THE PRESIDENT'S REPORT

1958-1959

THE UNIVERSITY OF BRITISH COLUMBIA

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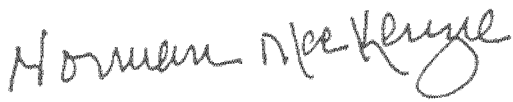
VANCOUVER, CANADA
1959

Lecture Theatre, Buchanan Building.

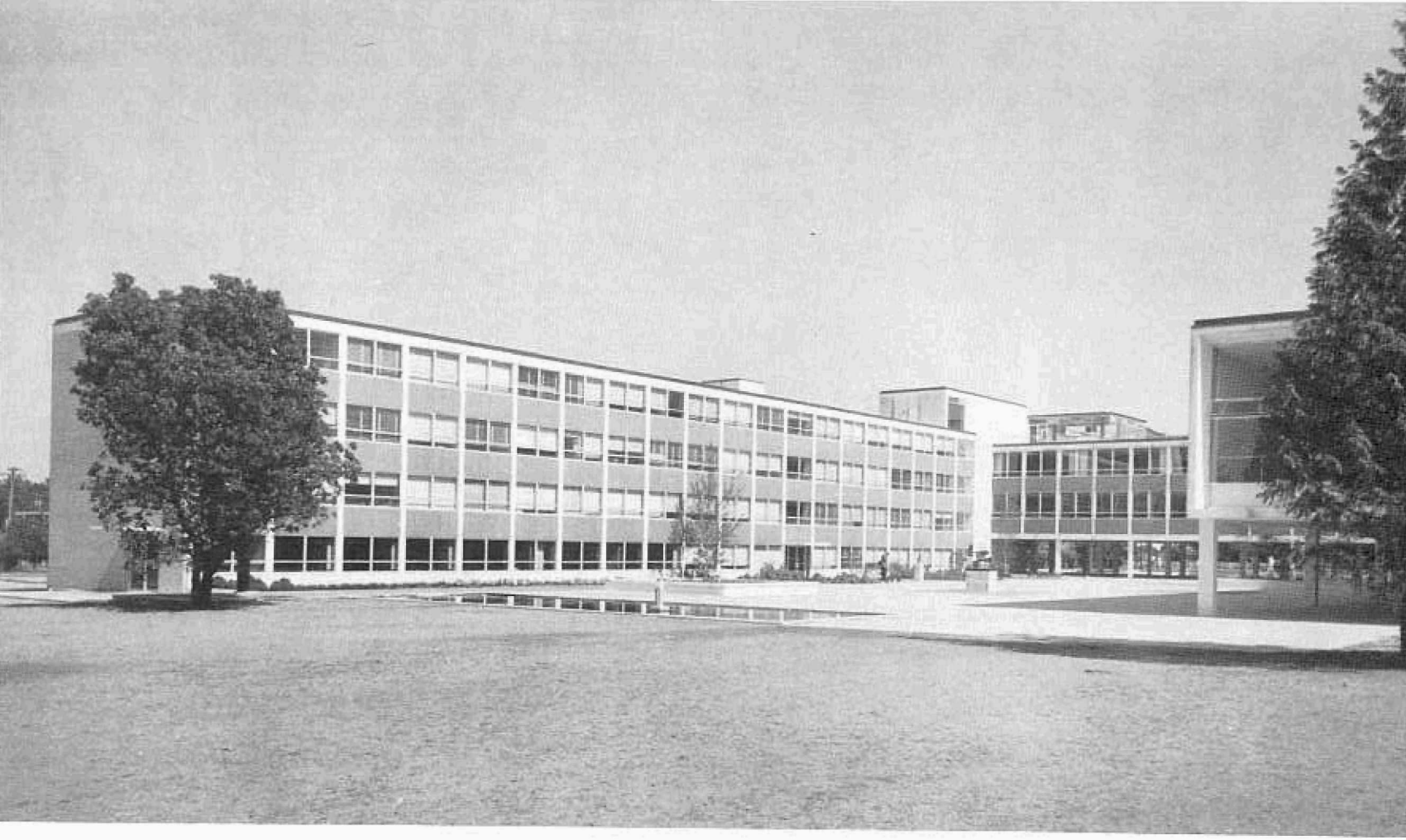
To The Board of Governors and Senate of
The University of British Columbia

Ladies and Gentlemen:

In my report last year on the occasion of our Golden Jubilee, I set aside some of the continuing problems of the University to record achievement of which we are all justifiably proud. With the growth of our sister institution Victoria College in mind, I have decided this year to consider some of the challenges facing us in the expansion of facilities for higher education within the Province. The ceaseless demand for trained persons in our provincial and national endeavours requires that we do all in our power to make the rewards and benefits of higher education available to as many of our citizens as possible.



N. A. M. MacKenzie,
President.



...man Building.

President's Report

Some Aspects of Higher Education in British Columbia

As the Development Fund Campaign continues to bring us the finances we so badly need, we have been able to start some of the most urgently required buildings on the campus. Already we have completed the Buchanan Building, some residences, and new wings to the Biological Sciences and Chemistry Buildings, the Faculty Club and International House. Construction has started on an annex to the Buchanan Building, a new wing to the Library, and new buildings for Medicine and Pharmacy. Plans are being drawn for other buildings, and we hope to start work on them fairly soon.

Our concern for the students already at Point Grey, however, has not blinded us to the needs of higher education in the Province as a whole. In the last few years, I and many of my colleagues have studied the various ways in which the University might best serve our communities. Contrary to some reports, I have never been opposed in principle to junior colleges, and they have been the subject of much thought and discussion at the University. As we have read the briefs in favour of various junior colleges, we have been conscious that such institutions might help to solve some of our own problems. Some of my colleagues have seen them as institutions which might help us provide higher education for the increasing number of people who are demanding it. Some, in spite of all the evidence to the contrary from such places as California, have even envisaged a situation in which junior colleges would be able to educate the vast numbers of freshmen and sophomores, leaving senior undergraduates and professional education to the campus at Point Grey.

Consequently, we were very interested in the new legislation passed this year by the Provincial Government which opened the way to provincial and school district colleges. We have long been aware of the fact that high school students in some parts of the

Province have less chance of attending university than those in the Lower Mainland area. One of our studies shows, for example, that the proportion of the 15-19 year age-group coming to the University from the Lower Mainland is almost twice as great as that coming from the Okanagan or the Peace River, and one and a half times as great as that coming from the Kootenays, and four times that coming from the Upper Cariboo. Even when allowances are made for the fact that there is a higher proportion of professional and managerial workers in the Lower Mainland (whose children are twice as likely to come to university as the children of manual workers), we are forced to admit that there appear to be geographical inequities in the opportunities for higher education in the Province (see Appendix I).

As one who has repeatedly urged that we try to provide higher education for all of our young people who have the capacity and desire for it, who has argued indeed that the future welfare of our society depends on our willingness to do so, I cannot look at the present situation with satisfaction. We *need* as many well-educated people as we can get. To take only one example of our shortage, that of teachers, we estimate that Canada will need an additional 44,000 secondary school teachers in the next ten years. At present we have 20,000. And in the universities, to maintain the present student-teacher ratio, we shall need an additional 9,000 lecturers. Unless we hold to the untenable assumption that our growing population will be satisfied with fewer medical, dental, engineering, etc., services than we now require, we can expect the demands for all educated people to rise proportionately with those for the teachers. In recent years we have been able to staff our colleges and universities only by bringing in large numbers of people from other countries, particularly from the United States. As their own educational systems expand with growing populations, however, we shall find it increasingly difficult to secure such persons. We must become sufficiently mature, educationally, to supply at least a large proportion of our own needs for staff.

In addition to the inequity of the present situation and to our self-interest in educating as many young people as are capable, there are other arguments for junior colleges. The main ones proposed, I think, are that U.B.C. is becoming too big and that junior

colleges would be beneficial to the communities in which they are located. I cannot agree that the total size of an institution is necessarily significant. Some of the best universities in the world are very large indeed, and are good at least in part because their size enables talented men of wide and varied experience to work together. I would agree that some of our classes could well be smaller and that the student-teacher ratio could be improved so that the staff might spend more time with individual students. But we could make that improvement only if we were prepared to spend more money per student than we now do. Since I cannot imagine any government using taxes inequitably to provide, say, classes of freshmen English of 25 in junior colleges without making the same thing possible at the University, I cannot see that junior colleges would substantially alter the amount of individual attention given to students. If it is the total size of U.B.C. that is objected to, and no one has been able to show that total size is relevant, I suggest that as Victoria College enriches its course offerings and increases its facilities, it will be able to accommodate more students interested in the Liberal Arts.

The other important argument for junior colleges, that they benefit the community, is irrefutable. The typical junior college in the U.S.A. provides two years of academic education for students proceeding to university, terminal courses and vocational courses for students not going to university, and adult education for the whole community. But like many other very desirable services, junior colleges are expensive, and we must decide as a community whether or not we are prepared to pay for them as well as pay the increasing costs of our schools and university. Sometimes, to students or parents who see only the immediate cost to themselves, junior colleges appear as a less expensive way of providing education. But for the community, which is, in final analysis, responsible for meeting the costs of a junior college, this is scarcely true. It has been estimated that the new junior college at Lethbridge, the only public junior college in Canada as far as I know, costs the taxpayer more than would be spent in giving every student in attendance a $1,200 scholarship to continue his studies at any institution of his choice.

Any reservations I have about the desirability of promoting

Her Majesty the Queen, H.R.H. The Prince Phillip, Chancellor A. E. Grauer, and President N. A. M. Mackenzie at the Faculty Club.

the establishment of junior colleges are based largely on the costs involved. Until we are prepared to spend very much more per student than we now do, I can at present see no way of making adequate financial provision for new colleges without increasing the shortage of operating revenue for U.B.C. and Victoria College. When one reviews the history of higher education in our Province, one cannot fail but note how repeatedly the University has been hampered by lack of money. In consequence, we must ever be alert to the dangers of increasing costs through the decentralization of higher education at this time.

On the other hand, assuming that the Province is prepared to spend more money per student, I would like to consider the place junior colleges might occupy in our total educational system. It is most important that they operate, as does Victoria College, in very close cooperation with the University, perhaps under a common Board of Governors. And since it is unlikely that all the communities wanting junior colleges could get them at once, I suggest that their location and financing might be studied by an impartial board of enquiry or Royal Commission. The junior college is essentially an American development. We have little knowledge of it in Canada, and we would certainly be obliged to draw on the experience of our American colleagues. An impartial board to decide on the location of such colleges seems to me essential, particularly when we remember how the establishment of the University was hindered by the debate between the Mainland and Vancouver Island over a choice of site, and how in fact the first Act to establish a university foundered in that debate.

Better, perhaps, would be an enquiry into the whole problem of education beyond the high school in British Columbia. Such an enquiry would determine objectively whether there is in fact a need for junior colleges and what courses of study these junior colleges should offer to provide the maximum benefit to the citizens of the community in which they are located. At the moment we have only two institutions of higher education supported by the Province, and these are located in the two principal centres of population. In consequence, it is true that students whose homes are beyond the immediate environs of Vancouver and Victoria must spend more on their education than those who can live at

home while continuing their studies. As a first measure, it might be prudent to consider the possibility of making "equalization" grants. By that I mean grants to assist the student who has to live away from home.

It is, of course, possible to take certain elements of the University to the student rather than to bring the student to the University. For those who seek not a full programme of studies but certain courses only which will enrich their educational experience or prepare them for posts in society which do not require a university degree, it is quite possible and feasible to use the facilities already available through the Department of Education or our Department of Extension. This latter department, in cooperation with other faculties and departments, is at present offering courses in various parts of the Province. I can foresee a time when Extension Centres, located in the principal urban areas of British Columbia, might provide the nuclei of colleges to be developed later.

Another possibility—perhaps the most straightforward of all —is to foster the growth and development of Grade XIII classes in the high schools. Elsewhere in Canada many students choose to complete senior matriculation in the local high schools before entering university. This is a sound and practical idea, provided that the student at once finds himself in an academic environment comparable to that of the University. However, there is always the danger that Grade XIII may simply be a continuation of high school experience and not truly an introduction to the teaching and research methods used at a university.

If we did create junior colleges, we should have to be most careful that they were academically equal to the universities. Here in Canada we have been fortunate because on the whole we have avoided complex accreditation systems. Almost without exception our university degrees are comparable, and we are able to accept one another's standards. It would be disastrous if we were to establish junior colleges whose graduates found that their two years of work failed to obtain credit at a reputable university. In order that these students be accepted, we must ensure that the staff is highly qualified, that the library and laboratory facilities are equivalent to to our own for the comparable years, and that the teaching and learning conditions are the same. We cannot expect what is merely

a superior high school to receive the status of a university. From the beginning, the level of instruction in junior colleges, if we are to have them, must be equal to that of our freshman and sophomore years.

The University by virtue of the studies it has conducted in the past, and more particularly as a result of practical experience gained through assisting Victoria College to attain its present status, has much to contribute to the planning of new facilities for higher education in the Province. I would hope and expect that, as our educational system evolves and expands to meet the growing needs of our young people, the University will be called upon to play its proper and appropriate role. To cite but one example of our studies, we have recently completed a most extensive survey of the books required by undergraduates in Arts and Science. In planning our new College Library, we have prepared a list of titles that would serve as an excellent guide for any proposed junior college.

Bearing in mind all I have said both for and against the development of junior colleges, there is a grave and overriding problem facing the whole university and college system throughout Canada: staffing. Despite the fact that financial considerations continue to loom large, they are probably capable of immediate solution, should we so desire. However, the problem of the selection and training of competent university professors is not solved merely by an allocation of funds. It requires at least seven to nine years of training to produce a university lecturer, and we at the University of British Columbia, in common with every other institution throughout the land, are experiencing considerable difficulty in this matter of staffing. Our Department of Mathematics, for example, could each year easily employ twice the number of Ph.D's in mathematics trained annually in Canada.

I do not pretend that the problem of finding staff is insoluble. So far at the University of British Columbia we have been able to attract highly competent and qualified members of staff. Nevertheless, we are drawing increasingly on the United Kingdom and on the United States for many of our new appointments. It seems clear that Canada is not yet reproducing itself academically, nor do I anticipate that it will do so within the next decade or more. How

International House.

long we can expect to be able to import bright young men and women from Britain and America and other parts of the world, in view of the expected growth in universities everywhere, I do not know. We must anticipate a substantial decrease in the overseas and American supply of teaching and research staff, and as a result, we must take steps to expand our own graduate schools so that more young Canadians can prepare themselves for teaching careers at the university level. It will, I hope, be true that some of the best of Canadian students will continue to go abroad to the distinguished institutions of Britain and the United States, but, as a matter of national pride, we must do our utmost to ensure that training at a comparable level is available in Canada for all those who wish to continue graduate work.

The Building Programme

THE SUCCESS OF THE DEVELOPMENT FUND has enabled the University to begin a ten-year $35,000,000 building programme. On June 15, 1959, a total of $8,941,295 had been subscribed to the Fund and nearly $4,800,000 had been received in cash or payments of pledges. A summary of recent and planned construction on the campus will be found on pages 24 and 25.

Two buildings, which were privately financed without the use of public funds, perhaps need special comment. The Faculty Club and Social Centre was the generous gift of Dr. Leon Koerner and the late Mrs. Thea Koerner; International House was the gift of the Vancouver Rotary Club. Both of these buildings, in their own way, will I know make special contributions to university life. If a university is to be more than a mere aggregation of people and classrooms, there must be centres for people to meet under agreeable social circumstances for the free exchange of ideas.

The Faculty Club and Social Centre, designed by Professor F. Lasserre, is attractive by any standard. For the first time in our history, we have a building worthy of the faculty and of the guests of the University. For the first time, when we entertain those who once entertained us in other famous centres of learning, we need neither apologize nor boast. The Club speaks for itself.

The completion of International House—the first in Canada —is the realization of what looked like a pious hope in 1949 when

Mrs. Eleanor Roosevelt, with Chancellor A. E. Grauer, opening International House

the International Students' Club was formed. The foreign student is a traditional member of universities, and the great increase in the number of foreign students at U.B.C. since the war is a sign of our growing academic maturity. In a non-residential university, however, special efforts must be made to see that foreign and native students meet and come to understand one another. With this in mind, in 1954 the University provided the International Students' Club with one of our "everlasting" army huts. It was remodelled by the Marpole Rotary Club and furnished by the Zonta Club of Vancouver. Partly as a result of the success of that clubhouse, the Rotary Club of Vancouver undertook to raise $150,000 for the construction of a permanent International House on the campus. When this was accomplished, the University provided land and Professor Lasserre donated his services as architect. The resulting building was formally opened by Mrs. Eleanor Roosevelt on March 4th, 1959. The House is a centre for the activities of the International House Club, which is open to all students. The membership, representing over forty different nationalities, is about 400, of which approximately half are Canadians, in keeping with the policy of the International House Association of bringing together foreign and native students.

Scholarships, Prizes, Bursaries, Loans

DETAILED ACKNOWLEDGMENT OF SCHOLARSHIPS, named bursaries, prizes and other awards, with the names of the current recipients, is made twice a year in special publications for the Spring and Autumn Congregations, but the recent announcement of the Provincial Government's new scholarship plan makes this an appropriate year in which to report the most satisfactory growth in the number of awards available.

During 1958-59, our Accounting Office administered the following awards:

	NO. OF AWARDS	VALUE
University Special Bursaries	349	$ 39,292.00
Named Bursaries	415	75,733.00
Fellowships, Scholarships, Prizes	804	218,110.00
Loans (through University)	1222	325,024.20
Dominion-Provincial Bursaries and Loans	591	209,220.00
	3381	$867,379.20

Main Dining Room of the Faculty Club.

There were, of course, some awards not paid through our Accounting Office. Many local organizations make their awards directly, as do the National Research Council and the Canada Council. The total assistance was probably over $900,000, of which $450,000 to $500,000 was in the form of legal loans.

Thus, despite the substantial growth in registration, on a comparative basis we have managed to provide as many awards as heretofore. Much of the credit for the increase in scholarship funds must go to Dean Walter Gage, the Chairman of the Committee on Scholarships, Prizes and Bursaries. That his untiring work for the welfare of the students is appreciated was shown by the unusual applause when he was awarded an honorary degree at the May Congregation 1958, and this honour bestowed by the University was unanimously approved by faculty, students and alumni.

Provincial Government Scholarships

THE HONOURABLE W. A. C. BENNETT'S ANNOUNCEMENT of a new Provincial Government scholarship scheme for the 1959-60 session was greeted with pleasure and satisfaction by us all. Under this scheme, students who are residents of British Columbia qualify for scholarships worth one half of their fees if they obtain first-class standing and one third of their fees if they obtain good second-class standing. The following figures showing the number of students to receive these scholarships in 1959-60 gives adequate indication of the extent to which our students are being assisted through this programme. Some of the students may withdraw, change their minds, go to other institutions, or change faculties, but as I write it looks as though 1,619 students at U.B.C. will benefit from the new scheme.

SOURCE	CLASS I	CLASS II
From University Entrance to U.B.C....	189	241
From Senior Matriculation to U.B.C.	23	91
From Victoria College to U.B.C.....	9	24
Continuing at U.B.C.....	231	811
	*452	*1167

*(Figures approximate).

Public Occasions

THE MOST MEMORABLE SOCIAL OCCASION of the year, indeed of many years, was the visit of Her Majesty Queen Elizabeth II and His Royal Highness The Prince Philip on July 15, 1959. We were fortunate in that the new Faculty Club was completed just in time to receive the Royal couple. Her Majesty and Prince Philip were our guests at a banquet in the Club to which representatives of the Senate, the Board of Governors, the deans, the faculty, the student body, and the staff were invited. This great social event was made academically memorable by the gift of $50,000 by Dr. H. R. MacMillan for graduate scholarships to commemorate the visit of the Queen to Canada.

On October 24, 1957, honorary degrees were conferred upon:

Lieutenant-General Eedson L. M. Burns, Commander of the United Nations Emergency Force in the Middle East, LL.D.

Mrs. Fraudena Gilroy Eaton, President of the National Council of Women, LL.D.

John Harry Williams, Director of the Research Division of the Atomic Energy Commission of the United States, D.Sc.

In 1959 the following honorary degrees were conferred at the Spring Congregations:

May 19, 1959:

Arnold Davidson Dunton, President of Carleton University, LL.D.

Charles Edwin Odegaard, President of the University of Washington, LL.D.

May 20, 1959:

Senator Donald Cameron, former Director of the Banff School of Advanced Management, Department of Extension of the University of Alberta, etc., LL.D.

Donald G. Creighton, Professor and Head of the Department of History, University of Toronto, LL.D.

Arthur S. P. Woodhouse, Professor and Head of the Department of English, University College, University of Toronto, LL.D.

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 friends, teachers, and colleagues:

Mr. F. C. Boyes, Faculty and College of Education.

Miss Marjorie Leeming, School of Physical Education and Recreation, Assistant to the Dean of Women.

Dean Dorothy Mawdsley, Department of English, Dean of Women.

The following members of the non-teaching staff retired after many years of service and I should like to record my sincere appreciation for their contribution to the University:

Mr. Dennis Dyer, Buildings and Grounds.

Mr. Henry Irvine, Buildings and Grounds.

Mrs. S. Taylor, Buildings and Grounds.

Obituaries

WITH REGRET I REPORT the deaths of the following members of faculty:

Mr. Stanley W. Mathews, Registrar Emeritus, Sept. 4, 1958.

Dr. Albert E. Trites, formerly Clinical Associate Professor, Obstetrics and Gynaecology (retired June 30, 1958), May 5, 1959.

Dr. Angus Alexander MacMillan, Clinical Instructor, Surgery, June 23, 1959.

Dr. J. Russell Neilson, Clinical Associate Professor, Surgery, July 6, 1959.

Dr. Alec M. Agnew, Professor and Head, Obstetrics and Gynaecology, August 11, 1959.

Mr. George A. Gillies, Professor Emeritus of Mineral Dressing, April 6, 1959.

Mr. Ellis H. Morrow, Professor Emeritus of Commerce, June 1, 1959.

On behalf of all their colleagues and students, I acknowledge the University's debt for devoted services.

Publications

THE TWO MAIN FUNCTIONS of a member of faculty are, of course, teaching and research, and much has been said about their importance. Less has been said of the importance of communicating the results of research to fellow scholars. Perhaps it is true that scholars have always produced rather more lights than bushels and do not need to be reminded of their duty to make their work public, but it is also true that they need media of communication—periodicals and books, in the main. Commercial publishers continue to display their sense of responsibility by publishing scholarly books that cannot possibly pay for themselves, but more and more universities have been forced to provide, and subsidize, their own presses. We are still some way from being able to afford a university press, and we are still unable to accept proper responsibility for scholarly publication, but I am pleased to report that we are moving in the right direction.

By the time you read this, our first quarterly journal,*Canadian Literature,* should be well established. We have been fortunate in obtaining as editor a most experienced author, Mr. George Woodcock. We thus hope to provide a forum for those studying our growing literature as well as such indispensable aids to scholarship as annual bibliographies, reviews, and reports of work in progress.

But if *Canadian Literature* is our first quarterly, it is by no means our first publication. I append a list on page 42 of works published by the University, sometimes in conjunction with other universities or with commercial publishers. I regret that the list is almost certainly incomplete. Over the years, various departments and faculties have arranged for the publication of certain works but complete records were not kept until recently. Needless to say I should be glad to be notified of omissions.

A report on the publications of the University is incomplete without some notice at least of student publications. Some, like *The Ubyssey* and *The Totem,* thrive year after year. Others, more ephemeral, last for only an issue or two. In quality, they vary tremendously, but in the main they are no better and no worse than undergraduate publications elsewhere. Some, like the *U.B.C. Law Review,* produced by the Law Undergraduate Society, reach a high

academic standard and can be considered as learned journals.

Finally, there are many reports, some of which might properly be considered publications were it not for the fact that we do not sell them. The annual reports to the Senate of the Library and of the Extension Department, for example, frequently include much that is of general and academic interest.

Under the chairmanship of Professor S. E. Read, the Editorial Committee is gaining experience which we hope will lead us in time to a university press, perhaps in cooperation with other western universities.

Communications Programme

ALTHOUGH IT SEEMS INEVITABLE that the major means of communication between scholars will remain human contacts, books and journals, it may well be that communication between scholars and the general public will take other forms. Believing that popularization is important and that the newer media of radio and television are worth studying in themselves, the University was happy to begin in 1957 an experimental communications programme, financed by a grant from the B.C. Association of Broadcasters.

The grant was intended to enable the University to investigate its own role in the field of broadcasting and, more particularly, to explore means by which those in the broadcasting industry could improve their services to the public. Initially the programme had three objectives:

(a) To provide a regular series of night classes, conferences, short courses and seminars for broadcasting personnel in British Columbia;

(b) to develop the facilities of the University for working in all kinds of mass communications;

(c) to begin work in such areas as audience research, media studies, and the communication of the fine arts.

The whole programme was designed with one principle in mind, that the handling of the technical means of broadcasting such as television cameras, broadcasting schedules, film production, etc., should not become separated from the more theoretical kinds of investigation.

Under the programme, we have organized a considerable number of lecture series, seminars, etc. The following is a representative rather than a complete list, but it does give some idea of the scope of our activities and the degree to which we have been able to work with various university departments on the one hand and the broadcasting industry on the other.

Courses

Introduction to Television	Mr. James Patterson (CBC)
Film Production	Mr. Robin Pearce (UBC Extension)
Speech for Broadcasting	Dr. P. Read Campbell (UBC Faculty of Education)
Introduction to Radio	Mr. John Ansell (CKWX)
Research Methods and Measurement	Dr. D. T. Kenney (UBC Psychology)
Commercial Writing for Broadcasting	Mr. Sam Fogel (Cockfield-Brown)
News for Broadcasting	Mr. Dorwin Baird

Summer School, 1959

Communications Seminar	Dr. Marshal McLuhan, Department of English, St. Michael's College, University of Toronto
Speech for Broadcasting	Dr. P. Read Campbell
Film Production	Mr. Ronald Kelly

Conferences and Short Courses

Radio in the Future of Canada. Financed by the grant previously mentioned and the Koerner Foundation, the Conference was attended by representatives of the CBC, BBC, American broadcasting agencies and Canadian private stations.

Short Course on Communications. Conducted by Dr. W. S. Schramm, Director of the Institute of Communications Research, Stanford University; Mr. Albert Shea, Canadian Research Agency, Toronto; and Mr. Gene Duckwall, Foote Cone Belding, Los Angeles.

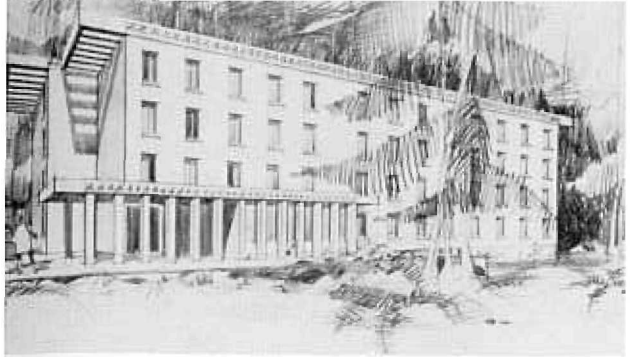
In cooperation with the Extension Department and with other

departments in the University, we have provided a series of lectures on the CBC and have helped private stations use material prepared by the National Association of Educational Broadcasters. The CBC series included the following:

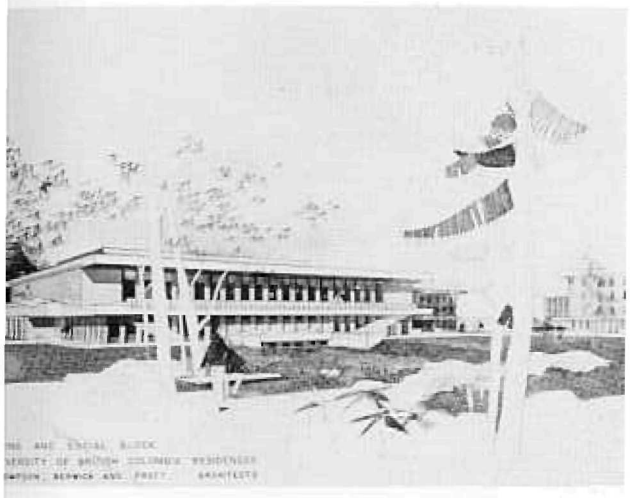
Dr. Blair Neatby *(History)*	Ten Canadian Portraits
Dr. Avrum Stroll *(Philosophy)*	Philosophy and Religion
Dr. John Conway *(History)*	Modern Germany
Miss M. Primeau *(Romance Studies)*	Contemporary French Drama
Dr. M. Mackenzie *(English)*	The English Novel
Dr. M. Mackenzie *(English)*	Modern Poetry

The University continues to take a serious interest in broadcasting, in view of the profound influence it has on our lives and society. We hope that U.B.C. can become a major centre for the study of communications. Already we have learned much about the history and operation of broadcasting in Canada and have developed with members of the industry relationships which we expect to be profitable both to them and to us.

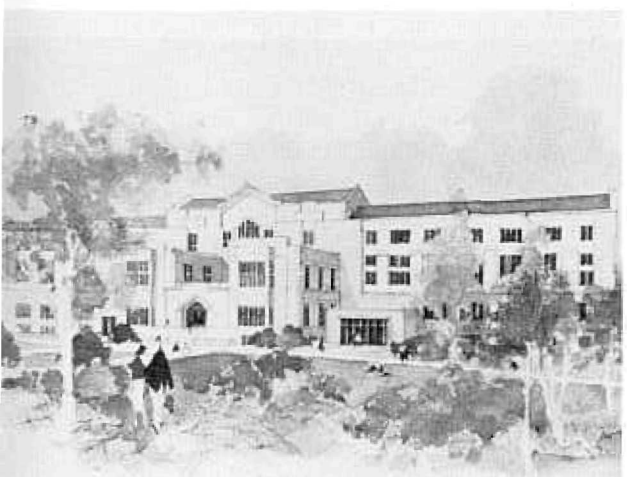
The New Look on Campus



Typical Men's Residence.



Dining and Social Block.



South Wing of the Library.

COMPLETED

	COST	DATE
Buchanan Building (Arts and Science)	$2,000,000	October, 1958
International House (Gift of Vancouver Rotary Club)	229,873	March, 1959
Faculty Club and Social Centre (Gift of Dr. and Mrs. Leon J. Koerner)	750,000	June, 1959
Student Residence No. 3	486,833	June, 1959
Student Residence No. 2	416,796	September, 1959
Student Residence No. 1	416,796	September, 1959
Chemistry Building Addition	1,659,665	September, 1959
Biological Sciences Addition	1,381,987	August, 1959

UNDER CONSTRUCTION

	COST	DATE
Dining and Social Block	929,064	January, 1960
South Wing to Library	$1,500,000	September, 1960
Pharmacy Building	500,000	September, 1960
Wing to Buchanan Building	1,400,000	September, 1960
Student Residence No. 4	417,386	September, 1960
Medical Sciences Centre	2,800,000	September, 1961

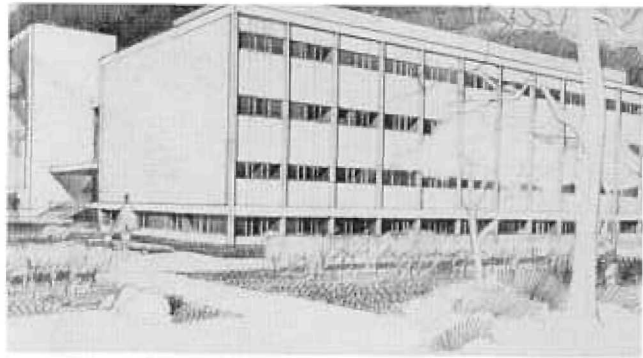
IN PLANNING

Fine Arts Building (Music, Drama, Visual Arts, Architecture)	1,500,000
Education Building	2,500,000
Power House and Services	500,000
Addition to Physics Building	1,000,000
Engineering Buildings (Mechanical, Electrical, Mining, Metallurgical, Chemical)	3,000,000 plus

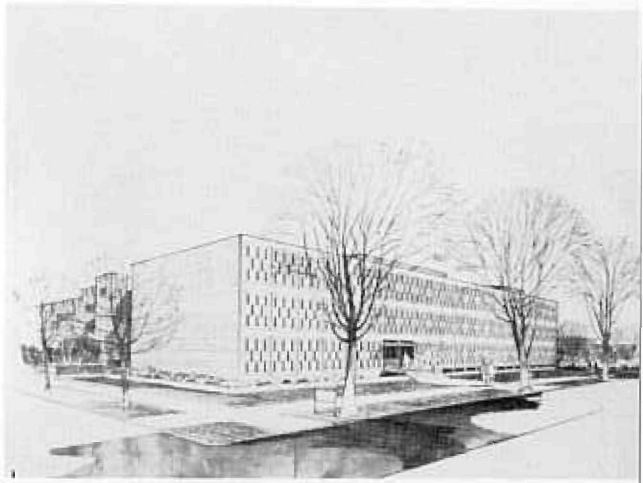
FUTURE DEVELOPMENT

	COST
Additional Residences	$1,500,000
Agriculture and Forestry	1,000,000
Administration Building	1,000,000
Faculty of Dentistry	2,000,000
Physical Education and Recreation	500,000
Cafeteria Facilities	500,000
Additional Power and Services	500,000

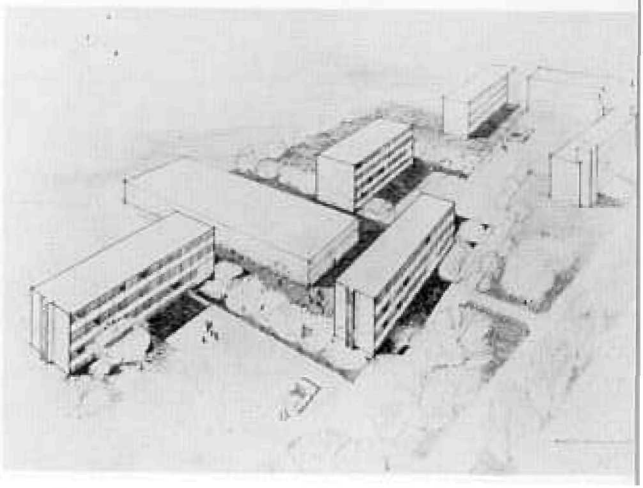
Artists' Drawings by THOMPSON BERWICK & PRATT, *University Architects*



Biological Sciences Addition.



Chemistry Addition.



Medical Sciences Centre.

The Library

A FULL ACCOUNT OF THE WORK of the Library appears in The Report of the University Librarian to the Senate, copies of which are available to members of the University. Consequently, the brief report which follows does not pretend to be complete.

Two major collections of books were added this year, the Thomas Murray collection of some 20 thousand volumes, including some rare and important items of Canadiana, and the P'u-pan collection of 45 thousand works in Chinese. The general collections in the Library continue to grow slowly but respectably, the total number of books reaching 420,000.

As will be seen from the following figures, the amount spent on books, periodicals and binding has increased slightly in recent years.

	1956-57	1957-58	1958-59
Library	$ 87,008.00	$ 95,007.57	$125,366.80
Medicine	29,346.65	33,326.72	31,175.60
Law	8,778.11	12,612.47	12,274.13
Education	5,038.04	11,972.37	10,541.17
Non-University	15,880.50	37,577.75	32,896.48
Total	$146,051.30	$190,496.88	$212,254.18

When it is remembered that both costs and the numbers of students served have increased, however, it is clear that we are by no means overspending on the Library.

To give some measure of our Library holdings and expenditures, I append below some comparative figures for other institutions in North America. If we added $100,000 a year to the total book fund, we would be able to grow at roughly the same rate as the Universities of Washington (Seattle) and Southern Illinois. We should still be considerably behind such institutions as the Universities of Kansas, Florida, Missouri, and far behind Indiana, Texas, Cornell, and UCLA.

COMPARABLE STATISTICS (1957-58) FOR A GROUP OF UNIVERSITY LIBRARIES

	(1) SIZE OF COLLECTION	(2) ADDED YEARLY	(3) AMOUNT SPENT ON BOOKS, PERIODICALS & BINDING
British Columbia	387,541	30,258	$190,497
Southern Illinois	306,623	38,570	281,632
Wayne	630,527	42,460	254,965
Louisiana State	749,826	34,907	248,815
Kansas	782,652	50,567	331,317
Florida	788,731	39,335	316,590
Missouri	811,922	48,777	354,982
North Carolina	935,014	40,127	220,283
Iowa	959,934	31,889	221,417
Washington (Seattle)	971,935	45,251	296,381
Indiana	1,188,877	—	419,956
Texas	1,248,265	42,154	362,764
Ohio State	1,252,819	57,856	327,820
Wisconsin	1,276,217	49,456	321,514
California (L.A.)	1,301,075	75,265	474,054
Northwestern	1,322,040	57,783	243,710
Duke	1,343,768	53,860	250,105
Toronto	1,399,066	45,831	182,272
Pennsylvania	1,570,000	41,587	275,384
Cornell	1,967,599	79,872	361,724
Chicago	1,988,700	49,829	242,299

Much of this year was spent planning the new wing to be added to the Library. As the result of an initial gift by Mr. Walter C. Koerner, the new wing is already under construction, some years before we had dared to hope for it, but certainly not before we needed it.

The new wing will add seating space for a thousand students in four floors of new reading rooms. It will provide eight floors of bookstacks, a stack "well" for later completion, and another en-

trance hall into the main library. The chief innovations in the new wing comprise a College Library; three new Divisional Rooms specializing in the Sciences, the Humanities and the Social Sciences; and a Division of Special Collections. The College Library will contain some 450 seats and an open-shelf collection of 40,000 volumes. These books have been chosen to meet the needs of first and second year students, and we hope thereby to lessen the demand on the main stacks while increasing the availability of the books needed by beginning students. Although numerous periodicals and large collections of books are absolutely essential for senior students and for the research of faculty, they can at times be a source of confusion to the freshman student. Lacking the knowledge and experience to sort out the good from the bad of, for example, the thousands of publications about *Hamlet,* he may spend his time on secondary materials of very minor importance instead of reading more Shakespeare. Freshmen and sophomores will still be able to use the main Library, of course, but they should be able to do most of their studying in the College Library.

Epilogue

As ALWAYS, when I look back over my Report, I am conscious of how much it omits, particularly in those two essential fields of University endeavour: teaching and research. Some idea of the research that has led to publication can be obtained from the *Annual List of Publications of Faculty and Staff.* This year it listed 640 items; last year 434. But what can be said of the teaching that goes on hour after hour, day after day, during session? We all know how important teaching is, especially for undergraduates, but how does one report it? One measure of the effectiveness of our teaching is the success of our best students at other major universities, where they compete for national and international awards. By aptitude or inclination other students choose not to go into the fields of scholarship and research, but undertake important tasks in our society: education, law, medicine, engineering, politics and business. Of these I can report that when I meet them in my travels in the Province, the country and the world, they talk appreciatively of their University and of the years they spent here.

APPENDICES

Appendix I

Revenue and Expenditures

Enrolment by District — Men

Enrolment by District — Women

Enrolment by District Men and Women

Enrolment by Parent's Occupation

Occupation of Students' Parents by Faculty

Educational Level of Students Admitted for the First Time in 1958

Registration 1958-59 by Country of Citizenship

Canadian University Enrolment, 1920-21 to 1958-59, Projected to 1970-71

Canadian University Enrolment as a Percentage of the Population 18 to 21 Years of Age, 1920-21 to 1958-59 and Projections to 1970-71

Appendix II

University Publications

SUMMARY OF REVENUE AND EXPENDITURE

Excluding Capital Additions to Endowment, Student Loan and Capital Development Funds

April 1, 1958 to March 31, 1959

	GENERAL FUNDS		TRUST FUNDS						TOTAL	
			NON-ENDOWMENT				ENDOWMENT			
REVENUE		%	Teaching and General Purposes	%	Fellowships, Scholarships, Prizes and Bursaries	%	Research	%		%		%
Government of Canada Grants	$ 2,160,611.80	22.7	$ 47,767.08	8.6	$	--	$ 1,111,461.08	74.6	$	--	$ 3,319,839.96	27.9
Province of British Columbia Grants	4,334,000.00	45.6	20,774.04	3.7	100.00	.1	13,370.30	.9	.....	--	4,368,244.34	36.8
United States Government	.....	--	.....	--	.....	--	41,313.19	2.8	.....	--	41,313.19	.3
Student Fees	2,713,431.31	28.5	.....	--	.....	--	.....	--	.....	--	2,713,431.31	22.9
Gifts and Grants (Commerce, Industry, Associations, Foundations and Individuals)	.....	--	382,807.47	68.7	277,360.18	99.8	323,457.70	21.6	.....	--	983,625.35	8.3
Miscellaneous	303,986.90	3.2	106,440.51	19.0	513.85	.1	662.45	.1	35,451.57	100.0	447,055.28	3.8
	$ 9,512,030.01	100.0	$ 557,789.10	100.0	$ 277,974.03	100.0	$ 1,490,264.72	100.0	$ 35,451.57	100.0	$11,873,509.43	100.0
EXPENDITURE												
Academic Faculties and Departments and Associated Services	$ 6,944,718.98	73.0	$ 458,851.60	82.3	$	--	$	--	$ 2,004.60	5.6	$ 7,405,575.18	62.4
Administration	548,958.71	5.8	1,332.27	.2	.....	--	.....	--	.....	--	550,290.98	4.6
Service Departments and Maintenance	1,387,582.71	14.6	.....	--	.....	--	.....	--	.....	--	1,387,582.71	11.7
General Expenses	215,269.28	2.3	8,427.93	1.5	.....	--	.....	--	.....	--	223,697.21	1.9
Fellowships, Scholarships, Prizes and Bursaries	49,492.00	.5	150.80	--	258,187.05	92.9	.....	--	30,165.72	85.1	337,995.57	2.9
Research	26,142.21	.3	.....	--	.....	--	1,474,266.94	99.0	.....	--	1,500,409.15	12.6
Miscellaneous	264,184.45	2.8	.....	--	.....	--	.....	--	.....	--	264,184.45	2.2
	$ 9,436,348.34	99.3	$ 468,762.60	84.0	$ 258,187.05	92.9	$ 1,474,266.94	99.0	$ 32,170.32	90.7	$11,669,735.25	98.3
Buildings, including Furnishings, Equipment and Campus Development	75,681.67	.7	.....	--	.....	--	.....	--	.....	--	75,681.67	.6
Non-Endowment Funds carried forward to meet Expenditures in 1959-60	.....	--	89,026.50	16.0	19,786.98	7.1	15,997.78	1.0	.....	--	124,811.26	1.1
Endowment Fund Income Carried Forward to 1959-60	.....	--	.....	--	.....	--	.....	--	3,281.25	9.3	3,281.25	--
	$ 9,512,030.01	100.0	$ 557,789.10	100.0	$ 277,974.03	100.0	$ 1,490,264.72	100.0	$ 35,451.57	100.0	$11,873,509.43	100.0

ENROLMENT BY DISTRICT (1958-1959)

MEN

DISTRICTS	Rocky Mountains Trench Area	Kootenays Crescent Valley	Okanagan	Lower Mainland	Vancouver Island Gulf Islands	Thompson Valley S. Cariboo	Mid-Coast	Upper Cariboo	N.W. B.C.	Peace River N.E. B.C.	Total
FIRST YEAR	20 1.3%	47 3.0%	76 4.8%	1,214 76.5%	98 6.2%	30 1.9%	25 1.6%	43 2.7%	20 1.3%	13 .8%	1,586 100%
SECOND YEAR	26 1.7%	106 6.9%	99 6.4%	1,002 64.8%	168 10.9%	56 3.6%	22 1.4%	23 1.5%	23 1.5%	21 1.4%	1,546 100%
THIRD YEAR	19 .9%	57 5.7%	70 7.0%	633 63.2%	145 14.4%	33 3.3%	11 1.1%	11 1.1%	13 1.3%	9 .9%	1.001 100%
FOURTH YEAR	23 2.7%	50 5.8%	41 4.8%	548 64.0%	130 15.2%	21 2.5%	12 1.4%	10 1.2%	8 .9%	13 1.5%	856 100%
FIFTH YEAR	12 1.2%	48 4.9%	41 4.2%	671 68.9%	131 13.4%	26 2.7%	4 .4%	11 1.1%	13 1.3%	17 1.7%	974 100%
TOTAL	100	308	327	4,073	673 (+451)	166	74	98	77	73	5,969 (+451)
ALL BOYS AGED 15-19 IN 1956*											
TOTAL IN DISTRICT	1,114	2,534	3,324	21,822	8,357	1,978	726	2,269	1,283	745	44,152
PERCENTAGE ENROLLED AT U.B.C.	8.98%	12.15%	9.84%	18.66%	8.05% (13.5%)	8.4%	10.2%	4.32%	6.0%	9.8%	13.52% (14.54%)

Figures in brackets refer to Victoria College. *Source: 1956 Census Canada, 9-1

ENROLMENT BY DISTRICT (1958-1959)

WOMEN

DISTRICTS	Rocky Mountains Trench Area	Kootenays Crescent Valley	Okanagan	Lower Mainland	Vancouver Island Gulf Islands	Thompson Valley S. Cariboo	Mid-Coast	Upper Cariboo	N.W. B.C.	Peace River N.E. B.C.	Total
FIRST YEAR	15 1.6%	24 2.5%	63 6.5%	746 77.7%	60 6.2%	16 1.7%	12 1.2%	11 1.1%	5 .5%	12 1.2%	964 100%
SECOND YEAR	7 1.0%	24 3.5%	37 5.4%	510 74.5%	69 10.7%	10 1.5%	9 1.3%	9 1.3%	5 .7%	5 .7%	685 100%
THIRD YEAR	1 .3%	14 3.6%	28 7.3%	262 68.0%	56 14.5%	10 2.6%	2 .5%	6 1.6%	2 .5%	4 1.0%	385 100%
FOURTH YEAR	5 1.9%	10 3.7%	13 4.9%	181 67.8%	47 17.6%	6 2.2%	3 1.1%	0 0%	1 .4%	1 .4%	267 100%
FIFTH YEAR	3 1.4%	8 3.7%	11 5.0%	159 72.6%	28 12.8%	5 2.3%	2 .9%	1 .5%	0 0%	2 .9%	219 100%
TOTAL	31	82	154	1,889	265 (+415)	47	28	27	13	24	2,560 (+415)
ALL GIRLS AGED 15-19 IN 1956*											
TOTAL IN DISTRICT	1.027	2,369	3,243	22,067	7,320	1,824	643	2.055	1,015	718	42,281
PERCENTAGE ENROLLED AT U.B.C.	3.0%	3.46%	4.74%	8.56%	3.6% (9.3%)	2.58%	4.35%	1.31%	1.28%	3.34%	6.05% (7.04%)

Figures in brackets refer to Victoria College. *Source: 1956 Census of Canada, 9-1

ENROLMENT BY DISTRICT (1958-1959)

MEN & WOMEN

DISTRICTS	Rocky Mountains Trench Area	Kootenays Crescent Valley	Okanagan	Lower Mainland	Vancouver Island Gulf Islands	Thompson Valley S. Cariboo	Mid-Coast	Upper Cariboo	N.W. B.C.	Peace River N.E. B.C.	Total
FIRST YEAR	35 1.4%	71 2.8%	139 5.6%	1960 76.9%	158 6.2%	46 1.8%	37 1.5%	54 2.1%	25 .98%	25 .98%	2,550 100%
SECOND YEAR	33 1.5%	130 5.8%	136 6.1%	1512 67.8%	237 10.6%	66 2.9%	31 1.4%	32 1.4%	28 1.3 %	26 1.2%	2,231 100%
THIRD YEAR	20 1.4%	71 5.1%	98 7.1%	895 64.6%	201 14.5%	43 3.1%	13 .9%	17 1.2%	15 1.1 %	13 .9%	1,386 100%
FOURTH YEAR	28 2.5%	60 5.3%	54 4.8%	729 64.9%	177 15.8%	27 2.4%	15 1.3%	10 .9%	9 .8 %	14 1.2%	1,123 100%
FIFTH YEAR	15 1.3%	56 4.7%	52 4.4%	830 69.6%	159 13.3%	31 2.6%	6 .5%	12 1.0%	13 1.1 %	19 1.6%	1,193 100%
TOTAL	131	390	481	5962	938 (+866)	213	102	125	90	97	8,429 (+866)
ALL BOYS AND GIRLS AGED 15-19 IN 1956											
TOTAL IN DISTRICT	2,141	4,903	6,567	43,889	15,677	3,802	1,369	4,324	2,298	1,463	86,433
PERCENTAGE ENROLLED AT U.B.C.	6.12%	7.95%	7.32%	13.58%	6.0% (11.5%)	3.24%	7.45%	2.89%	3.92%	6.63%	9.75% (10.87%)

Figures in brackets refer to Victoria College. Source: 1956 Census of Canada, 9-

ENROLMENT BY PARENT'S OCCUPATION (1958-1959)

OCCUPATION	VANCOUVER METROPOLITAN AREA			REST OF B.C.			ALL B.C.		
	Male Population* Aged 35-44 in 1951	Parents of Students 1959	Recruitment Ratio	Male Population* Aged 35-44 in 1951	Parents of Students 1959	Recruitment Ratio	Male Population* Aged 35-44 in 1951	Parents of Students 1959	Recruitment Ratio
PROFESSIONAL & MANAGERIAL	8,925 23.30%	1,995 37.49%	1.60	7,052 16.14%	905 28.11%	1.74	15,977 19.48%	2,900 33.95%	1.74
SUPERVISORY ADMINISTRATIVE HIGHLY SKILLED MANUAL	6,285 16.41%	869 16.33%	.99	4,523 10.35%	494 15.35%	1.48	10,808 13.18%	1,363 15.96%	1.21
OTHER MANUAL	23,096 60.29%	2,458 46.19%	.73	32,152 73.57%	1,820 56.54%	.75	55,248 67.37%	4,278 50.01%	.74
TOTAL	38,306 100%	5,322 100%	1.00	43,700 100%	3,219 100%	1.00	82,006 100%	8,541 100%	1.00

*Source: 1951 Census of Canada: Vol. IV

OCCUPATION OF STUDENTS' PARENTS BY FACULTY (1958-1959)

	Arts & Science B.Sc.	Arts & Science B.A.	Agriculture	Home Economics	Physical Education	Law	Social Work	Medicine	Applied Science	Architecture	Nursing	Pharmacy	Forestry	Education	Graduate Studies	
PROFESSIONAL MANAGERIAL	293	124	31	59	32	71	18	62	284	30	69	31	23	374	77	1,578
	35%	31.31%	25%	30.73%	28.57%	36.22%	36.73%	35.23%	29.77%	34.88%	37.7%	26.96%	21.70%	26.66%	22.78%	30.09%
ADMINISTRATIVE SUPERVISORY HIGHLY SKILLED	117	54	13	37	18	22	5	21	132	10	28	22	14	225	38	756
	14.37%	13.64%	10.48%	19.27%	16.07%	11.22%	10.2%	11.93%	13.84%	11.63%	15.3%	19.13%	13.21%	16.04%	11.24%	14.42%
MANUAL OTHER MANUAL	404	218	80	96	62	103	26	93	538	46	86	62	69	804	223	2,910
	49.63%	55.05%	64.52%	50%	55.36%	52.55%	53.06%	52.84%	56.39%	53.49%	46.99%	53.91%	65.09%	57.31%	65.98%	55.49%
TOTAL	814	396	124	192	112	196	49	176	954	86	183	115	106	1,403	338	5,244
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

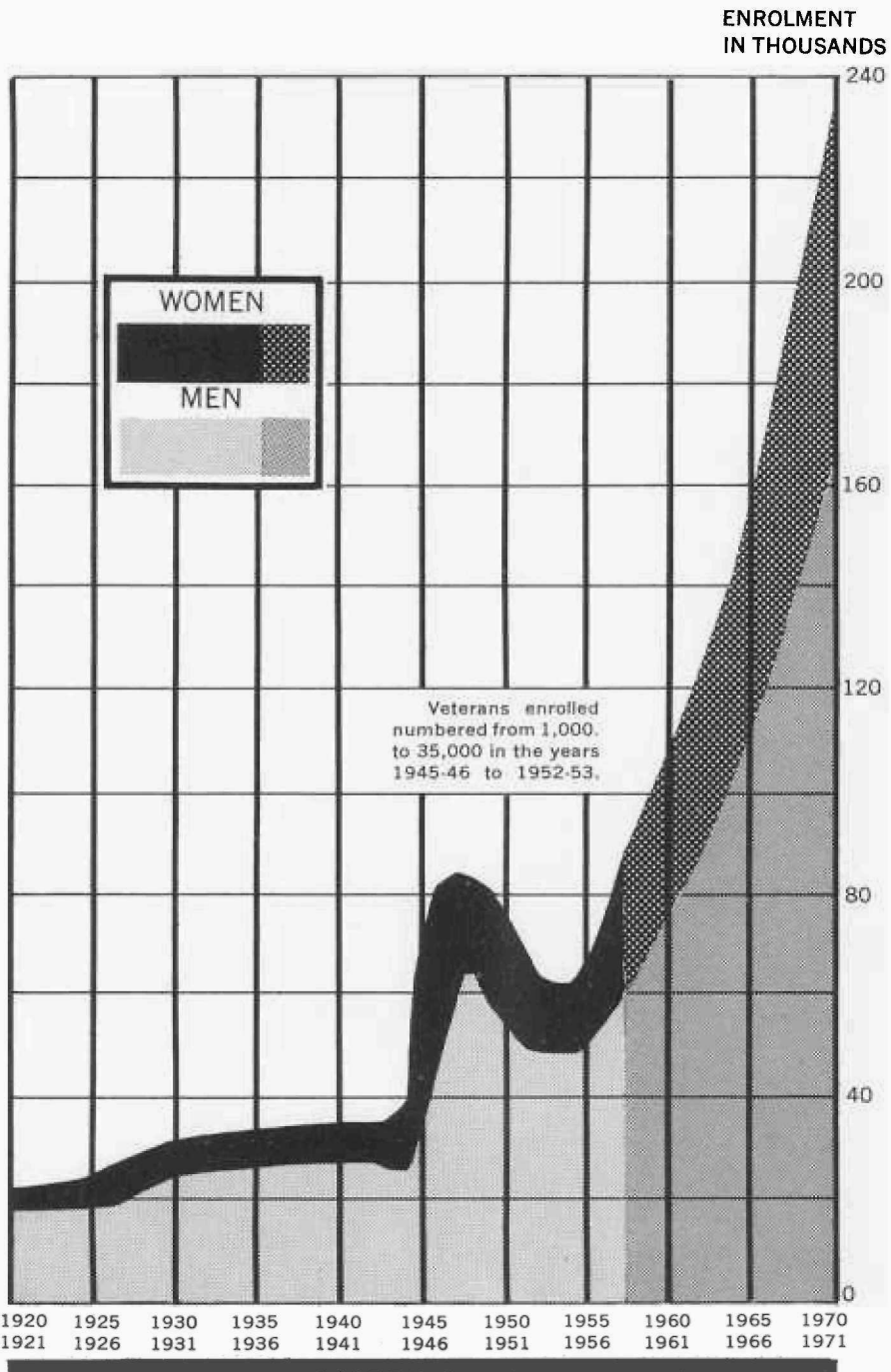
EDUCATIONAL LEVEL OF STUDENTS ADMITTED FOR THE FIRST TIME IN 1958

UNIVERSITY ENTRANCE STANDING	
British Columbia	2028
Alberta	25
Saskatchewan	4
Manitoba	18
Ontario	31
Quebec	7
New Brunswick	1
Nova Scotia	2
Prince Edward Island	1
Non-Canadian	96
SENIOR MATRICULATION (GRADE XIII, B.C.)	
British Columbia — full	338
British Columbia — partial	256
Alberta	43
Saskatchewan	31
Manitoba	10
Ontario	34
Quebec	7
New Brunswick	1
Nova Scotia	2
Non-Canadian	54
One Year Victoria College	72
Two Years Victoria College	66
Undergraduate above Senior Matriculation	133
Graduate	220
Non-Matriculation	21
SUMMARY	
University Entrance Level	2390
Senior Matriculation Level	606
Above Senior Matriculation Level	419
Non-Matriculation	21

REGISTRATION 1958-59
COUNTRY OF CITIZENSHIP

NORTH AMERICA	
Canada	8625
Mexico	3
United States	122
CENTRAL AMERICA	
Barbados	2
British Honduras	2
Dominican Republic	1
Guatemala	1
Jamaica	13
Trinidad	164
Other West Indies	6
SOUTH AMERICA	
Argentina	3
Bolivia	1
British Guiana	1
Chile	1
Colombia	1
Peru	1
Venezuela	2
EUROPE	
Austria	4
Belgium	2
Czechoslovakia	7
Denmark	13
Eire	4
Finland	3
France	5
Germany — Western Zone	105
Germany — Eastern Zone	4
Great Britain & Northern Ireland	368
Greece	10
Hungary	33
Italy	9
Netherlands	74

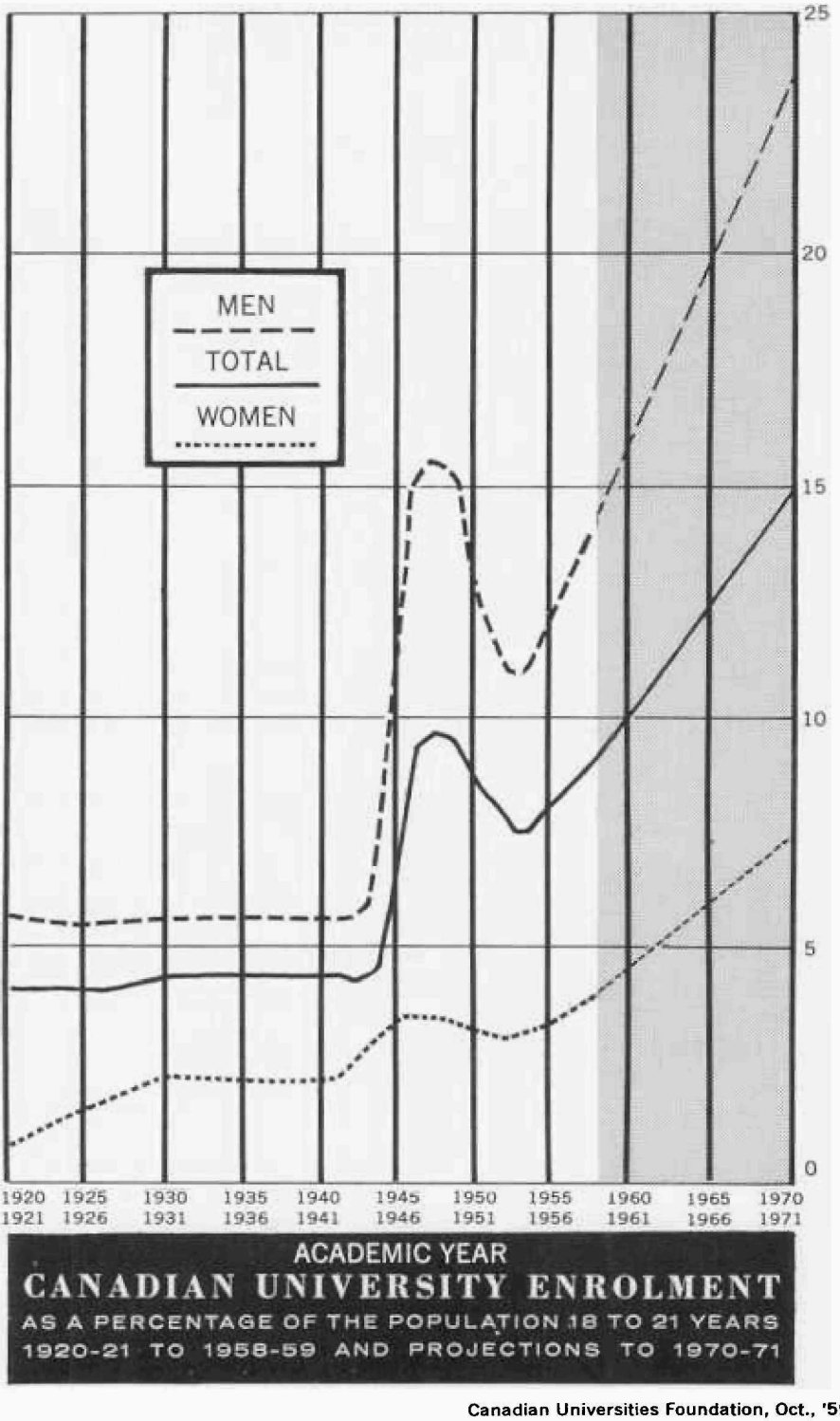
Norway	21
Poland	8
Portugal	5
Romania	3
Soviet Union	23
Sweden	4
Switzerland	5
Yuglosavia	10
AFRICA	
Egypt	1
Gold Coast	4
Kenya	2
Liberia	1
Morocco	1
Nigeria	1
Rhodesia	1
Union of South Africa	4
ASIA	
Ceylon	4
China	56
Hong Kong	31
India	46
Indochina	4
Iran	1
Japan	14
Java	7
Korea	2
Malaya	6
Pakistan	6
Palestine (Incl. Israel)	7
Philippines	5
Sumatra	1
Syria	2
Turkey	2
OCEANIA	
Australia	15
New Zealand	6
STATELESS	51



CANADIAN UNIVERSITY ENROLMENT

1920-21 TO 1958-59. PROJECTED TO 1970-71

Canadian Universities Foundation, Oct., '59



Canadian Universities Foundation, Oct., '59

Publications

Bibliographical Series

Publications of Faculty and Staff

No. 1 (1951) out of print.
No. 2 (1952)
No. 3 (1953)
No. 4 (1954)
No. 5 (1955)
No. 6 (1956)
No. 7 (1957)
No. 8 (1958)
No. 9 (1959)

Congregation Series

No. 1 Dilworth, Ira. *And we are here.* 1949.
No. 2 Clement, F.M. *On looking backward.* 1950.
No. 3 Howe, C. D. and MacMillan, H. R. *Spring Congregation addresses.* 1950.
No. 4 Hutchinson, W. B. and Bunche, R. J. *Spring Congregation addresses.* 1951.
No. 5 Haig-Brown, R. L. H. *Power and people.* 1952. (Out of print).
No. 6 St. Laurent, Louis and Morris, Sir John W. *Special Congregation addresses.* 1952.
No. 7 Cade, Sir Stanford. *Cancer, a challenge to mankind.* 1952.
No. 8 Massey, Vincent. *Congregation address.* 1954.
No. 9 Angus, Henry and MacLeod, H. J. *Congregation addresses,* spring 1956.

Education Bulletin now retitled *Journal of Education*

No. 1 March 1957
No. 2 March 1958
No. 3 March 1959

Extension Department

Occasional papers No. 1. Kidd, J. R. *Trends and problems in Canadian adult education.* 1954.

Occasional papers No. 3. Kidd, J. R. *Adult education for what?* 1955.

(Please note: No. 2 of Occasional Papers was never published.)

Economic Extension Publication A1. Anderson, W. J. *The future of agriculture in British Columbia.* 1955.

Education Extension Publication A1. Eagles, B.A. *Agricultural education in British Columbia.* 1955.

Menzie, E. L. *The marketing of beef in British Columbia.* 1956.

Occasional papers No. 4. Thomas, Alan. *The liberal education—A re-examination.* 1958.

Occasional papers No. 5. Kuplan, Louis. *Building a philosophy towards aging.* 1958.

St. Clair-Sobell, J., *Pronunciation of Russian.* 1959.

Forestry Publications

Forestry Bulletin

No. 1 Besley, Lowell. *Taxation of Crown-granted timberlands in British Columbia.* 1951.

H. R. MacMillan Lectureship in Forestry:

1950 (1) Keenleyside, H. L. *The place of the forest industry in the Canadian economy.*

1950 (2) Martin, C. S. *Government and the forest economy.*

1951 (1) Chapman, H. H. *The problem of second growth in its relation to sustained yield.*

1951 (2) Gilmour, J. D. *The forest situation in the province of Quebec.*

1952 (1) Hagenstein, W. D. *Tree farms—an American approach to forest management.*

1952 (2) Champion, H. G. *Cooperation between state and non-state organizations in the promotion of forestry.*

1953 (1) Gibson, G. M. *The history of forest management in New Brunswick.*

1953 (2) Dana, S. T. *Forest policy in the United States.*

1954 Vaux, H. J. *An economic viewpoint on Pacific Coast forest planting.*

Stoate, T. N. *Some aspects of forest establishment and growth.*
Lutz, H. J. *Forest ecology the biological basis of silviculture.*

Lecture Series

Sandwell, B. K. *The gods in twilight.* 1948. (Bostock Lecture.)
Keenleyside, H. L. *Public service as a career in Canada.* 1948. (Out of print.)
Keenleyside, H. L. *Canadian immigration policy.* 1948.
Ferguson, G. H. *Information: keystone of freedom.* 1949.
MacKenzie, N. A. M. *The revolutionary nature of the modern world.* 1949.
Woodcock, George. *British poetry today.* 1950.
Lerner, I. M. *Genetics in the U.S.S.R., an obituary.* 1950.
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Addition to the Chemistry Building.