ubc reports

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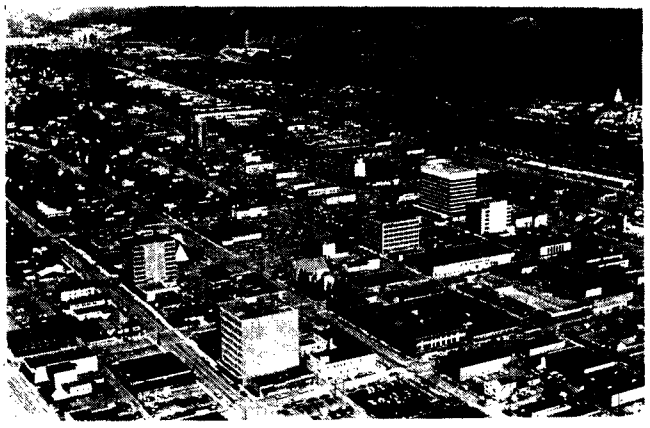
George Street in Prince George in 1914. The following year the city was incorporated and chose its present name.



Prince George today — one of the fastest-growing centres in B.C. with a population that doubles every decade.

UBC AND PRINCE GEORGE:

A lively interaction

This week's edition of *UBC Reports* focuses on the City of Prince George, one of the fastest-growing centres in the Interior of British Columbia.

Prince George is one of many areas of the province where UBC is heavily involved. Some of these areas are being featured in *UBC Reports* to coincide with visits by UBC's president, Dr. Douglas Kenny. Excerpts from President Kenny's Jan. 18 speech to the Prince George Rotary Club begin on page 4.

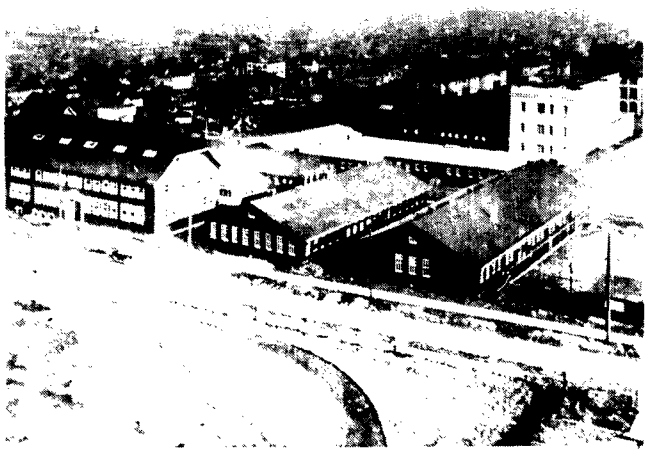
The relationship between Prince George and UBC is many-sided and goes back many years. We're both 61 years old, for one thing. Prince George was incorporated and chose its present name in 1915, the same year UBC opened its doors to students in Vancouver. The pictures at the top and bottom of this page contrast the appearance of Prince George and UBC then and now.

There's also the fact that some 230 students from Prince George are at UBC this year, 109 in arts and science and the balance in professional schools. Ten are in agriculture or forestry; 14 in engineering and architecture; 17 in medicine, dentistry or one of the other health sciences; 12 are in law; 48 in education; and 16 are in commerce. And hundreds of other Prince George students and professional men and women have annual contact with UBC through Summer Session or continuing education programs.

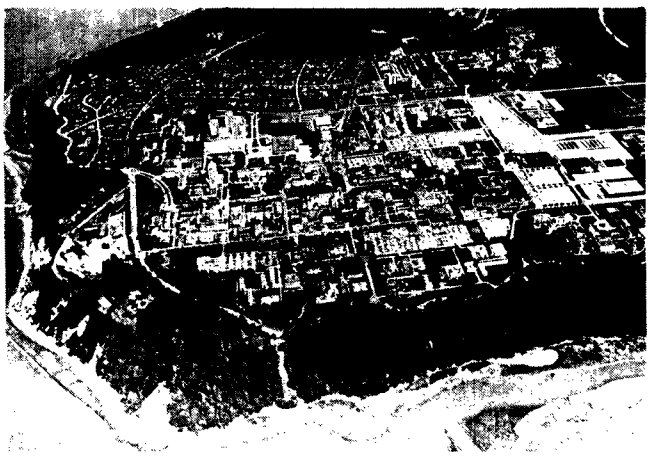
Then there's the fact that 768 graduates of the University live in the City of Prince George. Not all of these alumni are professional people; 233 hold degrees in non-professional areas.

Add to this the fact that over the years faculty members and students from forestry, agricultural sciences, mineral engineering and metallurgy, commerce and medicine have come to know Prince George and district through dozens of research projects, and you'll realize that B.C.'s largest University has had and will continue to have a very lively interaction with Prince George.

But more of that inside . . .



In 1915 UBC opened its doors to students in the so-called "Fairview shacks" near the Vancouver General Hospital.



UBC today enrols more than 31,000 students for credit programs held on campus or in other B.C. centres.

UBC and Prince George:

Research for the future

Serving the entire province has been a constant in the history of the University of British Columbia.

Since opening its doors to students just over 60 years ago, UBC has done its best to implement this concept through its teaching, research and public service.

And over the years the City of Prince George, in the geographical heartland of the province, has benefited from teaching, research and services by UBC faculty members and students in a wide variety of fields, including geology, forestry, mineral engineering, agricultural sciences, economics, transportation studies and medicine.

The late Prof. M.Y. Williams, a pioneering Canadian geologist and a colorful figure in UBC's history until his death at the age of 90 in 1974, visited the Prince George and Cariboo areas frequently in the 1920s and 1930s to carry out geological surveys. In 1929-30 he was in charge of mineral exploration for a survey of resources along the Pacific Great Eastern Railway (now the B.C. Railway) in the Cariboo.

And an early history of the University, written to mark UBC's 25th anniversary, records that in the winter of 1935-36 the University sponsored more than 500 lectures in various parts of the province, many of them in the central Interior.

The same publication records that "...reports have been made on the forest resources of the northern Interior of B.C. jointly for the provincial government and the two great Canadian railways."

In 1946, UBC and the Canada and B.C. Departments of Agriculture published a soil survey of the Prince George area carried out by Professor Emeritus D. G. Laird.

UBC researchers continue to make their presence felt in the Prince George area. Three recent reports by UBC faculty members are likely to have a significant impact on the city and the area that surrounds it.

The forest industry, long the key to Prince George's growth and development, will be significantly affected by the recently issued report of the Royal Commission on Forest Resources. The sole commissioner appointed by the provincial government to investigate the industry was Prof. Peter Pearse, of UBC's Department of Economics.

Prof. Pearse's report, now being studied by the provincial government, is likely to have a significant effect on pulpwood harvesting in the Prince George area. The city, incidentally, was the site of the first of Prof. Pearse's six public hearings. He heard submissions from 21 organizations and individuals there.

If Prince George's past and present is founded on the forest industry, two UBC scientists believe that its future could well be linked to mining.

Prof. John B. Evans, head of UBC's Department of Mineral Engineering, says exploitation of huge deposits of high-grade coking coal in the Rocky Mountain trench could make Prince George a manufacturing centre in the future, and certainly will mean the next major economic advance for the city.

His view is shared by Prof. Ian Warren, of UBC's Department of Metallurgy, who was a key member of a provincial government task force established in 1975 to survey all aspects of coal production and utilization in B.C.

Prof. Warren was a member of the senior policy group that drew up recommendations (not yet made public) for the future exploitation of B.C. coal. He was also chairman and co-ordinator of the technical group that produced an exhaustive report, published in October, 1976, on the amount and types of coal in B.C., the problems of exploiting coal reserves, and the constraints involved in transportation and trained manpower to get the coal out of the ground, as well as possible alternative uses for this valuable natural resource.

A third report that charts the future development for the entire central region of British Columbia, prepared under a 1974 agreement between the provincial and federal governments, was written by two University of B.C. economists.

Drs. James D. Rae and John D. Boyd prepared a series of regional economic studies which break new ground in the study of social and economic development in B.C. Their "Summary Report of Development Possibilities in the Central Region of British Columbia," based on intensive technical studies , is designed to encourage discussion of regional goals and the means of attaining them.

The report identifies Prince George and vicinity as a potential major growth centre, adequate to accommodate a population in excess of 250,000. The report predicts that if the government acts in a planned manner to encourage socio-economic development in the Central Region, Prince George could receive seven major industrial projects related to pulp and paper and coal mining over the next 12 to 13 years.

These three major reports are only the tip of UBC's total research involvement with the Prince George area.

As might be expected, the UBC faculty with the biggest interest in the region is Forestry. Here's a partial list of UBC researchers and their projects.

Jack Walters, director of UBC's research forest and inventor of a "gun" that shoots tree seedlings into the ground, is now building an automatic seedling-planting machine especially designed for use in the Prince George Forest District. Preliminary work was carried out last June north of Quesnel and Mr. Walters will return to the area this summer for further work. The project is supported with funds from the federal and provincial governments.

Dr. David Haley, also of Foresty, undertook the first-ever examination of the boundaries of sustained-yield forest units in the north-central Interior in 1975-76 under a contract from the B.C. Forest Service. His study recommended altering the boundaries of the sustained-yield units to conform to changing economic conditions such as the location of mills and the expanding transportation pattern in the area.

Dr. Neil Byron, a graduate student working under Dr. Haley, used material gathered in the Prince George area as the basis for his Doctor of Philosophy degree thesis awarded in 1976. He investigated the influence of sustained-yield forest policy on community stability, including such things as employment and income

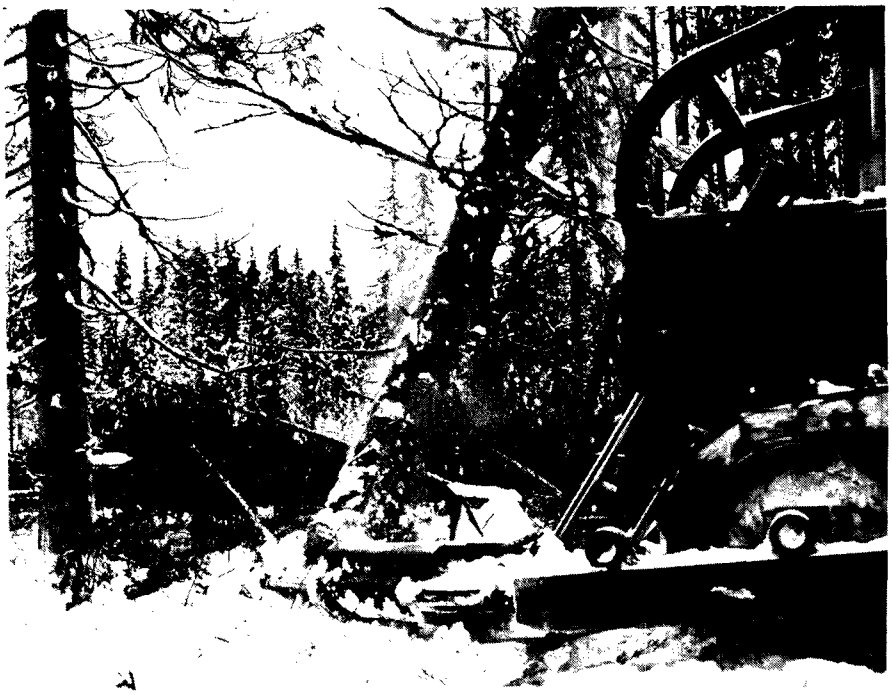
levels, in the north-central region including Prince George.

Another of Dr. Haley's graduate students, Rod Beaumont, is about to begin a study in the Prince George area on the effects that the holders of timber rights have on forest policy. Mr. Beaumont was formerly employed as a forester by Northwood Pulp and Paper in Prince George.

Dr. Donald Munro has visited regularly Prince George since the early 1960s for Industrial Forest Service, a major consulting firm. With services purchased from the University, that company is now heavily involved in the application of computer techniques to forestry.

"whole-tree" harvesting about 50 miles east of Prince George. Whole-tree harvesting means removing the entire tree from the forest environment, including the tree crown, where many of the nutrients critical to tree growth are concentrated. Dr. Kimmins is trying to find out just how much nutrient is lost through this type of logging and whether the practice significantly affects regeneration of the forest.

Not all members of UBC's Faculty of Forestry are concerned with tree growth and harvesting. In recent years the faculty has been studying the multiple use of forests, including tourism and recreation.



Since 1972, UBC faculty members and students from Forestry have been working on Computer-Assisted Resource Planning (CARP), a project being carried out in the West Lake Public Sustained-Yield Unit near Prince George.

The object of CARP is to develop an overall economic policy for the unit that reflects regional economic objectives while taking into account the realities of forest biology and the harvesting capabilities of those who hold timber licences in the area. The results of the study will guide the B.C. Forest Service, which is funding the project, in the implementation of forest policy in the Prince George area.

Two faculty members — Glen Young and Douglas Williams — have been active with CARP since its inception in 1972 and at least five UBC students have used material gathered during the CARP project as the basis for graduating theses.

Another forester, Dr. J. P. Kimmins, is making a forest-ecology study, examining the impact of

Indicative of this trend is the work of Dr. Peter Dooling, who was commissioned by the Parks Branch of the Department of Recreation and Conservation to study the travel corridor of the northern part of the province. His aim is to help the provincial government improve its planning for the use of forest lands for recreation, tourism and other purposes.

Dr. Dooling has already produced five volumes of his six-volume study of the "Golden Circle," which stretches from Prince George to the Yukon border.

UBC's Faculty of Agricultural Sciences is also involved with projects in the central Interior, many of them having to do with the management of range lands. This year, the faculty introduced a new rangeland resources option in response to growing student and government interest in range management.

In February, members of the Agricultural Sciences faculty will be in the Prince George/Williams Lake area for a one-week workshop on rangeland management for local ranchers and government officials. The workshop will deal with recent developments in management practice and the multiple use of rangeland for pasture, forestry and recreation.

Dr. Michael Pitt, of Plant Science, is concerned with the ecology of wetland meadows, areas of shallow, wet soils where few or no trees grow and which are important grazing lands. This summer he will supervise a research project that will look into the fundamental ecological processes, including the plant-species composition and productivity of these areas.

UBC soil scientists were in the Prince George area in June, 1976, with federal and provincial government officials to study soils and soil-related problems. Members of the same department are co-operating with scientists at the Canada Agriculture Research Station on studies related to forage crops. Undergraduate and graduate students are also involved in this project.

A member of the Department of Agricultural Economics is co-operating with the Prince George district agriculturalist to produce a model of beef operations in the district as an aid to evaluating government expenditures on local community pastures.

The Department of Mineral Engineering is making several studies that bear on coal and coal production.

A research team is looking into the possibility of utilizing "coal fines," coal-bearing material that is currently discarded, to produce a pelleted form of coal and thus make fuller use of this resource for industrial purposes. Working under contract, the department has studied the strength characteristics of rocks surrounding coal deposits at sites northeast of Prince George and it has carried out similar studies on the monitoring of the strength of rocks surrounding the Gibraltar open-pit mine at McCleese Lake, south of Prince George.

The transportation division of the Faculty of Commerce and Business Administration has an active research program on railway and commercial trucking rates and highway improvements and planning in northern B.C., including Prince George.

And finally, Jessie McCarthy, of the Department of Health Care and Epidemiology in the Faculty of Medicine, is nearing completion of a comparative study to determine the relationship between air quality and health problems in the cities of Trail and Prince George. She expects the results will be available later this year.

PRESIDENT KENNY SPE

OUR COMM

President Douglas Kenny was in Prince George on Jan. 18, where he visited New Caledonia College and met with community leaders and alumni. Here are excerpts from his noon-hour address, entitled "Our Common Future," to the Prince George Rotary Club.

. . . I am here today to talk about . . . the partnership between the University of British Columbia and the people of this province. I hope that our talking together today can help reaffirm and strengthen that partnership.

The fact is that you people of the Prince George area and we people at the University have a lot in common. More than you might think. I'd like to talk today about some of the things we share. I'd like to encourage you to learn more about your University. Even more important, I want to ensure you that we at UBC want to learn more about you, about your needs, your ideas, your hopes for the future. I think that's important, because if we can learn more about each other, we can work together more effectively for our common well-being. If we know each other better, we can more effectively build our common future. It is a common future, because we are tied together. We will sink or swim together.

We at UBC want to learn more about you . . . your needs . . . ideas . . . your hopes for the future

So a working partnership between us is not just desirable. It's necessary. Without your co-operation and help, UBC's future will be less bright. And . . . without UBC's co-operation the future of this province and this region will also be less bright. In short, we need each other . . .

The basic fact is this: the Province of British Columbia is a frontier society. We are new, growing, independent and energetic. You who live in the Prince George area probably appreciate that more than the people down on the coast. You live face to face with the physical fact of the frontier. As your mayor, Ham Moffat, once said, living here is "like sitting on the corner of an underdeveloped continent." That's a frontier fact, a frontier attitude.

What are the characteristics of a frontier society? There are quite a few, but four of them seem especially important to me. Frontier people are independent; they're practical; they're aggressive; and they look forward, not back. These four attributes are clearly present in B.C., and . . . they're particularly strong in the heartland of the province.

Now that description may sound accurate to you . . . when it comes to the province — or at least this part of the province. But what's it got to do with the University? A great deal.

UBC is also a frontier community. Like you, we live and work on the edge of the future. Like you, we respect ability and accomplishment more than inherited status or privilege. Like you, we're independent minded, we tend to think our own way, to make our own decisions, to resist undue interference with our right and duty to do our job as we see it. Like you, we respect assertiveness and aggressiveness: we call them intellectual curiosity and daring.

In other words, even though the University deals in ideas, we still have and will always maintain a frontier attitude. We still value and cherish those frontier values.

There are even more things UBC and Prince George have in common. I don't know how many of you are aware of it, but we were born at the same time. You probably do know that your city was incorporated in 1915. UBC was born in the same year. You see, we are both young upstarts. In 1915 a few hundred people living in shacks up here decided to get together and become a city, and by a vote of 153 to 13 decided to take the name Prince George. In that same year, 379 students and 34 faculty members got together in some shacks in the Fairview section of Vancouver and became the beginning of UBC.

In the 60-odd years since then, both of us have done pretty well. From the original 166 citizens who voted your incorporation, you have grown to some 65,000 people, with an average income 13 per cent above the national average, building more than 1,300 dwelling units and producing more than 1,500 babies in 1975 alone, with an active cultural, economic and social life, a first-rate community college, thriving industry and business.

UBC has grown a lot in its 61 years too. From the original 379 students, we have grown to a total of 31,000 students in credit programs in 1976, a

AKS IN PRINCE GEORGE

ON FUTURE

faculty of 1,700 people, and a support staff of more than 2,800. In that 60 years, we have graduated 77,000 students. 55,000 of them have remained in Canada, and more than 45,000 of these here in B.C.

But as I said a minute ago, frontier people look ahead, not back. It's our future that matters. And if our common future is going to be a good one, we should be thinking together about the best way of working for it.

That means that together we face two basic problems. These days that means more than just being able to stand the cold, build a house, wrestle a living out of the land. Today's frontier, as we all know, demands more complex survival skills. Guts and persistence are still important, but they're not enough all by themselves. Today's frontier is changing rapidly, sometimes so fast it's hard to keep track of. The environment we have to deal with is not only cold but complex; not just tough but shifty. The main threat on today's frontier is future shock. This is true not only here in your country but in our territory too. We have to cope with changing economic climates, startling shifts in world markets. We have to cope with expanding ideas and knowledge, dizzying developments in science and technologies. We both need highly developed and widely varied skills to survive. That's the first problem we share.

The second problem is something more. It's not enough just to be able to *survive* on the frontier. We have to learn how to *thrive* on the frontier. It's no longer sufficient just to cope with the present, which is hard. We have to be able to cope with the future, which is much harder. Not just prepare for the future, but *create* the future. If we can't do it for ourselves, someone else will do it for us – and I don't think we want to live in a future someone else has imposed on us. I don't think we want to wake up one day to a future we just didn't see coming because we didn't think ahead.

Those are the two problems, then. How to acquire and develop skills to cope with the present, and skills to create the future *we* want – our *own* future.

What are we doing about it?

I can only speak for the University of course . . . First, we are trying to help provide basic survival skills: – in co-operation with the other universities and colleges . . .. The basic survival skills we're trying to provide consist of the fundamental post-secondary education which is an essential instrument for social and individual survival in today's world . . . when it comes to providing the high-quality training and continuing education needed by professional people in a modern community we're trying our best to help.

But for survival in a modern frontier society more than professional skills are needed. Just as important in the long run is the kind of education which broadens and deepens the mind in a more general way.

. . . Survival on today's frontier requires not just the ability to *do* something practical. It also requires the ability to perceive the realities of the world clearly and to see its possibilities – to understand how it really works and, even more important, how it *can* work.

That is what education is about – both professional and general education. It is building human capital. It is developing, strengthening, fine-tuning the most important natural resource there is: the human brain. We can develop lumber, iron, copper, all the other natural resources till we're rich as Croesus, but it won't be enough if we don't also develop that crucial human resource. Educated minds are our only infinitely renewable source of wealth. If we neglect to develop that resource, we face a future not just intellectually and culturally poorer; we face a future that will also be materially poorer.

That's what I mean by not only surviving but thriving on the frontier. We can flourish if we are free. And we can only be free if we have learned enough to be able to decide our own future and not let someone else decide it for us. Educated human beings can't be imposed on, taken advantage of, or exploited. They can make their own future because in the best sense they are self-made. That's what a really self-made person is: one who has learned enough about the world, about himself and other human beings, so that he or she can make free decisions

Please turn to p. 6

Educated minds are our only infinitely renewable source of wealth

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and perform free actions. That's the only kind of person that can not only survive the present but can command and create his or her own future . . . .

The kind of education I've been talking about is the one most important means toward that end. It's the kind of education that takes what's been learned in the past, what's happening in the future, and brings them to bear on what lies ahead. And that kind of education needs more than good teaching. It needs research. Research can be defined as systematically and persistently asking crucial forward-looking questions: "What if?" "What next?" Real research means asking those questions about every aspect of nature and human activity. We are trying to ask those questions at UBC . . .

Practical research creates links between the present and the immediate future. But practical research is always based on impractical research — that is, pure research. Often we have to ask simply "Why?", without knowing the answer, before we can hope to find out *how.* Basic, pure research in science, the humanities and social sciences is the groundwork on which the long-range future is built.

I ask you to learn more about what the University is doing and could be doing

So if you think the University is impractical, living on Cloud Nine, preoccupied with purely theoretical, useless ideas, remember that the future is a long time. Somebody's got to look further ahead than just tomorrow or the day after. Pure, imaginative, seemingly impractical research is your telescope into the future.

That's how the University is a lot more practical than you might think. Our job is the longer view. We have to consider impractical possibilities now so that 60 years from now we'll have some practical ones to work with. Without the long view, our future could turn out to be pretty short.

I've outlined a little of what we're trying to do as our part of our partnership with you. We share a common future and so we face a common challenge — and that challenge isn't an easy one. So I ask you—how can we work together? How can we collaborate, not just to survive on this new frontier we live in, but to conquer it? How can we use our strengths to protect our independence and our freedom? That will take trained and educated minds, and a lot of courage and skill. And it will take mutual understanding and co-operation.

I've tried to make it clear that we are willing and eager to join with you in doing the job. We still have a lot to learn about how to do that job better, but we'll keep on trying to learn. And we need your help.

Don't worry. I'm not asking you for money. You already help us with your taxes. We haven't forgotten that or the responsibility that goes with it. But there are other ways of working together that are just as important.

First, we need your understanding of the importance of the University for our future. In these few minutes I've tried to show how that future depends to a great extent on good higher education. I ask you to recognize that and support that need, not just for UBC's sake, but for your own sake as well. If you still don't feel that higher education is really a *necessity* for our future, then I ask you to try to learn more about what the University's doing and could be doing. Think about it . . . . In a time of economic restraint like this, a lot of people — both in and out of government — are questioning whether universities are just a luxury. They are not. They are a necessity, unless we want to give up our future. So the first thing I'm asking from you as partners is: keep an open mind and take the long view.

The second thing I'm asking is, tell us more about yourselves. Just as you may need to learn more about the University, the University needs to learn more about you. We can do a better job if we know more about your needs and your problems. But we also need to know about your hopes and dreams. How do *you* see our common future? What possibilities do you see? Tell us about them. I invite you to write to us — to me personally, to deans or faculty members, to your sons or daughters who may be at UBC — and let us know your needs, your ideas, your questions. I promise we will listen thoughtfully to what you have to say. And I promise we'll answer every letter.

So that's my proposal to you. We live on the same frontier. We share the same future. What that future is depends on how well we work together.

UBC and Prince George have both had a pretty good first 60 years. Working together, I think the next 60 years can be even better.

UBC and

Of the three main areas of any university's activities — teaching, research and public service — teaching is the activity that touches directly the greatest number of people and, in some way, changes their lives.

UBC has always placed great stress on teaching, both at its Vancouver campus and throughout the province. UBC's extension, or Continuing Education, program has been going on for more than 40 years now, and a significant part of that program has involved the people of Prince George, both as students and initiators of new courses.

UBC's teaching involvement with the people of Prince George was evident 17 years ago when that city was chosen to be the site of a new development in extramural teaching by UBC. Dr. Ronald Baker of UBC's English department, now president of the University of Prince Edward Island, spent his full academic year in 1960 giving three credit courses in university English to Prince George teachers and other interested members of the community. The scheme was suggested and underwritten by the Prince George school board.

Since that time a whole range of UBC courses and programs has been offered in the Prince George region — from short programs for municipal administrators to full-year correspondence courses.

One of the UBC groups with a major involvement in the Prince George region is the Centre for Continuing Education. Its various branches offer a variety of programs for professionals in the area.

Lawyers

Prince George lawyers have taken advantage of a number of case studies and legal proceedings published by the Centre for Continuing Education. Over the past year, 150 copies of these legal publications have been sent to Prince George lawyers. The legal education branch also offered five one- and two-day workshops in the Prince George area last year on such subjects as Supreme Court rules and mechanic's liens. These courses, taught by UBC professors and practising lawyers,

Prince George:

Continuing education involves us all

attracted 134 registrants in total and more courses are planned for this year.

Engineers

Professional engineers in the Prince George area also took part in UBC's continuing education program last year, through a three-day conference on "Management Problems" attended by engineers and professional foresters. This branch of continuing education annually offers two seminars in the Prince George area in engineering management.

Cattle breeders

The annual Stockman's Conference for cattle breeders from throughout the province, as well as government and packing house representatives, is going to be held in Prince George this year for the first time. The previous 16 conferences, all co-sponsored by UBC's Centre for Continuing Education, have been held in the Kamloops area and have usually attracted more than 100 participants.

Women

Seventeen women from Prince George, Vanderhoof and Fraser Lake took part in an Assertiveness Training Program last year sponsored by the Women's Resources Centre at UBC and held in Fraser Lake. (Also attending that program was a 17-year-old male.) These assertiveness programs for women were pioneered by UBC three years ago and are offered throughout the province upon request. A program on learning opportunities for women is planned for this month in Prince George, with Jan Willis of the Canadian Association for Adult Education speaking to a group at the Prince George College of New Caledonia on Jan. 26.

Sewage plant operators

Sewage plant operators and municipal employees of Prince George were among the 75 people who attended a Water and Waste course in November. This course, which included techniques for operating sewage plants in northern climates at the request of participants, was also sponsored in part by the UBC Centre for Continuing Education.

Civic administrators

The University's presence in the central part of B.C. is felt by a wide range of people, from the cattle ranchers mentioned above to municipal administrators. Over the past five or six years, between 500 and 600 elected officials, many of them from areas around Prince George, have taken part in annual seminars on such subjects as capital budgeting and financing sponsored by UBC in co-operation with the North Central Municipal Association.

English teachers

Workshops for teachers in Prince George are a frequent occurrence and part of UBC's reach into the rest of the province. For example, an in-service workshop on composition will be offered to teachers of English in Prince George this spring as part of UBC's Education Extension program. And teachers from two Prince George districts are taking part in the planning of a conference co-sponsored by UBC to be held in Kelowna in March.

Vocational instructors

One of four core courses for the Instructor's Diploma Program for vocational instructors, administered by UBC, was offered in October in Prince George. That program drew eight participants who will continue to work toward their diploma through correspondence courses from UBC or through future courses held in Prince George. The diploma is designed for instructors employed in vocational schools, community colleges and other institutions which offer specialty training.

Adult educators

Three programs on the training of adult educators to be held in co-operation with the College of New Caledonia in Prince George are planned for late April or early May of this year. UBC and the regional college often work closely in defining needs and planning programs for the people in Prince George.

Teachers

The Faculty of Education at UBC last year offered a half-year (1½ unit) credit course to 15 practising teachers in the Prince George area. The instructor of the course, Dr. Charlotte David of UBC's Department of Special Education, flew to Prince George every weekend to give lectures for the course, Introduction to Special Education. That same system was used in the fall of last year for a credit course in school library management, the second half of which is offered this spring. The instructor of that course, Mel Rainey, a full-time member of UBC's Faculty of Education, also flew to Prince George every weekend to give lectures to the 44 teachers enrolled. However, in spite of the travel costs, both courses were offered for the same fees as they would cost at UBC's Vancouver campus.

High school students

UBC has also worked with people in the Prince George area in developing school curricula. Last summer, a student from UBC's Department of Geological Sciences under the direction of Dr. J. L. Rau spent time in the Prince George area gathering background material for a guide to teaching earth science in Prince George high schools. The material is being prepared by UBC as a package specifically for use in the Prince George area and should be available in the coming school year.

Native Indians

Native Indian students in Prince George and the surrounding area will soon benefit from a UBC program designed to increase the number of Indian teachers in the B.C. school system. The Native Indian Teacher Education Program (NITEP) operates four decentralized teacher training

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facilities throughout the province, and students from Prince George are enrolled in the program at two of these facilities, in Williams Lake and Kamloops. After completing two years of instruction at these off-campus centres near the homes of many native Indian students, and two years at UBC, graduates will have earned a Bachelor of Education degree from UBC and be qualified to teach in B.C. schools.

Corresponders

Correspondence courses are also an important point of contact with UBC for many Prince George people. At present, 55 people from the Prince George region are taking UBC credit courses through correspondence in all fields offered by the Faculty of Arts.

Businessmen

Many of the professional schools at UBC offer programs in the Prince George region for professionals wanting information on current problems and issues in their fields. Businessmen in the city have benefited from seminars on the Trade Practices Act held in Prince George in 1975. People at the management level in the resource industries in the region will possibly be offered a package of seminars on problems in economics, taxation, labor relations and the like in the fall if the program is well received in Vancouver this spring. The seminars will be taught by faculty members in Commerce and Business Administration at UBC as well as industry representatives.

Health professionals

Continuing education programs in the health sciences are a growing part of UBC's outreach to Prince George and throughout the province. The nursing school at the College of New Caledonia in Prince George co-operates with UBC's nursing school to bring lecturers to the area. Close to 40 dentists and dental auxiliaries in the Prince George region have attended an annual seminar on various aspects of dentistry held in that city, and two more courses are proposed for Prince George this year. Continuing education for pharmacists in Prince George is co-ordinated by a Prince George resident, Cliff Dezell, a pharmacist employed at the Prince George Regional Hospital, who can identify the local needs of pharmacists in his region and make use of the courses and materials which UBC offers to pharmacists throughout the province.

Medical students

UBC students, as well as faculty members, are active in the area. Prince George is the site of some practical training for UBC's medical students. Last summer three medical students lived and worked in Prince George for periods of four to six weeks where they received their introduction to the practical delivery of health care. The three students – Andrew Lyn, Linda Nilson and Peter Lam – worked under the supervision of local doctors giving care to families in the area.

New Caledonia students

And co-operation does not only involve people from UBC going to Prince George. Each year, 30 or more students from the College of New Caledonia visit UBC's research forest near Haney as part of a visit to the Lower Mainland to see developments related to their program in forest technology. UBC Forestry faculty spend an entire day with the students describing some of the more than 100 research projects going on in the forest.

UBC students

And, of course, there's a lot of students now enrolled at UBC who will return to their homes in the Prince George region to contribute to continuing education in the area by sharing the skills and knowledge they've gained at the University.

Board of Governors approves in principle expansion of UBC's medical school

The round of University approvals required to begin the phased expansion of UBC's medical school has been completed.

Approved in principle, but subject to a number of conditions set by UBC's Board of Governors, are:

- A doubling of admissions to the medical school from the present 80 students to 160;
- Construction of a 240-bed teaching hospital and additional basic science facilities on the UBC campus; and
- Upgrading of clinical teaching facilities at downtown hospitals associated with the medical school.

The Faculty of Medicine approved expansion of its class on Dec. 6 and Senate approved it on Dec. 15.

The Board of Governors, which met on Dec. 29, approved the expansion subject to these conditions:

- Specific approval by the Board of the necessary funding and other resources being made available for each phase of expansion of the medical class at least one year in advance of that phase;
- Availability of the necessary physical resources and additional operating funds recommended by the president after consultation with the appropriate persons and bodies and approved by the Board;
- Provision of the necessary additional operating funds in a manner which in the judgment of the president and Board will not adversely affect the funding and resources available to other University programs; and
- Bearing in mind that the funding of programs and activities of the Faculty of Medicine may be subject to similar constraints as other programs and activities of the University.

Approval in principle for construction of the hospital and basic science facilities on campus and expansion of clinical facilities at associated downtown hospitals was given by the Board subject to the following conditions:

- Subsequent approval by the Board of the necessary financing and related arrangements for these facilities; and
- Assurance being given to the Board by the president at the appropriate time that the appropriate University authorities have approved the academic suitability of the facilities.

Expansion of the medical school, construction of a campus hospital and the upgrading of clinical teaching facilities at downtown hospitals was first proposed by the provincial government in March, 1976. The government said $50 million was available for the project, half of which would come from the federal government.

Education Minister Pat McGeer said in November that the expansion program was a government priority.