

Views Sought on Endowment Lands

A committee established by President Walter H. Gage has invited faculty members and students to submit statements of their views on the educational, recreational and financial potential of the University Endowment Lands and possible development and use of them in the future.

Statements should be submitted by Jan. 15 to Dean Philip White, head of the Faculty of Commerce and Business Administration, who is chairing a President's Ad Hoc Committee to

Consider the Future Use of the University Endowment Lands.

President Gage established the committee in response to a notice of motion by student Senator J.T. Sydor at a meeting of the UBC Senate in October. Mr. Sydor's motion asked that "Senate establish an ad hoc committee to study the relationship between UBC and the University Endowment Lands, Point Grey, B.C."

Mr. Sydor later withdrew his notice of motion and President Gage announced at the November

Senate meeting that the matter would be studied by a President's ad hoc committee.

Dean White said that if the response to the call for statements about the Lands justified it, the ad hoc committee would arrange for discussions with those who submitted statements.

He said it is expected that the results of the committee's work would be forwarded to the provincial Minister of Lands, Forests and Water Resources for consideration.

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UBC REPORTS CAMPUS EDITION

Program Weathers Criticism

Weathering severe criticism, the proposed bachelor's program in Nursing received approval in principle from the University of B.C.'s Senate at its December meeting.

The program reduces the present five-year Bachelor of Science in Nursing program to four years by eliminating the prerequisite of first-year University.

Prerequisites for the program would be Grade XI biology, chemistry, mathematics and physics as well as the usual Grade XII standing for admission to the University.

The new program would involve creation of a new zoology course, which would integrate basic knowledge from the biological sciences. Nursing 112 would be revised to integrate knowledge from the behavioral sciences.

The new program was criticized for accepting students with too weak a science background and for not providing enough basic science training. It was also suggested that the new program might better be provided by educational institutions other than a university.

Next hurdle for the program is Senate's Curriculum Committee, which will examine individual courses of the program in detail before reporting its recommendations to Senate.

Prof. Leon Kraitz, head of the Department of Oral Biology in the Faculty of Medicine, said nursing was associated with medicine, yet he saw a great deal of applied sociology and psychology in the program but little basic medical science.

Prof. Charles McDowell, head of the Department of Chemistry, said he was concerned about the program for two reasons. It was a purely professional program and it lacked an adequate science background.

It is impossible to teach students an understanding of the dynamics of the human body using concepts of biology, anatomy, chemistry, biochemistry, and microbiology, as the program proposed, on the basis of the Grade XI science courses that would be prerequisites to the program, he said.

The question, Prof. McDowell said, wasn't whether the new zoology course was better suited for teaching nursing students than the courses it replaced, but

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HAPPINESS is a brand new library under the Main Mall with shelf space for 185,000 books and a seating capacity for some 2,000 students. And that accounts for the happy-new-year smile on the face of Ture Erickson, head of the new Sedgewick Library, who

spent part of his Christmas break moving books from the Main Library to the new facility, which opens today (Jan. 3). The Wilson Record Library has also moved to the new building. Picture by the UBC Photo Department.

Arts Faculty Votes to Consult With Students

UBC's Faculty of Arts has accepted the principle of voting student representation in its own meetings and those of its academic-policy committees.

The Arts Faculty has also instructed its head, Dean Douglas Kenny, to strike a committee of the Faculty to consult with a committee of students about appropriate arrangements for student representation.

Dean Kenny announced his intention to set up the Faculty committee as soon as possible.

An estimated 200-225 members of the Faculty of Arts met in the Frederic Wood Theatre on Dec. 13 to debate the following motion, notice of which was given by Prof. William Willmott, of the Department of Anthropology and Sociology, at a Faculty meeting on Dec. 6:

"That the Faculty of Arts accepts the principle of student representation with the vote at all levels of the Faculty and that a committee be elected consisting of equal numbers of faculty and students to work out the details of representation."

Also present at the Dec. 13 meeting was a delegation of six students who were elected at a Nov. 30 meeting sponsored by the Arts Undergraduate

Society to serve as the student members of the committee proposed in Prof. Willmott's motion.

The motion that was finally approved on Dec. 13 was subject to two amendments proposed by Prof. Peter Pearse, of the Department of Economics. In its final, amended form the motion read:

"That the Faculty of Arts accepts the principle of student representation with the vote at meetings of the Faculty and of its committees concerned with academic policy and that the Dean be instructed to strike a committee of the Faculty to examine, in consultation with the student committee, appropriate arrangements for student representation."

Mr. Bill Moen, a third-year Arts student and one of the six students elected at the AUS-sponsored meeting on Nov. 30, said he was "disappointed and displeased" at the amended motion because it represented a significant change from the intent of the original motion.

The student committee will "probably" consult

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Senate Expands Course Committee

UBC's Senate has established a new University Curriculum Committee to screen course and curriculum changes.

A proposal to replace the existing 11-member Senate Curriculum Committee with an expanded University Curriculum Committee was approved at the November meeting of Senate.

At its December meeting Senate approved a proposal that Prof. John Norris, the chairman of the former Senate Curriculum Committee, should chair the expanded University Curriculum Committee, which will have a total of 22 members.

The new University Curriculum Committee will be made up of representatives from the curriculum committees of each of UBC's 12 faculties plus the members of the former Senate Curriculum Committee.

New procedures for handling course and curriculum changes were contained in a series of eight recommendations made in the report of an Ad Hoc Committee on Course and Curriculum Changes established at Senate request by President Walter H. Gage.

NEW PROCEDURES APPROVED

Under the new procedures debated and approved at the November meeting the flow of curriculum proposals to Senate will be streamlined and more publicity will be given to approved changes. The procedures will be reviewed at the end of a one-year trial period.

Representatives of the curriculum committees of the 12 UBC Faculties that will sit on the new University Curriculum Committee are:

Dr. A.J. Renney — Agricultural Sciences; Dr. Axel Meisen — Applied Science; Dr. Roger Leigh — Arts; Mr. R.H. Heywood, Commerce and Business Administration; Dr. A.G. Hannam — Dentistry; Dr. E.D. MacPherson — Education; Dr. B.J. Van der Kamp — Forestry; Dr. R.A. Nodwell — Graduate Studies; Mr. C.R.B. Dunlop — Law; Dr. F.R.C. Johnstone — Medicine; Dr. Finlay Morrison — Pharmaceutical Sciences; Dr. W.F. Slawson — Science.

Members of the former Senate Curriculum Committee who will continue to sit on the expanded University Curriculum Committee are:

Mr. D.V. Anderson, Mr. G.E. Andreone and Mr. P.A. Insley — Student Senators; Dr. N.C. Franz — Forestry; Mr. J.G. Matkin — Law; Dr. R.F. Scagel — Science; Dr. Ruth McConnell — Education; Mrs. H.W. Sonthoff — Arts; Dr. S.D. Cavers — Applied Science; Dr. John Norris — Arts.

During the November debate on the ad hoc committee's report, the main areas of concern by Senators centred on who would be eligible for membership on the new University Curriculum Committee, the number of members and how the chairman would be selected.

The ad hoc committee had recommended that the committee be made up of the chairmen of the curriculum committees of the various Faculties plus other members chosen by Senate.

However, an amendment by Prof. Norman Epstein, of the Department of Chemical Engineering, calling for a representative from the various Faculty committees, rather than specifically designating the chairman, was passed.

SENATE DEFEATS AMENDMENT

The second part of the amendment, which stated that faculty representation on the committee should be limited to Faculties whose procedures for constituting their curriculum are approved at intervals of at least three years, was defeated.

The ad hoc committee's recommendation that membership on the committee be set at 15 was revised upwards to 20 as the result of an amendment proposed by Prof. R.M. Clark, UBC's Academic Planner, who said that this would give the Senate added representation on the committee.

In its report, the ad hoc committee said the chairman of the new committee should be a person with high administrative talents and a wide knowledge of curriculum matters who would need adequate secretarial and administrative support.

"Ideally, the chairman of the University Curriculum Committee would have the status of a dean with special responsibilities for inter-Faculty curriculum matters," the report said.

Another area about which Senators expressed

concern was the handling of the two types of curriculum proposals which come before Senate. All proposals are designated either Category A — major changes — or Category B — routine or minor changes.

The ad hoc committee suggested that Category B proposals should be dealt with at the Faculty level with Senate being provided with a list of proposed changes.

Student Senator D.V. Anderson said he thought Senate should have some final say before Category B decisions become final. Other Senators wanted to know who would decide whether an item was in Category A or Category B.

Ad hoc committee chairman, Prof. C.A. McDowell, of the Department of Chemistry, said Category B items would still be subject to the perusal of the University Curriculum Committee, which would also have final say on the category.

In addition to recommending that more publicity

be given to new courses, new programs and major changes through *UBC Reports*, the ad hoc committee's recommendations also called for a supplementary Calendar, or a special issue of *UBC Reports*, to be available during or before registration week.

The streamlining procedures adopted by Senate should lead to a saving of time of at least a month in curriculum proposals being placed before Senate, the report said.

FACULTY PROPOSALS REFERRED

At present, course and curriculum proposals are sent directly to Senate by the Faculties. They are then referred to either the Senate Curriculum or New Programs Committees.

In future proposals will go directly to the new University Curriculum Committee and will then be considered by the new committee or by the New Programs Committee, each of which will ultimately report to Senate.

Board Awards Contract

The University of B.C.'s Board of Governors has awarded a contract for \$699,768 to Mainland Construction Co. for construction of a Dairy Cattle Research and Teaching Unit on UBC's south campus. Total project cost will be \$773,151.

The unit will be used to teach courses in dairy

cattle nutrition, physiology, breeding and management to undergraduate and graduate students in the Department of Animal Science in UBC's Faculty of Agricultural Sciences. It will also be used for research by undergraduate and graduate students and faculty members and to provide a service to dairy cattle producers of the province.

It has been specially designed to accommodate large numbers of visiting school children and the general public who will be able to watch modern dairy methods in action.

Up to 144 animals will be housed in the unit, including 48 milk cows, 24 heifers, 50 calves, seven cows close to giving birth, 14 research cows and one bull. They will be of three dairy breeds: Ayrshire, Holstein and Jersey.

A closed-circuit television system will be installed for classroom and visitor use and as a management aid, since the unit, apart from the teaching and research areas, is designed to be run by one man.

The 38,400-square-foot unit will have areas for feed preparation and storage; as well as a milking parlor, milk room, a visitor and display area and an open-air corral.

The architect is Ronald B. Howard. Basic to the design is a building that has maximum efficiency; anticipates many of the problems the dairy industry will likely face in the future — such as producing milk using a limited amount of land; and provides a close relationship between dairy cattle producers, the public and students and faculty members.

The building will be on a concrete slab. Construction will be post-and-beam of a commercial plant type covered with a deck and tar and gravel roof.

Prof. Warren Kitts, chairman of the Department of Animal Science in UBC's Faculty of Agricultural Sciences, said the unit will allow students to use modern technical production methods. "The main goal of the industry is to produce more milk from fewer cows by improving the handling of the animals and their genetic make-up," Prof. Kitts said.

"An interesting feature of the unit is that we won't be growing our own roughage or hay because we don't have the space. This may become a problem milk producers will have to face in the future in some parts of Canada as the amount of agricultural land decreases. The unit will provide us with experience in running such an operation so that we can solve some of the problems involved before individual farmers in the industry have to cope with them.

"We are also interested in public access to the unit so that people — especially young people who don't have as much opportunity today to visit farms as we had when we were young — can observe a working animal producing food."

Part of the financing of the dairy unit will come from donations by firms and individuals associated with the agricultural industry as a result of a campaign to raise \$500,000. The campaign will help finance a number of new facilities for UBC's Faculty of Agricultural Sciences, including the new dairy unit. The University has earmarked \$510,000 towards the new facilities.

Senate Rejects Course Bid

UBC's Senate has turned down a bid by a student Senator to make Canadian history and politics compulsory subjects for students taking a first degree at UBC.

A motion by student Senator A.R. Robbins, a graduate student in Political Science, was overwhelmingly defeated at the December meeting of Senate after a number of faculty members expressed strong opposition to the idea.

Prof. Roy Daniells, University Professor of English Language and Literature, said compulsory studies would bring about boredom and resentment among students — and quite possibly infiltration of propaganda. He said he supported the objective of the motion, "but the cause is just too good to be handled in this way."

Dr. Ian Ross, associate professor in the Department of English, said he would prefer to see a series of lectures and seminars on Canadian history and politics that could be attended by both students and faculty.

Such a proposal would be unfair to students from overseas who are studying at UBC, said Dean G.N. Volkoff, head of the Faculty of Science. Dr. R.F. Gray, associate professor, Faculty of Education, said he would prefer to see the requirement at the secondary school level.

Mr. Robbins said most Faculties make English 100 a required first-year course because it was felt that UBC graduates should be able to read and write. A required Canadian history and politics course "presupposes that, whatever else a UBC graduate will be when he or she leaves the campus, he or she will be a citizen."

Ph.D. Job-finder

A publication designed to help find jobs for students nearing completion of their Ph.D. studies has been mailed by the Canada Council to potential employers across Canada.

The 1972 edition of the Council's Annual Directory of Doctoral Fellowship-holders lists 1,045 students in the third or fourth year of their doctoral studies in the humanities and social sciences. The list was drawn up from responses to a questionnaire mailed out late last May to 1,365 holders of Canada Council fellowships and includes only those who indicated that they would be available for employment.

LET STUDENTS RUN UBC SERVICES

BY JOHN MacLACHLAN

I find I must take exception to several of the points raised or implied in Prof. James Stegenga's article "What a University is Not" (*UBC Reports*, Nov. 16, 1972).

I do not doubt the statement that "a major reason many of our universities are troubled is that they have diversified into fields that they ought never to have gotten into," but I do take issue with the methods Prof. Stegenga proposes to change the situation. I agree that the main purpose of the university lies in *scholarship*; but, one must ask, scholarship to what ends, and for what means? Does Prof. Stegenga really advocate (as it seems to me he does) a reversion to the days in which the knowledge accumulated and truth illuminated at universities should remain in an exclusive depository at the disposal only of a scholarly and intellectual elite? Are the new truths and new views of traditional abstract knowledge gained to remain solely as the subject of intellectual debate in scholarly journals? Or is the proper role of the university to *dynamically* educate, to glean new knowledge and to then disseminate it among the community at large, so that it may serve as a basis for innovative attacks on contemporary social, economic, and political issues?

UNIVERSITY'S ROLE

I would submit that, just as the role of the university goes far beyond the accumulation and scholarly discussion of new truths and new knowledge, the duty of the university to educate goes far beyond the teaching of "the abstract knowledge of the traditional humanities and sciences" to students so that they may in future become the scholars who will perpetuate debate and the elitist gathering of knowledge. It is the proper duty of the university to educate in the true sense of the word — not just to inculcate as much as possible of the sum total of contemporary and traditional knowledge, but also to light and maintain the spark of inquiry. The truly dedicated teacher must inspire in his students a desire to know, and, more importantly, an ability to view life and seek knowledge in new and provocative ways.

In my university experience I have come to realize that no learning is accomplished unless there first exists an atmosphere of education — a knowledge that learning extends beyond the classroom, the laboratory, the scholarly journal, or even the future career. One must first know that what one learns in one's field is observable and valuable in any life situation, from watching a bird in flight to finding imaginative and creative solutions to the problems of rapid transit.

Of course, all of these duties centre around *service* to the community. The university's role

Mr. John MacLachlan, a third-year Arts student, is also one of two student representatives on the Department of Asian Studies committee which meets regularly to discuss the day-to-day operations of the department and to deal with such matters as curriculum.



certainly should be "developing more complete and sensitive people," but it ought to be much more than this. It ought to be more than "training useful clerks, technicians, and professionals." It ought to be more than "producing knowledge and cultural materials that are 'useful' for solving community problems."

The university represents a repository of knowledge and research, a concentration of those in our society most experienced in the areas of need of the community. And it is a denial of our responsibility to confine our knowledge and creativity to the writing of scholarly articles or research papers. It is up to the university to take its knowledge in hand and test it against the realm of practical experience. The university should be in the forefront in promoting change and popularizing new ideas, rather than closetted off in an air of scholarship and intellectuality, as is far too often the case today. We ought to be one or even several steps ahead of society in presenting creative solutions to contemporary problems, and in drawing attention to those problems as they arise. And our presentation of those ideas ought to be public and controversial, not private and self-complimentary.

MIRROR SOCIETY

The university must, in short, be not just a repository of knowledge and a monastery for research, but a mirror in which society may face, measure, criticize, and challenge itself. Our failure to date in this respect is reflected in a growing rejection of university education among students and a growing suspicion of elitist university "experts" among the public generally.

But how do we teach the testing of education against practical reality? I would like to submit a proposal which may partly provide an answer to this question, and at the same time provide a way out of Professor Stegenga's dilemma over the

proliferation of non-educational facilities on university campuses.

First I would argue that such services as dormitories, health clinics, and placement centres are necessary, for they make the university accessible to large numbers of students who might otherwise not be able to attend. If it is the function of universities to educate, it cannot do so without students. I would also point out, however, that it is *not* necessary to maintain a huge bureaucracy manned by university academics and outside specialists to maintain these services, nor is it in keeping with the university's duty to create an atmosphere of free and open creativity.

I would, therefore, submit the following challenge to the university: let the students maintain their own social services, especially dormitories and placement centres, with financial backing from the university.

I do not doubt that such a solution would create a student bureaucracy to replace the present academic and professional one, but at the same time I do not doubt the ability of students to handle such a responsibility. I might cite the case of the UBC engineers creating an environmentally "safe" car economically, a feat which Detroit claimed could not be accomplished, to give evidence for adequate student responsibility and capability.

TEST LEARNING

Students at UBC are already implementing plans to take over a portion of the cafeteria food services, and students in high schools and universities have successfully operated placement centres for years. But more important, I think, than initial optimum success is the creation for students of an environment where they may test their fundamental learning against practical situations, where they may apply the creative and instructional nature of education against practical situations, where they may learn to approach classroom theory from the point of view of outer-world realities in which they must someday operate.

Such a system would, of course, free academics presently tied up in bureaucratic roles to pursue academic careers. Some degree of compensation to student heads of services, such as deferment of classes for a year and waiving of educational expenses for the following year, would be necessary, but it would cost far less than the maintenance of a large bureaucracy at executive and semi-executive wage scales. This kind of social service system certainly achieves Prof. Stegenga's wish for the university to stop "promoting the indefinite extension of adolescence" while at the same time avoiding the inevitable loss of students if the university were to halt provision of essential services altogether.

The basic argument around which Prof. Stegenga's discussion centres is whether the university should be an open, responsive and creative vanguard of society or closed, elitist, and dogmatic. It is a problem with which all of us at university must struggle; Prof. Stegenga's solutions, however, are in my opinion fundamentally opposed to the survival of the university as a centre of learning and free thinking.

Briefs Invited on Canadian Studies

Individuals and groups at Canadian universities have been invited to submit briefs to a national Commission on Canadian Studies established by the Association of Universities and Colleges of Canada.

The Commission on Canadian Studies, which is being supported financially by the Canada Council, has been asked to "study and report upon the state of teaching and research in studies relating to Canada at Canadian universities."

UBC's President, Dr. Walter H. Gage, has appointed Prof. Walter Young, head of the Department of Political Science, to act as UBC's liaison person with the Commission, which is headed by Prof. T.H.B. Symons, former president of Trent University in Peterborough, Ontario.

A brochure outlining the terms of reference of the Commission, its procedures and the method of submission of briefs is available at the Department of Political Science, Room 470 and 472, in the Buchanan Building.

The commission says it welcomes briefs from individuals and groups on any topic or range of topics related to Canadian studies. The commission has asked that briefs reach its offices at 314 Rubidge St., Peterborough, Ont., by Feb. 28, 1973.

The commission plans to carry out its work in two phases. Phase one will be devoted to gathering factual information concerning the scope of present courses and programs and the human and

financial resources available for teaching and research in Canadian studies. The commission will authorize a number of special studies in areas of relevance to Canadian studies.

The second phase of the commission's work will be devoted to a public discussion of the present state and future possibilities of Canadian studies. The commission will visit universities in western Canada sometime in the first four months of 1973 for a series of public hearings.

Prof. Young told *UBC Reports* that the commission had not yet contacted him with regard to a schedule for a visit to Vancouver.

The commission is expected to present its report in the fall of 1973 to the annual meeting of the AUCC.

NURSING PROGRAM

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whether the level of knowledge of students entering the program from Grade XI was adequate for the courses.

He said he was concerned over the number of courses in the program restricted to nursing students or whose prerequisites were such that only nursing students would take them. The academic content of restricted courses may be suspect, he said.

Senate should consider, Prof. McDowell said, whether the program was academically acceptable and whether it shouldn't be given at another institution.

Prof. Muriel Uprichard, director of UBC's School of Nursing, said that before she became director it was made clear to her by undergraduate and graduate students and faculty members in the School, by the Registered Nurses' Association of B.C. and by many people at UBC that the nursing curriculum needed a tremendous overhaul.

The School of Nursing had set up a small committee, she said, which designed a behavioral systems model and faculty members in the School examined future directions in health care.

"The emphasis in nursing in the future is going to be on community nursing and not on hospital nursing," she said. "This does not mean that nursing will not continue to support medicine in its efforts to cure illness and disease, but that this will not be its chief occupation . . ."

Prof. Uprichard said components from the life

sciences would be integrated into the new zoology course, a pathology course and clinical nursing courses. Much of the basic science material in the present prerequisite University year has little value to nursing, she said, and many of the concepts that would be useful have had to be retaught by Nursing faculty members during clinical training.

Prof. Uprichard said the proposal was supported by the RNABC, community colleges offering two-year programs in nursing and by the provincial Department of Education.

Dean David Bates of the Faculty of Medicine asked about the preparation of nurses as physician's assistants, where a great deal of scientific knowledge is required. Prof. Uprichard said nurses should be trained for specialized work in the community and in the acute-care hospitals at the master's level. Senate would receive a proposal for such a master's program in January, she said.

Miss Nan Kennedy, executive director of the RNABC, said UBC's School of Nursing should be producing 20 per cent of the nurses in B.C. but after many years of unsuccessfully trying to attract students into it, the present program is producing only six per cent.

Dean W.D. Liam Finn, head of the Faculty of Applied Science, under whose Faculty the School of Nursing falls, said the community and government now realize that medicine alone can't supply the standard of health care demanded by the public.

"The School of Nursing, for the first time in the 10 years I've been here, has done what other professional schools might also do, including my own," he said.

"And that is: see what the future of the profession is, see what the needs of the community are, and try to meet them in a meaningful and economic way."

Book Sale Opens Jan. 8

More than 150,000 books valued at \$283,000 will go on sale in Brock Hall on the UBC campus Jan. 8.

The UBC Bookstore, which is sponsoring the sale, is billing the event as a "monstrous January Clearance Sale," and Bookstore Manager Bob Smith claims it will "surpass anything done previously at the retail level in Canada."

The bulk of the sale will consist of a large inventory of books which has built up in the UBC Bookstore and which cannot be returned because of the policy of various suppliers.

In addition the Bookstore has purchased \$100,000 worth of books from eastern suppliers at quantity prices.

Mr. Smith said all books will be offered "at remarkably low prices," and will include art, text, reference and general reading books as well as children's books, dictionaries and Bibles. No used books will be on sale.

The Bookstore is in the process of implementing stringent controls on the quantities of books ordered by faculty members for courses, Mr. Smith said, in order to prevent future buildup of unsaleable items.

"We would like to make this sale an annual event," Mr. Smith said, "not only to control inventory but also to return a profit for the Bookstore, which is required to be self-supporting as a result of Board of Governors' policy."

He said another sale will be held in January, 1974, providing response to the 1973 sale justifies it.

ARTS FACULTY

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with the Faculty committee to be appointed by Dean Kenny, Mr. Moen said. The student committee is also planning to hold open meetings early in the spring term, which begins today (Jan. 3).

The purpose of the open meetings will be to report to students on the decisions reached at the Faculty meeting on Dec. 13 and to develop policies to be discussed with the committee to be appointed by Dean Kenny.

The members of the student committee are: Mr. Moen, Mr. Colin Portnuff, Arts IV; Mr. Rob Stevens, Arts IV; Miss Vicki Obedkoff, Arts IV; Miss Jeanette Auger, Arts II; and Miss Valerie Embree, Arts III.

The student committee attended the Dec. 13 meeting of the Arts Faculty at the invitation of Dean Kenny. A student spokesman read a brief which had been circulated to Faculty of Arts members a week earlier.

The brief set out the motion made by Prof. Willmott on Dec. 6 and recommended, if Prof. Willmott's motion had passed, that a report from the joint faculty-student committee which he proposed be completed within six weeks of the opening of the spring term.

Following the student presentation a motion was introduced asking that the student committee withdraw after they had had a chance to answer questions from the floor. The motion was narrowly defeated.

Members of the student committee took part in the subsequent debate on Prof. Willmott's motion.

Day Care Units Open

Three new day care units are now in full operation in Acadia Camp in huts allocated by the University on a rent-free basis to the University Day Care Council.

Two of the units provide day care for children aged 1½ to three years of age while the third is for children aged three to five.

There are now a total of six day care units operating in Acadia Camp, providing full or part-time day care for some 125 children of students, staff and faculty members.

Conversion of the group of buildings on Acadia Road for the three new day care units was carried out by the University Day Care Council, which is continuing a search for funds to improve the units.

Donors of funds to convert the units include the Alma Mater Society, which gave \$500, the Graduate Students' Association, which gave \$300 and a local timber firm, which donated \$100. The Hamber Foundation has made a grant of \$1,500 to the Council.

Many of the materials, including tile, paint and lumber, used in the conversion of the buildings were donated by local supply firms.

Dr. Roderick Barman, chairman of the University Day Care Council and an assistant professor in the Department of Hispanic and Italian Studies, said there is a pressing need for usable or repairable toys and other equipment for the day care units.

Arrangements to pick up donations can be made by calling Dr. Barman at local 4044 or 228-3983. Deliveries may also be made direct to the day care units in Huts 83 and 84 on Acadia Road.

38 Nominees

A record 38 members of the UBC faculty have been nominated for the 1973 Master Teacher Awards.

The 12-member committee which is responsible for screening nominees for the awards began to visit the classrooms of those nominated before the end of the first term of the Winter Session.

Classroom visitations will continue in the new year and the committee hopes to name the 1973 recipients of the Awards by the end of February. The two winners will share a \$5,000 prize that goes with the honor.

Letters nominating a total of 43 persons were received this year by Prof. Robert Clark, UBC's Academic Planner and chairman of the Awards committee.

Two of those nominated were ruled ineligible by the committee and three nominees said they did not wish to be considered for the Awards.

The Awards were established in 1969 by Dr. Walter Koerner, a former member and chairman of UBC's Board of Governors, in honor of his brother, the late Dr. Leon Koerner.

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