THE PRESIDENT'S REPORT 1971-1972

THE UNIVERSITY OF BRITISH COLUMBIA

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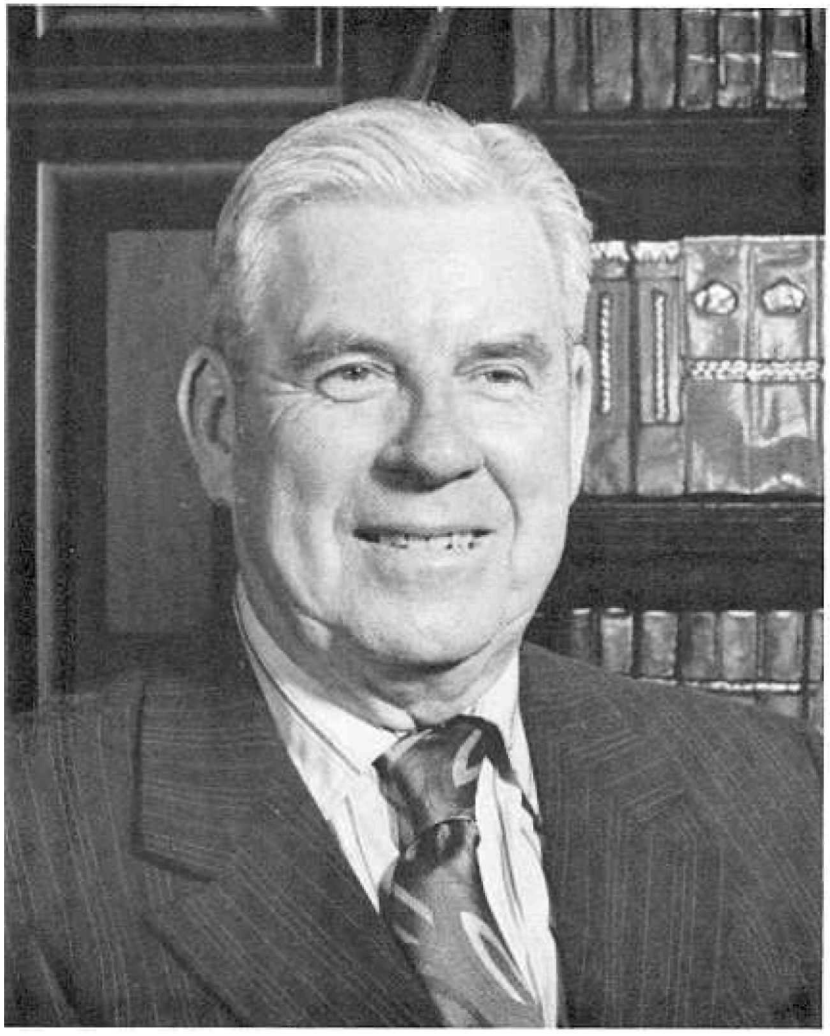
The report of President Walter H. Gage to the Senate and Board of Governors of the University of British Columbia for the academic year September 1, 1971, to August 31, 1972.

Vancouver, British Columbia, Canada



PRESIDENT WALTER H. GAGE

The Board of Governors and Senate,
The University of British Columbia.

Ladies and Gentlemen:

My report to you on this occasion encompasses a longer period than the 1971-72 academic year. I have taken the opportunity to review the problems and progress of the University of British Columbia for the five-year period between 1967 and 1972. It is a period which has seen extensive changes in both the physical appearance of the campus and in the curriculum of the University.

In the period under review the University was faced with some unusual problems. While criticism of many aspects of university life mounted, the increasing enrolments of the 1960s levelled off, thus presenting new challenges to the University community.

Throughout this difficult period I believe the University has remained committed to the objective that motivated the founders of this institution, that of providing educational opportunities for all the citizens of the province while at the same time striving to attain the highest standards of excellence.

I am deeply grateful to all segments of the University community — the Board of Governors and Senate, the faculty, students and alumni — for the support and co-operation which they have extended to me in dealing with the problems that have arisen during this difficult and challenging period.

Yours sincerely,

Walter H. Gage,
President.

Five Years of Change

Five years is a relatively short period in the history of any institution. I would be hard pressed, however, to name another five-year period in the history of The University of British Columbia that has seen greater changes on the campus, in both its physical appearance and its curriculum, than the one that ended with the close of the 1971-72 academic year.

The period has not been without its paradoxes, however. While university enrolments mounted so did the chorus of criticism of all aspects of university affairs. Both students and faculty members have become more outspoken about the aims and objectives of higher education, the way in which universities are governed and the uses to which public funds are put. UBC has not been without its critics, both internal and external, during this period and countless hours have been spent in debate and discussion. We have been singularly fortunate in escaping the extreme problems that have beset some other universities, largely because of the patience and level-headedness of both faculty members and students, who were prepared to give unstintingly of their time with the object of improving the University of B.C.

Another paradox of the last year or two of this five-year period has been the sudden and unpredictable decline in student enrolment at

UBC. Whether this is the result of a realignment of higher educatior facilities in B.C. caused by the growth of regional colleges, of a faltering economy that is no longer able to provide adequate job opportunities, or of changing attitudes on the part of young people toward higher education, is not clear. Indeed, we may only be experiencing a brief hiatus before entering another period of burgeoning enrolments.

During the past five years — i.e., the five academic years between Sept. 1, 1967, and Aug. 31, 1972 — it has been my privilege to serve as acting president or president of the University, except for the period from June 1, 1968, to Jan. 31, 1969, when Dr. F. Kenneth Hare was president. The period has been one of such marked and widespread change that I thought it appropriate to review the progress and problems of the University during these years.

PHYSICAL DEVELOPMENT OF THE UNIVERSITY

The most obvious change of the past five years has been in the area of physical development of the UBC campus. The impetus of this building program — the greatest in the University's history — was the extreme pressure placed on our physical facilities by the enrolment increases of the latter half of the 1960s. In the period from 1967 to 1972 the cumulative value of UBC buildings and other facilities has more than doubled, from approximately $75,000,000 to $160,000,000. The greater part of this $85,000,000 increase — $50,000,000 or 60 per cent — has been spent on academic facilities. An additional $18,000,000 has been spent on student residences, $8,750,000 on social and recreational facilities and $2,000,000 on administrative and service facilities.

Of the $50,000,000 spent on academic facilities, more than $18,000,000 has been used to create various units of the Health Sciences Centre, a unique cluster of buildings where pioneering methods for the delivery of health and hospital care are being developed. The Centre, which now lacks only a hospital to be complete, will integrate the training of health science students in Pharmaceutical

Sciences, Rehabilitation Medicine, Nursing, Dentistry and Medicine so that they can function efficiently as a team in providing health care for the public.

During the academic year that ended on August 31, 1972, two new units in the Centre were completed – an addition to the George T. Cunningham Building for the Faculty of Pharmaceutical Sciences and the new P.A. Woodward Instructional Resources Centre.

The four-storey extension to the Cunningham Building cost almost $1,000,000 and is chiefly designed to accommodate the graduate research program of the Faculty of Pharmaceutical Sciences.

The P.A. Woodward Instructional Resources Centre houses the educational facilities, including lecture halls and seminar rooms, for from 2,500 to 3,000 students representing all those registered in Schools and Faculties which provide training for the provision of health services. A unique feature of the building is the integration within it of audio-visual equipment which makes it possible for a single lecture to reach simultaneously the 1,200 people who can be seated in the building's five lecture halls and 14 seminar rooms. The Department of Biomedical Communications, which is located in the basement of the IRC, is responsible for the servicing and maintenance of the audio-visual equipment and for the development, in conjunction with faculty members, of material for lectures and demonstrations.

The building also houses the deans and directors of each of the professional Faculties and Schools represented in the Health Sciences Centre, as well as the Co-ordinator of the Health Sciences, Dr. John F. McCreary, who pioneered the idea of the "health team" in Canada. Facilities are also provided for the directors of the various divisions which provide continuing education programs for practising health professionals in all parts of the province. UBC's program in this latter area is one of the most advanced on the continent and has been the blueprint for similar programs in other parts of North America.

No less important for the academic program of the University has

been the completion in the past five years of other buildings, such as the Frank A. Forward Building for Metallurgy, the H.R. MacMillan Building for the Faculties of Agricultural Sciences and Forestry, a new west wing for the Biological Sciences Building and the Music Building in the Norman MacKenzie Centre for Fine Arts.

In the academic year just concluded the following academic units were completed and came into use: a new research building for the Departments of Mechanical and Civil Engineering in the Faculty of Applied Science; the Geological Sciences Centre, a laboratory building for undergraduate teaching and graduate student and faculty research; the second of two buildings housing gymnasiums and other recreational facilities for the School of Physical Education and Recreation; and the new Buchanan Annex, a seminar-office building housing five departments of the Faculty of Arts.

An important adjunct to these academic buildings has been the construction of new campus residence and social facilities. In the past five years the University has expanded existing residences or created new units valued at some $17,800,000.

Both the Totem Park and Place Vanier Residences have been expanded to provide housing for undergraduates, while the Acadia Park development was created to house married graduate students and those with children.

The new Walter H. Gage Residence complex, now almost complete, is a new departure in residence living. Students live in groups of six men or women, each occupying one of four suites on each of the 16 floors of three high-rise towers. All the students in the co-educational residence are aged 19 or over and all have previously lived in other campus residence complexes.

The new approach to residence life has coincided with changes in the life style of the students who occupy them. Prior to 1967 student behavior in the residences was governed by a long list of rules and regulations. In 1967 these were replaced by a simple statement, entitled

"Standards in Residence," which was worked out with resident students. The concept asks students to realize that they have a commitment to further their own intellectual development, to respect the property of the University and other students, to reflect a suitable standard of behavior and to co-operate in making the residence a friendly and relaxed place in which to live.

New social and recreational facilities have also been added to the University's physical plant in the past five years. Students made major contributions for the construction of an addition to the Winter Sports Centre and the Student Union Building. Members of the Faculty Club and the Thea Koerner Graduate Student Centre are paying off bank loans used to construct additions to their respective buildings.

I feel bound to point out that, despite this massive building program, more than 100 of the army huts brought to the campus immediately after the Second World War still infest large areas of the campus, despite five years of concentrated demolition and replacement. They have served as home, office, classroom and laboratory to countless thousands of UBC students and faculty members and will go on doing so until they can be replaced by modern buildings.

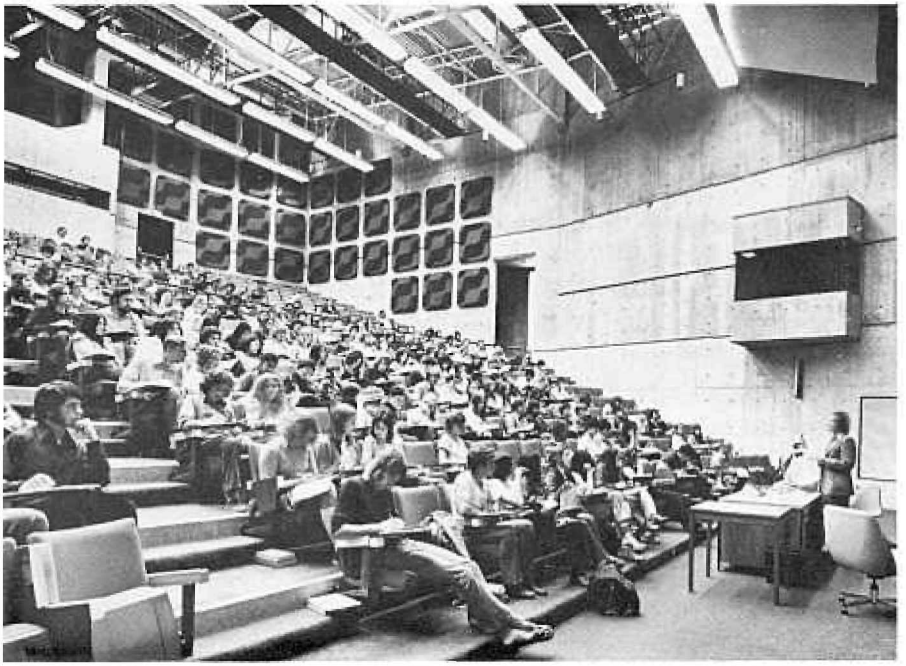
For our building program is far from complete. In 1967 the Board of Governors indicated to the provincial government that some $108 million would be required for buildings in the following five years. During the five-year period from 1967 to 1972 UBC received only $27,000,000 from the provincial government to meet a significant backlog of building needs. The remainder of our capital funds has been obtained in the form of outright grants from the federal government, the Canada Council, alumni, students, the general public and industry, or borrowed from such sources as Central Mortgage and Housing Corporation or banks. Since the University was established at Point Grey more than half the funds used to construct buildings have been obtained from sources other than general capital grants from the Province of B.C.

I can only reiterate what I said last year about this situation: lack of adequate and modern facilities prevents faculty members and students attaining the standards of excellence they aspire to and our ability to attract outstanding teachers and researchers is handicapped. In the long run, lack of capital funds can only erode standards of higher education.

In the face of the very serious shortage of capital funds, difficult choices have to be made in the assignment of building priorities. How difficult this process is was illustrated in the academic year just past in two Senate debates on a report of the Committee on Academic Building Needs. The committee, when it reported to Senate in September, 1971, had met 19 times in the previous 18 months to assess and weigh the claims for new space of 24 Faculties, Schools, teaching and research institutes and academic departments. The committee was confronted with documented needs for $40,000,000 worth of new buildings, but was forced to operate on the assumption that the grant from the provincial government for capital construction would continue at the same rate as in the previous year. This meant that a total of $12,000,000 would be available in the years 1972-73 and 1973-74. Quite obviously, the committee's hardest job was to identify the most urgent needs among a host of pressing claims, with the object of preserving and elevating academic standards.

The committee, in its first report, recommended that top priority be given to a new building for the Faculty of Commerce and Business Administration, a new building for the Department of Civil Engineering and a new north wing for the Biological Sciences Building. In its initial report the committee said it would recommend a fourth priority in the fall of 1971 after further study.

A vigorous debate at the September meeting, plus further study by the committee, resulted in a second priority list which was presented to Senate in November, 1971. The revised report recommended, in descending priority, either a new building or an extension of the Henry Angus Building for the Faculty of Commerce and Business



New P.A. Woodward Instructional Resources Centre houses the educational facilities for from 2,500 to 3,000 students representing UBC Schools and Faculties which provide training for the provision of health services. Lecture hall above, which seats more than 500, is one of a total of 19 rooms in the building which can be linked up with audio-visual equipment so that students can hear and see a single lecture. The IRC is the latest component in UBC's developing Health Sciences Centre. Picture by the Department of Biomedical Communications.

Administration; a new building to house both the Departments of Civil and Mechanical Engineering; a new north wing for the Biological Sciences Building for the Departments of Botany and Zoology and the Institutes of Animal Resource Ecology and Oceanography; and additional space for the Department of Anthropology and Sociology.

The Board of Governors accepted the priorities recommended in the Senate report and has initiated preliminary planning for these projects.

TEACHING AND THE CURRICULUM

Changes in the physical development of the University over the past five years have been matched by changes in the curriculum and a renewed emphasis on the quality of classroom instruction. Curriculum changes are often approved in a rather piecemeal fashion by the University Senate and are, therefore, less apparent than new buildings. They are no less real, however, and there have been significant changes and additions since 1967.

In the past five years there have been major revisions and rearrangements in the graduate and undergraduate programs in the Faculties of Pharmaceutical Sciences, Agricultural Sciences, Forestry, Law and Science, and in the Schools of Architecture and Nursing. Almost all of these revisions have been designed to impart more flexibility to programs of study available to students and to make course content more relevant to contemporary life.

Other Faculties have been no less active in considering changes. The Faculty of Education, for instance, initiated a Commission on the Future of the Faculty of Education in the 1967-68 academic year. In November, 1969, the Faculty began debate on the 125-page report of the Commission, which contained 85 recommendations and called for a top-to-bottom revision of the administrative structure and academic program of the Faculty. Many of the recommendations have been accepted by the Faculty while others are still under consideration.

I cite these changes to illustrate that, far from being static, the

University's academic offerings are in a constant state of change and debate at the Senate, Faculty, School and Departmental levels.

The last five years have also been characterized by a growth in interest on the part of the University and the public in matters dealing with ecology, the environment, pollution and conservation. The University has responded in a lively way to the challenges presented by these new fields of study.

In June, 1968, the Ford Foundation announced a grant of more than $500,000 to the University to initiate studies of the impact of man on his physical environment. The purpose of the grant was two-fold: to experiment with new analytical techniques, chiefly involving computers, and to train a new breed of interdisciplinary scientist capable of managing natural resources in the broadest sense. The grant led to the establishment of the Institute of Animal Resource Ecology and the employment, in various Faculties, of individuals whose interests are directed toward environmental studies. The Institute brings together scientists from a wide variety of disciplines, ranging from zoology through forestry and agriculture to community and regional planning, to tackle problems in ecology and environmental management. The impact of the Institute is only beginning to be felt and I expect it will make a major contribution to the solution of some of our most pressing environmental problems.

Associated with the Institute of Animal Resource Ecology has been an active student organization called ECO, which sprang out of a concern by graduate students that the general public should have accurate and reliable information on which to base sound judgments on environmental problems. With meagre resources ECO has managed to compile an environmental fact file that is widely used as an information source by faculty members and students, to sponsor a series of speakers on the campus on environmental matters, and to send graduate students to elementary and secondary schools to talk on a wide variety of subjects ranging from pollution to wildlife conservation.

Courses and programs dealing with ecology and the environment have not been confined to the Institute of Animal Resource Ecology alone. Even a cursory glance at the curriculum changes that have come before Senate in the last five years reveals that almost every Faculty of the University has introduced new courses and programs in these and other areas.

UBC's efforts in environmental education are not confined to the campus. The Vancouver Environmental Education Project in the Faculty of Education has utilized grants under the federal Local Initiatives Program to develop curriculum materials on the environment of the Lower Mainland for use in Vancouver elementary schools. So far the project has produced some 20 booklets designed to get students out of the classroom and involved in the environment.

In order to safeguard the environment of the UBC campus, the University has for some years employed a radiation protection and pollution control officer, who is responsible for advising faculty members and students on the use of radioactive materials for scientific experiments and for seeing that chemically and biologically dangerous materials are disposed of safely and in accordance with regulations established by government agencies. In 1971 the Board of Governors approved plans to purchase and install equipment designed to dispose of dangerous chemical wastes, which complements an existing unit for the disposal of pathological waste. The chemical waste disposal unit is expected to come into operation by the end of 1972.

The 1971-72 academic year also saw the conclusion of lengthy negotiations between UBC and the federal Atomic Energy Control Board, which resulted in a change in the method of licensing the use of radioactive material at UBC. A general licence has been issued by the Board which delegates to the UBC Radioisotope Committee the authority to issue sub-licences to individual users. This change eliminates long delays in the issuing of isotope licences and provides more effective local control over the use of radioactive material at UBC.

The 1972 recipients of the Master Teacher Awards offered annually at the University of British Columbia were Dr. Bryan Clarke, standing at right, head of a program in the Faculty of Education for the training of 'teachers of deaf children, and Prof. Moses W. Steinberg, of the Department of English. They were the sixth and seventh recipients of the awards. Picture by the IMC Photo Department.

The past five years have also been marked by an increasing number of inter-university projects. The first of these, announced in the 1967-68 academic year, was TRIUMF, a joint venture by UBC, Simon Fraser University and the Universities of Victoria and Alberta. TRIUMF is a cyclotron capable of producing particles called mesons which will enable physicists to carry out studies on the basic structure of matter. Mesons also hold out hope in the treatment of some types of cancer, and the Faculty of Medicine will be involved in some aspects of the accelerator's operation. The bulk of the funds for the construction of the cyclotron, which is located in UBC's new South Campus research area, is being contributed by the federal government.

UBC has also been involved in a consortium of six Canadian universities which hoped to construct a new 157-inch telescope near Osoyoos in the southern Okanagan. The project was terminated by the federal government as the result of a cutback in its spending. Following this, the consortium, called WESTAR, an acronym for Western Telescopes for Astronomical Research, was formed to receive the assets of the project and to organize a public appeal for $10,000,000 to complete the telescope.

Yet another inter-university project is the Western Canadian Universities Marine Biological Society, made up of representatives of the Universities of B.C., Alberta, Calgary, Victoria and Simon Fraser University. The Society now holds title to facilities formerly occupied by Canadian Overseas Telecommunications at Bamfield on the west coast of Vancouver Island. Research involving students and professors from each of the participating universities has begun at Bamfield under the auspices of WCUMBS, which plans to create a centre for the study of marine biology on Canada's west coast. Development of the Bamfield project has been aided by a $500,000 negotiated development grant from the National Research Council.

All of these projects are indicative of a sharing of academic expertise and facilities for the benefit of students enrolled at each of the

participating universities. It is my hope that each of these projects will prosper in the years to come.

A unique UBC program that was initiated in the 1967-68 academic year, and one which has attracted a good deal of interest elsewhere, was the Arts I program in the Faculty of Arts. Each year some 200 freshmen students enrol for an integrated program of studies under thematic headings such as "Freedom and Authority" or "Ways of Knowing." A group of faculty members from diverse disciplines prepares a reading list related to the themes and each week students attend two seminars and a large group meeting for a lecture and a public discussion given by an Arts I instructor or a visitor. Each student also writes a 1,000-word essay every two weeks.

The primary objective of the Arts I program is the creation of a community of learning wherein a student can train his intelligence with the help of fellow students and faculty.

The Arts I program was subject to a thorough study by an evaluation committee after it got underway and in March, 1971, the Senate approved a recommendation from the Faculty of Arts that Arts I be continued as a program in the Faculty.

Two other programs that have come into operation in recent years at UBC are worth mentioning here.

The Centre for Transportation Studies, supported by grants from the Canadian Transport Commission, has been organized to promote and encourage inter-disciplinary research in the field of transportation, which is of vital importance to Canada.

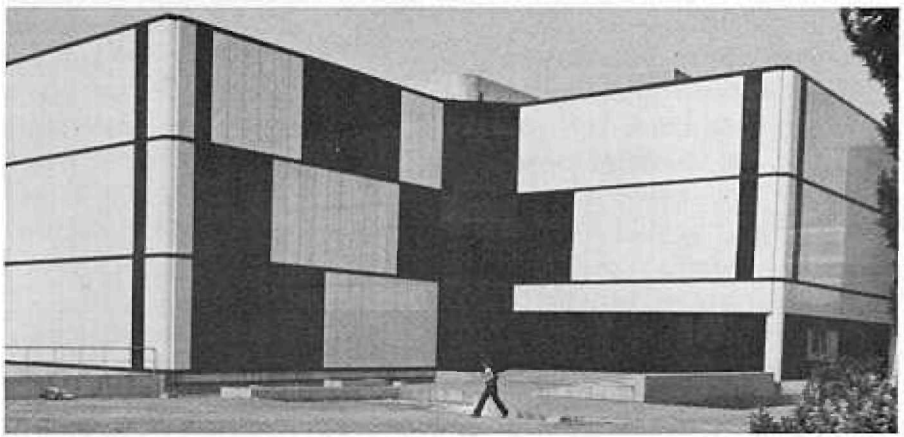
Another research program of national significance is the one currently underway under the auspices of the Westwater Research Centre. The new organization has been formed to undertake mission-oriented water resources research projects to facilitate the achievement of national and regional social objectives and to train and educate water resources specialists and managers. Working with grants from the federal government, Westwater's first major project is a survey

of water quality in the lower Fraser River from Hope to the sea.

A significant development for the Indians of British Columbia was the establishment of an Indian Education Research and Resource Centre which has undertaken to develop and distribute material that will help B.C. students and teachers to understand Indian cultural life and enable teachers to meet the needs of Indian children in their classrooms. The Centre also sponsors courses and programs on Indian culture and promotes the involvement of Indian people in education decision-making.

Another project, approved in 1969-70, was a blueprint for the development of a 77-acre Botanical Garden on the campus. This project will have wide-ranging effects on both the academic and research programs of the University. The Botanical Garden plan calls for the creation of a research and administration centre on a 14-acre site adjacent to the Thunderbird Stadium with greenhouses and conservatories, as well as development of a nearby 30-acre site adjacent to nearby Southwest Marine Drive. The Garden's research program provides for the development of a centre concerned with the biological aspects of the flora of B.C. and related western North American regions. Special teaching programs are planned and many existing courses offered now in University departments will be enhanced through association with the Botanical Garden.

The five-year period under review was also characterized by a renewed interest in and concern for the quality of teaching within the University. The problem that UBC faced in the latter part of the 1960s — one faced by every Canadian university — was the provision of quality instruction by qualified persons in the face of ever-increasing enrolments. In 1967-68 there were 1,267 full-time faculty members teaching 18,310 students, or a faculty/student ratio of 1:14.5. In 1971-72, there were 1,602 full-time faculty members for 19,826 students, or a ratio of 1:12.4. Student enrolment over the five-year period increased by 8.2 per cent while the faculty grew by 26.4 per



The modernistic Geological Sciences Centre at UBC is made up of laboratories for undergraduate teaching and graduate student and faculty research. The bulk of the funds used to construct the building – some $1,900,000 – were contributed by industry, alumni, faculty members and students. The balance – $930,000 – was appropriated by the Board of Governors from UBC's capital budget. Planning is underway for construction of an addition to the building to provide 35 offices for faculty members. Picture by the IMC Photo Department.

cent. In 1969-70 I was able to report to Senate that 49 per cent of undergraduate classes, and 58 per cent of all classes, contained fewer than 25 students and I have emphasized to deans and department heads that every effort must be made to keep class sizes within reasonable limits and that emphasis must be be placed on hiring quality instructors. At the same time I do not wish to disguise the fact that crowded classrooms still exist at UBC and that many students experience this situation regularly.

The past five years have also seen the appearance on the campus of various publications for the evaluation of teaching. Some early examples of these so-called "anti-calendars," which were largely subjective and based on sketchy sampling techniques, did a grave disservice to many University instructors. Other evaluations, based on adequate sampling and specially-designed questionnaires, proved valuable to both students and members of the faculty.

In recent years there has been a trend to greater student-faculty co-operation in assessing teaching. Most Faculties have established joint student-faculty committees which have developed more sophisticated techniques for evaluating classroom teaching. In some Faculties, joint faculty-student committees exist for the discussion of problems associated with teaching.

Another major incentive to better teaching has been the Master Teacher Awards, which were established in 1969 by Dr. Walter Koerner, a former chairman and member of the Board of Governors, in honor of his brother, Dr. Leon Koerner. A committee chaired by Prof. Robert M. Clark, Director of the Office of Academic Planning, has developed a stringent set of criteria for assessing faculty members who are nominated for the awards. The committee that screens nominees spends many hours assessing the nomination letters and visiting the classrooms of eligible faculty members.

In April, 1972, the committee named the sixth and seventh recipients of the Award – Dr. Bryan Clarke, head of a program in the

Faculty of Education for the training of teachers of deaf children, and Prof. Moses W. Steinberg, of the Department of English.

The final responsibility for the overall academic program of the University lies with the University Senate which must each year consider hundreds of recommendations for course and curriculum changes and new programs. All of these recommendations reach Senate only after they have been subject to long and careful study by departmental committees which, in turn, must submit changes and new programs to the scrutiny of a full Faculty meeting before they can be forwarded to Senate. This system, which has been likened to a pyramid, has often been criticized, but the critics have yet to suggest a viable alternative. At the root of this system is the belief that the power to alter the academic program of the University should be decentralized through the departments of the University and that the ultimate aim is to maintain and improve academic standards.

In the past five years the Senate has truly served as a sort of academic parliament for the University. It has debated the "Canadianization" of the University in terms of its course offerings and the makeup of its teaching staff, teaching and research in the area of pollution, enrolment restrictions and a host of other problems that are germane to the operations of a contemporary university.

One of the most important reports which the Senate was called upon to consider in the last five years was that of its Committee on Long-Range Objectives, which was established in 1968 "to propose a statement of objectives to apply to the next ten years." The committee, which spent more than a year preparing its report, produced a 120-page document containing 39 major and minor recommendations.

Senate held a number of special meetings in the 1969-70 academic year to consider the most important recommendations in the report. Senate accepted a recommendation to limit the total undergraduate enrolment on the present campus to a maximum of 22,000 students and to limit the annual rate of increase of total enrolment in graduate

studies to 15 per cent and set a ceiling of 5,500 graduate students. The total effect of this decision was to set a limit of 27,500 students on UBC's enrolment and to provide a mix of 20 per cent graduate students and 80 per cent undergraduates.

At another meeting Senate debated the other central issue contained in the Committee's report. The committee itself divided 6—5 on this issue, the majority favoring some modification of the existing structure of the University, the minority proposing to divide the University into a number of federated colleges. After a lengthy debate Senate approved a clause which was part of Recommendation 27 of the report, that "The present type of structure of Faculties, Departments and Schools be retained with modifications to make the system more responsive to changing conditions, without the adoption in principle of the federated college scheme."

Another major recommendation adopted by Senate was the concept of a five-year review of University Faculties, Schools and Departments based on a statement to be produced by these administrative units.

This brief description of the report of the Senate Committee on Long-Range Objectives scarcely does justice to the wide range of topics it covered. Some of the recommendations were tabled or rejected, others were referred to the Faculties for study and others are still being considered by various standing committees of the Senate.

Much of the discussion and debate concerning the role and function of the University and other allied matters originated in the five-year period under review as the result of a brief entitled "The Future of the University: Fair Weather or Foul," which was prepared in the spring of 1968 and adopted by the Students' Council of the Alma Mater Society. The brief asked that students share in decisions concerning academic and administrative appointments, Faculty Council and student discipline, financing of student education, housing for graduate and undergraduate students, physical planning and building at the

University, the presence of students on governing bodies, and the relationship between teaching and research.

The publication led to lengthy meetings and debates at all levels throughout the University and the establishment of an *ad hoc* Senate committee charged with consulting Students' Council and others and with bringing recommendations to Senate. The negotiations were not always smooth sailing but they served a valuable purpose. Many students, for the first time, became aware of the complexities of governing a modern university, and learned that many suggested changes could not be implemented because they would contravene the *Universities Act*, the provincial legislation which sets out the framework of University government. Within the Act, however, there is latitude for change through negotiation and the discussions between the *ad hoc* committee and the students bore fruit in a number of areas.

The *ad hoc* committee's first report dealt with Faculty Council and student discipline and re-stated a long-standing University principle, namely, that students should be given as much responsibility as possible for their own discipline, that the University should continue to assist them in their task, that faculty should be associated with students when academic matters were involved and that there should be rights of appeal and "procedural justice."

As a result of a recommendation from the *ad hoc* committee the number of students serving on the Senate was increased from four to 12. Four students were first elected to Senate in October, 1967. The increase in the number of student Senators enabled the students to elect representatives from a broader spectrum of the student body and ensure that student views on University matters were placed forcefully before Senate.

In the 1968-69 academic year Senate also agreed to conduct its meetings in public. Senate established a public gallery for 30 persons who could apply to the Registrar, who serves as Secretary of Senate, for

SUMMARY OF REVENUE AND EXPENDITURE

(Excluding Capital Additions to Endowment, Student Loan and Capital Development Funds)
April 1, 1971, to March 31, 1972

	GENERAL FUNDS		TRUST FUNDS		TOTAL		1970-71	
Revenue		Per cent	For Specific Purposes	Per cent		Per cent		Per cent
Province of British Columbia Operating Grant	$53,492,293	81.0	$ –	–	$53,492,293	63.7	$46,279,870	61.6
Student Fees	10,038,248	15.2	–	–	10,038,248	11.9	10,413,910	13.9
Services	2,058,032	3.1	1,191,954	6.7	3,249,986	3.9	2,879,134	3.8
Endowment Income	–	–	1,239,990	6.9	1,239,990	1.5	1,027,121	1.4
Sponsored or Assisted Research	–	–	12,847,743	71.6	12,847,743	15.3	11,753,586	15.6
Gifts, Grants and Bequests	–	–	2,531,417	14.1	2,531,417	3.0	2,124,813	2.8
Miscellaneous	488,886	0.7	130,212	0.7	619,098	0.7	660,912	0.9
	$66,077,459	100.0	$17,941,316	100.0	$84,018,775	100.0	$75,139,346	100.0
Expenditure								
Academic	$47,716,337	72.2	$ 2,128,561	11.9	$49,844,898	59.3	$44,188,906	58.8
Libraries	5,010,141	7.6	58,250	0.3	5,068,391	6.0	4,656,346	6.2
Sponsored or Assisted Research	(139,082)	(0.2)	12,539,318	69.9	12,400,236	14.8	10,835,998	14.4
Administration	2,340,444	3.5	(5,100)	(0.0)	2,335,344	2.8	2,219,816	3.0
Student Services	997,627	1.5	427,145	2.4	1,424,772	1.7	1,344,566	1.8
Plant Maintenance	7,043,019	10.7	108,741	0.6	7,151,760	8.5	5,963,039	7.9
Renovations and Alterations	1,647,399	2.5	-	–	1,647,399	2.0	1,961,780	2.6
Scholarships and Bursaries	931,242	1.4	1,713,190	9.5	2,644,432	3.1	2,321,504	3.1
General Expenses	136,113	0.2	148	0.0	136,261	0.2	145,192	0.2
Ancillary Enterprises (Net)	188,734	0.3	–	–	188,734	0.2	84,730	0.1
	$65,871,974	99.7	$16,970,253	94.6	$82,842,227	98.6	$73,721,877	98.1
Excess of Revenue Over Expenditure								
– General Purposes	205,485	0.3	–	–	205,485	0.2	(94,063)	(0.1)
– Specific Purposes	–	–	971,063	5.4	971,063	1.2	1,511,532	2.0
	$66,077,459	100.0	$17,941,316	100.0	$84,018,775	100.0	$75,139,346	100.0

tickets in advance. Senate reserved the right to move *in cameram* for private discussions.

THE STUDENT BODY

Few phenomena of the past five years have been more minutely examined and agonized over than the so-called "youth revolution" and its effect on universities throughout the world. The commonplace student demonstrations, protests and sit-ins, so widely chronicled in the newspapers and on the electronic media a few years ago, no longer excite the same interest on the part of newsmen and the public.

It is fair to say that throughout the heyday of student activism, those who make up the UBC community — students, faculty, administrators and alumni — generally maintained a level-headed attitude. Except for one brief and isolated incident at the Faculty Club in 1968, UBC escaped the worst excesses of student unrest. It has been said that the major reason for this is the autonomy that UBC students have traditionally enjoyed. Student demonstrations at many other universities have often been sparked by demands for freedoms that UBC students have long taken for granted.

Still, the University has not turned a deaf ear to the requests that students have made over the past five years for a larger voice in decision-making. Twelve students now sit on Senate and make their influence felt in major academic decisions. Most Faculties of the University have evolved student-faculty liaison committees where teaching, classroom conditions, curricula and other matters of mutual concern are discussed with a view to improvement.

Less well chronicled than the student protests, in the sometimes chaotic atmosphere of the last five years, has been a continuation of a spirit of altruism on the part of students concerned with the problems of contemporary society.

Student interests range from concern over the environment to the problems of the less-fortunate members of society. To cite only a few examples, UBC students have been partly or solely responsible for:

Establishment and operation of Vancouver's Crisis Centre, which gives on-the-spot assistance and information to those in trouble;

Teaching and providing technical and scientific expertise to scores of underdeveloped countries through such agencies as Canadian University Service Overseas;

Devising suggestions for orderly urban and rural industrial and residential developments, as part of their academic training;

Providing free legal advice on the campus or through community information centres;

Raising thousands of dollars for the physically handicapped and for voluntary health organizations.

In addition to these activities, many of which are well publicized, hundreds of other UBC students are actively associated with community, church and athletic groups throughout the city in various programs of assistance. They go about their tasks quietly and without fanfare.

I cannot think, however, of another student project in the history of the University that has been more widely publicized that the urban vehicle constructed by students in the Faculty of Applied Science, which won the overall award for excellence in an international competition in August, 1972. Up to 150 engineering students worked for 15 months to produce the vehicle, which competed with entries from 60 other North American universities at the General Motors proving grounds at Milford, Michigan, Aug. 6—10.

In addition to the overall award for excellence, the UBC vehicle also captured awards for safety and styling. Entries were judged on the basis of the purity of engine emissions, safety features, space utilization, driving characteristics, fuel efficiency, the ability to withstand collisions and additional performance tests.

The students, in addition to spending countless hours building the urban vehicle, acted as their own fund raisers for the project, which was supported by large and small donations from individuals and interested

companies as well as grants from the federal government's Opportunities for Youth program.

I know that the entire University community joins with me in congratulating the team that designed the vehicle.

It seems appropriate, in this section dealing with students, to review the findings of a report that was placed before the Senate of the University during the 1971-72 academic year. The report, prepared by a 10-member committee chaired by Prof. Peter Pearse of the Department of Economics, was concerned with degree programs for part-time students. The committee found that "a serious shortcoming" exists in UBC's present arrangements for part-time students and that the question of accommodating part-time students is "important and urgent."

The Senate report cited a number of current trends in education which create a sense of urgency on the question of part-time study. These include rapid social and technological changes and the need for retraining of people of all ages, the changing attitudes of young people towards education and employment, the desire of married women to return to education after the demands of children are reduced, and the increasing amount of leisure time available to individuals.

Senate adopted four recommendations made in the committee's report and referred it to UBC's 12 Faculties. Each Faculty was asked to review its existing policies regarding opportunities for part-time study and report back to Senate by March, 1973.

The recommendations adopted by Senate were:

1. That Senate adopt an explicit policy of encouraging the development of opportunities for part-time study toward degrees where this is academically and financially feasible;

2. That Senate request each Faculty to undertake a careful examination of obstacles to part-time study and prepare a positive statement giving guidance for part-time students for inclusion in the

Calendar, and that each Faculty report back within a year explaining changes made and justifying remaining restrictions;

3. That Senate inform the Faculties and the Registrar's Office of its policy toward part-time studies and encourage them to assist applicants in taking advantage of opportunities; and

4. That Senate initiate planning for the institutional, administrative and curriculum changes needed to develop opportunities for part-time study.

I consider the provision of opportunities for part-time study to be most important and I hope that in the near future the University will take steps to achieve the goals recommended in the report of the Senate committee, which have also been urged from time to time by the Centre for Continuing Education.

Those of us who work daily on the campus of the University have become accustomed to thinking of the student body in terms of the 19,000-odd full-time students who register in September for our annual Winter Session. The fact is that more than double that number of occasional and part-time students — a total of 43,712 — enrolled at the University in the 1971-72 academic year for a wide variety of credit and non-credit programs in the fields of professional and general education.

These students are doctors, lawyers, engineers, businessmen, housewives, school teachers, policemen, dentists . . . the list is almost endless. The length of contact that each of these students has with the University varies enormously. Enrolment in a continuing education program may mean attendance at a one-day seminar on a highly specialized topic or a weekly visit to the campus for a credit certificate program.

The Division of Continuing Education in the Health Sciences is by far the leader in reaching out to other parts of the province to provide courses for practising health professionals. Something close to 100

programs in the Health Sciences were given in centres throughout the province in the last academic year.

In terms of numbers UBC's Centre for Continuing Education last year had the largest number of student contacts. More than 22,300 persons were enrolled for programs sponsored by the Centre. These ranged from credit courses given during the Winter Session and the May-July Intersession to special programs for professionals in the fields of community and regional planning, resources industries, law, engineering and social work. Several thousand additional people took non-credit general education courses either on the campus or at centres in the Lower Mainland.

THE UNIVERSITY LIBRARY

A comprehensive university of the size and scope of the University of B.C. can serve its students and faculty members well only if it has an adequate library system. In the last five years the growth and development of UBC's Library has continued at a steady pace. This has meant that the Library system has reached some new landmarks and been confronted with new problems.

In the five-year period 1967 to 1972 the Library's book collection increased in size from 943,990 to 1,499,775 catalogued volumes. There were also significant increases in collections of government documents, films, microfilms, maps, manuscripts and phonograph records. The recorded use of Library resources showed a similar increase from 1,338,328 items in 1967-68 to 2,140,514 in 1971-72. This growth in the Library's use and collection is reflected in the increase in Library expenditures. In 1967—68 the amount expended on salaries, the purchase of books and periodicals and other Library activities was $3,098,863. In 1971-72 this had increased to $4,680,882.

During the 1970-71 academic year the UBC Library became the second largest academic library in Canada, exceeded only in size by the University of Toronto system. A key feature of the UBC system has been decentralization. UBC's present Library system consists of the

familiar Main Library, housing 12 public service divisions, the systems and processing divisions and the bindery; 12 branch libraries, including the Woodward Biomedical Library serving students and faculty members in the life and health sciences; and 41 reading rooms located in academic buildings on the campus.

This growth has brought with it many problems for the Library system. Study space for students who wish to use the Library's collections is still inadequate, inflation has continued to drive up the price of books and journals, and Mr. Basil Stuart-Stubbs, the University Librarian, in his annual reports to the Senate, has repeatedly drawn attention to the need for additional annual appropriations to meet the demands for the purchase of Library materials.

The Library has also been faced with problems in housing its burgeoning collection. As a result of a shortage of shelf space a significant part of the UBC's valuable collection in the field of Asian Studies has had to be moved into storage and in 1971 some 37,000 books were withdrawn from collections in the Main Library for storage in the Woodward Library. The books selected for storage were items which had never been borrowed or had been infrequently borrowed. However, the fact that they are not immediately available must make the Main Library less effective for its users, who may never know what they are missing while scanning the collections in the stacks.

This situation will not be corrected in the coming academic year despite the fact that the new Sedgewick Library for undergraduate use will come into operation and will include space for 185,000 volumes and seating space for 2,000 students. Space vacated in the Main Library will be taken over by various divisions which have been operating under sub-standard conditions.

The new Sedgewick Library, will, however, be a delightful place for students and faculty members to work. The design of the building was the result of an intensive study that indicated that a new library facility was essential in the area immediately west of the existing Main Library.

If an above-ground facility had been undertaken it would have adversely altered the appearance of the central campus in front of the Main Library and the view down the Main Mall to the north. The ingenious solution hit upon by the architects for the project was to construct the new, two-storey Library under the Main Mall. This also allowed the architects to preserve the row of northern red oaks lining the Main Mall by encasing the roots of the trees in red-brick-faced caissons which have been made an integral part of the interior of the building. It is regrettable that the opening of the new Library had to be postponed owing to a construction dispute in the spring of 1972, which held up completion of numerous other buildings.

I have mentioned earlier the attempts that universities in B.C. and elsewhere have been making to co-operate in the development of academic programs. This has been matched by increasing interdependence among university libraries in B.C.

In October, 1971, the librarians of UBC, Simon Fraser University and the University of Victoria established an informal organization called Tri-University Libraries with the three-fold purpose of:

1. Improving and developing co-operation among the three libraries;
2. Working toward a co-ordinated policy of long-range library growth and development with co-ordinated acquisitions policies, shared resources, the development of compatible machine systems, provision of easy and rapid communications systems and shared storage facilities and exploration of other areas of co-operation; and
3. Co-operation with other educational, library and research institutions and organizations inside and outside the geographical area to further the purposes of the three libraries.

A number of task forces have been set up to deal with specific areas of library activity and measures approved in the past five years have made the library resources of B.C.'s public universities available to a wider community and resulted in cost savings at the operational level.

In closing this section of the development of the UBC Library in the

Completion of the 12-storey annex of the Buchanan Building eased overcrowding for faculty members in the Departments of German, French, Economics and History. The building, which cost $2.8 million, also houses nine seminar rooms as well as small libraries and reading rooms. Picture by the IMC Photo Department.

past five years I extend the gratitude of the entire University community to Mr. Stuart-Stubbs and his able assistants and members of the Senate Library Committee. They have worked ceaselessly to improve the Library's collections and services for students, faculty members and the general public.

RESEARCH

The past five years have been characterized by a continued expansion of the University's research establishment and an increase in the amounts of money expended on research. Some $9,000,000 was expended in the 1967-68 academic year as compared to more than $13,000,000 in 1971-72 for a wide variety of projects in the pure and applied sciences, the medical sciences as well as the humanities and social sciences.

Few areas of university activity are subject to more continuing debate than the whole question of research. The balance between pure and applied research, the question of what kinds of research are appropriate for universities, the weight that research should be given in decisions regarding promotion and the award of tenure, the place of graduate studies in the university — all of these problems have been subject to discussion and scrutiny by faculty members and students and interested friends of the University in recent years.

No one has yet devised a formula which can be said to apply to all faculty members in determining how much time they should devote to research. But it has always been regarded as part of the very definition of a university and a vital part of the total program of this University.

A view of research, which I sense is less fashionable today than it once was, is to regard it as being isolated from the teaching process. UBC has avoided the creation of research professorships and academic units divorced from contact with students largely because of the widespread feeling here that there is an intimate relationship between the teaching and research functions.

There is, of course, a special group of scholars whose abilities enable

them to make original contributions to the world's storehouse of ideas and knowledge. But a far larger group are concerned with re-interpreting and synthesizing the findings of other scholars and bringing to students and society a fresh view of scientific, human and cultural values.

I think, too, that we are sometimes inclined to make too much of the need for the publication of research results in professional journals. Research results can often gain currency through classroom and public lectures just as effectively as they can on the printed page.

As the University's research establishment has become larger and increased funds have become more available for research of all kinds, added consideration has had to be given to the development of policies that are calculated to be of benefit to the University, the faculty and students and the community. To assist and advise faculty members in all administrative matters relating to research proposals and agreements, the University established in 1967 an Office of Research Administration.

The Consultant on Research Administration, who heads the Office, has immediate responsibility for the business administration of research contracts and grant agreements. It is his function to ensure that proposals or requests for research funds conform with the established policies of the University.

One of the key elements in this research policy is that the University does not allow "secret " or "classified" research to take place on the campus. Research applications are carefully scrutinized to ensure that the granting agency has not placed any restrictions on the use of the material for publication by the faculty member who applies or as the basis for theses by graduate students.

The University has also taken steps in recent years to develop and establish policies that protect students and faculty researchers in projects that involve human subjects. The policy statement on this

subject approved by the Board of Governors sets out guidelines for the protection of individuals involved in experiments.

It is a matter of regret that I must record here the death of Prof. Frank A. Forward, UBC's first Consultant on Research Administration, on Aug. 6, 1972, at the age of 70. No more apt choice to establish the Office of Research Administration could have been made. Prof. Forward was a member of the UBC faculty for more than 30 years, the foremost Canadian metallurgist of his generation and a leading figure in the development of science policy in Canada.

In the field of research Prof. Forward was the inventor of numerous processes for the extraction of metals from ores and is most famous for one involving the extraction of nickel. He joined the Metallurgy Department at UBC in 1935 and ten years later became its head. He actively promoted strong links between his department and industry, to the benefit of both.

Prof. Forward established, during the Second World War, a consulting service on metallurgical projects which later became British Columbia Research, was the first director of the Science Secretariat of the Canadian Privy Council and was responsible for drafting the legislation which led to the formation of the Science Council of Canada. For his contributions to the science of metallurgy and public service he was the recipient during his career of almost every major award made by industrial and professional organizations in the field of extractive metallurgy. His wise counsel and influence on University affairs will be greatly missed.

THE BOARD OF GOVERNORS

The conclusion of the 1971-72 academic year brought with it significant changes in the membership of the Board of Governors. Four long-time members of the Board – Mr. Arthur Fouks, Dr. Walter C. Koerner, Mr. John F. Liersch and Mr. Donovan F. Miller – retired, having served the maximum number of years allowed under the *Universities Act*. Dr. Allan M. McGavin, who served the University as

Chancellor for the three years 1969-72, retired from that post at the end of the academic year and was re-appointed to the Board for a further three years by the Lieutenant-Governor in Council. Before the conclusion of the academic year Dr. McGavin was elected by the Board to serve as its chairman for the two-year period, Sept. 1, 1972, to Aug. 31, 1974, in succession to Mr. Fouks. Mrs. John MacD. Lecky and Mr. Paul Plant, who were elected to the Board by the Senate in 1969, were also re-appointed to the Board for three-year periods by the Lieutenant-Governor in Council. The appointment of Mr. Richard Bibbs was renewed for another three-year term by the Lieutenant-Governor in Council. A new appointment to the Board was that of the Hon. Thomas A. Dohm, President of the Vancouver Stock Exchange and a former member of the Supreme Court of B.C., for a three-year period by the Lieutenant-Governor in Council. Three additional members will join the Board in the 1972-73 academic year as the result of elections to be held by the Senate.

Finally, Dr. McGavin was succeeded as Chancellor of the University by a distinguished graduate, Mr. Nathan T. Nemetz, a Justice of the Court of Appeal of B.C., who served on the Board previously from 1957 to 1968 and as Board chairman from 1965 to 1968. He was also a member of the University Senate representing the Alumni Association from 1957 to 1963. Mr. Nemetz's election by the Convocation of the University was announced at the June, 1972, meeting of the Senate and he was installed in office by the Visitor to the University, the Hon. John R. Nicholson, Lieutenant-Governor of B.C., during a ceremony on Aug. 31, the last day of the 1971-72 academic year. Mr. Nemetz has given distinguished service to the University in the past and it is a pleasure to welcome him once again to UBC's governing councils.

I know, too, that all members of the University community will join me in thanking Dr. McGavin for the contributions he has made to campus activities as Chancellor and as chairman of the finance committee of the Board of Governors in recent years. He has set an

enviable standard for his successors as Chancellor and his re-appointment as a member of the Board and his election as its chairman will be widely approved both on and off the University campus.

The retirement of Dr. Koerner, Mr. Fouks, Mr. Liersch and Mr. Miller deprives the University of four staunch friends who have worked untiringly to improve the quality of campus life for faculty members and students.

I know that it will not be taken amiss by other retiring members of the Board if I single out Dr. Koerner for a special tribute, not just as a member of the Board but also as a University benefactor. With other concerned B.C. citizens, notably Dr. H.R. MacMillan, he has been in considerable measure responsible for the resurgence of interest in native Indian art, both as a private collector and as a contributor of substantial sums of money to the University to enable it to enlarge its collection of Indian materials. Mr. Koerner was also instrumental in persuading the federal government to allocate $2,500,000 for the construction of the new Museum of Man on the UBC campus, by donating his personal collection of valuable artifacts of many world cultures for display in the Museum. He also contributed funds for the construction of the south wing of the University Library during the 1958 UBC Development Fund. As a member of the Board he has served as its chairman and was a key figure in the development of plans for the Health Sciences Centre. Few individuals have given more unstintingly of their time and energy on behalf of the University and it is my hope that Dr. Koerner will continue to have a close and lasting association with UBC.

I have, in past reports, repeatedly pointed to the heavy responsibilities which each member of the Board of Governors bears as the public trustee of the millions of dollars which are received annually for the operations of the University. Being a member of the Board involves much more than simply attending a meeting ten times a year and appearing on ceremonial occasions. Each Board member chairs or is

Urban vehicle, nicknamed the "Wally Wagon" in honor of President Walter Gage, constructed by a team of students in UBC's Faculty of Applied Science won the overall award for excellence in August, 1972, in an international competition with entries from 60 other North American universities. The UBC vehicle also captured awards for safety and styling. Students, in addition to building the vehicle, acted as their own fund raisers for the project, which was supported by donations from individuals and interested companies as well as grants from the federal government's Opportunities for Youth Program. Picture by the IMC Photo Department.

involved in the work of committees of the Board or other University committees and is involved in decision-making that affects most University activities.

Yet, each year, there appear, chiefly in the student press, articles and comments which do a grave disservice to the contributions made to University life by these public-spirited men and women. They are often quite unfairly characterized as members of the so-called "establishment," with little concern for the improvement of the physical and academic environment at UBC. My own experience over many long years has been quite the opposite; members of the Board do not see themselves as representatives of any faction of society. They are elected or appointed to serve as trustees of public funds and to ensure that these funds are spent in the most economical way and for the greatest benefit to students, faculty and staff.

The basic mistake made by these critics of the Board is to assume that the Board governs in the sense that it hires every member of the University faculty and staff, that it decides without consultation or advice the priorities for new buildings and their locations, that it is concerned in detail with every facet of University activities.

It is true that under the terms of the *Universities Act* the Board is ultimately responsible for any University activity which involves the expenditure of funds. However, it would require almost full-time attendance at the University by Board members if they were to carry out all the functions which their critics ascribe to them. Most Board members are busy members of the business or legal worlds and would find it impossible to do this.

The truth is that the Board relies heavily upon the advice of members of the University community in making decisions. Recommendations about building priorities, for instance, are sent to the Board from Senate, which has a Committee on Academic Building Needs, made up of faculty members and students. Similarly, new courses and programs come to the Board via the Senate and are implemented providing

annual operating grants from the provincial government are adequate to meet the costs. Decisions relating to the hiring of new faculty members are made at the departmental level by committees of faculty members and are sent to the Board through the dean of the Faculty and the President. Most other facets of University operations are debated at the departmental and Faculty levels and recommendations reach the Board only after thorough discussion.

My purpose in dwelling on this is to indicate that, by and large, decision-making power is decentralized throughout the University and much of it lies in the hands of faculty members and students, who have a continuing responsibility for the maintenance of academic standards and the provision of services to the University community.

It is, perhaps, unfortunate that the term "Board of Governors" was chosen in the early part of this century by the drafters of the act that governs universities in this province. In today's context it somehow seems to carry with it the connotation of a highly centralized administrative apparatus, which is far from being the case. It has been suggested that in any future revision of the *Universities Act*, the term "Board of Trustees" might be a more accurate reflection of the function of the Board.

AWARDS AND PUBLIC SERVICE

During the 1971-72 academic year a significant number of UBC faculty members were the recipients of awards from professional groups or undertook to serve as the presidents of professional organizations. I take this opportunity to congratulate the individuals concerned and to list their accomplishments below.

Prof. Vladimir Krajina, of the Department of Botany, was the recipient of the George Lawson Medal of the Canadian Botanical Association for "a lifetime contribution to botany in Canada by a Canadian." Prof. Krajina has been instrumental in recent years in the establishment of ecological reserves within the province for study and research. Some 28 of these reserves, tracts of land unique in their

vegetation, climate and other characteristics, have now been set aside by the provincial government and will remain undisturbed in perpetuity for scientific study.

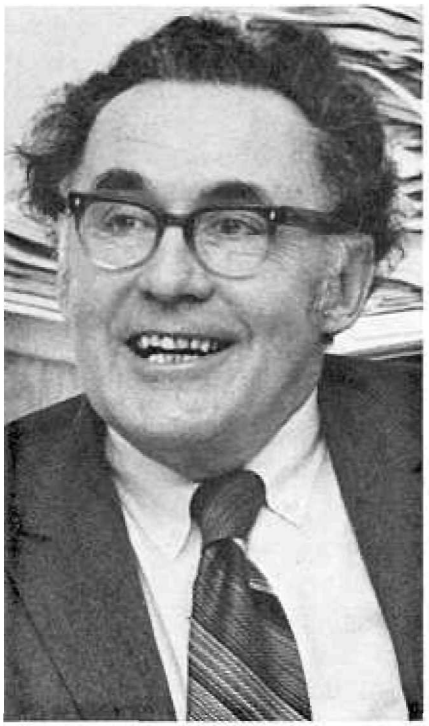
Prof. H.R. Wynne-Edwards, who joined the UBC faculty during the 1971-72 academic year, was awarded the Spendiarov Prize as Canada's outstanding geologist at meetings of the International Geological Congress held in Montreal in the summer of 1972. The prize is awarded every four years to a geologist in the host country. Prof. Wynne-Edwards received the prize for a 15-year study setting out the entire geological history of "Grenville Province," an area about 250 miles wide north of the St. Lawrence River in Quebec. UBC is fortunate to have attracted a scientist of Prof. Wynne-Edwards's stature to head the Department of Geological Sciences.

Dr. R.E. Kucera, also a member of the Department of Geological Sciences, received an award from the Canadian Science Film Symposium for the best science research film produced in Canada for the year.

Dr. J.D. McPhail, of the Department of Zoology, was awarded the Wildlife Prize for his recently-published book, *Freshwater Fishes of Northwestern Canada and Alaska.*

Two members of the Department of Chemistry were the recipients of awards for research. Prof. James Trotter received the Noranda Lecture Award and Prof. James Kutney was awarded the Jacob Biely Prize for his outstanding research record.

Prof. Harold Copp, head of the Department of Physiology in the Faculty of Medicine, was awarded the Flavelle Medal of the Royal Society of Canada at the Society's meetings in June, 1972, for "research of special and conspicuous merit in the biological sciences." Prof. Copp was particularly honored for his discovery of the hormone calcitonin, which helps to regulate the concentration of calcium circulating in the blood.



Prof. George Volkoff, former head of the Department of Physics, was named Dean of UBC's Faculty of Science to succeed Dean Vladimir Okulitch, who retired. Picture by the IMC Photo Department.

Dr. David Bates became Dean of UBC's Faculty of Medicine, succeeding Dr. John F. McCreary, who is now Co-ordinator of Health Sciences at UBC. Picture by the IMC Photo Department.

The Faculty of Agricultural Sciences had more than its share of faculty members who undertook duties as presidents of national and provincial organizations. Dean Michael Shaw was named president of the Biological Council of Canada, Dr. J.F. Richards was elected president of the Canadian Institute of Food Sciences, Dr. John Neill became president of the B.C. Society of Landscape Architects and Prof. A.J. Renney was named president of the Canadian Pesticide Society.

Prof. V.C. Brink of the Department of Plant Science was honored by his colleagues by being named "Agrologist of the Year" by the B.C. Institute of Agrologists.

Prof. J. Ross Mackay, of the Department of Geography, was honored by his peers as the first recipient of the Award for Scholarly Distinction of the Canadian Association of Geographers at meetings of the Association held in conjunction with the 22nd International Geographical Congress in Montreal. Prof. Mackay was also awarded an honorary doctorate by the University of Montreal as part of the Congress meetings.

FACULTY AND STAFF

A significant number of new appointments were made during the 1971-72 academic year. They included the following:

Prof. G.M. Volkoff, former head of the Department of Physics, became Dean of the Faculty of Science. Prof. H.R. Wynne-Edwards came from Queen's University to head the Department of Geological Sciences, formerly the Department of Geology. Also in Science, Prof. Peter Larkin became head of the Department of Zoology, succeeding Prof. William Hoar, who guided the activities of the department with such distinction from 1964 to 1971.

In the Faculty of Medicine, Dr. John F. McCreary stepped down as the Faculty's Dean and assumed the new post of Co-ordinator of Health Sciences. He was succeeded by Dr. David Bates, formerly of McGill University. Within the same Faculty, Dr. Milton Miller became head of the Department of Psychiatry.

Within the Faculty of Arts, Dr. Donald M. McCorkle joined the UBC faculty as head of the Department of Music, succeeding Prof. G. Welton Marquis, who was the founding head of the Department in 1958. Prof. Peter Suedfeld became head of the Department of Psychology and Dr. Robert J. Gregg was named head of the Department of Linguistics in the Arts Faculty.

In the Faculty of Agricultural Sciences, Prof. W.D. Powrie was named head of the Department of Agricultural Engineering and Mechanics.

In the Faculty of Graduate Studies, Dr. G.A.H. Walker was appointed head of the Institute of Astronomy and Space Science.

In the Faculty of Education Prof. J. Ranton McIntosh resigned as director of Secondary Education and was succeeded by Dr. John Calam.

In the area of administration, Dr. Norman Watt, of the Faculty of Education, became director of the Summer Session, succeeding Mr. Wilfred Auld, and Mr. Neville Smith was appointed director of the Department of Physical Plant, succeeding Mr. James T. Turner, who resigned to accept a similar post at the University of Toronto. Dr. Richard Spratley, a former member of the UBC Chemistry Department, was appointed Consultant on Research Administration during the academic year to succeed Prof. Frank Forward, whose death was noted earlier in this report.

Several members of the teaching staff and one senior member of the administrative staff of the University reached retirement age in the 1971-72 academic year. Each of them made significant contributions to the work of the University and some have been reappointed and will continue teaching and research duties.

Those who reached retirement age are: Prof. G.F. Curtis, Faculty of Law; Dr. P. Read Campbell, associate professor of Education; Miss Margaret M. Street, associate professor of Nursing in the Faculty of Applied Science; Prof. J.G. Spauling, of the Department of English;

Prof. Douglas Derry, of the Department of Mathematics, and Miss Muriel Upshall, nursing supervisor of the University Health Service Hospital.

I am pleased to have this opportunity to pay tribute to the valuable efforts of the University's employed staff in contributing to the efficient operation of the University. Were it not for the dedication of our support staff in providing a wide variety of services the University would be unable to function normally. The Twenty-five Year Club, an organization which provides a measure of recognition for those who have been UBC employees for a quarter century, was formed recently and 30 persons were inducted as founding members. In the current academic year the following persons were inducted: Mr. Don B. Boyce, Physical Plant; Mr. Lemuel Bayly, Housing Administration; Mr. Allan LeMarquand, University Purchasing Agent; Mr. William McKenzie, University Bookstore; Miss J.M. McKinnon, School of Home Economics, and Ms. Jessie Stewart and Ms. Marjorie V. Smith, both of the Centre for Continuing Education.

SUMMER SESSION

UBC's 1972 Summer Session enrolled 3,737 students compared to 4,340 in 1971, a decline of 13.9 per cent. In order to counteract continuing declines in Summer Session enrolments, officials responsible for the summer program have initiated studies designed to make the annual seven-week program more attractive to students. Under study are the possibility of offering post-degree diploma programs designed to appeal to specialist teachers and the possible admission of high school students who complete their secondary education in June.

It is always difficult to pinpoint the reasons for declines in enrolment. Some factors which have been cited are changing attitudes on the part of young people toward the value of a university education; changes in provincial government regulations affecting teachers, who make up more than half the Summer Session enrolment; the availability

of grants under federal government programs for summer activities; and the availability of educational opportunities in regional colleges throughout the province.

Prof. Wilfred Auld, of the Faculty of Education, resigned as Director of the Summer Session in December, 1971, and I take this opportunity to thank him on behalf of the University for the contribution he has made to the Summer Session program. His thoughtful dedication to his responsibilities was greatly appreciated by his colleagues and students. He will, fortunately, continue to hold his position as professor within the Education Faculty.

CONGREGATION

The University's 1972 Congregation for the awarding of honorary and academic degrees took place in the War Memorial Gymnasium on May 24, 25 and 26. Honorary degrees were conferred on Miss Frances Hyland and Mr. Arthur Hill, well-known Canadian stage, film and television personalities; Mr. Lister Sinclair, the noted Canadian writer, actor, director and producer; Prof. Norman Berrill, a noted zoologist from McGill University; Prof. M.Y. Williams, a pioneering Canadian geologist and member of the UBC faculty from 1921 until his retirement in 1950; and Mr. Allan M. McGavin, who was to retire as Chancellor of the University at the end of the academic year.

The University Senate approved the award of academic degrees to a total of 4,333 students in the 1971-72 academic year. In November 1,037 degrees were approved and in May 3,296 were approved.

DEATHS

It is with regret that I report the deaths of a number of active and retired members of the University faculty.

Dr. James M. Mather, former assistant dean of Medicine and Professor Emeritus of Preventive Medicine, died on Sept. 17, 1971.

Dr. Frank O. Marzari, associate professor of History, died on Sept. 30, 1971.

Dr. John N. Finlayson, Dean Emeritus of Applied Science, died on Sept. 20, 1971.

Dr. Genevieve C. Bird, associate professor of French, died on Nov. 21, 1971.

Mr. Benjamin R. Whitinger, associate professor of Education, died on Dec. 31, 1971.

Mr. H. Murray McIlroy, Professor Emeritus of Mechanical Engineering, died on Jan. 9, 1972.

Mr. Richard M. Pillsbury, Associate Professor Emeritus of Botany, died on Jan. 11, 1972.

Dr. Robert James Clark, honorary lecturer in Physics, died on Feb. 2, 1972.

Dr. G. Howell Harris, Professor Emeritus of Horticulture, died on Feb. 5, 1972.

Dr. J. Allen Harris, Professor Emeritus of Chemistry, died on Feb. 6, 1972.

Prof. Patrick C.F. Guthrie, of the Department of Classics, died on Feb. 10, 1972.

Dr. John A. Gower, associate professor of Geological Sciences, died on Feb. 22, 1972.

Mr. Glen Toppings, part-time lecturer in Fine Arts, died on March 2, 1972.

Mr. E.S.W. Belyea, associate professor of Psychology, died on April 19, 1972.

Prof. William Harrison White, of the Department of Geological Sciences, died on Aug. 5, 1972.

Dr. Frank A. Forward, Consultant on Research Administration and Professor Emeritus of Metallurgy, died on Aug. 6, 1972.

Dr. Gordon G. Moe, Professor Emeritus of Agronomy, died on Aug. 9, 1972.

Dr. Isadore Holubitsky, assistant professor of Surgery, died on Aug. 25, 1972.