teaching and pay tribute to those members of the teaching staff who spend their days and years in sharpening, stimulating, and encouraging the student, I shall have succeeded in my chief aim. In the rest of this report I shall be concerned with the chief additional activities of the constituent elements of the University society.

The Faculties

The basic faculty in any university is the Faculty of Arts and Science. It, in a very real sense, is the core of the University and its responsibilities are two-fold. First it is responsible for the academic preparation of those students who are going to make a career out of their training in the liberal arts and sciences. In this sense it provides, so to speak, vocational training for those who make their living by virtue of their undergraduate and postgraduate scholarship in such fields as English, philosophy, economics, history, political science.

The second function this faculty performs is that of providing pre-professional education for all those who are going on to study medicine, law, engineering, etc. Because of these two functions and particularly because the faculty determines in some measure who will go out to the professional faculties, there is always a lot of discussion about both the range of courses offered and the kind of standards maintained by this faculty.

I do not intend at this time to enter into a discussion of what kind of pre-professional education should be offered

by the Faculty of Arts and Science, beyond saying that a number of the members of that faculty are following with interest the experiments in "general education" which are taking place in such centres as Harvard and Chicago. I would like, however, to comment briefly on one responsibility of the whole university which seems in danger of being relegated exclusively to this faculty and indeed of being made the specific responsibility of one department within the faculty. I refer to the general responsibility which all faculties and departments share for seeing to it that their students not only know something about the subjects they are studying but that they are also capable of expressing what they know. The complaint that university graduates cannot use their mother tongue either in writing or speech with adequate facility is too widespread to be treated lightly. And yet when this complaint is passed on to the various faculties within the University there is a tendency on their part to regard training in the use of language as the exclusive responsibility of the Department of English within the Faculty of Arts and Science. A moment's reflection should be sufficient to remind anyone that this is not so and yet the habit of mind persists. The confusion of course arises from the fact that the study of English language and literature embraces both the study of English as the language of instruction and the study of literature as a body of knowledge. Departments of English have the major responsibility for the study of English literature as a body of knowledge (though even this responsibility is shared insofar as great literature is both literature and history of literature and science) but—and this is the point I want to make—departments of English should not be held more responsible than all other departments, schools and faculties in the university for the study of English as the language of instruction. It is true that "English composition" is a required subject in

the first year of University and that it is offered by the Department of English. It may also be true that it is at this point that other departments within the University come to regard the responsibility for competence in expression as an exclusive responsibility of the Department of English. If this is so I would suggest that practice in writing should be more widely spread over all departments responsible for the instruction of first year students so that instructors in all departments might come to regard both competence in knowledge and competence in the communication of knowledge as their particular responsibility to all the students who sit under them. Departments of English have I think the special task of seeing that this point of view is understood throughout the university but they cannot take away —or carry—for a professor of engineering, or physics or psychology, the responsibility for seeing that students of engineering, or physics of psychology, are able to communicate their knowledge with facility. Until this responsibility is understood and accepted by every department, school and faculty, our universities will not be in a position to meet and answer the complaints (even though these are often exaggerated) of those who suffer from the inability of some of our graduates to communicate their special knowledge with facility.

I have thought it worthwhile to elaborate a little on this subject because it seems to me to be much misunderstood even within our universities.

An allied subject has to do with the adequacy or inadequacy of the preparation of students who are entering our universities. It is argued by many that our high schools are not equipping the students for university entrance. During the past year there has been a good deal of public controversy on this subject in Canada. I am not one to blame

high schools for being the chief cause of concern in this connection. It is, I think, true that a great many students come to university inadequately prepared. The reasons for this, however, are much more complex than most critics of the school system seem prepared to realize. The reasons stem from the total educational task we are all faced with. Canadian society has demanded that all members of society should be educated formally as far as possible. Further, they are to be educated primarily for "participant citizenship." Now these two objectives, though I share them with the vast majority of Canadians, are much more costly in money and personnel than we seem prepared to recognize,—let alone provide for.

If we want general education on the broad basis indicated and if we want education for citizenship first, and for further formal education second, then we must make further provision for vocational education, education for citizenship, and education for higher education. This would, of course, involve further outlays of money for the different types of school required and it would also involve attracting more, highly qualified, teachers to the educational system. I myself think that it is amazing that so many young men and women do at the present time respond to the call for teachers and dedicate themselves to a life of teaching, in spite of the discouragements and burdens characteristic of this profession. We are at present asking our teachers to carry too great a load of undifferentiated duties and to deal with classes which are already too large.

When some of us at the universities complain of the lack of preparation of the students who come to us from the high schools we seem unaware of the fact that the problems arising out of the total educational task involve the universities and the communities just as fully and as intimately as

they do the high schools. In short, it is time that the universities, the departments of Education, the Canadian Educational Association, the Canadian Teachers Federation and the Canadian Association of School Trustees came together to discuss their joint and several responsibilities, rather than have each of them accusing one or more of the others. The total educational job is a most difficult and complex one and it cannot be tackled effectively except by collaboration and in co-operation.

There have been, during the year under review, few new developments in our Faculties of Applied Science, Agriculture, Forestry and Pharmacy. The Faculty of Law has now settled down to a post-war enrolment of about 260 students and during the past year moved into new quarters which were officially opened by the Prime Minister, the Right Honourable Louis St. Laurent, at the beginning of the present academic term. The new Law Building is, I think, admirably designed for the Faculty's purposes and both the building and library are now adequate for all practical purposes.

The Faculty of Medicine enrolled its second class of sixty students and it is, I think, a tribute to the process of selection and to the zeal of the students that the whole of the first class completed their studies satisfactorily. I should like to take this opportunity of paying a tribute to Dean Weaver and his associates in the Faculty. The University is extremely fortunate in the very high calibre of teacher who has been attracted to this University by the opportunity of pioneering in the development of a new medical school and I think I am perfectly safe in saying that the quality of teaching staff and students in this new faculty is second to none anywhere.

Our Faculty of Graduate Studies is developing modestly, and we hope, with due regard to the maintenance of

high standards in both the M.A. and Doctoral work. Here again, the University is fortunate in having, in the person of Professor Angus, Dean of the Graduate Faculty, a person of exceptionally wide experience and exacting standards. During the past year there were 187 students enrolled for the Master's degree and 51 students for Doctoral work in certain limited fields in physics, chemistry, biology, botany, zoology and mathematics. The response on the part of students from many parts of the world to the opportunity of undertaking doctoral work at this University has been very gratifying, but we do not intend to develop this work more rapidly than our resources, either in personnel, or facilities, will permit. Nor will we develop it to the detriment of sound undergraduate instruction.

Teaching Staff

The full-time teaching staff during the past year, consisting of professors, associate professors, assistant professors, instructors and lecturers totalled 369 and the part-time staff numbered 452. Among the part-time staff are included the clinical professors and instructors in the Faculty of Medicine, field-work supervisors in social work, lecturers and honorary lecturers in law, as well as a very large number of demonstrators, assistants and research assistants, and teaching and research fellows. It is perhaps worth noting that the full-time student-staff ratio is approximately 15 to 1 and that the student-staff ratio, reckoning the part-time staff as half-time, is in the neighbourhood of 9 to 1. This ratio, as I indicated earlier, is better than it has ever been, but it is still short of the desirable for the very important functions which the faculty is expected to perform. Considerable attention has been given during the past year to the formulation of a University policy statement on the selec-

tion of staff, promotion and tenure. There is, however, a good deal of work still to be done before we find a clear-cut, adequate and yet flexible statement of policy in this connection. The principal assets of any university are the quality of the men responsible for the instruction and guidance of students, and the quality of students themselves. The University has been very fortunate in the quality of instructional staff that it has attracted to its services, but there are real problems and great problems in insuring that a proper balance and distribution between experience and youth be arrived at and that a proper balance between the various professorial grades be maintained.

It is difficult and it may not be desirable in a growing institution to have a rigid and clear-cut establishment, but it is also necessary and desirable in a young and growing institution that we should maintain a healthy balance between the various instructional age groups, and also that we should not over-commit ourselves in periods of expansion to a level of increment which it would be difficult, if not impossible, to maintain in less favourable circumstances. We are fortunate in having on the Faculty Affairs Committee, which is attempting to develop policies to meet these problems, a strong and vigorous representation of the professorial staff as well as representatives of those who bear at the present time most of the administrative responsibilities for this all-important business of staff selection, and we are hopeful that we may develop and plan a program that will serve the best interests of good scholarship at this University for many years to come.

The Student Body

But what of the students, the young men and women who compose the numerically greater part of the University community? In the year under review they totalled 5,548,

not including those who took extra-sessional classes and correspondence courses or the number who attended the 1951 summer session. Because of the large number of veterans who had graduated in the spring of 1951 there was an expected decline from the previous year's registration of 6,432, but it was still twice the registration of 1941-42 (2,537) and more than three-and-a-half times the total of 1933-34 (1,606). Although the full details of the year's registration are to be found in Appendix, certain of them are of such significance that they deserve mention here.

The ratio of women students to men decreased slightly. They numbered 1,381 as against 4,167. It would appear that the slight decline is in part accounted for by the increasing cost of a year at the University and of the diminishing possibility of young women being able to earn the requisite amount of money in their summer occupations. The distribution of women students within the University is a matter of some interest, as it would appear that the decline, such as it was, took place in the general Arts courses. There were 840 taking courses leading to a B.A. degree, but there were also large numbers of them in Home Economics (167), Nursing (102), Physical Education (39), Education (39), Social Work (50), Commerce (24), Agriculture (30), Pharmacy (28), and Graduate Studies (32). A pioneering few continued to make their way in fields which are generally regarded as masculine prerogatives; in Engineering, 1; in Architecture, 3; in Law, 17; in Medicine, 8; and in Forestry, 1.

I have listed the registration of the women students in order to illustrate the very wide range of professional and educational interest of the women students who come to us, as there continues to be some public feeling that a university education is for most women merely a social preparation

for matrimony. It is encouraging also to note among our graduates the number of women students who, even after they become involved in domestic and family cares, continue to make part-time or full-time contributions to the community out of their special skills and professional knowledge.

A word might be added here with regard to the geographical pattern of our total student body. As might well be expected, about 50 per cent of the students came from Greater Vancouver, including New Westminster. But there is scarcely a town, a village, or a hamlet in the province that was not represented at the University: Agassiz, Alberni, Bella Coola, Boston Bar, Chilliwack, Cobble Hill, through to Wells, Whonnock, Williams Lake, Wyndel, Yarrow and Youbou. The University continued, too, to draw increasing numbers from outside the provincial borders: 222 from Alberta, 111 from Saskatchewan, 98 from Ontario, 44 from the United States, 19 from Central America and the West Indies, 14 from the British Isles. Varied too are the racial, religious and social patterns. To the University came young men and women of practically every race and every creed, and from practically every type of background. But this is all as it should be, for as I have said before a university is a centre for all students without restriction to race, or creed, or nation.

They are an interesting group. A great many of them come to us with a clearly formed vocational objective. They want to be doctors, lawyers, engineers, physicists, teachers, agriculturalists, chemists, social workers, or some other of the great variety of clear-cut professional occupations. A great many of them, on the other hand, have no clear-cut vocational objective and I am often asked whether it is not a waste of time for people to attend university who don't know what they want to do. My answer invariably is that

it is certainly not a waste of time if they have intellectual curiosity and a desire to find out more about their own capabilities and their own range of interest. There are so many things that a young man or woman of seventeen or eighteen can't know about. There are so many ways of making a contribution to society and earning a living that they even have not heard about at that age, that it does not worry me at all, and I don't think should worry either the student or the parent that a youngster has not a clear-cut vocational objective, if he is intelligent, is curious, and has the capacity for hard work. Sometimes I am inclined to believe that we approach the matter of vocational interest almost in reverse. By that I mean that very frequently young boys and girls become interested in a particular profession because of romantic literature that they have read or movies they have seen about that profession. There has been, for example, a great deal of very good and very attractive literature written about scientific occupations, and perhaps in particular about medical science, with the result that a number of young people develop a fixed purpose to enter this or that particular profession before they have discovered enough about alternative occupations and enough about themselves and their own capacities and fields of interest. I have seen too many young men and women come to the University with the fixed idea of becoming a doctor, a lawyer or an engineer, and I have seen them struggle to qualify for entrance to these professions and I have seen them defeated—not because of any lack of ability, but simply because they did not know enough about where their real interest lay, and did not spend a year or two in exploring their own potentialities in terms of the University's subject offerings. Instead of becoming second class doctors, lawyers or engineers, they might well have the capacities and range of interest to become first class research chemists, teachers, biologists, or social workers.

Because of this, it often seems to me that even when a student has a clear-cut vocational objective, he should spend the first year or so checking his own idea of what he wants to be against the record of his achievement in the subjects he studies and should remain willing to change his vocational end to conform with the subjects he finds of most interest and in which his record indicates a marked aptitude. That is to say, I am inclined to believe the most important thing a young man or woman can do in his education is to find out first what he can do well and what he finds satisfaction in doing—and then look around to discover what profession or occupation opens out in his field of interest. The interest and satisfaction comes first; the vocational objective second to this.

If young men and women therefore are interested in coming to university simply because they want to know more and are curious, that in itself should constitute a good and sufficient reason. It may take them a few years to find their own particular niche and their own particular means of fulfillment, but history is full of examples of people of great capacity who have not found exactly what they wanted to do throughout their university course and even for some years after they graduate. In these cases their promise can be checked by their devotion to and interest in what they are doing—by their sense of direction, so to speak, rather than by their final goal.

Counselling and Placement

To meet this situation the University some years ago established a student counselling and placement service. This Department now offers to all students, on a voluntary basis, various vocational, educational, and intelligence tests, which help the individual student to gain insight into his

own academic and vocational problems; it arranges for counselling for those students who fail to make adequate grades on their Christmas examinations; it serves as an employment agency for students seeking jobs during the Christmas and summer vacations; it helps place students in permanent employment on graduation; and it acts as a recruiting centre for the non-academic members of staff. Some of the statistics for the past year indicate the extent of the work being done. For example, representatives from seventy-one Canadian and American firms visited the campus and in the Department's offices interviewed 1074 students who were graduating. The great majority of these students are now placed in industry throughout the province and the country at large. The Department also arranged summer placements for 1091 students; helped 587 get Christmas employment; and placed 720 in part time jobs during the year. It also continued the counselling of 423 veterans; gave counselling tests to 350 freshmen; and interviewed all students in first year Arts and Science who had failed in their Christmas examinations. I hope to see the work of this Department strengthened and developed because I believe that expert guidance and counselling can diminish the currently too high percentage of academic failure, caused by an uninformed application of talents and energy. It is not, of course, to be hoped or desired that tests should replace motivation or that students will not in some cases have to learn by trial and error.

Library, Museums and the Fine Arts

The University Library and its Museums are closely integrated with the entire program of study and research. Last year in my annual report I devoted considerable space to the special problems of the Library. I am glad to say that

under the wise and vigorous guidance of the new librarian, Mr. Neal Harlow, many of the problems I then mentioned have been lessened or have disappeared. The problem of really adequate financing remains, especially for those departments that are expanding their undergraduate and postgraduate programs. But with the aid of time and generous benefactors even this problem may diminish, though I do not expect it to disappear.

The various museums have also continued their programs of continued expansion and community contribution. A great number of rare acquisitions marked the year for the Museum of Anthropology as perhaps the most notable in its history. With the addition of a number of items from the Southern Kwakiutl area the Museum has now one of the greatest Kwakiutl collections in the world. These additions were made possible through the generosity of Dr. H. R. MacMillan, to whom the University is deeply indebted for this, as well as for many other acts of kindness. Other noteworthy collections were given by Mr. F. L. Beecher and Mrs. M. G. Fyfe Smith, bringing to a total of over a thousand the items added during the year. I should like, too, to stress the ever-increasing role of the Museum as a teaching centre and as an extra-mural agent for the University. It provided teaching and research materials for students in anthropology; it was a centre of interest for many students in other departments; it was visited by an increasing number of the interested public; it arranged for talks to about twenty groups from the city's primary and secondary schools; and it sent loan collections to special exhibitions at the Vancouver Art School, the Portland Art Museum, the Seattle Art Museum, and the Taylor Art Museum, Colorado Springs. And finally its display cases continue to have a freshness and originality that mark the Museum as one of the most attrac-

tive, as well as one of the most important cultural centres in the Province.

The Herbarium, and the Geological and Geographical Museum also had good years. The Herbarium reports acquisitions for the year totalling 2,634 specimens, some by exchange, some by donations, but the greater part by departmental collectors. The Geological and Geographical Museum commenced a project of redecoration, re-lighting, and rearrangement.

The informal aspects of a university education should not be overlooked. The noon hour lectures, the debates and parliamentary forums, the club activities, the presentations of the Musical Society and of the Players' Club all contribute to the development of the average undergraduate. The Fine Arts Committee (consisting of students and faculty representatives, as well as representatives from the University Chapter of the I.O.D.E. and the friends of the University) and the Special Events Committee have done much to present informal programs of fine arts. Under the guidance of the Student Body the Fine Arts Committee, at the University Gallery, presented a continuous program of over twenty exhibitions, including the notable Massey Collection of English Paintings, which was seen by some ten thousand people during University Week. The Committee also presented Dr. Ernest Mundt, the Director of the California School of Fine Arts, in a noon hour lecture, followed by four seminars; it brought the well known Welsh poet, Dylan Thomas, to the campus for a noon hour reading of poetry; it organized five very successful noon-hour panels on the Massey Report; and presented a noon hour series of recitals by Professor and Mrs. Harry Adaskin. I should like to thank all those who have contributed to the success of these programs, and I should like to mention especially the members

of the University Chapter of the I.O.D.E., who have done so much over the past few years in creating and supporting the work of this committee on the campus. It is significant that at the end of the year Professor Binning was given a generous grant by the Carnegie Foundation to make a study of fine arts programs and educational methods in the United States, in Great Britain, and in Europe. Our present fine arts program, though it has grown very considerably in the past few years, is still not too well defined. I should like to see it clarified; and adequately supported financially and I should like to see it continue to grow. A society that has no appreciation of the beauties that are to be found in painting, sculpture, music, drama and the crafts is likely to be an arid, an unpleasant, and an unhealthy society.

Research

As I indicated at the outset, there seems to me to be a good deal of confusion about what actually constitutes research. The word in recent years has come to be associated with the type of activity that is normally carried on almost exclusively in the various departments of science. That is to say, the word "research" has come to be appropriated, in large measure, by the accumulators of new knowledge and it has also come to be measured to some extent, unfortunately, by the publication of papers. Now for most of this activity I have the highest of admiration. I think it is important and I am glad that this University has been able to develop increasingly in this direction.

But there is another kind of research, or as I prefer to say, "active scholarship," which is concerned with the sorting and sifting and re-interpretation of old ideas: philosophic, scientific, social and humane, which may or may not be published, but which is of the very essence of good

scholarship and which is also most important to the stimulation and awakening of the student mind. I think that we are inclined to make too much of the need for publication in both the fields to which I have referred. I sometimes feel that publication should be a by-product of good teaching, rather than that good teaching should be sacrificed in even slight degree in the interest of scholarly publication. The results of research can gain currency through the classroom and through the public lecture quite as easily, and sometimes more effectively, than through the pages of a learned journal. I hope that what I am attempting to say will not be misunderstood. I am not depreciating the active scholarship of those who are engaged at the frontiers of new knowledge. I am concerned rather to re-stress the value of the activities of those who are more concerned with re-assessment and re-interpretation in the classroom and in the public lecture and whose efforts are sometimes underappreciated at the present time.

I wish I could report that our University were one of the great research centres of our time. This I cannot do, but I am pleased to report that it is becoming one of Canada's really important centres of active scholarship in the humanities and social sciences, no less than in the various fields of science, and I hope to see it develop in my own time into an institution known equally for the profundity of the cultural insights of its scholars, as well as for the development of new areas of knowledge. I believe that the kind of activity I have been talking about provides a great stimulus to students and members of the Faculty alike—a stimulus that will lead undergraduates into continuing graduate or private study, and will constantly keep the scholar aware of the changes that are taking place within the realms of knowledge. But I also believe that it is through

this kind of active scholarship that the University can make one of its most important contributions to all the communities of which it is a part—the local, national and international.

I have already mentioned the increase in graduate enrolment that has taken place. I should like to draw attention to some typical research projects—picked at random—to indicate the variety, and significance of our present program. The Department of Anatomy, for example, is carrying on research in the still unsolved areas of hypertension, arterioslerosis, and cancer. In Biochemistry, studies were made of the biochemical changes in tumor bearing animals and on the antibiotic and normal control of tubercle bacillus. In Biology and Botany investigations are being made regarding such diverse subjects as the culture and conservation of marine algae; the effects of nicotine and caffein in experimental hypertension; the effects of 2,4-D on enzymatic activity of marquis wheat; the diseases of western hemlock and red alder; the enzymes in cancer; the ecology of the forests of the Pacific Northwest and the plant sociology of the forests of British Columbia. The Department of Economics, Political Science, Anthropology and Sociology took an extremely active part in the Doukhobor Research Program. Members of the same Department also made important contributions through archeological and anthropological surveys, and through studies on family relationships, and on civic governments and financial structures. In Zoology, various staff members ranged far and wide to make oceanographic studies, to report on the fish found in the San Juan Island area, to analyze the nutrition and growth of coast deer, to study the physiology of young salmon, to appraise the bark-beetle problem and its effect on the Douglas fir in the Quesnel area, to check, once again,

on the feeding habits of B.C. trout, and to study the regeneration of vegetation in a burned over area near Kamloops. In Horticulture many diverse studies were made—for example the effectiveness of sawdust mulching of strawberries, and the effects of calcium cyanamid as a weedicide and a fertilizing material; and in Animal Husbandry important investigations were instituted into certain aspects of the breeding and feeding of beef cattle, the commercial production of bacon hogs on Vancouver Island, and in certain nutritional problems in the breeding of mink.

If I had the space I should like to draw further samples from many other departments—from Physics, Chemistry, Mining and Metallurgy, Forestry and Geology. This I cannot do but I should like to point out that the current research program has grown in extent and range with the decline in veteran enrolment and to repeat the hope that a better ratio of staff to students will further quicken the variety of scholarly studies within the University.

Research is an extremely expensive activity, and I should like to express my thanks to all who have contributed financially towards it. Large sums of money have been received from the National Research Council and from the Defence Research Board, as well as from other federal and provincial agencies, from private industry, and from individuals. Grants also from the Rockefeller and Carnegie Foundations aided immeasurably in the expansion of research activities in certain areas of study, especially Slavonics, Anthropolgy, History, and the Fine Arts. Without such grants-in-aid, and gifts, our research program could not have gone ahead as it has in recent years.

Summer Session

The thirty-third Summer Session of the University was held from 2nd of July to 19th of August. The total registration was 974, slightly less than the two previous sessions, markedly less than the registration for 1947, which totalled 1834. It is apparent from these figures that the inflated enrollment of the post-war years has disappeared and that a certain degree of stabilization has been attained. A wide variety of courses was offered by a total of fifty-eight instructors, twenty-two of whom were visitors, one from England, eight from the United States, and thirteen from other parts of Canada.

During the same period the Department of University Extension carried on its usual lively program in the Theatre, the Fine Arts and in handicrafts, which was, as usual, well supported by enrollments. This University offers great opportunities for the further development of our summer session activities, whether they are for university credit or for personal satisfaction. With our situation, our climate and with the cultural assets of Vancouver at our door, we have great opportunities to develop a most rewarding series of summer courses in all the cultural fields. At the moment, we are only on the threshold of what can be developed, but I look to a great increase in our activities during the summer months over the next few years.

Student Activities

I have already touched on certain student activities in conjunction with the Fine Arts Committee, but I should like to stress again the great values students receive through club activities and through the administration of the Alma Mater Society in all its branches. I cannot review these in detail, and those who are interested can find a good sum-

mary in the annual issue of the student publication the *Totem*. I must say, however, that I am especially glad to see the continued vigour of those organizations that are interested in world affairs—the United Nations Club, the International Students Club, the International Students Service, the International House Committee, and the Parliamentary Forum. Through organizations of this kind many students are being brought into fairly direct contact with at least some of those problems that are troubling the modern world and are thus gaining the beginnings of the knowledge and perhaps the wisdom needed in an approach to world affairs. The modern university should be the breeding ground of statesmen as well as of atomic scientists.

During the year the three armed services—the UNTD, the COTC, and the University Reserve Squadron of the Air Force—continued their programs of recruitment and instruction. The three services all offer excellent opportunities to students who wish military training; and I should like to congratulate all of the officers of the three units not only on the efficiency of their training programs but also on the care with which they made their selection of candidates, and the healthy impact they have had on campus life. Their way has not always been an easy one. The powerful attraction of well paid summer employment has at times made recruiting difficult, and at times, also the services have suffered from the uninformed and illogical attitudes of our country in peacetime—if indeed we are at peace. There are always those who fail to realize that the tensions of our world demand a vigilant and a miltarily well trained cadre of citizens if our way of life is to be made secure.

Obituaries

I record with sorrow the deaths of the following members of staff during the year:

Dr. Maxwell Cameron, Professor and Director of the School of Education, died on 29 September, 1951, after a long illness. He had served the University for twelve years, and had brought honour and credit to the institution and to himself through his work as a teacher, administrator and as the author of the "Cameron Report."

Dean Esli Longworth Woods, Professor and the first Dean of the Faculty of Pharmacy, died suddenly on 31 December, 1951. He had been with the University since 1946, and during the trying post-war years had done much to bring the Faculty to the enviable position that it holds today.

Dr. John Douglas Grant, Assistant Professor in the Department of English, died after a very brief illness on 25 December, 1951. He, too, had been with the University since 1946 and in that brief period had gained a fine reputation as teacher, scholar, and colleague.

Mr. John R. Evans, demonstrator in the Department of Civil Engineering, died on 12 April, 1952, after five years of unstinted and beneficial service on the University staff.

Dr. Harry Ashton, former Professor and Head of the Department of French, died on 12 July, 1952. A distinguished scholar and noted teacher, he had been the French Department's first Head, from 1915 to 1933, and after thirteen years of teaching at Cambridge University had returned to this University to help in the critical post-war years from 1946 to 1948, when he retired.

Dr. John Morton Ewing, the Principal of Victoria College, died on 28 February, 1952. An admired administrator and a much loved teacher, he had worked closely with the University for many years in the cause of advancing higher education in the province.

Further Developments

I cannot conclude this report without mentioning some of the special problems which must be solved if the University is to develop as it should. These include the need for more buildings, the expansion of the present number of faculties and departments, and the need for a re-examination of the University position relative to the school system of the province; the need, too, to take a new and a thorough look at our own curriculum to see if the courses and programs that we are offering are the very best that can be offered in our present society.

For the casual visitor to our campus the strongest impression that he probably receives, apart from our magnificent setting, is perhaps the long rows of war time huts on the East and West Malls. These huts are still necessary, but they are costly to maintain and they constitute an ever-present fire hazard to the whole University. It is true that in the past few years we have had a declining university population, and that we have made notable advances in our building program. But we have also increased our faculties and have added numerous courses to our curriculum. The semi-permanent buildings, such as the Arts Building, the Agricultural Building, and the Geology and Forestry Building, are also aging. They are now all over a quarter of a century old and they were not built to last much longer. It is quite evident, therefore, that we need at the earliest possible moment new buildings for the Faculty of Arts, the Medical Sciences and for Commerce and Education, and more permanent residences for men and women. At present much of the medical work, both teaching and research, is being carried on in huts, and it is a poor risk to house valuable equipment and books and research notes in highly inflammable quarters. I am most interested, too, in seeing perman-

ent dormitories built for at least the majority of those students who come from out of town. The new women's dormitories, excellent as they are, can accommodate only one hundred and fifty girls, a small percentage of the total; and Fort Camp and Acadia Camp, valuable though they have been, and are, as temporary residences, have only the permanence of tar paper and wooden frames. They are currently used to capacity and their destruction or disintegration will constitute a tragic loss if permanent replacements can not be made.

Though we have added a large number of faculties, schools, and departments in the last seven or eight years, there seems to be a serious need for a Faculty of Dentistry in the Province and we have already started to study the financial, staffing, and building problems that must be solved before this Faculty can be established.

Apart from these problems, we will be faced very soon with the problem of a rising university population, for we shall soon begin to feel the effects of the greatly increased birth rate of the early forties, and of the sharp rise in the Province's population that has taken place in the past dozen years. In the next decades the resignation at the University will mount sharply. This we must plan for; if we do, I am sure that we shall be able to admit all qualified matriculants who may seek entrance in the years ahead.

Finally, I feel that in our own programs we need to be constantly aware of changing needs and of the possibility of growing deficiencies and weaknesses. We have developed extremely rapidly as an institution and undoubtedly we do not always achieve perfection. Under the demands of modern business, industry, and the professions, too many students seek specialization too early; too many students consequently fail to get from their university education that

breadth and depth of knowledge and understanding which should mark the university man or woman. Without a carefully planned program, which co-ordinates essential knowledge, the humanist and the scientist have all too little understanding of each other, and the narrow specialist does not understand the world in which he lives. I know that many of the staff are aware of this and allied problems and I hope that their pooled efforts will result in a continuing development and broadening of our own educational ideals and principles.

Prizes, Scholarships, Bursaries, Loans

The University is grateful to many organizations, firms, and private individuals for providing funds for scholarships, prizes, bursaries and loans. Most of those who have established awards in past years are continuing to make annual donations and each year brings a number of new awards. Since a list of these donations is published twice a year and is distributed at our spring and fall congregations, it is not possible to enumerate them all here. I should like to mention, however, the generous gift of Mrs. Carl J. Culter and her sons, Mr. Richard H. and Mr. Lawrence B. Culter, of Vancouver, who donated the sum of $25,000 during the year under review to set up a revolving loan fund.

It is estimated that in the course of a year assistance to students from funds administered by the University, from Dominion-Provincial Student Aid, and from organizations closely related to the University, amounts at the present time to about $270,000 and is shared by some 1,100 students. Nevertheless, the University finds itself unable to take care of many good students who deserve to attend and cannot find the money to do so. In particular, many more entrance scholarships, such as those set up by the Chris Spencer

Foundation and the Alumni are required. There is also a special need for more numerous and larger scholarships in the graduate field, not only to permit our students to study here, but to continue their work elsewhere. It is hoped, however, that if and when donations are made, conditions imposed on the gifts will not be so restrictive as to fields of study that those responsible for considering applications will find it necessary, as so often is the case at the present time, to pass by the outstanding student because no funds are available in his field.

I should like to record the University's thanks and congratulations to Dean Walter Gage and his committee for their unremitting efforts to collect and make available to students increasing amounts of badly needed assistance.

Summary of Revenues and Expenditures
April 1, 1951 to March 31, 1952

Revenues

	TOTAL	%
Provincial Government	$1,969,500.00	42.78
Dominion Government Supplementary Grant	549,610.75	11.94
Student Fees	1,339,742.55	29.11
Grants for Teaching and Research	635,047.45	13.79
Miscellaneous	109,810.28	2.38
	$4,603,711.03	100.00

Expenditures

	SALARIES AND WAGES	SUPPLIES AND OPERATING EXPENSES	TOTAL	%
Teaching Cost (including Library)	$2,414,951.89	$ 486,781.17	$2,901,733.06	63.03
Research	205,986.01	285,181.47	491,167.48	10.67
Maintenance	339,169.45	346,833.71	686,003.16	14.90
Administration	202,671.10	50,600.66	253,271.76	5.50
Miscellaneous	3,463.49	268,072.08	271,535.57	5.90
	$3,166,241.94	$1,437,469.09	$4,603,711.03	

APPENDIX

Registration for 1951 52

Enrolment (Winter Sessions) by Years

Veteran Enrolment 1945 1952

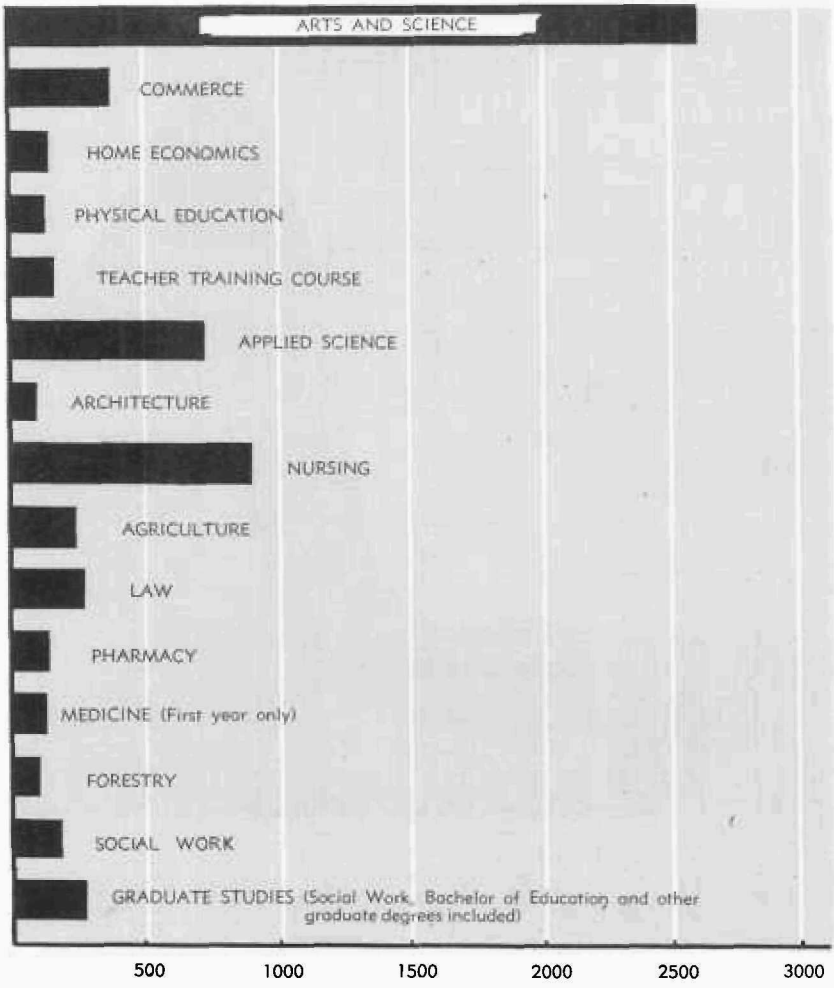
Graduates by Years

Geographical Source of Students,

Where Does the University Dollar Come From

Where Does the University Dollar Go

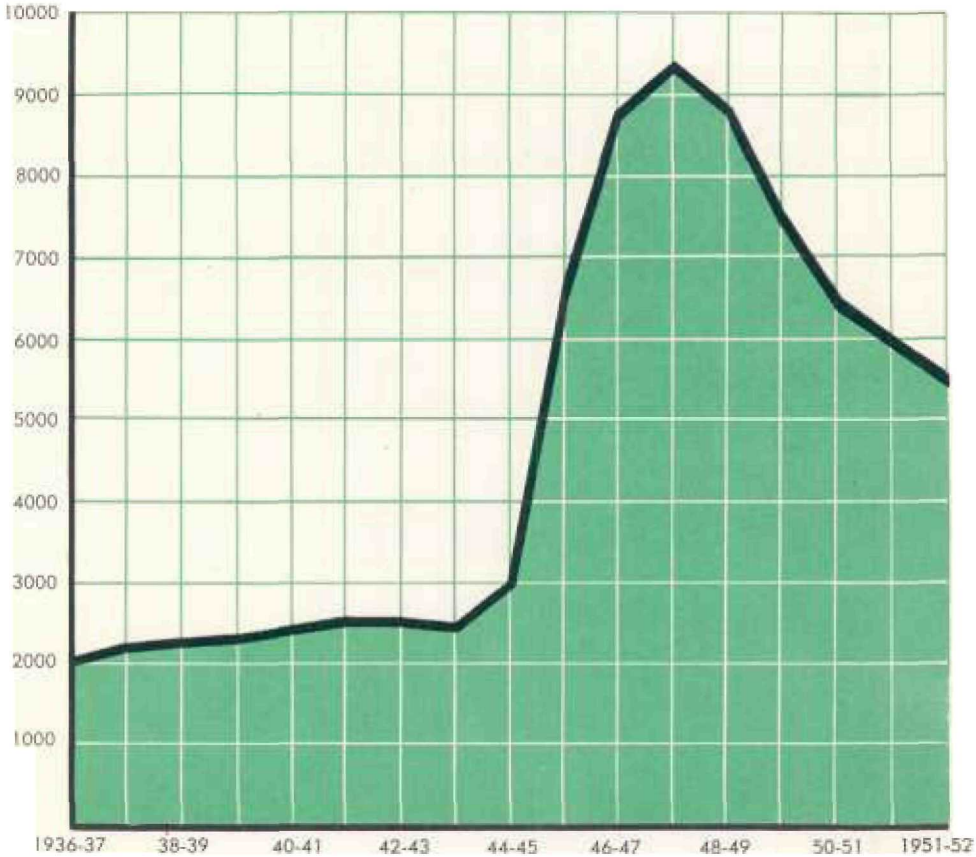
REGISTRATION FOR 1951 - 52



Arts and Science	2595	Agriculture	235
Commerce	362	Law	264
Home Economics	167	Pharmacy	135
Physical Education	137	Medicine	120
Teacher Training	146	Forestry	85
Applied Science	725	Social Work	117
Architecture	87	Graduate Studies	271
Nursing	914		

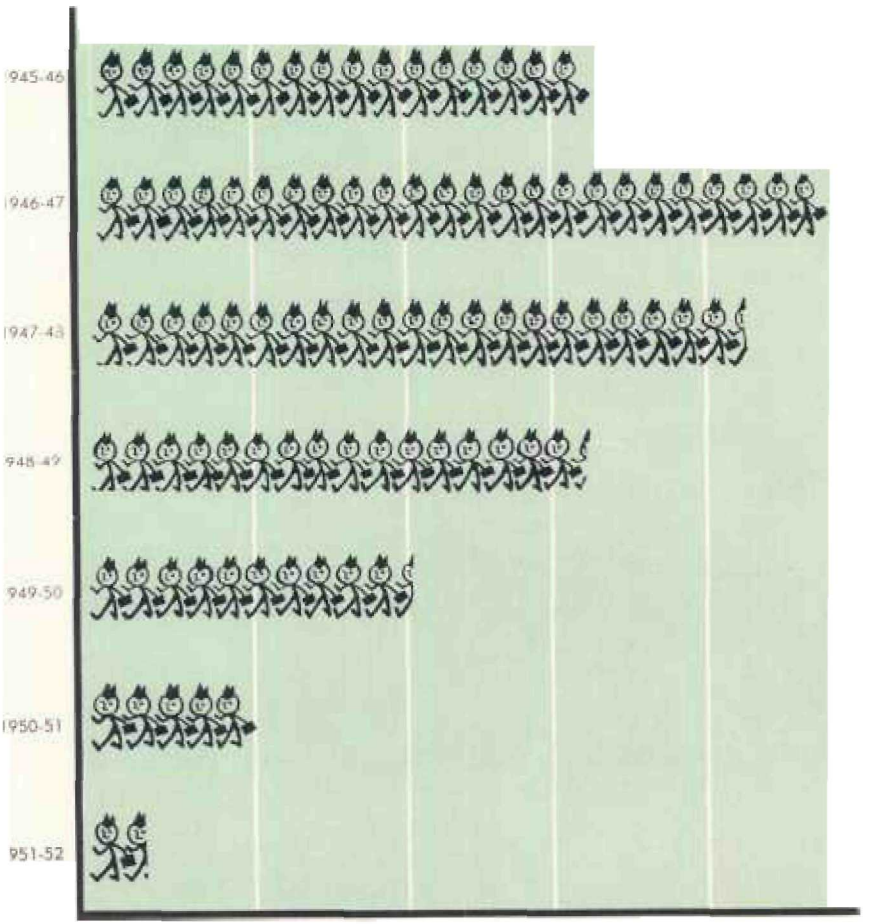
*Includes freshman class, many of whom will proceed to degrees other than B.A.

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
1951-52.	.5548

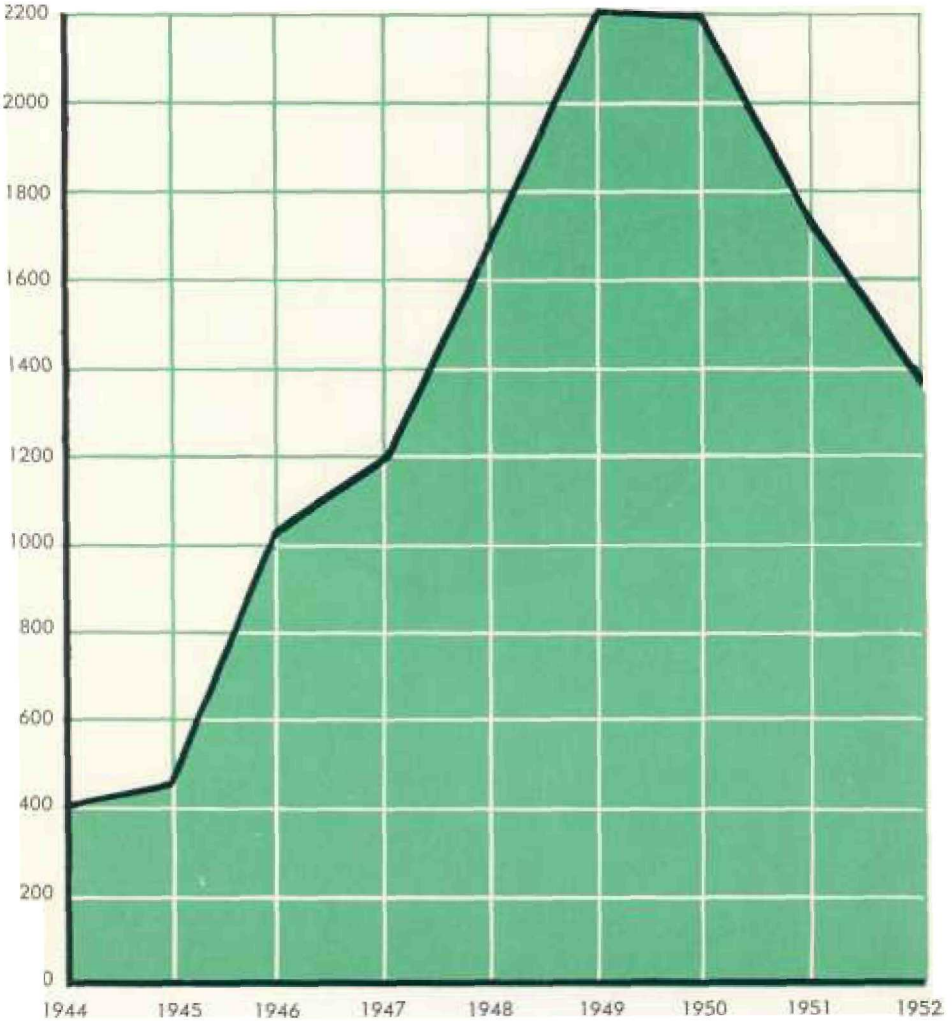
VETERAN ENROLMENT 1945-1951



200

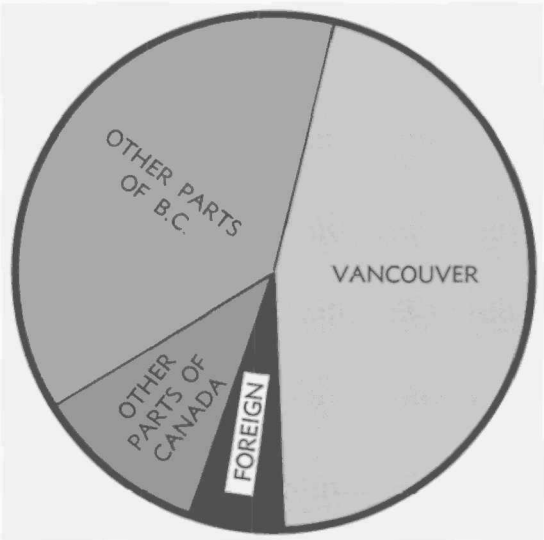
1945-46	3200
1946-47	4796
1947-48	4339
1948-49	3230
1949-50	2084
1950-51	1000

GRADUATES BY YEARS



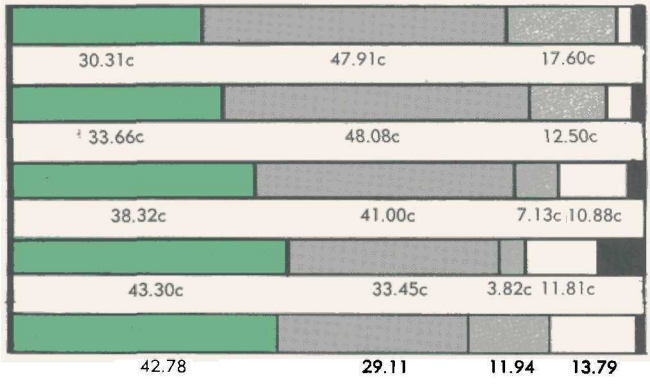
1944.	. 401
1945.	. 446
1946.	.1034
1947.	.1198
1948.	.1682
1949.	.2202
1950.	.2198
1951.	.1721
1952.	.1368

GEOGRAPHICAL SOURCE OF STUDENTS 1951-52



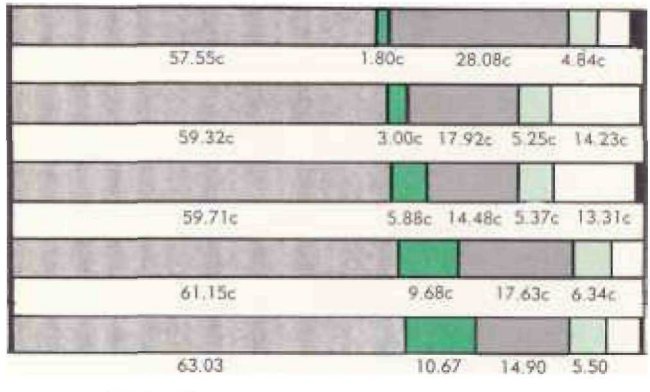
CANADA	
VANCOUVER	3127
OTHER PARTS OF B.C.	1716
OTHER PARTS OF CANADA	528
FOREIGN	
AFRICA	6
ASIA	18
BRITISH ISLES	14
CENTRAL AMERICA, WEST INDIES	19
EUROPE	20
NEW ZEALAND, AUSTRALIA	4
SOUTH AMERICA	9
UNITED STATES OF AMERICA	44
UNSPECIFIED	43
TOTAL	**5548**

WHERE DOES THE UNIVERSITY DOLLAR COME FROM?



PROVINCIAL GRANT
STUDENT FEES
D.V.A. SUPPLEMENTARY GRANT
GRANTS FOR TEACHING, AND RESEARCH
MISCELLANEOUS

WHERE DOES THE UNIVERSITY DOLLAR GO?



TEACHING
RESEARCH
MAINTENANCE
ADMINISTRATION
MISCELLANEOUS
LOSS ON FOOD, HOUSING AND OTHER OPERATIONS