

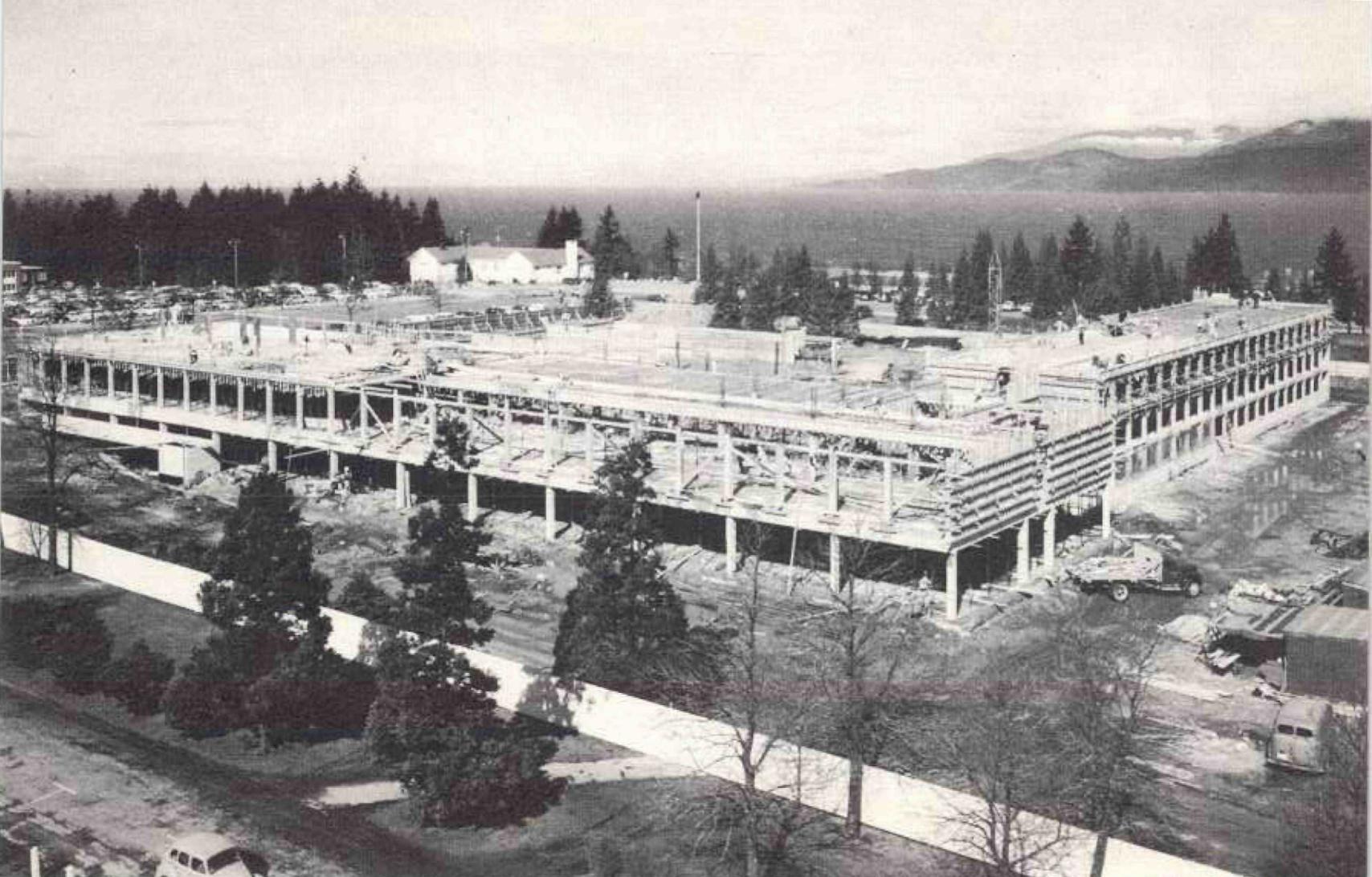
THE
PRESIDENT'S REPORT
1956-1957



THE UNIVERSITY OF BRITISH COLUMBIA

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1956 – 1957**

THE UNIVERSITY OF BRITISH COLUMBIA
VANCOUVER, CANADA
1958

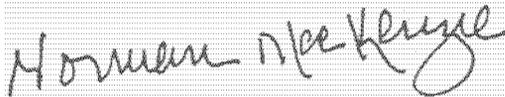


TO THE BOARD OF GOVERNORS AND SENATE OF
THE UNIVERSITY OF BRITISH COLUMBIA

Ladies and Gentlemen,

TWO EVENTS MADE 1957 a most important year for Canadian universities. The Federal Government passed legislation creating and endowing the Canada Council, thereby recognizing responsibilities in higher education and in the arts, the humanities and the social sciences. And the Soviet Union launched the earth satellite Sputnik. Inevitably both events will influence our universities. The first, in my opinion, can do nothing but good. Hasty conclusions about the second, however, could do us serious harm. I have thought it worthwhile, therefore, in this annual report to consider some of the implications of Sputnik for Canadian education.

I should like to report my satisfaction with the way all faculties are developing and record my appreciation of the work of the staff. We have many reasons to be proud of their contributions to knowledge, their teaching, and their devotion and loyalty. Expansion inevitably brings problems, and for us it has frequently involved additional responsibilities and some personal sacrifice.

A handwritten signature in cursive script, reading "Norman MacKenzie". The signature is written in dark ink on a light-colored, textured background.

President

President's Report

September 1956 to August 1957

Education in a Satellite World

IN RECENT YEARS we have seen a welcome interest in education and in the problems facing schools and universities. The public is beginning to realize that the tremendous increase in the number of children is bringing innumerable difficulties to educators. Public interest has been revealed by numerous articles in the press, by discussions in Parent-Teacher Associations and on radio and television, and by the controversy over such books as *So Little for the Mind*. The Soviet achievement in launching earth satellites has aroused still more interest in education and has given an unprecedented hearing to those who felt that something was wrong with our system of education. We have been inundated with information about Soviet education and with suggestions as to what we should do with our schools and universities. The first reaction to Sputnik was that we should make drastic changes in our educational system, and it is with that reaction in mind that I should like to consider the implications of Sputnik for our schools and universities.

First, let us grasp that the Soviet successes in science and technology do not come *solely* from the Russian educational system. In large part they are the result of a government which has directed a substantial part of the country's economy—materials and manpower—into education and into scientific research and development. The magnificent indexing, abstracting and translation facilities in Russian, for example, are services which our governments, or our industries, could have set up, quite independent of our educational system. Secondly, it should be made clear that there is no necessity for an unconsidered abandonment of our own system and its values. The Soviet Union is not yet ahead of the West in all branches of science. Undoubtedly, how-

ever, it will overtake us soon unless we rediscover the respect for knowledge that we once had, and unless we put considerably more money into education than we do now.

Having made those two points, I may say that I heartily agree with all those who have interpreted the Russian successes as meaning that we must give more of our young people a more thorough education than we have been doing. I have been dismayed, however, by much of the reaction to Sputnik. Some of it reveals much more about our society than it does about the means by which the Russians achieved their technological advances. The air of surprise, bewilderment—even resentment against our own scientists—in some comments, shows only too clearly what has been the attitude of large sections of our society to our own scholars. There was no excuse whatsoever for any so-called educated man to be surprised at the Soviet achievement. Our own scientists and industrialists had repeatedly warned us of the rapid advance of Soviet science and of the speed with which Soviet scientists were overtaking us. In 1956 the Soviet Union had announced that it was launching a satellite for the International Geophysical Year; our journals had reported the announcement, and our scientists had taken it seriously. If anyone was surprised, he reveals a lack of knowledge of, and respect for, our own scholars. If we do not start listening to our scholars, we can look forward to a succession of “surprises” from the Soviet Union. And if we do not act on the warnings of those scholars—and action will cost money—we shall richly deserve whatever “surprises” we suffer.

I was even more dismayed by the reaction, only too common in academic circles, that took the form of an attempt to find a scapegoat for our weaknesses, that attempted to blame all the failings of our educational system on teacher training institutions. Democratic societies get the schools, teachers, and systems of education they want and deserve. We have for years underpaid, undertrained, and overworked our teachers. Teachers who were “too well-qualified” found it difficult to get jobs because school-boards, backed by the public, did not want to pay the extra salary deserved by extra training. The public, for example, agreed to one year teacher training programmes with much less protest

than the educators. It is undoubtedly true that the teaching profession in recent years has not attracted enough of our best students, but the reason is to be found primarily in our society. We did not show that we wanted the best students as teachers—show them by paying them well and by providing them with the teaching conditions in which they could be effective. If anyone is responsible for our failure to keep up with the Russians in education, it is the public and the various levels of government. If we must blame someone, let us be sure that we put the blame where it belongs. If we do not, we shall not take the right measures to correct our deficiencies. We could “reform” our teacher training courses, our school curricula, and our philosophy of education as many times as we liked, but without a change of attitude towards education on the part of the public, we should be wasting our time. The deficiencies—and the virtues—of our schools, teachers, and universities are those of our society. If we want to change education, we must change ourselves. Finally, before I leave the subject of teacher training, may I again remind everyone that in this University the students in the Faculty and College of Education receive their academic courses from other faculties in the University, primarily from the Faculty of Arts and Science. If they have not mastered the subject matter they are supposed to teach, the academic faculty must at least share the blame. Unfortunately many schools employ people as teachers of English, for example, who were not trained in English at the University, but that is the fault of the public. I do not imply that the College of Education is perfect. No one is more aware of its deficiencies than its own faculty, but I am tired of hearing educationalists made the scapegoats for all the sins of our world.

One other major kind of reaction to Sputnik merits comment. A number of people have tried to use the Russian success as a stick to beat old and worn out drums. We have been told that as a result of Sputnik our children should start school earlier, should receive corporal punishment, or should specialize earlier. We have heard that we must cut out such “frill” courses as painting, music, handicrafts, and hygiene and personal development. We have been exhorted to give up co-education, to revive the nineteenth century “classical” education, and to reduce the pro-

portion of our students who go to high school and university. It may be that one or more of these panaceas would work, though I doubt it, but let no one attempt to impose them on us by appealing to the example of the Soviet Union. Even were it expedient for us to follow its example, that example would not lead us to any of the above "remedies". According to a recent study of Russian education published by the U.S. Department of Health, Education, and Welfare,* Russian children start school a year later than ours (two years later than children in Britain); they do not receive corporal punishment, and they specialize later than our children. They spend a considerable portion of their time on some of the so-called frill courses, and their schools are co-educational. And they have more students, proportionately, in institutions of higher education than we do. We must not let ourselves be stampeded into hasty "reforms" or returns to past practice by those who are emotionally reluctant to live in the twentieth century.

What, then, is the truth about Soviet education? And what should we learn from it? It is generally agreed that the Russian High School graduate knows more mathematics, physics, chemistry, biology, more about the literature, history and culture of his own society, and far more of foreign languages than does a graduate of our high schools. Moreover, he will know more about more subjects since he is expected to carry all subjects through high school and not begin to specialize till university. The reasons for this superiority are not in any way mysterious. On the contrary, they are so brutally simple that I can only explain anyone's failure to grasp them by assuming that he does not want to grasp them, that he will not face their implications. Essentially the Russian system differs from ours in four ways:

- (1) Soviet Russia has put a far greater proportion of its economy into education than we have.
- (2) In the Soviet Union success in education is rewarded very well.

* *Education In The USSR*, U.S. Department of Health, Education, and Welfare, Division of International Education, Bulletin 1957, No. 14. Unless otherwise specified, all of my factual information about Soviet education is derived from this comprehensive and reliable report.

- (3) Education is respected throughout Soviet society.
- (4) The Soviet attitude, or at least policy, toward hard work differs from our own.

It is as simple as that. If we look for the immediate causes of the difference between Russian students and our own, we find them in teacher-pupil ratios, in the number of hours teachers are expected to teach, and in the amount of hard work that the students are expected to do and must do. The Soviet Union has persistently lowered the teacher-pupil ratio in its schools, so that where it was 33 : 1 in 1927-28, *it is 17 : 1 in 1955-56*. In British Columbia, it is now more than 30 : 1 and in the U.S.A. it is 26.9 : 1.* The American report does not give the teaching load in Russian schools, but a recent press report maintained that teachers in Soviet secondary schools spend only 18 hours a week actually teaching. The rest of their time they are expected—and able—to spend on preparation, on marking, on helping individual students and on keeping up with new developments in their subjects. Our secondary school teachers frequently teach 30 hours a week and are expected to supervise many extra-curricular activities as well.

If we turn our attention to their students, we find that their gifted children have their schooling supervised by specially trained—and paid—teachers, with help from near-by universities. Once they get to university, they spend ten months of the year on their studies and then enjoy holidays, whereas our university students spend seven months and then have to work in the summers, frequently at jobs that do nothing to help their studies.

What can we learn from the Soviet Union about education? Primarily, I think, the importance they attach to it, and the amount they are willing to pay for it. We cannot import their system as it is. Schools must be indigenous. For better or worse, they reflect the society of which they are a part. If we do decide that we want to change our system, we will have to do it by changing our society,

* Comparative statistics of this kind for countries are large and diverse as the U.S.S.R. and the U.S.A. are never more than approximations. We can say definitely that in B.C. government grants are given on the basis of a ratio of 40 : 1 for elementary schools and 30 : 1 for secondary schools. This ratio is not always achieved of course.

not by trying to transplant a foreign system, torn from its social context. And if we do want a change, I suggest that we begin by considering what we think education is worth, what, in other words, we are prepared to pay for it, and what respect we are prepared to accord it.

We must realize that we must make some decisions and that decisions involve accepting particular priorities. Do we want more teachers or more motor cars, better education for our children (and thus a better future for us all) or lower school costs? These may not be the only, or the particular, alternatives involved, but we can be sure that some alternatives are. We cannot go along blithely and blindly with the assumption that things will look after themselves, that there is some automatic adjusting mechanism at work excusing us from the human responsibility—and human dignity—of making decisions. Ultimately these decisions are political and social, and no one in a democratic society like ours can make them effectively but the public. It may be that the universities will have to learn how to use the mass media much more effectively than they do now in order that they may help to provide the public with the necessary information on which to make decisions. We are a long way behind the British example which can make an academic philosopher, Professor A. J. Ayer, one of the year's television stars, without in any way making him condescend to his public.

Teachers, school administrators and universities can do their best within the limits approved by society, but they are powerless without the support of the public. Let me give you two examples. We need more scientists and technologists. It is estimated that we shall produce only one twentieth of our needs in the next ten years. To get the students we need, at the level of attainment we need, we should have more, better and harder science courses in the schools. Some people propose that we make the courses harder by refusing admittance to those who do not keep up with extra work. That may very well be, but what is to be the spur to the borderline student when it is those who are forced to leave school who enjoy high wages, cars, and the prestige of fellow teenagers. Perhaps the student who leaves will realize later that he has made a mistake, but that is of little use to him, or to us. Restricted ad-

mission is only effective in raising standards of work in the long run when students passionately want to be admitted. And they only want to be admitted in that way when society respects them, and rewards them. Similarly, we need good science teachers—even more desperately than we need students at the moment, but we shall get them only when we provide them with the conditions under which they may work effectively. One of our graduates, a man who liked teaching and had taken first class honours in mathematics and physics, followed by an M.A. in English, and a first in teacher training, left the teaching profession after only two years because he had to teach so many hours a week that he was unable, in his own opinion, to give the students the attention he felt they deserved. A senior science teacher in a good English grammar school teaches about fifteen hours a week. When we let our teachers do the same, we shall be justified in asking that they get the same results. Until then? We get what we pay for.

It may be argued that we cannot afford to spend more on education, that we already have difficulty providing money for schools and teachers. That is convenient self-delusion. In our society 'affording' is a matter of choice. A man says that he cannot 'afford' five dollars for a book, but he frequently 'affords' the same amount for a bottle of whisky. He says that he cannot afford more for schools, but he drives a \$3,000 car. When people say that they cannot afford more for education, they mean that they value some other things more, and that they choose to spend their money on other things. A particular man may choose a better house; a municipality may choose better roads, street lighting, or garbage disposal; a province may choose more hospitals, or—ironically—more prisons; and a country may choose more social security or more armaments. But there is always a choice. To say that we cannot afford more for education—in a country with one of the highest standards of living in the world—is just not true. At this point in our history, the choice as far as education is concerned is clear and simple. Do we allow ourselves to drop behind other more dedicated nations or not? And if we are prepared to drop behind others, are we willing to see the demands of our own economy go unmet? As I pointed out last year, this is not only a matter of competing with others; it is also, perhaps even more

importantly, one of satisfying our own best needs and interests. Since our whole future may depend on our making the right choices, I would urge that we avoid the errors I have been discussing—imagining that we can salve our consciences and save our pockets by making “scapegoats”, or that we can implement some hackneyed panacea.

If we are given the money we need, however, what should the University do about Sputnik? Should we encourage more students to study the sciences? Should we reduce the attention now given to the humanities, the social sciences and the arts, both in the university as a whole and for the science student in particular? Should we encourage students to specialize much earlier than they now do? Personally, I do not think that we should do any of these things. Certainly the Soviet Union has not achieved its success by these means. Soviet students, including science students, spend more time on languages, history, literature and philosophy than ours do. Admittedly, their philosophy is a variety of materialism that we would reject as the answer to all philosophic problems, but it is philosophy, a subject with which the vast majority of our students never come in contact. The Russian work in the humanities is not insignificant either in quantity or in quality, and it is growing at much the same rate as Russian science.

More important than what they do in the Soviet Union, however, is what we should do in our own interests. I do not believe that the University should guide students into science, or that it should direct the distribution of students into particular studies. If an overall plan for the distribution of students must be made, it should be made by responsible government, and carried out by means of the traditional mechanisms in our society—scholarships and jobs. I do not wish us to wash our hands in respect of this matter, but I believe that the university has a different responsibility, that of maintaining, advancing, and disseminating knowledge wherever it can. The role of the university is to cherish, pursue and protect all those studies that its scholars think worthwhile. Were we to take on the responsibility of directing students into particular studies, we should not only be arrogating to ourselves something that should lie with our society as represented by its elected government or its various industries, but we should

also be betraying our historic role of preserving what is important in spite of all of the external pressures of expediency. During the last war, for example, considerable pressure was exerted upon the universities to abandon the humanities and the social sciences 'for the time being' and devote themselves entirely to the production of students who could be "technically" useful to the war effort. I opposed that policy then, just as I would oppose a similar policy now. The postwar world could have used far more humanists and social scientists than it had. The present international situation did not arise from new weapons alone. The weapons are only symptoms of the tensions between the various powers, tensions which develop from failures in the relationships between nations, frequently failures of understanding or communication. And it is precisely in those areas that the humanities and the social sciences can play an important part. A new weapon will not bring peaceful relations; a new philosophy or a new understanding of past conflicts may.

A refusal to jettison the arts, humanities and social sciences implies a refusal to accept earlier specialization. Great Britain has long provided the example of the earliest specialization in the world. Students there may begin to specialize as young as fifteen. Far from being happy with this situation, however, an increasing number of British scientists and educators is protesting vehemently against it. The new University of North Staffordshire has been organized in such a way as to attempt to make up for the deficiencies brought about by too early specialization, and other universities are considering ways of tackling the same problem. More and more we are coming to see the values of a thorough education in a wide variety of subjects before specialization, values both to scholarship and to the individual. The common complaint that scholars in different studies can no longer talk to one another comes in part from too early specialization. Too often the specialist in the humanities is a barbarian in science or mathematics, just as, though perhaps less frequently, the scientist can be a barbarian in the humanities—and that means a barbarian among men.

The need for humane studies, both in themselves and for scientists and professional men, is greater than it ever was. In international affairs and in a world where we have already reached

the point where we can annihilate ourselves, the problems that we face will certainly not be solved by better and better weapons in the hands of opposing armed nations. They will be solved by a better understanding of men, by diplomacy, and—as far as we are concerned—by a public educated and enlightened enough to support that diplomacy. Until that solution appears, our governments must continue to arm, and to develop weapons against the idiotic possibility of war, but our only hope of a longterm peace comes not from better weapons, but from humane agreement between men and nations.

And for the individual, too, the need for humane and artistic studies grows. As science and technology give us more and more leisure, it becomes more and more important that we can use that leisure wisely and profitably—on the best and most satisfying of man's works. Already too many of our people are passive receptors of the inanities of mass entertainment. We do not want to see a future in which the majority of the population is kept happy by a modern equivalent of bread and circuses, while a few make all the necessary decisions for them. And the few who inevitably plan and run the automated marvels of the future will need the arts and humanities as well. A scientist is a man like other men. He, too, must face the problems either of celibacy or of marriage. He, too, must live with and understand many different kinds of people. He, too, must know himself if he is to harvest the potential of his personality. And given the power that the scientist will inevitably have in the future, it is perhaps more important for him to have an all-round education than for anyone else. An important and powerful scientist whose attitudes to the world stem from all that is worst in mass culture, from the stereotyped characters of pulp fiction and bad films, will be dangerous beyond our imaginings. It was bad enough in the past that a general commanding an army or an industrialist ruling a manufacturing empire could arrogantly rejoice that he had no use for education, but it could be far worse in the future. We have finally learned that typhoid or small pox in the slums is a danger to us all. Ignorance, wherever it is, can be as dangerous as either of these. In a democratic society one informed voter is balanced by one ignorant voter. If there is one more ignorant vote in the final count, then ignorance, prejudice,

and intolerance may decide the issues at hand.

Before I leave the matter of education in the humanities for the scientist, and vice versa, I should like to bring to your attention another serious problem, one that has attracted considerable interest in Britain and in scientific circles here. According to a number of different methods of calculation—all of which give roughly the same result—the growth of science over the last two hundred and fifty years has been exponential. Science has doubled its size every ten years. There is no doubt whatsoever that we cannot continue to expand at this rate. Already, as everyone knows, we are short of scientists. We might put off by a few years the inevitable time when an absolute shortage of scientific manpower must limit scientific activity, but sooner or later we must face the fact that science cannot continue to expand—as it has done—in all directions at once. We shall be forced, that is to say, to decide which branches of science we want to develop most, which problems we want to tackle first. It is essential, and herein lies the relevance of my point, that those faced with the responsibility of making these decisions be humane scientists or humanists with an understanding of science; essential that they be at home in both the sciences and the humanities—in the sciences for obvious reasons, and in the humanities because their decisions will have to be influenced by beliefs in what is good for man. Many of the decisions will be, in effect, moral and philosophic decisions. Shall we devote research to a disease that kills x people per year, to the problems of population control, to better transportation, to mental health, or to earth satellites? These are ultimately moral and humane questions rather than scientific ones. But the decisions will have to be made in the light of scientific possibility as well, by the selection of those subjects of research in which what the scientists call a 'break-through' is possible. We have at best a very few years' grace before we must begin making such decisions, but the people who will have to make them—and the public that will have to endorse them—are undoubtedly those who will be our students in the next few years. In this matter, as in education generally, we must realize that we cannot drift. We must make choices, choices that will almost certainly involve material sacrifices.

The Faculties

IN RECENT YEARS I have reported the work of individual faculties in detail. Since there have been only two major developments this year, however, the creation of the Sopron Division of the Faculty of Forestry and the institution of the degree of Bachelor of Science in the Faculty of Arts and Science, I intend to devote most of this report to these two developments and to some segments of the University which are not regularly reported on, the students and the Department of Extension.

On November 4, 1956, the Soviet Army moved into Hungary in force, and it became clear that the heroic Hungarian revolution was doomed. In Sopron, students and staff of the School of Forestry who had taken part in the revolution decided that rather than live again under Russian rule, they would leave Hungary *en masse*. Altogether, 200 students, including 40 women, 17 faculty members, and 65 wives and children crossed the border into Austria, thus keeping intact an entire school. When the Honorable John Pickersgill visited Vienna to see what Canada could do to help the Hungarian refugees, he heard of the Sopron exodus and decided that Canada should try to bring them here as a group. After conversations between the Honorable James Sinclair and myself, it was decided that we would assist the government in making arrangements for the Sopron group to come to the University of British Columbia. Dean George Allen, and Mr. F. H. McNeil of the Powell River Company Limited, who provided initial accommodation for the Hungarians at Powell River, flew to Austria to make the final arrangements in consultation with Government representatives there. Dean Kalman Roller, the leader of the Sopron group, and two of his students flew back with Dean Allen, and in due time, the whole group arrived here.

Because we are desperately short of accommodation, it was decided that for the time being the Hungarians should live at Powell River in a construction camp provided by the Powell River Company. On March 3, 1957, the Sopron School of Forestry, at an appropriate ceremony in which Chancellor Sherwood Lett and I participated, was rededicated at Powell River, and the students resumed their studies under their own faculty, as well as

undertaking an intensive program of English and lectures designed to help them adapt to Canada and to Canadian forestry conditions.

In September, 1957, the Sopron school moved on to the campus proper and became the *Sopron Division*, Faculty of Forestry, with the status of a school, parallel to that of the Schools of Architecture and Physical Education. I should like to take this opportunity of welcoming, on behalf of the University, Dean Roller and his students. We have gained by having them here, and I hope that in time the tragic circumstances of their coming will be mitigated by what they have found here.

THE FACULTY OF ARTS AND SCIENCE instituted a new degree this year, the Bachelor of Science. Students who devote most of their time to science will henceforth receive the new degree. So many universities offer a Bachelor of Science degree that we concluded that we were being slightly misleading in continuing to give science students the degree of Bachelor of Arts. Science students will continue to take courses in the humanities and social sciences, however, and the change is mainly one of name.

The major part of the time and energy of the members of all faculties continues—as is proper—to be devoted to teaching. The University would be failing in one of its major duties, however, if it neglected the pursuit of new knowledge. The best teaching, in fact, as one moves up the educational hierarchy, depends more and more on research and the ability to transmit the fruits of research to students. I am happy, therefore, to report that the amount of research carried out by the faculty continues to grow. The *Publications of the Faculty and Staff, September 1, 1956—August 31, 1957*, lists 434 publications, as compared with 136 in the 1950-51 catalogue, for example. It should be remembered, moreover, that several pieces of research are in progress for every one that results in publication.

In addition to teaching and research, members of the faculty give many lectures and addresses to various community and professional groups. These range from highly technical lectures—by members of the Faculty of Medicine to practising doctors, for example—to attempts to illuminate current issues in international affairs, education, or the arts to groups of laymen. This year, not

counting lectures given in Extension courses, members of faculty gave over 1,000 lectures to over 100,000 people. Scarcely a community in the Province was without someone from the University. In addition to these lectures, members of faculty gave over 250 radio or television broadcasts.

Retirements

IN REPORTING THE RETIREMENT of the following members of the staff, I would like to express the gratitude of all those associated with the University to these our teachers, friends and colleagues.

Dean H. F. Angus, Economics and Graduate Studies.

Dr. A. W. de Groot, Linguistics and Classics.

Dr. F. Dickson, Biology and Botany.

Dr. A. P. Maslow, Philosophy.

Mr. S. C. Morgan, Electrical Engineering.

Dr. William Rose, Slavonic Studies.

Mr. F. W. Vernon, Mechanical Engineering.

Dean M. M. Weaver, Medicine.

Mr. C. B. Wood, Registrar.

THE FOLLOWING MEMBERS of the non-teaching staff retired after many years of service, and I should like to record my sincere appreciation of their contributions to the University.

Miss M. Gruchy, Biology and Botany.

Miss D. Jefferd, Library.

Mr. T. Erwood, Buildings and Grounds.

Mr. E. C. Jillings, Buildings and Grounds.

Mr. M. McVeigh, Buildings and Grounds.

Mr. P. Rubython, Buildings and Grounds.

Obituaries

I RECORD WITH SORROW the deaths of the following members of staff during the year, and on behalf of all their colleagues I acknowledge the University's debt for devoted services.

Dr. J. G. Brown, first Principal of the Union Theological College. October 15, 1956.

Dr. O. J. Todd, Professor Emeritus of Classics, former head of the Department of Classics. January 16, 1957.

- Miss Marjorie J. Smith, Professor and Director of the School of Social Work. October 26, 1956.
- Dr. George F. Strong, Clinical Professor, Medicine. February 26, 1957.
- Miss Isobel D. Todd, Secretary-Stenographer, Bacteriology and Immunology (1930-1957). July 28, 1957.
- Mrs. Jennie Benson Wyman Pilcher, Associate Professor Psychology and Education (resigned 1938). November 24, 1956.
- Mr. J. Friend Day, Associate Professor, Economics and Commerce (1929-1939). July 13, 1957.
- Dr. Lavell H. Leeson, Clinical Associate Professor, Surgery. June 29, 1957.

Public Occasions

THE AUTUMN CONGREGATION was held on October 26, 1956. Honorary degrees were conferred upon The Very Reverend Henry Carr, Sir Hugh Nicolas Linstead, William Alexander McAdam, Angus MacInnis, Stephen Henry Roberts, and Sidney Earle Smith. Dr. Roberts gave the Congregation Address.

The Spring Congregation was held on May 21 and 22, 1957. On the first day honorary degrees were conferred upon Clarence Meredith Hincks and Edgar William Richard Steacie; on the second upon Herbert John Davis, Merrill Chapman Robinson, and Doris Boyce Saunders.

The Students

STUDENTS AND STUDENT LIFE do not change very much from year to year, and I have not always thought it necessary in my annual reports to comment on them. I do so this year for two reasons. First, it seems to me that our students excelled themselves this year. They maintained their tradition of taking a responsible interest in the University by undertaking a second Great Trek, by building an extension to the Brock Building, and by organizing the Academic Symposium. The second Great Trek was an attempt to obtain greater financial aid from the Provincial Government to enable the University to provide the facilities for the increasing

REGISTRATION 1956-57

COUNTRY OF CITIZENSHIP

NORTH AMERICA

Canada	6,767
Mexico	2
United States	96

CENTRAL AMERICA

Costa Rica	4
Dominican Republic	1
Nicaragua	1
Salvador	1
Barbados	1
Jamaica	17
Trinidad	95
Other British West Indies	5

SOUTH AMERICA

Argentina	1
Brazil	1
Chile	2
Guiana, British	1
Peru	1
Venezuela	2

ASIA

Burma	1
Ceylon	1
China	53
Hong Kong	10
India	35
Indochina	1
Iran	1
Japan	12
Korea	2
Malaya	4
Pakistan	2
Israel	4
Philippines	2
Syria	2
Turkey	3

AFRICA

Egypt	2
Gold Coast	4
Kenya	1
Morocco	2
Nigeria	5
Rhodesia	2
Tanganyika	1
Union of South Africa	4

EUROPE

Austria	5
Belgium	3
Czechoslovakia	8
Denmark	10
Eire (Ireland)	4
Finland	4
France	12
Germany — Western Zone	84
Germany — Eastern Zone	3
Great Britain and Northern Ireland	230
Greece	8
Hungary	4
Italy	7
Netherlands	56
Norway	11
Poland	8
Portugal	4
Romania	4
Soviet Union	25
Sweden	1
Switzerland	6
Yugoslavia	9

OCEANIA

Australia	9
New Zealand	5

STATELESS	25
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TOTAL	7,699
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numbers of students. The students hoped that they would be able to repeat the success of the Trek of 1922. Under the chairmanship of Mr. Ben Trevino, they organized a petition, gained widespread publicity, and prepared a brief to present to the Government.

A petition containing 86,000 signatures and the brief were presented to the Provincial Cabinet by the President of the Alma Mater Society, Mr. Donald Jabour, the treasurer, Mr. Allan Thackray, and Mr. Trevino. The Cabinet gave the students a long interview and later said that the brief was one of the best they had ever received. Not long after the presentation of the brief, the Provincial Government announced that in addition to the \$10,000,000 already promised for capital development, it would match any contributions to the University up to \$5,000,000. I have no doubt that the activities of the students did much to bring about the Government's offer, and I am very happy indeed to be able to report that the second Great Trek must be considered a worthy successor to that which led to the original establishment of the University at Point Grey. It is fitting that the first donation made to the University as a result of the Government's offer—before we had organized any campaign at all—was made by the graduating class of 1957. The students have always proved the sincerity of their demands by backing them with their own money.

The Brock Extension is being built now at a cost of \$350,000 to the students, and is one more contribution—made possible by a self-imposed levy of \$5.00 per student per year—by the students to the capital equipment of the University. It will be open for the beginning of the 1957-58 year and will include an Art Gallery, a Games Room, a Barber Shop, a new College Shop, and improved facilities for many clubs. Later the students hope to add another extension, which will include a cafeteria.

I would not want you to think, however, that the students' activities are confined to fund-raising, worthy though that is. This year they held the second Leadership Conference at Camp Elphinstone to discuss student affairs, primarily the problems of the Alma Mater Society, and organized an Academic Symposium at Parksville. This Symposium was made up of students and faculty and was an attempt to discuss the academic problems of the University. Both students and faculty were so much impressed by the success

EDUCATIONAL LEVEL OF STUDENTS ADMITTED
FOR THE FIRST TIME IN 1956

UNIVERSITY ENTRANCE STANDING

British Columbia	1,590
Alberta	33
Saskatchewan	6
Manitoba	14
Ontario	18
Quebec	2
New Brunswick	3
Nova Scotia	4
Yukon Territory and Northwest Territories	2
Non - Canadian	136

SENIOR MATRICULATION (GRADE XIII, B.C.)

British Columbia — full	294
British Columbia — partial	213
Alberta	49
Saskatchewan	38
Manitoba	26
Ontario	32
Quebec	4
Nova Scotia	2
Prince Edward Island	1
Non - Canadian	55
One Year Victoria College	69
Two Years Victoria College	45
Undergraduate above Senior Matriculation	163
Graduate	168
Non - Matriculation	4

SUMMARY

University Entrance Level	1,808
Senior Matriculation Level	783
Above Senior Matriculation Level	376
Non - Matriculation	4

of the attempt that it is hoped to make the Symposium an annual event. Members of faculty who attended were unanimous in their high opinion of the seriousness and responsibility of the students and in their belief that much was gained by discussing with students such academic problems as standards, lecture methods, examinations, compulsory courses and courses in the humanities for students in the professional schools.

The second reason for commenting on student activities this year is that it is necessary to remind ourselves occasionally of the vast amount of student life that is not spent in the classroom. As Chancellor Grauer said to the students when he opened Clubs Day this year: "Recreational activities are not only important for your undergraduate years, but will have a lasting significance in later life. Nothing is more useful than knowing how to make use of your time." And there is no doubt whatsoever that the students make use of their time. Seventy-seven clubs and twenty-six fraternities and sororities enlivened campus life this year. There are clubs organized on the basis of studies, such as the Classics Club, Biology Club, and the Dawson Club; on the basis of future profession, such as the Pre-Medical, Pre-Dental, and Pre-Social Work Clubs; on the basis of religion, such as the Student Christian Movement, the Newman Club, the Hillel Foundation, and the Varsity Christian Fellowship; on the basis of nationality, such as the Indian Students Club and the Nisei Varsity, or to bring nationalities together, such as International House. And there is the largest group of all, those developed to enable students to share common interests, such as the Varsity Outdoor Club, the Camera Club, the Debating Union, the Chess Club, the Radio Society, and the Dance Club. And, in spite of all the competition, the two oldest clubs on the campus, The Players' Club, which continues to provide us all with entertainment, and the Letters Club, 'for the study of literature as a joy,' flourish as they have always done. As far as I can understand it, if a student cannot find a club he likes, he starts one.

Finally, before I leave student activities, I must comment on our athletic programme. It has been the source of much argument in recent years, and this year a student-faculty committee was set up to study it. Whatever the committee decides, one item of news

REGISTRATION 1956 - 57
OCCUPATION OF PARENT

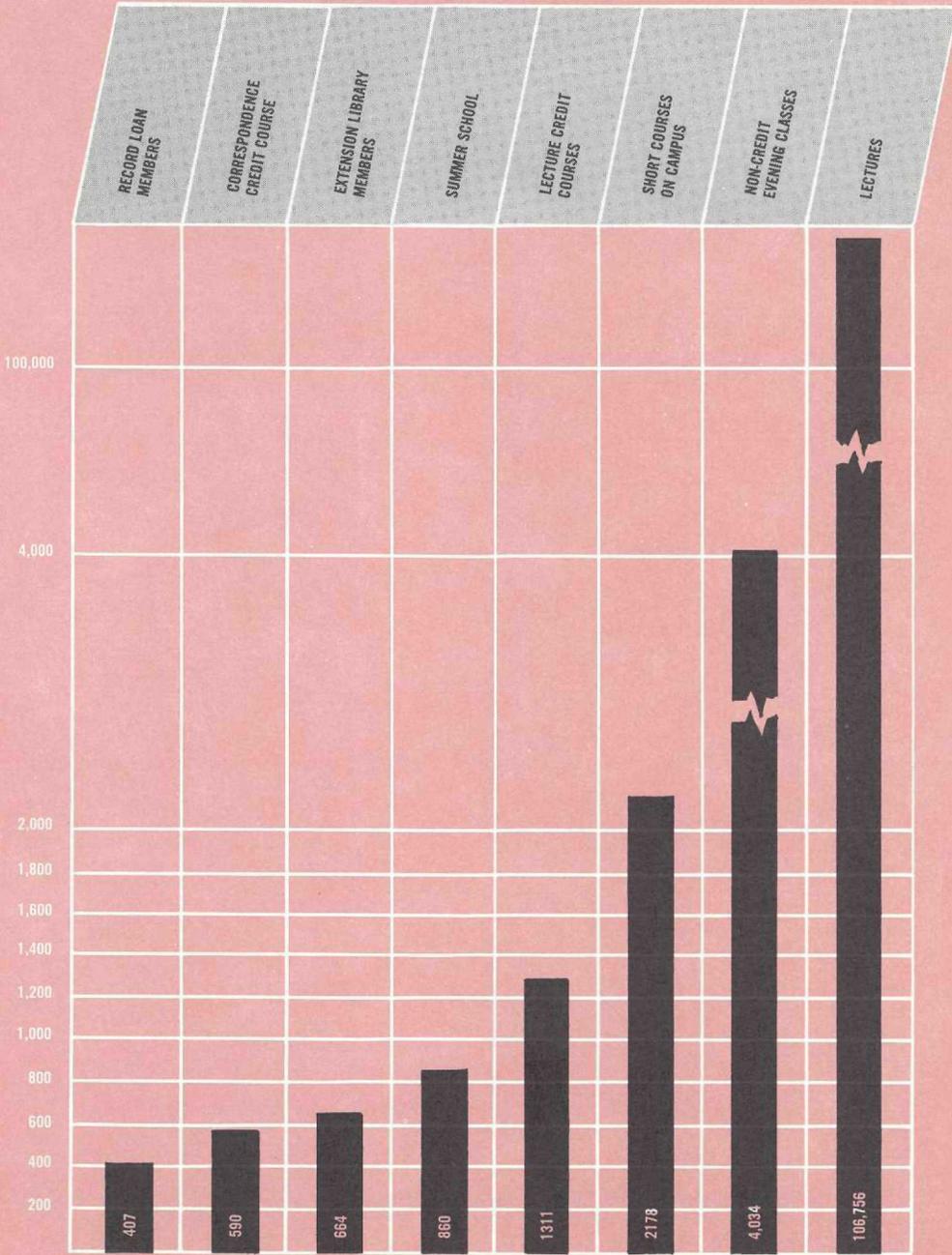
Agricultural	530
Clerical	198
Commercial	447
Communication	82
Construction	397
Electric Light, Power Production, and Stationary Enginemen	61
Finance	164
Fishing, Hunting and Trapping	80
Labourers (not agricultural, fishing, logging, mining)	42
Logging	139
Manufacturing and Mechanical	655
Mining and Quarrying	94
Professional	1,282
Owners, Managers - General	1,251
Service (exclusive of professional service)	325
Transportation	351
Unspecified, Retired, Disabled or Deceased.	1,601

about our sports can be reported with pride. Our rowing teams, after their successes in England last year, went on to still greater successes this year. Our fours brought home one of the two gold medals Canada won at the Olympic Games in Australia, and our eights won a silver medal. Much of the credit for their success must be given to Mr. Frank Read, who coached them with devotion, and I should like to record here the thanks of the University for his work. Rowing is one of the traditional university sports, and it says much for the students and the coach that they have succeeded at it. I should add that it was possible to send the teams to Australia only with the donation of \$25,000 from the public and \$10,000 from the Provincial Government. I am particularly pleased that our first major success in sports should be in one where the amateur still reigns. No doubt there is a place for professionalism in sport, but it is not at the university.

Running parallel with all this activity in recreation is the much quieter—and much harder to report—attention to the academic life of the University. It is fair to say, I think, that many of our students do extremely well at other universities when they go on to graduate studies and that, increasingly, the major universities of Canada, Great Britain, and the United States are offering them attractive fellowships. Our students in the professional schools compare favorably with those of other universities.

I do not want to eulogize the students or pretend that they are all of equal merit. No doubt there are some who are neither contributing to the University nor obtaining much from it. But when one sees them as I do, however, in their studies and in their sports, in their running of the Alma Mater Society with its careful use of the great freedom and autonomy which we have given them, and in their essential tolerance and decency, it is impossible not to report that they are students worthy of any university.

PARTICIPATION IN EXTENSION ACTIVITIES 1956-57



Department of University Extension

THIS YEAR THE DEPARTMENT OF UNIVERSITY EXTENSION came of age. Twenty-one years ago, it was set up with the help of a grant from the Carnegie Corporation of New York. It has had three directors, Mr. England (1936-37), Dr. Gordon Shrum (1937-53) and the present director, Dr. John Friesen. Its staff has grown from two to forty-four, and its services have expanded to include the organization of lecture and correspondence courses, the provision of advice and adult education in agriculture, forestry, home economics, the arts and crafts, fisheries, business and communications, and the direction of the Summer School of the Arts. It sends lecturers, records, films, and books to all parts of the Province. It arranges discussions of, and provides information about, human relations, family life and group development, citizenship and public affairs. It arranges conferences and short courses. In fact, it does in a hundred ways the things that we originally dreamed it might do; extend the knowledge, facilities and services of the University to the general public of the Province.

There is no better indication of the range of the Department's activities than the list of conferences and short courses it organized this year. When it is remembered that the following comprise only a small part of the total work of the Department, its service to the Province can be appreciated.

Conferences

1957

Mar. 8-10	Boy Scouts' Association
Apr. 4-5	Northwest Language Conference
May 21-27	United Church of Canada
May 25 - June 1	Canadian Home and School and P-T Federation
June 2-6	Chemical Institute of Canada
June 2-9	National Convention of Y.W.C.A.
June 4-13	Presbyterian Church
June 10-13	V.L.A. Appraisers
June 10-14	Parent-Teacher Federation Board Workshop
June 11-16	B.C. Credit Union League

June 16	Young Life Group
June 16-23	Canadian Agricultural Economic Society
June 18-21	Soil Survey and Fertility Commission
June 19-21	Conference on Research on Schizophrenia
June 23-29	Agricultural Institute of Canada
June 23-29	Junior Red Cross Leadership Course
June 25-27	Radio and Television Technicians
July 22 - Aug. 2	Vocational Agricultural Conference
July 26-27	Canadian Swimming Championship
Aug. 15-17	B.C. Arts Resources Conference
Aug. 27-31	N.W. Conference on Diseases Communicable to Man
Aug. 30 - Sept. 2	Plymouth Brethren

SHORT COURSES ON CAMPUS

NAME	ATTENDANCE
Dominion-Provincial Youth Training School	29
B.C. Poultry Conference	140
Farm Forum Workshop	20
Television Workshop	51
Audio Visual Tools and their Use (3 courses)	78
Technical Fisheries	33
Demonstration in Pre-School Methods	29
Pre-School Supervisors' Institute	26
Alcohol Education	53
Driver Education	15
Teaching of Reading	30
Human Relations in Religious Organizations	36
Teachers of Retarded Children	72
Seminar on Japan — 1957	41
Church Music	33
United Nations Adult Seminar	100
United Nations High School Seminar	90
Needs and Problems of the Aging	110
Citizenship Councils	45
Human Relations in Industry	253
Community Planning	23

B.C. Arts Resources Conference	75
Pre-School Supervisors' Workshop (4 courses)	220
Parents' Institute	196
Group Development Workshops	95
Film-Television Workshop	75
Labour Institute	210
TOTAL	2178

As the rate of change in our society increases—and as our people have more and more leisure, the facilities for adult education become more and more important. It is impossible now to give children enough formal schooling to sustain them for the rest of their lives. We simply do not know what kind of world they will be living in by the time they are middle-aged. Changes in their work, changes in the kinds of skills they need, changes in social patterns may overtake them within a few years of leaving school. The University must provide the facilities whereby men and women can continue their education after they leave school and after they leave university. We must provide evening courses, correspondence courses, short courses, single lectures, symposia—whatever we find effective in adult education. And we must explore, as we are exploring, the use of radio and television in adult education.

The desire for adult education can easily be seen by studying our evening class programme. This year we were forced by the loss of the former Normal School to make the University Campus the main centre for evening classes. We feared that enrolment in the programme might suffer because of the increased distance that students would have to travel. Our fears were quite needless. A total of 4,034 students, more than ever before, enrolled for the 101 courses that were offered. Our problem is not, in fact, that of finding people who want to take advantage of the work of the Department of Extension, but that of finding staff and facilities to satisfy the increasing demands that the public makes upon us.

When we look back at the growth of our offerings over the last twenty-one years, however, we have no reason to suspect that we shall not go on to improve them still further. The Department

of University Extension is devoting much study to the problems of the future, and I am confident that it will do much to help the people of British Columbia understand themselves and their world.

The Library

NO MATTER HOW THE UNIVERSITY CHANGES in the future, there is one certainty: that it will need someone to catalogue, handle and store—so that they can be made available quickly—the materials with which scholars and students work. The materials may change from books to microfilms, microcards, magnetic tapes or something we cannot yet imagine, but as far as there are certainties at all, we can be sure that someone will be needed to process the material and somewhere needed to keep it. In other words, librarians and a library.

Our Library has grown considerably since the foundation of the University, to over 350,000 books this year, but we must face the fact that it has grown primarily in keeping with the demands of the increased number of undergraduates. The development of graduate work has been retarded by the lack of library facilities, and it is only very recently that we have been able to do anything much towards obtaining the research collections necessary for a graduate school.

This year we added 32,283 volumes (compared with 20,946 last year), of which 14,540 were bound journals (9,951 last year). This is a record rate of increase (54%), and it is the largest number of accessions in any one year. Several thousand volumes of this increase were received from the Vancouver Normal School when the Faculty and College of Education was opened on campus. The Library also received 33,962 recorded but un-catalogued publications of governments and international agencies, 2,093 maps, quantities of pamphlets, micro-reproductions, and a large number of publications in Chinese, Japanese, and Slavic languages which are shelved but not yet recorded in the public catalogue.

In spite of these additions, however, I must report that far greater expenditure on the Library will be necessary if we are to

develop the graduate work that we badly need. And as we develop graduate work, it will become ever more urgent that we provide a "college library" for undergraduates—with an open shelf collection of 40,000 volumes. Plans for the future are being made now. I hope that we shall be able to find the money to carry them out. A first-class library is indispensable to a first-class University.

SUMMARY OF REVENUE AND EXPENDITURE

APRIL 1, 1956 TO MARCH 31, 1957

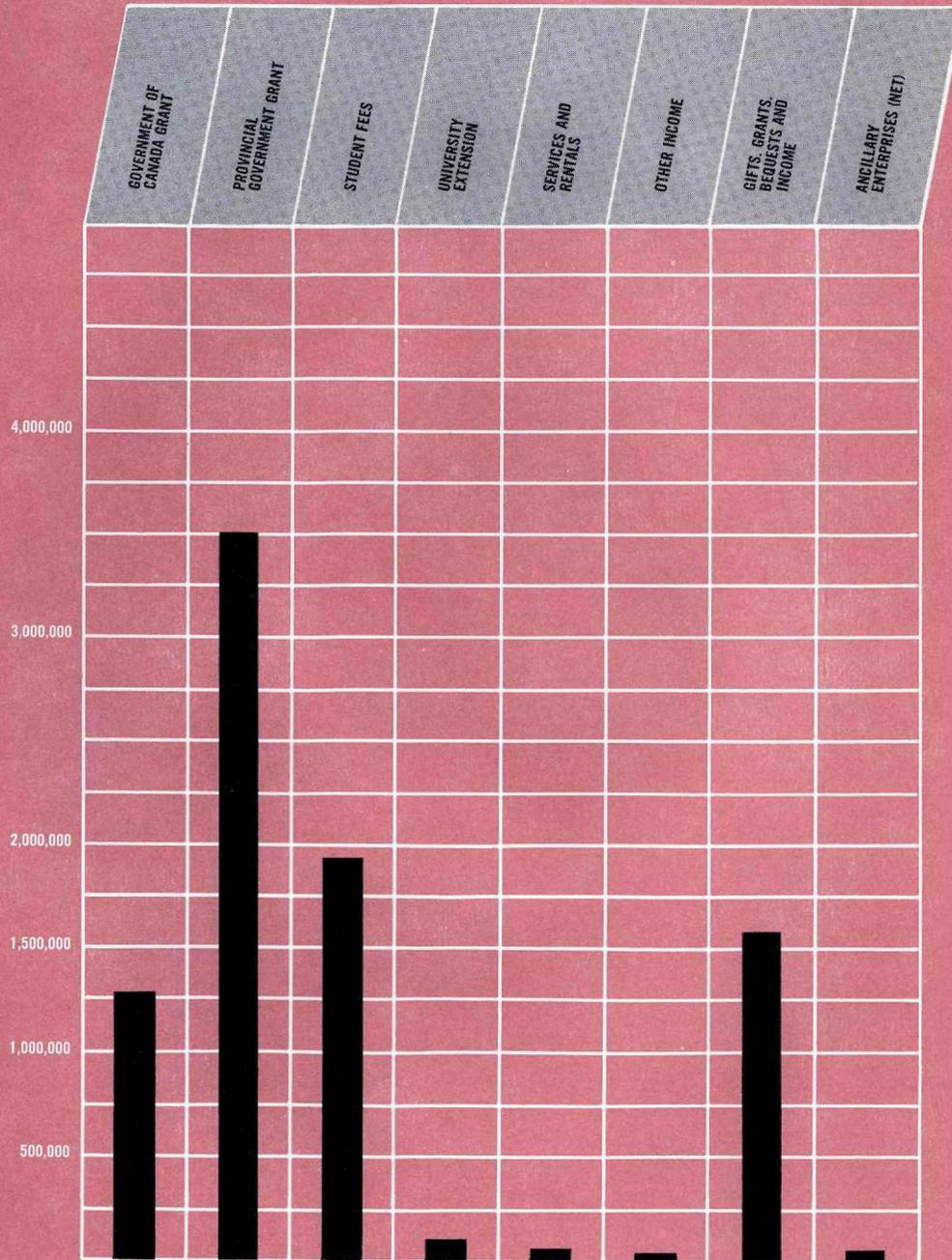
REVENUE	TOTAL	%
Government of Canada Grant	\$1,286,833.01	15.0
Provincial Government Grant.....	3,500,000.00	40.8
Student Fees	1,927,037.95	22.5
University Extension	115,139.08	1.3
Services and Rentals	63,289.54	.7
Other Income	42,334.20	.5
Gifts, Grants, Bequests and Income...	1,587,138.96	18.5
	<u>\$8,521,772.74</u>	
Ancillary Enterprises (Net)	56,046.33	.7
	<u>\$8,577,819.07</u>	<u>100.0</u>

EXPENDITURE

Educational:

Academic Faculties and Departments and Associated Academic Services	\$4,882,149.10	56.9
Administration and Non - Academic Services	1,635,059.85	19.1
Fellowships, Scholarships, Prizes and Bursaries	253,884.08	3.0
Research	892,231.45	10.4
Construction and Land Acquisition....	213,424.36	2.5
Miscellaneous	104,143.63	1.2
	<u>\$7,980,892.47</u>	
Government of Canada Supplementary Grant for 1956-57 deferred for special projects during 1957-58....	596,926.60	6.9
	<u>\$8,577,819.07</u>	<u>100.0</u>

REVENUE



EXPENDITURE

