

UBC REPORTS

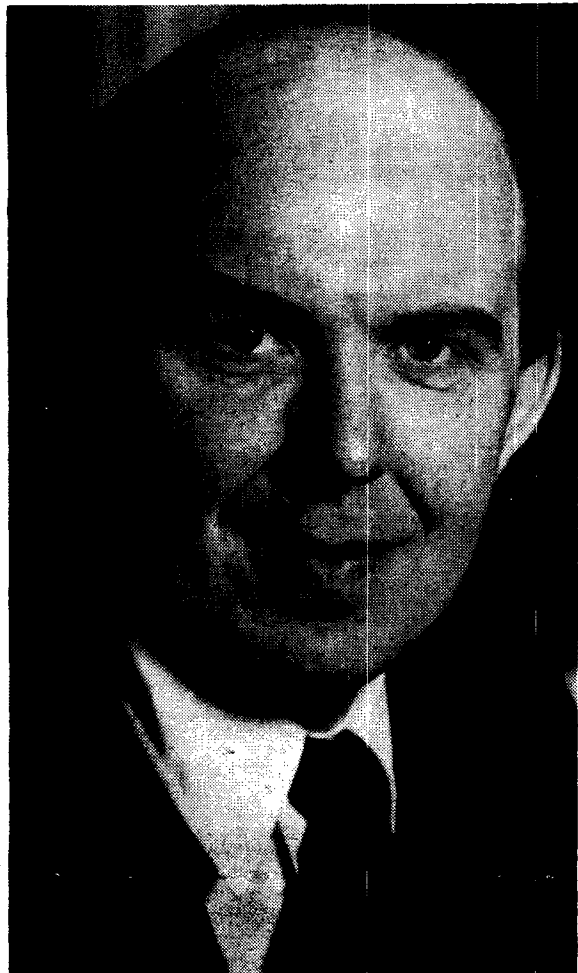
VOLUME NINETEEN, NUMBER SIXTEEN
DEC. 5, 1973, VANCOUVER 8, B.C.

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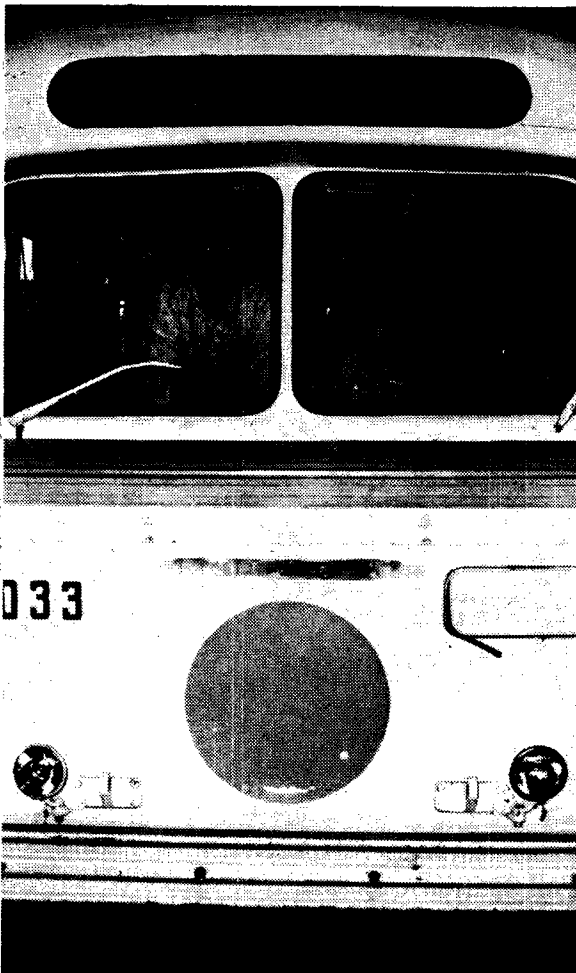
2027
VANCOUVER, B.C.

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UBC Reports,
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Picture by IMC Photo Department

DEAN A.J. McClean, head of UBC's Faculty of Law, is the chairman of a committee of the UBC Senate which has brought down a report proposing changes in the *Universities Act*. See story below and Pages Two and Three.



Picture by Jim Banham

TASK FORCE of UBC engineers, having built an urban car that won international acclaim, have decided to try their hand at improving buses to make them safer and more efficient and comfortable. See story on Pages Four and Five.



Picture by Jim Banham

UBC linguistics expert, Dr. Bernard Saint-Jacques, is convinced that the French language is doomed in Canada unless drastic measures are taken. Other aspects of studies in linguistics at UBC are explored on Pages Six and Seven.

A FLOODTIDE OF PROPOSALS

Debate and discussion — not all of it polite — has begun at all levels of the UBC community on proposals for amending the *Universities Act*, the provincial legislation that outlines the basic structure and organization of B.C.'s universities.

The floodtide of recommendations for amending the Act began in early November when the controversial Working Paper on University Governance was made public and continued on Nov. 28 when UBC's Senate held a special meeting to begin debate on the report of its ad hoc Committee on the *Universities Act*.

WORKING PAPER

The working paper was prepared by the Committee on University Governance, chaired by Mr. John Bremer, B.C.'s Commissioner of Education. The Committee was established in September by the provincial government "to consider the internal and external forms of university governance, with particular reference to the relationship between the universities and the provincial government, and to make recommendations to the Minister of Education for appropriate changes in the *Universities Act*."

The working paper proposes, among other things, the creation of a Universities Council of B.C. to act as an intermediary between the provincial government and the universities, and

The committee will visit UBC on Jan. 22 and 23. The Jan. 22 meetings will be held in the Board and Senate Room of the Main Mall North Administration Building. The following day the hearings will continue in the Student Union Building. Hearings on both days will begin at 9 a.m.

Proposals by the UBC Senate for changes in the Act will result from debate which began on Nov. 28 on the Report of the Ad Hoc Committee on the *Universities Act*. The committee is chaired by the head of UBC's Law Faculty, Dean A.J. McClean.

Other UBC organizations are preparing briefs and documents criticizing the working paper or making suggestions for alterations in the Act.

Material on other pages on this issue of *UBC* which would replace the existing Academic Board and Advisory Board; a restructuring of both the Board of Governors (styled a Board of Trustees in the working paper) and the Senate, which would become a purely academic body without Convocation or lay representation; and involvement of Senate in the preparation of the university budget.

The Committee on University Governance, in addition to calling for briefs and comment on its working paper, plans to hold a series of public hearings on the document.

Reports has been prepared with a number of ideas in mind:

1. To keep readers abreast of the Senate discussions which began on Nov. 28, a report of that meeting appears on Page Three.

2. On Page Two, in columnar form, is a table which sets out the proposals made in the Working Paper on University Governance and in the report of the Senate Committee on the *Universities Act* for the body which would act as an intermediary between the universities and the provincial government. The proposals are arranged in a way which allows comparison with the present *Universities Act*.

SENATE DISCUSSION

The table deals only with those proposals which have so far been discussed by UBC's Senate. Tables in subsequent issues of *UBC Reports* will allow readers to compare recommendations made in the two documents for altering the internal structure of the Universities with the present Act.

3. A round-up of reaction by various campus organizations to the Working Paper on University Governance begins on Page Three.

4. On Page Twelve — the "Contact" page prepared by the UBC Alumni Association — is a report on a student-alumni meeting held on Nov. 13 to discuss the working paper.

Senate Debates Recommendations for

By PETER THOMPSON
UBC Reports Staff Writer

A delicate balance between university autonomy and public accountability was attempted at a special meeting of the University of B.C. Senate on Nov. 28.

The meeting was called to deal with the report of Senate's ad hoc Committee on the *Universities Act* and

dealt with recommendations in the report concerning government and inter-universities relations.

The present *Universities Act* was written in 1963 when Simon Fraser University came into existence and Victoria College elected to end its affiliated status with UBC and become the University of Victoria. The new provincial government, which came to power in 1972,

has announced its intention to amend the Act.

Facing Senate was the problem of how to preserve substantial autonomy for B.C. universities while at the same time fulfilling demands for greater public accountability and more public involvement in university affairs.

Senate decided with little debate to accept the first and perhaps most important of the five recommenda-

UNIVERSITY/GOVERNMENT RELATIONS: 3 VIEWS

REPORT OF THE SENATE COMMITTEE ON THE <i>UNIVERSITIES ACT</i>	<i>UNIVERSITIES ACT</i> (SBC 1963, c. 52)	WORKING PAPER, COMMITTEE ON UNIVERSITY GOVERNANCE
<p>INTERMEDIARY BODY: Recommendation 1: Committee recommends establishment of a Provincial Universities Commission.</p> <p>Approved by Senate with little debate or dissent.</p> <p>UNIVERSITY-COLLEGE CO-ORDINATION: Recommendation 2: Universities Commission and similar Colleges Commission should each elect six members, plus their chairmen, to serve on a joint co-ordinating committee.</p> <p>Senate approved an amended version simply calling for a joint committee to co-ordinate programs of post-secondary education, without specifying the committee's composition.</p> <p>COMPOSITION OF INTERMEDIARY BODY: Recommendation 3: Universities Commission should consist of 10 to 15 members; appointed by provincial cabinet after calling publicly for nominations; at least one-third to be faculty members with minimum of five years' experience at a B.C. university; MPs, provincial cabinet ministers, MLAs, chairmen of university Boards of Governors, university presidents, and Department of Education employees barred from membership.</p> <p>Debated at length by Senate, numerous amendments offered; eventually referred back to committee for re-drafting.</p> <p>Minority Recommendation (by Student Senator Svend Robinson): Proposes Board of Post-Secondary Education, consisting of five representatives elected from each of three commissions serving universities, community colleges, and technical and vocational colleges, plus five members appointed by provincial cabinet and one representative of Department of Education as an ex-officio member.</p> <p>This amendment was defeated by Senate.</p> <p>POWERS OF INTERMEDIARY BODY: Recommendation 4: Universities Commission would have power to advise government on all matters pertaining to university education, and in particular, power to:</p> <p>(a) Require universities to submit their long-range plans for their academic development, as approved by their governing bodies;</p> <p>(b) Advise government on establishment of new universities;</p> <p>(c) Advise government on establishment of new Faculties and degree programs, but not power to impose them on universities;</p> <p>(d) Receive and appraise requests from universities for operating and capital funds; transmit them to Minister of Education along with Commission's recommendations; and to divide sums allocated by the Minister into separate lump-sum operating and capital budgets for each university;</p> <p>(e) Require universities to consult with one another and report back to Commission on actions to minimize unnecessary duplication of Faculties and programs;</p> <p>(f) In consultation with universities, establish space standards as basis on which to assess requests for capital funds;</p> <p>(g) Publish an annual report including:</p> <ol style="list-style-type: none"> 1. Universities' budget requests; 2. Commission's recommendations to government; 3. Government's actions on those recommendations, including allocations of funds; 4. Commission's division of government funds among the universities. <p>(h) Require universities to provide it with such information as it may require.</p> <p>Minority Recommendation (by Mr. Robinson): Board of Post-Secondary Education would be responsible for overall co-ordination of higher education in B.C., including transferability of courses, avoidance of unnecessary duplication, examining alternatives to present educational system, improving accessibility, and making the system responsive to citizens' needs. It would have a full-time secretariat and research staff and would "submit the final budget request to the Minister, on a five-year basis."</p> <p>Majority Recommendation 4 was approved by Senate without amendment.</p> <p>INTER-UNIVERSITY CO-OPERATION: Recommendation 5: "We recommend that the University of British Columbia take immediate steps to attempt to establish in conjunction with the other universities of the province some form of co-operative machinery."</p> <p>Minority Reservation (by Prof. Robert Clark, Academic Planning) proposes an amendment to add to Recommendation 5 the words: "known as the Co-ordinating Council of Universities in British Columbia and recognized under the <i>Universities Act</i>." This Council would have equal representation from each public university, including its president, one member of its Board of Governors and two Senators. The Commission would be required to consult with the Co-ordinating Council and with the universities on establishment of new academic divisions and graduate programs; long-range planning; elimination or reduction of duplication of programs; and space standards. It would have no veto power over university proposals, but could enquire into any matter that would be assisted by co-operation among the universities.</p> <p>Prof. Clark stated his arguments for a Co-ordinating Council at the Nov. 28 meeting of Senate, but time precluded further debate and resolution of the issue.</p>	<p>The Act provides for an Advisory Board (to advise the Minister of Education on distribution of government grants among universities) and an Academic Board (which deals mainly with colleges).</p> <p>Academic Board has power to advise on orderly academic development of universities and colleges.</p> <p>Advisory Board consists of chairman appointed by Minister; equal number of members nominated by each of the universities; and additional members appointed by Minister, equal to total of university representatives. Academic Board consists of two members appointed by each university Senate and three members appointed by provincial cabinet.</p> <p>Academic Board has power to "collect, examine and provide information relating to academic standards, and to advise the appropriate authorities on orderly academic development (of universities and colleges) by keeping in review the academic standards of each."</p> <p>Board of Governors of each university has power, with approval of its Senate, to establish or discontinue Faculties and Departments. Senate has power to consider and revise courses of study.</p> <p>Advisory Board has power to make recommendations to the Minister of Education respecting division of government grants among the universities.</p> <p>Academic Board is required to make an annual report to Minister of Education. Advisory Board reports only by giving advice on division of grants.</p> <p>The Act contains no specific provision for, nor prohibition against, co-operation among the universities or establishment of an inter-university co-ordinating body.</p>	<p>Committee proposes formation of a Universities Council of British Columbia, to replace present Advisory and Academic Boards.</p> <p>Universities Council would provide co-ordination by including in its membership the chairman of any equivalent body serving colleges.</p> <p>Universities Council would consist of 11 lay persons appointed by provincial cabinet, with presidents of universities, one representative of Department of Education, and chairman of equivalent colleges council as non-voting members.</p> <p>Universities Council would "stand between the universities and the government, serving as a wise counsellor to both and as a third voice in the deliberations affecting universities..." It would be "the agency within which the interests of government and university are reconciled" and would "minimize confrontation and provide a framework for mutual interaction and persuasion." It would also "provide for systematic public influence in the development of university education". Council would "concern itself with the intermediate- and long-range planning of university development".</p> <p>Council would have power to approve or disapprove proposals for new institutes and new undergraduate and postgraduate degree programs.</p> <p>Council would receive, evaluate and consolidate universities' operating and capital budgets; transmit a total request to the Minister of Education; and allocate the sum received from the government to the universities. Within these grants, and having regard for Council's advice, universities would be responsible for their own allocations. Council would not have power to exercise line-item budgetary control.</p> <p>Council would have power to support and encourage co-ordination and planning of university activities and to provide public review of those activities. It would "work with the universities in promoting co-operative ventures and in co-ordinating existing and future developments." It would have general responsibility for "encouraging, advising and warning the universities, without at the same time interfering with their necessary and legitimate autonomy in internal matters.</p> <p>Council would publish an annual report including all budgetary information submitted to it by universities, and submitted by it to government, and details of its allocations to universities. Report would include a general appraisal of state of university education in B.C.</p> <p>Council could require universities to produce such documents and contract for studies or research projects.</p> <p>The Committee on University Governance saw no advantage in legitimizing the existence of a formal inter-university body. Moreover, it was "concerned that such a development would create an adversary relationship between the universities and the Council. The Council, and not some other body, should be the focus and the forum for inter-university relationships, as well as university/government relationships."</p>

Changes in Act Governing Universities

tions on the relationship between universities and Victoria. This called for the creation of a provincial universities commission to mediate between the Boards of Governors of B.C. universities and the provincial government.

The meeting dealt with only five of the report's 20 recommendations. The remaining 15, concerning the internal governance of universities, will be dealt with at Senate's regular meeting on Dec. 12, time permitting.

Senate's Committee on the *Universities Act*, chaired by Dean A.J. McClean of the Faculty of Law, was formed by Senate at its May, 1971, meeting.

Creation of a body similar to a provincial universities commission is also a recommendation of the "Bremer report", the Working Paper on University Governance prepared by a committee chaired by Commissioner of Education John Bremer. The Bremer committee was set up by Education Minister Eileen Dailly in September. It released its report Nov. 2, and recommended a Universities Council of B.C.

ADVISORY BODY

The provincial commission or council would replace both the present Advisory Board, which advises on the apportionment of government grants among the universities, and the present Academic Board, which advises Victoria on academic matters, particularly concerning colleges.

Establishment of some kind of body intermediary between the universities and the provincial government is one area of agreement among the Bremer working paper, the report of the Senate committee, and two minority reports by members of the Senate committee. The two dissenting reports were written by Student Senator Svend Robinson and Dr. Robert Clark, director of UBC's Office of Academic Planning.

Senate soon found itself in disagreement over the powers of the universities commission and especially over its membership.

Dean McClean said that if the public is to have more involvement in higher education, then it would be to the public's, the government's and the universities' advantage to set up a universities commission. The commission would provide the government with an independent opinion on university affairs and would provide the universities with some measure of autonomy. He said there should probably be a separate commission or commissions for the colleges of the province, since many of the problems of the colleges are different from those of the universities.

Mr. Robinson, following his dissenting report, proposed that another body, a board of post-secondary education, be set up between Victoria and commissions representing universities, colleges, and technical and vocational colleges.

Some Senators said it would be unwise to have too many bodies intervening between the universities and the provincial government and Mr. Robinson's proposal was defeated.

Senate then approved an amended version of the second recommendation of its committee. "Given that two or more commissions will be established", the amended recommendation said, "we recommend that a joint committee be established to provide co-ordination of programs of post-secondary education."

VOTED DOWN

This amendment was approved after an amendment, proposed by Dr. John Dennison of the Faculty of Education, urging that continuing education be explicitly mentioned in the recommendation, was voted down.

Disagreement over the membership of the commission and confusion over its exact role occurred when Senate turned to Recommendation 3, which spells out who would be eligible to sit on the commission. At least one-third of the commissioners, Dean McClean said, should be faculty members.

Dr. L.L. Bongie, head of the French Department, said he agreed with the Bremer Report that the commission should consist of lay (non-academic) members, perhaps with the addition of some non-voting faculty members. The commission would be required to arbitrate and "people who put in the input can't do the arbitration," he said.

Disagreeing with Prof. Bongie was Dean John Andrews of the Faculty of Education. One of the major themes of higher education today is conflict between societies and universities, Dean Andrews said. This

conflict should be resolved within governing bodies. Removing academics from the commission would increase the possibility of conflict.

How much faculty input into the commission there should be would depend on what the commission's role is, said Dr. Sydney Friedman, head of the Department of Anatomy. If the commission were a super Board of Governors, faculty members should not be members. But if the commission were a forum for discussion, Dr. Friedman said, there should be as much input from faculty as possible.

Dean McClean said it was not his committee's thinking that the commission should be a superboard, but whether it was a body of persuasion or a superboard may in the end become a matter of degree. He said that in the critical area of universities' budgets, the commission's role would be much the same as that of the present Advisory Board, which could be considered a superboard in this respect.

Senate then trapped itself in a procedural cul-de-sac. To get around it, Senate sent the recommendation on the composition of the commission back to the committee.

This is how the trap came about:

Student Senator Art Smolensky proposed an amendment which would make students and non-academic staff eligible to sit on the commission as well as faculty members. The amendment was defeated and so another amendment was proposed which would drop non-academic staff from eligibility but would include students. Again, the amendment was defeated.

Senate sprung the trap on itself after UBC's Librarian, Mr. Basil Stuart-Stubbs, made an eloquent plea that non-academic staff holding a degree be eligible for the commission.

Mr. Stuart-Stubbs said he found it curious that excluded from the commission were many non-academic staff members who have been at UBC longer than many faculty members, who bear the brunt of many decisions made at UBC, who have academic qualifications equal to

Views Vary On Campus

Initial UBC reaction to the Working Paper on University Governance, issued early in November, covers a wide range of views. What follows are summaries of views expressed by the UBC Faculty Association, the Alumni Association and students.

MIXED FEELINGS

UBC's Faculty Association has mixed feelings about the proposals for revision of the *Universities Act* as set out in the Working Paper on University Governance.

The Association's Government Committee is currently working on a brief to be presented to the Committee on University Governance, which prepared the working paper, when it holds public hearings on the UBC campus on Jan. 22 and 23.

"The Association responds well to the philosophy in the working paper that a way must be found to ensure public accountability by the universities beyond what exists at present," said Prof. Ian Ross, current President of the Association and a member of UBC's Department of English.

The Association favors the working paper proposal for a Universities Council to replace the existing Academic Board and financial Advisory Board. The proposed Council would receive university budgets, distribute funds allocated by the provincial government, and would have the power to approve or disapprove academic development at universities.

The Association feels there should be faculty representatives on the Council, chosen by the government from slates drawn up by university Senates.

Also favored by the Association is a

Please turn to Page Five
See *CAMPUS VIEWS*

and in many cases superior to those of many faculty members, and many of whom are UBC graduates.

"The Bremer document and this (Senate committee's) document seem to assume that the university community consists of two parts, faculty and students, and that is all," he said.

Mr. Stuart-Stubbs's amendment passed and Dr. Roland Gray, of the Faculty of Education, reminded Senate that although it had accepted the eligibility of non-academic staff with degrees, it had rejected students.

SENT BACK

At the suggestion of its chairman, President Walter H. Gage, Senate decided to send Recommendation 3 back to its committee for reconsideration in the light of amendments passed and objections raised.

Senate then passed Recommendation 4 — that the commission should have the power of advising the government on all matters pertaining to university education in B.C. The recommendation also included a list of particular powers.

When some Senators said they were concerned over the degree of power given to the commission, Dr. Friedman said Senate was avoiding the central issue: whether the commission would be in fact a superboard. By accepting the commission, he said, Senate "voted to interpose a body between the Board of Governors of this University and the government, and that body will have power."

If Senate wants a commission, then Senate would want it to have the power to deal with concerns mentioned in the recommendation, he said. But if Senate didn't want a body with power, it should try to retain an organization such as the present Advisory Board.

Involved are those two fundamental choices, Dr. Friedman said. "The details of the drafting, I think, are quite inconsequential," he added.

The meeting adjourned before Senate could vote on Recommendation 5: "That the University of B.C. should take immediate steps to attempt to establish in conjunction with the other universities of the province some form of co-operative machinery."

Dean McClean said his committee was divided on whether such a recommendation should formally become part of the new *Universities Act*. A majority of the committee thought there should be no such amendment because there is nothing in the existing Act preventing the universities from getting together.

There was enough of a threat to university autonomy in what the committee had proposed without creating yet another body which would remove more autonomy from the member universities, he said. And if the co-operative machinery were given statutory existence, it would be less flexible to the needs of the university than if the machinery came into existence without legislation.

Prof. Clark, a member of the Senate committee who objected to the committee's position on this issue, said Recommendation 5 didn't go far enough. He introduced his "minority reservation" and asked that the recommendation have added to it the words, "known as the Co-ordinating Council of Universities in B.C. and recognized under the *Universities Act*." He also asked that the Act specify the powers of the Council.

Dr. Clark said the old era of university autonomy has lasted longer in B.C. than anywhere else in North America.

The new Act probably won't be amended for some time, he said. B.C. universities should benefit from the experience of other universities which have entered into the new era before us.

TOO LATE

University needs aren't in the forefront of public interest at present, he said. B.C. universities should be able to speak to the new commission with some authority, he added.

"In every jurisdiction in which there has developed a regulatory power — a commission or board or government department — the universities have found it essential to develop their own council or body to speak on their behalf.

"I recognize that it would have been better if we had developed this on a voluntary basis as Ontario did over a period of more than 10 years. But if we simply wait for voluntary co-operation to develop, we may be too late."

'GEARS' TACKLE BUSES

By Peter Thompson
UBC Reports
Staff Writer

Got a beef about buses? University of B.C. engineering students want to hear from you.

With the success of the "Wally Wagon" under their belt, UBC engineering students have taken on another urban transit problem. Only this time it's mass transit.

In the summer of 1972, after a year of work, UBC "Gears" won first prize in a student competition open to all universities and technological institutions in North America to build an urban car that was safe and did minimal harm to the environment.

WALLY WAGON

Their car was called the Wally Wagon in honor of UBC President Walter H. Gage, who has taught legions of engineering students.

This time the Gears have taken on redesigning and rebuilding buses to make them more efficient, safer and more comfortable so that more people will use them.

The Project is under the direction of Dr. Francis P.D. Navin of the Department of Civil Engineering and Phil Lockwood, a fourth-year student in Civil Engineering.

"We've already started the first stage of the project," said Mr. Lockwood. "Students are interviewing drivers and passengers to find out what they like and don't like about the buses.

"We're taking photos illustrating the problems we come across. The steps, for example, they're 10 inches high. That makes it difficult for an older person to get on and off a bus.

"We're interested in making the entrances and exits and the interior of the buses more functional. We're not concerned with the routes of the buses or their schedules. Just the design of the buses themselves. If anyone has a pet complaint about bus design we'd like to hear from them."

Once the data have been collected, the students will



WORK PARTY of UBC engineering students takes a brief break from the task of taking apart an old B.C. Hydro trolley bus as part of a project aimed at making buses safer and more efficient and comfortable. Shown seated from left to right in the bus interior are Laurie Bennett and Jim Barclay, both fourth-year Mechanical Engineering; Phil Lockwood, fourth-year Civil Engineering and student director of the bus project; and Tom Farenholtz, third-year Electrical Engineering. Picture by Jim Banham.



Converted bus brings latest medical knowledge to B.C. health professionals

Unique UBC Bus

Towns throughout B.C. are being visited by a unique classroom on wheels.

The P.A. Woodward Mobile Instructional Resources Centre is a converted bus full of films, slide tapes, videotapes, audio cassettes and printed material that began visiting small cities and towns in the interior and on Vancouver Island this fall.

Purpose of the bus is to help physicians, nurses, dentists, pharmacists, physiotherapists, occupational therapists and other health professionals keep up-to-date with developments in their fields.

The bus is designed to reach health professionals in communities far from UBC, health professionals who are unable to get to continuing education programs at UBC or to programs organized by UBC in other communities.

The bus is the latest effort of the Division of Continuing Education in the Health Sciences at the University of B.C. The division has an international reputation for its work in helping health professionals

develop a conceptual design which they'll try out on a technical advisory board that will be set up representing the Bureau of Transit Services, the Greater Vancouver Regional District, B.C. Hydro, West Vancouver Bus Lines, social and health agencies in the metropolitan area, and interested citizens.

TEST CHANGES

Then a series of experiments will be done to test design changes which would make the buses more convenient for handicapped and elderly passengers as well as other commuters. Results of the experiments will be incorporated into a final mock-up of one of the two old trolley buses B.C. Hydro has donated to the project. This stage of the project is scheduled for completion early in March next year.

When modifications to the bus are completed transportation experts working on bus development will be invited to UBC for a national convention. Purpose of the convention is to get comments from experts on the design of the bus, so that as little as possible is overlooked in the final specifications.

By the end of August, 1974, the students plan to have modified a bus now in use and to have judged its effectiveness in road tests.

Total cost of the project is estimated at \$66,900. UBC's Centre for Transportation Studies has made a grant of \$5,400.

Mr. Lockwood said the project was stimulated by the Livable Region Program of the Greater Vancouver Regional District and by the Urban Mass Transportation Administration of the U.S. Department of Transportation, which is designing a bus of the future at a cost of \$3 million.

"There is increasing pressure in society for economic and environmental reasons for greater use of buses," Mr. Lockwood said. "At the same time, the buses now in use are at least 15 years old in their design.

"The Urban Mass Transportation Administration have designed three buses and are testing them now. The final design they'll settle on should cut down noise by about 90 per cent, will have wider seats and windows, a higher top speed and will stand up better in crashes than buses we have now.

FUTURE BUSES

"That's all right for future buses. But until these future buses become available, we'll have to use the ones we have now, and that's where we come in. We're trying to modify existing buses."

Mr. Lockwood said that a study done in London, England, showed that an average one-second reduction in the time a bus is stopped would save London Transport about \$1.25 million a year.

Anyone with any ideas or complaints about bus design should contact Mr. Lockwood at 228-3818.

Tours Province

keep abreast of the expanding volume of information in health care.

Many continuing health education programs begun elsewhere use UBC's experience as a model.

Originally a B.C. Hydro bus, the mobile classroom was converted by the B.C. Vocational School with funds provided by the Mr. and Mrs. P.A. Woodward's Foundation, Workmen's Compensation Board of B.C., Registered Nurses Association of B.C., B.C. Medical Association, the B.C. Medical Services Foundation, and UBC.

The bus is under the direction of two field supervisors, Don Anderson and Bob Gobert, both graduate students in adult education at UBC. They drive the bus, live in it, are responsible for operating the equipment, and are evaluating the effectiveness of the project as a whole.

The evaluation is needed because bringing continuing education to health professionals in smaller cities and towns in this way has never been done before.

CAMPUS VIEWS

Continued from Page Three

continuation of the bicameral system of university government, involving a separate Board of Governors and Senate.

However, the Association differs with the working paper proposal which would bar faculty members and students from election or appointment to the Board of Governors of their own university. (The working paper does not rule out the possibility that UBC faculty members and students might be members of the Board of Governors of, say, Simon Fraser University or the University of Victoria and vice versa.)

The working paper prohibition is a "peculiar exclusion" Prof. Ross said, adding that the Association does not take the view that students and faculty members would be partisan to the degree felt by the members of the Committee on University Governance.

The Association also favors the proposal for the establishment of a standing committee of the Senate to assist the President in the preparation of the university budget.

The Association disagrees, however, with the working paper proposal to create a purely academic Senate by eliminating Convocation members, who are elected, and other lay appointees.

"The Faculty Association view," Prof. Ross said, "is that universities are an interlocking system of students, faculty members and community representatives and each group should be represented at all levels of university government."

Elimination of Convocation members and other lay appointees from Senate was termed a "retrograde step" by Prof. Ross. "It has been a tradition at the University to have such representation and it is a good one."

Prof. Ross said the Association generally approves of the proposals in the working paper concerning procedures for academic appointments, promotion, tenure and related matters. The working paper says these are matters "which properly belong to the universities themselves" and proposes that procedures be formulated with "appropriate university bodies" in consultation with the Faculty Association or an equivalent agency.

"Recognition of the role of the Faculty Association is very useful," Prof. Ross said, "and would enable the formulation of policies for handling such matters."

ALUMNI REACTION

UBC's Alumni Association disagrees with the proposal in the Working Paper on University Governance that university Senates should become purely academic bodies without lay or Convocation representatives.

The Association, in a critique of the working paper approved by its Board of Management, says the proposition that Senate's academic governance role would be given greater clarity if Senate was composed of students and faculty members only is "ill-founded and completely unsupportable."

Removal of lay or Convocation representatives from Senate would mean that "the community would no longer be able to make any important comment on, or take any direct position with respect to, senior academic policy decisions by university Senates," the critique says.

The critique continues: "It is important, as noted by the committee, that Convocation be represented on the proposed Boards of Trustees (Governors). However, at the same time, the committee makes it clear it considers the Boards as acting merely as trustees with the result that memberships on such Boards do not in any way provide Convocation members with any say in the academic policy of individual universities."

The critique expresses "general agreement with the premise that there is a demonstrated need for an updating of the system of university government in British Columbia."

It then goes on to note that "while the committee 'sees no reason why the three universities should have uniform internal administrative structures and procedures', it nevertheless proceeds to suggest a form of university administra-

tion which is virtually uniform in all respects for the three universities."

The Association says it is in agreement with the proposal to establish a standing Senate committee to assist the president in the preparation of the university budget "so long as the president retains ultimate responsibility for the finalized budgets."

Faculty members, the critique says, should not make final determinations on budgets which they themselves have prepared.

The critique also expresses approval for the proposed Universities Council "to provide a strong link between the provincial government and the universities of the province."

The Association is preparing a brief on the working paper to be presented to the University Governance Committee when it holds public meetings at UBC in January.

Alumni Association Executive Director Harry Franklin said the brief would be discussed and approved at a Dec. 17 meeting of the Alumni Board of Management to be held in the Woodward Biomedical Library.

STUDENT VIEWS

"It stinks."

This two-word sentence, taken from a recent editorial in the student newspaper, *The Ubyssy*, pretty well sums up the publicly-expressed opinion of UBC student leaders in reaction to the Working Paper on University Governance, issued early in November by the Committee on University Governance, chaired by Mr. John Bremer, B.C. Commissioner of Education.

The working paper, *The Ubyssy* editorial continues, "...justifies, albeit cleverly, keeping things more or less the way they are at B.C.'s universities."

Summing up, *The Ubyssy* said: "In down-playing tenure disputes, the authoritarian role of the board of governors, the valuable role students, faculty and the general public can offer at all levels of university planning and management, the Bremer commission shows its commitment to the status quo and its contempt for progressive reforms."

The attack of *The Ubyssy* on the working paper was echoed by student Senator Svend Robinson, who termed it "a disaster"; Graduate Students' Association official Paul Knox, who labelled it "boring"; and Alma Mater Society President Brian Loomes, who said the document didn't offer a thing "in the way of solutions."

Despite a suggestion by *The Ubyssy* that those who support "real change" ignore the call for briefs and comments on the working paper, a number of student groups are at work on submissions to the committee.

UBC's Students' Council discussed the working paper briefly early in November and then directed its Education Committee to arrange a series of public meetings to be held in early January to air matters raised in the Working Paper.

A loosely-organized group calling itself the Coalition for University Reform is also at work preparing a submission to the committee when it holds public hearings on the UBC campus on Jan. 22 and 23.

Allied to the Coalition are such organizations as the Women's Action Group and the Graduate Students' Association, as well as representatives from Simon Fraser University, Vancouver City College, Capilano College and Notre Dame University.

Each group is writing a brief suggesting changes in the present *Universities Act* and commenting on the working paper of the task force. A coalition spokesman said the views of all the groups would be incorporated into a single brief.

UBC Vol. 19, No. 16 - Dec. 5, 1973.
REPORTS Published by the University of British Columbia and distributed free. UBC Reports appears on Wednesdays during the University's Winter Session. J.A. Banham, Editor. Louise Hoskin and Jean Rands, Production Supervisors. Letters to the Editor should be sent to Information Services, Main Mall North Administration Building, UBC, Vancouver 8, B.C.

LANGUAGE PROGRAM EXPANDS

Linguis-tics (ling gwis' tiks) *n.* The science of language; the descriptive, historical and comparative study of languages.

— *Dictionary of Canadian English*

Prof. Robert J. Gregg, head of UBC's Department of Linguistics and co-editor of the dictionary from which the above quotation was taken, can point to a dramatic increase in interest in linguistics among students on campus.

Enrolment in the Department this year is 316 — up more than 20 per cent over last year's total which was, in turn, a 20-per-cent increase over the previous year's.

Originally a division in the Department of Classics offering a limited number of undergraduate courses, Linguistics was established as a separate department in 1969. The Department now includes two professors, one associate professor, one assistant professor, an instructor and a lecturer.

An M.A. program was established four years ago and a proposal for a Ph.D. program in linguistics has been approved by the Faculty of Graduate Studies. The proposal has yet to be approved by the University's Senate and Board of Governors.

The Linguistics Department, says Prof. Gregg, is one of the most interdisciplinary of all departments in the Faculty of Arts. Twenty instructors in 12 other departments in the University offer courses which are available to senior and graduate students in linguistics.

The special research interests of faculty members reflect the breadth of the Linguistics Department. Prof. Gregg is a leading authority on Canadian English; Prof. Dale Kinkade is doing pioneering work in the study and reconstruction of Indian languages of the Pacific Northwest; Dr. Bernard Saint-Jacques is a noted sociolinguist who has worked closely with Japanese, Chinese and French communities in B.C.; and Dr. David Ingram is studying English-language acquisition among children in the Greater Vancouver area whose parents speak another language.

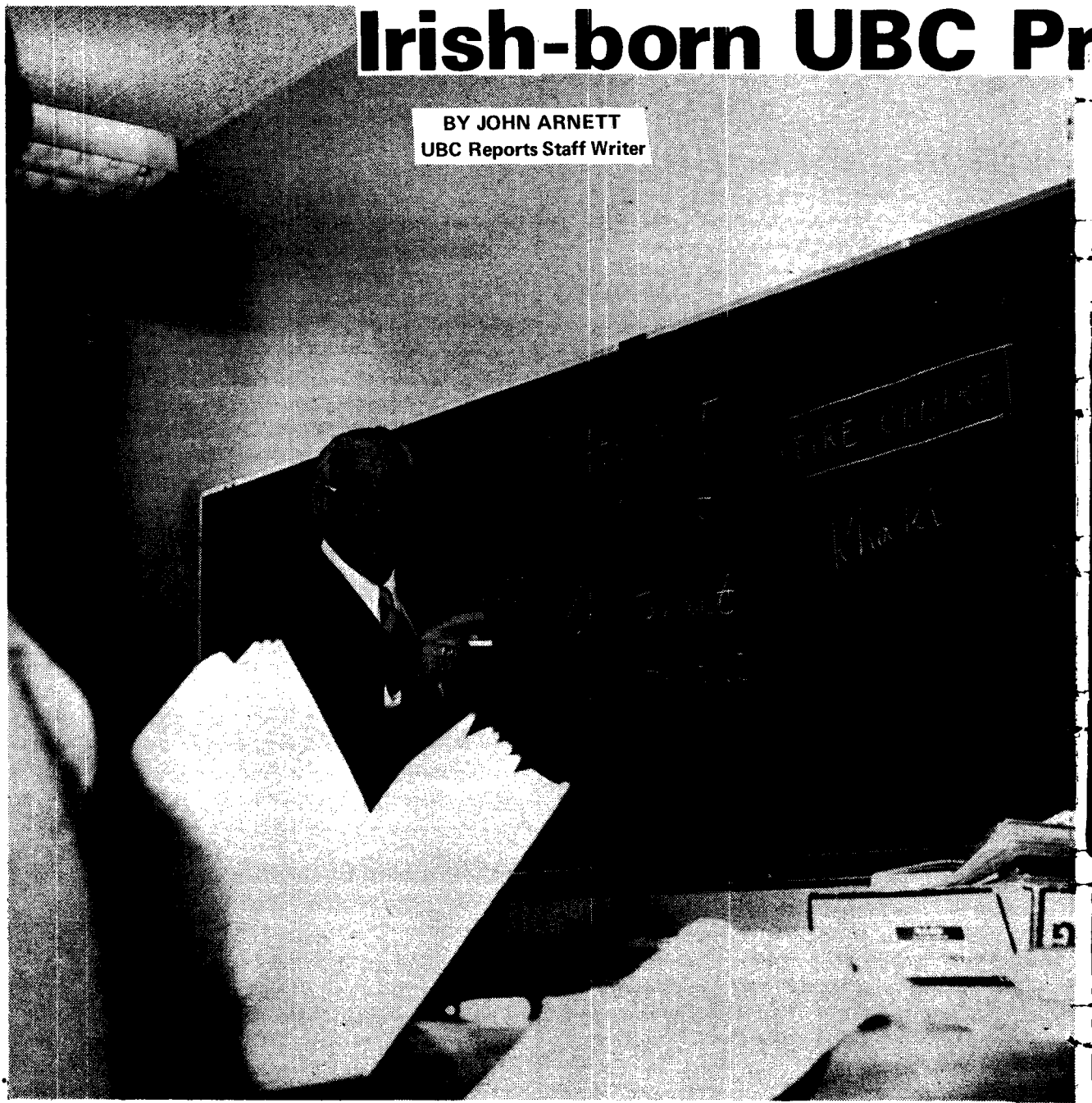
"Linguistics," says Prof. Gregg, "is concerned with the phenomenon of language as an attribute of the human race. Language is what distinguishes humans from animals.

"The human brain is programmed to acquire language, which leads some people to suppose that there must be some kinds of universal properties that are common to all languages. This, among other things, is what linguists are interested in studying."

UBC Reports asked Prof. Gregg and Dr. Saint-Jacques to elaborate on their fields of interest as examples of the kinds of concerns that linguists have.

Irish-born UBC Pr

BY JOHN ARNETT
UBC Reports Staff Writer



Picture by Jim Banham

Prof. Robert Gregg makes a point about Canadian English to a student seminar.

French Doomed in Canada

Dr. Bernard Saint-Jacques can't exactly recall when he first became convinced that, unless drastic measures are taken to preserve it, the French language is doomed in Canada.

Perhaps it was during an interview with a weather-beaten farmer in a tiny village in Quebec's Gaspé Peninsula, who spoke of his family being dispersed into the United States and Ontario and who was convinced that even those who stayed at home would have to learn to speak English if they were to find a decent job.

Or when he heard the chic young shopgirls in Montreal speaking English among themselves and feared that English was rapidly becoming the working language even among the Québécois.

Or when he and his wife visited store after store in Moncton, supposedly Canada's second-largest French-speaking city, and had great difficulty locating a clerk who spoke French.

SAD CONCLUSION

Somewhere along a 12,000-mile trailer journey that took him and his French-born wife the length and breadth of Quebec as well as to every French-speaking region and community in the remainder of Canada this summer, he reached what to him was a sad but inescapable conclusion: the French language is heading for oblivion in this country and the measures necessary to preserve it might be so drastic as to be virtually unacceptable for a large number of either French- or English-speaking Canadians.

For Dr. Saint-Jacques, a French-Canadian-born associate professor in UBC's Department of Linguistics, believes that the only way to preserve the French language in Canada is to turn Quebec into a unilingual province. "It is clear to me that a bilingual Quebec will eventually be Anglicized entirely, so great are the inroads that English is making there," he says.

He bases his conclusions on cold, hard socio-linguistic facts and historical precedent which say, simply, that language cannot survive if it is not the working language of the people.

He says that close personal observations and inter-

views with hundreds of Québécois in all walks of life convince him that English is slowly taking over as the working language in Quebec. More and more people must know some English to find jobs.

"This bread-and-butter motivation to learn English is far more important than a demand from the elite of the community, who are probably bilingual anyway, to retain the language," he believes.

Ironically enough, says Dr. Saint-Jacques, the Commission on Bilingualism and Biculturalism (formed with great fanfare by the Pearson government in 1963, "... to make recommendations so that the two founding nations of Canada, French and English, can live harmoniously together...") has unwittingly contributed to the demise of the French language by ensuring that English maintains a firm foothold in Quebec, just as it ensures that French minorities in other parts of Canada will be permitted to function in their own language, wherever they are in large enough numbers to be viable.

"One reason was to save the French minorities outside of Quebec from English assimilation and the second was to protect the English minority in Quebec," he says.

However, Dr. Saint-Jacques believes his observations show conclusively that the French minorities outside of Quebec are disappearing while the English minority in Quebec is growing under the protection of the legislation passed as a result of the Commission's report. Dr. Saint-Jacques says that in seeking a model for legislation in Canada the commission looked at four countries — Switzerland, Belgium, South Africa and Finland — and finally opted for the "personal principle" of bilingualism, which states that the minority shall have language rights wherever it is numerous enough to be "viable."

However, countries such as Switzerland and Belgium have what is known as the "territorial principle" of bilingualism, which provides for designated languages to be spoken in certain areas of the country.

Switzerland, for example, is divided into German, French and Italian cantons with all of the business, schooling and other activities being conducted in the language of the canton. Belgium is divided into French and Flemish regions.

"You would expect, on the basis of experience and

Professor is Expert on Canadian English

Canadian English has been described as a "distinctive brand of English which may sound like American to Britons and like British to Americans." It follows that one of the foremost authorities on Canadian English in this country today is a transplanted Irishman.

County Antrim-born Prof. Robert J. Gregg, head of UBC's Department of Linguistics, has made a 20-year study of Canadian English, during which time he has co-authored the authoritative *Dictionary of Canadian English*, contributed to other major publications on Canadian English usage and conducted extensive research into the subject.

"In the realm of pronunciation, educated Canadian English probably still reflects the spoken norm of the 18th century in many respects," says Prof. Gregg. "It shares with most types of American English the conservative habit of articulating the final 'r' in words in general, and the 'r' followed by a consonant, for example, in *car* and *park*.

"Another early feature — perhaps Elizabethan — frequently heard in Canada is the voicing of the medial 't' in words like *better*, *little* and *patio* to sound like *bedder*, *liddle* and *padio*, and also the complete loss of 't' following 'n' making words like *winter*, *dentist* and *Toronto* sound like *winner*, *dennist* and *Toronna*."

In the earliest days of North American settlement, continues Prof. Gregg, English remained reasonably uniform on both sides of the Atlantic. Following the Revolutionary War and the creation of a political boundary between Canada and the United States linguistic differentiations began to occur.

Large numbers of Americans emigrated north but retained contacts with relatives and friends in the U.S. There was also an uninterrupted flow of immigrants to Canada from the British Isles, thus maintaining links with the culture and language of the Old Country.

"Although the core of the language — the underlying syntactic structure — has not changed much, there have been many changes in the lexicon, to which new words have had to be added in order to cope with the new

environment," Prof. Gregg says.

In British Columbia, for example, the Indian languages have made many contributions to the vocabulary, frequently through the intermediary channel of the Chinook jargon, which was an Indian-based trade or contact language.

In northern B.C. and the Yukon a newcomer was, and still is, called a *cheechako*. Other Indian-based words that have entered common usage include *chum*, *coho*, *sockeye* and *tyee* (different members of the salmon family); *chuck* (a body of water); *saltchuck* (sea water); *klahanie* (the great outdoors) and *tillicum* (friend).

While most of these words are well-known to B.C. residents, one word from the Tlingit language has passed into widespread use. That word is *hootch*, shortened from *hootchinoo* (an alcoholic drink, especially an inferior brew).

INDIAN SOURCES

Many words from Eastern Canadian Indian sources have passed into general English currency. These include *pemmican* (pounded meat mixed with fat and berries), *toboggan*, *totem* and *muskeg*.

Eskimo words which have passed into general usage in the English language include *igloo*, *kayak*, *mukluk* and *parka*. Spanish, via Mexico and California, has also contributed to Canadian English with words such as *corral*, *canyon* and *stampede*.

Though Canada is a vast country, with its population widely separated, there is very little to distinguish between accents in different parts of the country, with the possible exception of Newfoundland. In the U.S., on the other hand, there is a marked contrast in accents in different sections of the country.

Prof. Gregg says these divergent accents have not developed in Canada because of the difference in the rate of diffusion of the language in the two countries. In Canada speech travelled west very quickly with the advent of the railroad, while in the United States the

early settlers moved no faster than the covered wagons that carried them westwards. As a result there was generally plenty of opportunity for changes to occur.

"The Canadian vocalic system is, on the whole, very similar to that of the Americans," adds Prof. Gregg, "with the main changes occurring in some vowels (Canadians pronounce *caught* and *cot* in the same way, while eastern Americans may rhyme *caught* with *court*) and certain diphthongs."

"The Canadian treatment of these diphthongs is certainly the most conspicuous difference noted by American observers, who go so far as to accuse Canadians of pronouncing *hoose* for *house* — a gross exaggeration, of course," he says.

"Americans will also notice that the choice of vowel is often different for Canadians, who may follow the traditional, or British model, in words like *docile* (pronounced *doe-sile*) while Americans say *dossil*. Britons, on the other hand, will notice that Canadians generally pronounce the word *missile* as *missil* rather than *miss-ile*.

"This reflection of British usage in one case and American in another affects Canadian habits in spelling as well as pronunciation," adds Prof. Gregg. "Thus some Canadians rigorously follow the British model in every respect while others adopt the prevalent American modifications inspired by Noah Webster so that *color* occurs as well as *colour*, *jeweler* beside *jeweller*, *center* beside *centre*, *program* beside *programme*.

"Some British forms, however, are virtually excluded: *kerb*, *tyre*, *waggon*, which appear only as *curb*, *tire*, *wagon*. If we see a sign reading 'Tire Centre' we can be pretty sure we are in some part of Canada.

"Canadian English may be described as a unique blend, which conserves older features as well as favoring innovations, which may in either instance coincide with current American or British preferences in spelling, pronunciation or lexicon, and which has incorporated many new elements not found elsewhere."

Unless Drastic Measures Are Taken

success in other countries, that a territorial principle would be adopted in Canada which would be easier to apply and more in the tradition of the country where we have nine English-speaking provinces and one French-speaking," says Dr. Saint-Jacques. "The French language could survive in a totally unilingual Quebec because there would be less pressure to learn English."

Dr. Saint-Jacques says he is impressed with the strong cultural and artistic movement within Quebec which bolsters the French language and culture, but despairs that this force will be powerful enough to resist the encroachment of English in a bilingual Quebec.

VIOLENCE POSSIBLE

"I predict that there could possibly be violence between the people who want the language retained and those who are in favor of learning more English, before the matter is resolved," he adds.

Dr. Saint-Jacques says his observations of French communities outside Quebec convince him that there is no way the French language can be saved outside of that province.

He bases this finding on the extensive socio-linguistic research he has done within the Japanese and Chinese communities in Vancouver. "In Steveston, just south of Vancouver, for example, there are tremendous pressures on Japanese young people to learn Japanese. There are special schools where Japanese is taught and recreational

and cultural activities in Japanese, yet in one generation the children lose the language."

Dr. Saint-Jacques says his surveys show a strong unconscious motivation for young people to learn the language of their peers at school. "Children want to identify with the other children in the school and that includes speaking English fluently."

He said a parallel exists in the French communities outside of Quebec where there are few practical incentives for young people to learn French. Even in the Acadian communities of New Brunswick he found the language disappearing rapidly, while in areas such as St. Boniface in Manitoba and Mallairville in B.C., French-speaking Canadians are becoming rare.

By JOHN ARNETT
UBC Reports Staff Writer

Dr. Bernard Saint-Jacques, right, associate professor of linguistics at UBC, believes the only way to preserve the French language in Canada is to turn Quebec into a unilingual province. Picture by Jim Banham.



What's the stereotype of a nurse?

Crisp uniform, crisp walk, crisp "Good morning." A gold watch pinned to a starched front like a service decoration. Short hair, or long hair done up above the collar. Water pitchers, flowers, trolleys, hypodermic, linen, bedpans.

What does the stereotype nurse do?

She comes around with sleeping pills and orange juice for patients in the evening, makes the beds, answers the phone when you call to find out how Auntie Maude is doing, looks after a lot of the paperwork, directs visitors to the right room.

What is a stereotype nurse taught?

Anemic medical courses, just enough so that she can help doctors.

Some nurses today would calmly strangle anyone who still harbors these stereotypes and would show as little remorse as if they had destroyed a colony of streptococcal bacteria.

"Nurses," says Dr. Muriel Uprichard, director of UBC's School of Nursing, "want to nurse the patient. Not the hospital administrator, not the doctors, not the desks, not the visitors. The patient."

Unknown to some of us, nursing is in ferment. Radical change is a weak description of what is happening in the profession. The change has been underway at UBC for a couple of years and has probably already passed the midway mark. It has certainly passed the point of no return.

UBC's School of Nursing, the oldest in the Commonwealth, overhauled its undergraduate program and launched a master's degree program in the same year. It

Book on Pioneer Nurse

Watch-Fires on the Mountain: The Life and Writings of Ethel Johns, the biography of the first director of nursing at UBC, will soon be available in Vancouver.

Written by Margaret Street, associate professor emerita of nursing who retired from the UBC School in July, 1972, the book is being published by the University of Toronto Press. Royalties will go towards the recently-established Ethel Johns Memorial Scholarship.

Miss Street, who did research for the book and wrote it while on sabbatical during the 1970-71 session, describes the book as a biography of a woman who was a pioneer nurse of the Canadian West.

The title of the book is taken from a speech of Miss Johns, director of nursing at UBC from 1919 to 1925, in which she said that nurses of her generation in Western Canada were responsible for lighting watch-fires on the mountain for others to follow.

Miss Johns died in Vancouver in 1968 in her 90th year.

now has plans for a doctoral program, though it will take some time to digest the changes that have already taken place before work begins on the new doctorate.

Part of the reason for the change is the new militancy of nurses everywhere. But perhaps the reason why change has been reflected in UBC's School of Nursing probably more than in any other university nursing school in Canada, is the idea of the health team that UBC health educators have agonized over and committed themselves to.

HEALTH TEAM

The health team is simply a division of labor. Each health professional co-ordinates his or her work with other health professionals, and each health professional does the job he or she knows best. A physio-therapist, for example, may work in co-operation with a doctor, a community nurse and a social worker in helping victims of arthritis reorganize their home life and continue home treatment.

But what is the area of expertise of nursing? What can a nurse do that isn't done by a doctor, social worker, rehabilitation therapist, dietitian? The idea of the health team made the School of Nursing at UBC re-examine the basic rationale for its existence.

"The training of nurses began just a little more than a hundred years ago," says Dr. Uprichard. "By and large it confines itself to the imparting of certain skills, techniques and procedures, a smattering of medical knowledge, and the inculcation of obedience, submissiveness, passivity, patience and even servility."

The typical nursing curriculum is a pale imitation of the curriculum of the medical school, she says. "After that, if there is any time left, something is taught about nursing care."

The old undergraduate curriculum of UBC's School of Nursing was something of that kind. It gave, Dr. Uprichard says, priority to the teaching of everything but nursing.

Instead of hordes of students wanting to get in, 60 was the largest number ever to register in the first year of the program and no one who was admissible was turned away.

"The major problem in the teaching of nursing is that there is no unifying principle along which to create a discrete and organized body of knowledge," she says. "So we decided to devise one."

"It took us almost a year of work, because we had to do it in our spare time, to devise a model, a conceptual framework on which to base a curriculum."

It was a behavioral systems model, something Dr. Uprichard picked up while at the School of Nursing of the University of California at Los Angeles, where she was a senior lecturer in nursing and associate research psychologist before coming to UBC two years ago. The systems model is the pivot around which the School's new curriculum was developed. It is the foundation upon which the School is beginning to assemble a science of nursing.

By Peter Thompson
UBC Reports Staff Writer

Radical changes in the profession of nursing are currently being reflected in the altered curriculum of UBC's School of Nursing, headed by Dr. Muriel Uprichard, pictured at right. Program changes have pushed the UBC School . . .

PAST THE POINT OF NO RETURN

"Our model deals with the human being in its entirety — cellular activity, organic and emotional behavior. We regard disease not as a mysterious, parasitic entity, like mistletoe on an oak, or a toadstool in the lawn, but as life in an altered form.

"On such occasions there are some changes in the patient's behavior — for example, his temperature goes up or down, he is depressed or angry, he weeps or he lapses into silence," Dr. Uprichard said.

UNIQUE TASK

"It is the doctor's task to find the cause of these behaviors and prescribe treatment. It is the nurse's dedicated task to help with the treatment process, and it is her unique task to deal with behaviors the patient manifests, be they physiological or psychological."

After a year of work, nine nursing problems were defined using the model: pain and disturbances in mobility, cognition, structural integrity, role performance, interpersonal relations, functional integrity, body-image, and self-concept.

Dr. Uprichard, who isn't a nurse herself — she took her doctorate in educational psychology from the University of London — says the nine nursing problems cut across the traditional organization of medical courses that nursing programs in the past tended to follow.

Lost Parking Spaces will be Recovered

Planning is under way to recover all 137 parking spaces in UBC's Fraser River lot which will be lost when construction starts on the new Asian Centre on the campus, says Physical Plant Director Neville Smith.

UBC's Board of Governors has awarded Commonwealth Construction Co., of Vancouver, the contract for the first phase of construction of the Centre, a re-creation of the Sanyo Electric Company's pavilion, one of the hits of Expo '70 in Osaka, Japan.

It is hoped 33 new parking spaces can be created on empty land on the West Mall, just across the street from the UBC Armory, and Physical Plant is actively looking for other vacant property on which to locate the remaining 104 spaces.

"I can say for certain that all of the parking spaces displaced by the new Asian Centre will be re-created on the campus," Mr. Smith said. The \$47,950 necessary for the relocation of the parking will be charged to the Asian Centre budget.

Date for a start of construction on the new Centre has not yet been determined and will depend on the

availability of structural steel.

Once the starting date is known, at least a week's notice will be given before removal of the parking spaces begins, Mr. Smith said. The lot's 527 spaces are now used by faculty and staff members, women residents of Place Vanier, and some graduate students.

To date, a total of \$1,650,000 has been raised or pledged in Canada and Japan towards the construction of the Centre. This amount is sufficient to complete the first phase of construction — erection of the building itself.

Completion of the interior of the building will depend on the success of an \$800,000 fund-raising campaign being headed up by Mr. Joseph L. Whitehead, president and publisher of the *Journal of Commerce* in Vancouver.

Meanwhile, construction has started on another major building in the northwest section of the campus — the Museum of Anthropology, located on the site of the former Fort Camp residence north of Northwest Marine Drive.

The Museum, designed by Vancouver architect Arthur Erickson, is scheduled to be completed by April 1, 1975.

Because of inflated building costs some design features of the project have had to be eliminated in order to keep construction costs in line with available funds.

A large shallow pond, which was to have been located in front of the building, will not be constructed at this time, and the proposed transfer of totem poles and Indian buildings from UBC's Totem Pole Park has also been delayed.

The Museum is partly financed with a \$2.5 million grant received in May, 1972, from the federal government as part of a \$10 million federal fund established to mark the 100th anniversary of B.C.'s entry into Confederation.

The Museum will house important collections of Northwest Coast Indian art, important named collections from the Asian, classical and tribal worlds and more than 90,000 items from the prehistoric period of B.C.



Foundation Aids School

The University of B.C.'s School of Nursing, struggling to give nursing the status of a new science, is now in a position to make major advances through a grant for about one-third of a million dollars from a large United States foundation.

The W.K. Kellogg Foundation of Battle Creek, Mich., has awarded the UBC School, the oldest university school of nursing in the Commonwealth, \$330,460 over four years beginning this year.

Dr. Muriel Uprichard, director of the School, said the grant will cover the salaries of new faculty members and clerical staff, travel and consultation expenses, supplies and audio-visual teaching equipment.

Dr. Uprichard said the Kellogg Foundation was attracted by the School's attempt to develop a body of nursing knowledge, by its new approach to nursing education, and especially by its integration of the

two-year nursing program offered by community colleges and the new, four-year bachelor's degree program now offered at UBC.

Recruitment of new staff will begin immediately, Dr. Uprichard said. She added that she hopes to have new faculty members by the beginning of 1974.

The Kellogg Foundation, established in 1930 by the breakfast cereal pioneer, is among the 10 largest philanthropic organizations in the U.S. The Foundation assists educational ventures in health, agriculture and education in North and South America, Europe and Australia.

Among health projects currently being funded by the Foundation are new community health delivery systems with emphasis on quality, cost containment, and improved access by patients. The Foundation is especially concerned with training health manpower in nursing, dentistry and medicine and other health professions.

Pain, for example, is common to all physical and psychological diseases. Disturbance of mobility can result from surgery or depression, disturbance in self-concept from a heart attack, tragic love, loss of a job, failure of a school year.

The behavioral model has given nursing a completely unique perspective on the patient, she said. Traditionally, nursing has looked at the patient from much the same point of view as the physician, who tried to find out if there were any diseases present, what the diagnosis was and what the treatment should be. Nurses now have a much broader view. The model allows nurses to ask themselves how they can help the patient get through a critical period of his life.

The new bachelor's program concentrates on the social and behavioral sciences as well as the physical sciences. It aims at preparing students for work in community and preventive health care and hospital care for acute and long-term illness.

The new master's program is also based on the behavioral model and deals in depth with nursing problems in hospitals and the community, Dr. Uprichard says. It aims at preparing students for work in clinical work specializations, research, administration, consulting and teaching.

She says there is a shortage of nurses in B.C. and that the province isn't producing its share of nurses but is

relying on other provinces to train nurses for work here. According to the RNABC, about 1,400 new nurses registered with the Association last year. Only 500 came from UBC and the community colleges. Most came from other provinces and a few from other countries.

Programs for training nurses in hospitals are disappearing in B.C. as they are elsewhere in Canada. That system, says Dr. Uprichard, is "the last form of indentured servitude in North America."

HEAVY DEMAND

Disappearance of hospital training programs and introduction of community college programs and expansion of UBC's School of Nursing has placed a heavy demand on teaching staff who should, at least, have a master's degree.

"The bottleneck in the preparation of nurses in B.C. is at the master's degree level," she said. "It is impossible to open more community college nursing programs because there is a desperate shortage of teachers. In fact, the whole leadership echelon is practically nonexistent."

While the UBC School is trying to fill the gap in nursing manpower, pressure is increasing for the profes-

sion to assume new roles. The idea behind the health team will mean that an increasing number of the functions traditionally carried out by physicians will be done by nurses, leaving the physician to do what only he can do by virtue of his medical training.

But apart from a realignment of existing tasks, new roles for nurses will probably result from the reform of our health care system. Nurses are seen by many as the health professional most sick people will see first when they seek treatment. Other planners see nurses as the vanguard of a movement to bring preventive medicine close to Canadians so that expensive treatment measures can be cut down. "Nurse practitioner," "nurse clinician," and "clinical nurse specialist" are terms now being used to indicate the new roles nurses may have to fulfill.

"Nursing," says Dr. Uprichard, "is entering a new era. The profession has long been influenced by a mistaken image of Florence Nightingale. Though she was a brilliant, learned and able woman who dealt with every conceivable problem in the British War Office with a firm, determined and effective hand, she has been represented as a gentle, passive, soothing, maternal figure.

"The shadow cast by the 'Lady with the Lamp' has been a sentimental one. Nursing is now emerging from the shadow and into the flame."

PRESIDENT ASKS CO-OPERATION

UBC's President, Dr. Walter H. Gage, has requested the co-operation of UBC faculty, students and staff "in a program designed to reduce our consumption of electrical power and heating fuel."

In a letter dated Nov. 23, the President wrote: "In view of the international energy crisis, it is up to each of us to do whatever we can to use our energy resources wisely and economically. We are probably one of the largest non-industrial users of electrical power in British Columbia; our total bill for electricity, natural gas and fuel oil amounts to more than \$1,000,000 a year. The potential, therefore, exists for savings that will be significant from both the financial and resource-use points of view.

"We are initiating a number of University-wide measures which we hope will reduce our energy consumption. For example, the Office of Systems Services is trying, so far as possible, to concentrate room bookings for classes and other activities into a minimum number of buildings. This will permit the extinguishing of lights and reduction of temperatures in unused building areas for extended periods.

"Throughout the University we shall be reducing daytime room temperatures, where feasible, from their present average of 72-73 degrees to 68 degrees. There will, of course, be many exceptions to this rule; certain laboratories, animal quarters and other facilities must be maintained at higher temperatures. But 68 degrees will be adequate in offices and

27 Nominated

A total of 27 UBC teachers have been declared eligible for the 1973-74 Master Teacher Awards.

Thirty persons were nominated for this year's awards, but three of them had to be declared ineligible because they had not held full-time teaching appointments at UBC for at least three years.

Visits to the classrooms of those nominees who teach only in the first term of the current Winter Session have already begun, the chairman of the Master Teacher Awards Committee, Dr. Ruth L. White, told *UBC Reports*. At least three visits will be made to the classroom of each nominee by members of the committee.

classrooms. The mechanics of altering temperatures will be taken care of by our Department of Physical Plant; thermostats in individual rooms should *not* be adjusted by the occupants.

"Much heat is wasted through windows and doors being left open unnecessarily, particularly at night. All windows should be closed at the end of the day.

"Lights, electric typewriters and office machines, ventilating fans and other electrical appliances should be turned off when not needed. Incandescent bulbs should be switched out when a room is to be vacated for even a few minutes; fluorescent fixtures should be turned off during lunch hours and whenever a room is unused for half an hour or longer.

"These are some of the ways in which the University, as a public institution, can do its part in the worldwide drive to conserve energy. Obviously, this program depends on the co-operation of all of us who use University facilities. I urge you to be alert for every opportunity to make this program a success.

"The foregoing is subject to any changes which may be required by federal or provincial rulings."

MEDIEVAL EXPERTS ON TV

By JOHN ARNETT
UBC Reports Staff Writer

Dr. Richard Unger, an assistant professor in UBC's History Department, got tired of talking to himself about his special field of interest — the technology of shipbuilding during the Middle Ages — so he set out to tell the world about it.

First of all he got himself his own television show.

Then he decided that perhaps there were other members of UBC's Faculty of Arts whose areas of research and expertise do not make up a large part of their regular teaching assignments.

So he approached specialists in fields such as Muslim mosques and monasteries, Roman Britain, sailing in the classical world, winter in the Middle Ages and the history of medieval Europe to find out if they were interested in addressing a wider audience.

They were.

That's how a television series called "Beyond the Memory of Man," which focusses on art, archeology and history before 1600 AD, got started.

"Beyond the Memory of Man" is sponsored by UBC's Centre for Continuing Education, which also produces program notes for the show. The Centre produces another program, entitled "UBC Public Affairs" on Cable 10 every second Tuesday at 9:30 p.m. during the academic year.

This program, produced by Gerald Savory, director of Public Affairs for the Centre and co-sponsored by the UBC Alumni Association, features UBC faculty members discussing issues of current interest. Programs this fall have probed topics ranging from Indian land claims to disposal of nuclear wastes and the high cost of housing.

"Beyond the Memory of Man" can be seen by all cablevision subscribers on the Lower Mainland. The show originates live from Channel 10 on Vancouver Cablevision Thursday evenings at 9:30 p.m. The program is also being distributed by North West Community Video Ltd., also on Channel 10, to its subscribers in North and West Vancouver on Mondays at 7:30 p.m.

Plans are also afoot to distribute the program on cablevision systems in Victoria and Campbell River and to make videotape recordings available to schools.

Dr. Unger says the program was limited to a discussion of art, archeology and history before 1600 AD "because I guess these are my interests." He approached others in the Faculty whose interest lay in the field of medieval studies and got a good response.

"As the discussion evolved we discovered a theme for the show — the use of non-written sources in the



Picture by Dave Roelis

Dr. Richard Unger, organizer of the UBC television series "Beyond the Memory of Man," is shown on the set of the show

chatting with program interviewer Mila Kubicek. Cable 8 in Hamilton, Ont., will begin showing the series in the new year.

study of history," says Dr. Unger. "Our programs show how day-to-day life can be recreated from the surviving non-written materials left by people of the ancient and medieval worlds. Works of art, drawings, tapestries, artifacts and surviving buildings all help to reconstruct life in the Middle Ages."

A set of program notes was devised to go with the series, as well as a suggested list of books available in most libraries for viewers who want further information. The notes can be obtained by writing to the Centre for Continuing Education, UBC, Vancouver 8, or by telephone, 228-2181.

Dr. Unger believes that one of the main reasons why so many faculty members were willing to go on the show is that they get few opportunities to discuss their real areas of interest and research in the classroom.

"My particular interest, for example, is the technology of shipbuilding through the Middle Ages, until about 1600 AD. Now you are not likely to get a large group of students attending a lecture on this subject, so I welcome the opportunity to talk about it before a television audience."

Dr. Unger stresses that program subjects are selected not on the basis of how interesting they might be to the viewer but rather on what the faculty member wants to talk about.

Dr. Fritz Lehmann, associate professor of history, whose special area of interest is medieval Asia, did a program on what he calls his "exotic speciality," Muslim monasteries. "I don't exactly have a built-in clientele on the campus for this subject, so I was very pleased to be able to talk about it on television," he says.

"One of the problems of such a program is making the subject interesting to the lay public. Students are a captive audience and over a period of months one can develop some sophisticated concepts. On the television program you have a half-hour to tell your audience why Muslim monasteries are worth knowing about. So it is a challenge, and a very interesting one, which Dick Unger has laid before us."

Dr. Lehmann says that while "Beyond the Memory of Man" might look somewhat amateurish beside a super-slick production like "Civilization," viewers can be assured that the content of the programs is authentic because those doing them are experts in their field.

"Dick Unger has made the decision that we will do programs on topics that we really know well and not try to get into areas we are not familiar with just because they might be popular."

Dr. Lehman says the value of a program such as "Beyond the Memory of Man" is that it gives the general public some idea of the intellectual forces at work on the campus.

Dr. Unger agrees that the main benefit of such a television program to the University is public relations. "It shows that faculty members are not only teachers but are also involved in their own research, and it demonstrates that we do have some very knowledgeable people on the campus.

"People should be aware that the University does more than process people like some great sausage machine; that faculty members do original work in what might be considered unusual fields of study. Who else in B.C. is going to study Muslim monasteries other than a university faculty member? And no one can deny that such a study makes for a fuller and more culturally-expansive society."

Dr. Unger estimates that the show each week reaches an audience of between 500 and 600 people, small by television standards. "But if we got 500 people out to a lecture on some aspect of medieval history on the campus we would consider it an outstanding success."

Program Topics Listed

A total of 15 programs will be shown in the UBC television series entitled "Beyond the Memory of Man" in the post-Christmas period. The following listing gives the date, speaker and topic of each program. Unless otherwise noted, all the speakers are members of the UBC faculty.

- Jan. 10 — Jim Russell, Classics. "Roman Britain."
- Jan. 17 — Alan Evans, Classics. "Theodoric's Italy."
- Jan. 24 — Mary Morehart, Fine Arts. "Sutton Hoo Ship Burial."
- Jan. 31 — Alan Evans, Classics. "The Empire of Justinian."
- Feb. 7 — Jan and Betty DeBruyn, English. "Brass Rubbings."
- Feb. 14 — Ian Ross, English. "Hidden Truth: Medieval Allegory."
- Feb. 21 — Michael Batts, German. "Tristan and Isolde."

Feb. 28 — Richard Holdaway, French. "The Legend of King Arthur."

March 7 — Hanna Kassis, Religious Studies. "The Golden Road to Samarkand."

March 14 — Tony Welch, Department of History in Art, University of Victoria. "Muslim Miniature Painting."

March 21 — Fritz Lehmann, History. "The Taj Mahal."

March 28 — Hector Williams, Classics. "New Light on Atlantis."

April 4 — Philip Harding, Classics. "Ancient Greek Warfare."

April 11 — Peter Loeffler, Theatre. "The Medieval Stage."

April 18 — Stanley Kahrl, Center for Medieval and Renaissance Studies, Ohio State University. "Medieval Drama."

Senate Approves Affiliation

UBC now has five affiliated theological colleges.

Following a long Senate debate on Nov. 14, Regent College, a transdenominational college offering theological courses for laymen, was granted affiliated status for an initial period of three years. At the end of that time the affiliation status will be reviewed by Senate.

The recommendation to approve affiliated status for Regent College was made by a Senate ad hoc committee and was supported by a report from a committee established by UBC's Faculty of Arts.

Despite this, the recommendation to approve affiliation was opposed by some members of the Senate ad hoc committee, who felt that Regent College did not meet a number of criteria approved by Senate in 1958 to interpret a 1920 Senate Statute on the Affiliation of Theological Colleges.

TWO CRITERIA

Argument at the Nov. 14 Senate meeting chiefly centered on two of the 1958 criteria: No. 1, which requires that the affiliated college "be in good standing with respect to a recognized constituency of churches"; and No. 5, which says that courses of training in theology "should be designed to be of a standard which would be acceptable to the American Association of Theological Schools, though without any obligation to become a member of this Association."

Prof. John Norris, of UBC's Department of History, maintained that Regent College did not have a constituency of churches in the normal sense of the word. Opponents of affiliation were concerned that approval might open the gate to affiliations which might not be particularly desirable, he said.

Criterion No. 5, Prof. Norris said, was difficult to achieve because the American Association of Theological Schools "takes ages" to bring down a decision on whether courses are acceptable.

Dr. James M. Huston, the principal of Regent College, told Senate that the College was in many ways a unique experiment and only recently had the Association begun to consider the possibility of making room for such schools. "It's not a question of our scholarship," he said, "it's a question of their own machinery."

Support for affiliation of Regent College came from Prof. Robert Clark, the Director of UBC's Office of Academic Planning, who said that Prof. Norris's point that a horde of applicants might result from affiliation was "an illusory fear."

Criterion No. 1, he said, was aimed at keeping out theological colleges that might be academically inferior or represent "freakish or bizarre sects."

Referring to Criterion No. 5, Prof. Clark said Regent College was attempting to give courses that would be acceptable to the American Association of Theological Schools and affiliation would be sought in the future.

MOTION APPROVED

The motion to approve affiliation was approved by the two-thirds majority required under the 1920 Senate Statute.

UBC's other affiliated colleges are the Vancouver School of Theology, an ecumenical School resulting from a 1971 merger of the former Anglican College and Union College; St. Mark's College, which is associated with the Roman Catholic Church; St. Andrew's Hall, associated with the Presbyterian Church of Canada; and Carey Hall, associated with the Baptist Federation of Canada.

Prior to the Senate approval for affiliation with UBC, Regent College was affiliated with the Vancouver School of Theology. The latter School is the only one of UBC's five affiliated colleges which offers professional training for the ministry and priesthood.

Affiliation with UBC entitles Regent College to name a representative to sit on UBC's Senate.

Named Chief Justice

The Hon. Nathan T. Nemetz, Chancellor of the University, became Chief Justice of the Supreme Court of B.C. on Nov. 7, succeeding the Hon. J.O. Wilson.

Chancellor Nemetz, a 1934 graduate of UBC, was elevated to the bench in 1963 after a distinguished career as a practicing lawyer in Vancouver. He was a Justice of the Supreme Court from 1963 to 1968, when he became a Justice of the B.C. Court of Appeal.

Mr. Justice Nemetz was elected Chancellor of the University in 1972 and in that capacity is a member of UBC's two major governing bodies, the Board of Governors and the Senate. Prior to his election as Chancellor he served on the Board for 11 years from 1957 to 1968 (the last three years as chairman) and on the Senate for seven years from 1957 to 1963.

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Prof. William M. Armstrong, deputy president of UBC, has been elected to the Board of Directors of the Association of Universities and Colleges of Canada for a three-year term.

There are a total of 25 persons on the AUCC board, representing universities in all parts of Canada.

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Prof. Norman Epstein, of the UBC Department of Chemical Engineering, has been elected a fellow of the American Institute of Chemical Engineers.

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Mr. J.C. "Barney" MacGregor, popular UBC farm manager, just missed (by half a pound of milk) winning the world championship hand-milking contest at the Cow Palace in San Francisco on Nov. 2. Barney went to the competition as a representative of the Pacific National Exhibition after winning a contest held in Vancouver. The San Francisco contest consisted of milking three cows for 40 seconds each.

To mark his near-win, executive members of the Agricultural Undergraduate Society presented an Aggie shirt and sweater to Barney.

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Dr. Harry V. Warren, Professor Emeritus of Geological Sciences at UBC, was installed as an honorary fellow of the Royal College of General Practitioners in London, England, on Nov. 20.

Prince Philip, who is president of the Royal College, presented a scroll to Prof. Warren and installed him as an honorary fellow. The College, an academic and educational body, describes itself as "the voice of the family doctor."

It is believed to be one of the rare occasions on which the College has conferred an honorary fellowship on a scientist outside the medical profession.

Prof. Warren was cited for his work on environmental aspects of human health in collaboration with a British colleague working at the College's research unit in Birmingham, England.

The collaboration was cited as "an outstanding example of trans-Atlantic co-operation" in a comparatively new research field that opened up new dimensions in general practice.

Prof. Warren, who was an active member of the UBC faculty from 1932 until his retirement this year, is also widely known for his pioneering work in the field of biogeochemistry, which stems from a theory he developed in the 1930s that the

presence of minerals in the earth could be detected through the analysis of plants in the vicinity.

Prof. Warren was Rhodes Scholar for B.C. in 1926 and has taken an active and continuing interest in University athletics during his UBC career.

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Mr. Frank Gnuip, former coach of the UBC Thunderbirds football team and an assistant professor of UBC's School of Physical Education and Recreation, plans to return to his birthplace, Aliquippa, Pa., on Jan. 27, to be inducted into that town's Hall of Fame, which honors local athletes of note.

As a high school football player Frank was known as the Aliquippa Assassin and later earned honorable mention for All-American honors during his playing days at Manhattan College in New York. He was a professional football coach in Ontario before joining the UBC faculty in 1955.

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Two members of UBC's Centre for Continuing Education have received awards that will enable them to visit the United Kingdom.

Dr. John P. (Jack) Blaney, associate director of the Centre, is the winner of the Imperial Relations Trust Travelling Bursary for 1974. It provides for four months' travel in the United Kingdom to confer with persons in the recipient's field of interest.

Mr. Jindra Kulich, director of the Centre's Diploma Program in Adult Education, has been awarded a Commonwealth Trust Fund Visiting Lectureship at the University of Liverpool for April and May, 1974.

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Mr. Alan Hobkirk, a 21-year-old UBC student specializing in urban geography, has been named the 1974 winner of the Rhodes Scholarship for British Columbia.

The prestigious award, which provides for at least two years of graduate study at Oxford University in England, is awarded to a student who combines scholastic and athletic ability with qualities of character and leadership.

Mr. Hobkirk, in addition to maintaining a first-class average in his fourth-year honors geography program, is a member of the Canadian national field hockey team and is secretary of the B.C. Field Hockey Association.

With a group of fellow students Mr. Hobkirk organized a home maintenance program for single-parent families and senior and handicapped citizens under an Opportunities for Youth grant.

He is the son of Mr. and Mrs. Donald Hobkirk, 1669 Allison Road, in the University Hill area.

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Dean David V. Bates, head of UBC's Faculty of Medicine, has been honored by the American College of Chest Physicians. He was recently awarded the 18th annual Louis Mark Memorial Citation.

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Prof. Wladyslaw Opechowski, of UBC's Physics Department, was recently awarded an honorary degree from the University of Wroclaw in Poland. A member of the UBC faculty since 1948, Prof. Opechowski was born in Poland and was educated at the University of Warsaw and the University of Paris. He is widely known for his work in the field of theoretical physics.

15 Evening Courses Set

Fifteen evening credit courses on subjects ranging from computer science to nursing will be offered by UBC in the period January through April.

In addition to regular 1½-unit courses, concentrated three-unit courses will be offered for the first time in such areas as French, English, sociology and art education. Those enrolled for three-unit courses will meet twice weekly.

Most classes begin the week of Jan. 7 and meet at 7 p.m. Twelve late afternoon classes in the graduate

field in the Faculty of Education are also offered.

Off-campus programs include three courses for registered nurses at Douglas College.

Part-time students wishing additional information and registration cards should contact the Credit Course Division of UBC's Centre for Continuing Education, 228-2181.

Students currently enrolled for UBC's 1973-74 Winter Session should contact their Faculty advisor if they wish to add one of the evening credit courses to their daytime program.

UBC ALUMNI Contact

PREPARED FOR UBC REPORTS BY THE UBC ALUMNI ASSOCIATION

PANEL DISCUSSION

Universities Must Change to Survive

"The universities must preserve themselves by changing."

Those words from Mr. John Bremer, the provincial government's Commissioner of Education, sum up a basic approach to university government with which few people would argue. They also sum up the Working Paper on University Governance in British Columbia, a document prepared by a committee which Mr. Bremer chairs. The working paper was released early in November.

That working paper, which includes proposals for overhauling the internal government of the province's universities, was the focal point of a wide-ranging debate following a Student-Alumni Dinner at Cecil Green Park on Nov. 13, sponsored by the UBC Alumni Association.

Joining Bremer on the panel were: Prof. Robert Clark, director of UBC's Office of Academic Planning; Mr. Svend Robinson, a first-year Law student and Student Senator at UBC; and Prof. Ian Ross, of UBC's English Department and currently president of the UBC Faculty Association. Dr. John Dennison of the Education Faculty chaired the meeting and Monica Angus, a Convocation member of the UBC Senate, was the reactor.

NEED FOR CHANGE

More than two hours of statements and debate tackled not whether the universities are in need of change — everyone appeared in general agreement on that premise — but who should change them, how much they should be changed, and, when modifications are made, whose power is to be increased and whose influence is to be diminished.

"In tackling the subject, perhaps one has to make a choice, and I think it is clear the choice the Committee on University Governance made," said Mr. Bremer. "I think either you can say that by examining the problems of the present areas of the university in isolation and in relationship to each other, and in relationship to the wider community — the province, the nation, and, indeed the world, particularly the scholastic world — that some development, some modifications, some changes can be made to deal with those problems.

"The other point of view which I think one could take, and it is not one which the Committee on University Governance has collectively espoused, is that the university structure in total is an anachronism, that it belongs to another age which is so remote and replete with inappropriate values that all we can do is to totally recast the institution. Or to put it more bluntly, to abandon it."

However, if you abandon universities, cautioned Mr. Bremer, society is faced with the problem of how to discipline and nurture intelligence within it.

WON SUPPORT

A major recommendation in the working paper — the establishment of a provincial Universities Council which would act as an intermediary between the provincial government and the three public universities in B.C. — won support from most of the evening's speakers.

"Clearly, B.C. needs some sort of agency which stands between universities and government so that the policy-making in connection with higher education can be rationalized and harmonized to some degree," stated Dr. Ross. His reservations



Picture by John Mahler

Recent Alumni Association-sponsored panel discussion on "New Directions in Education in B.C." was chaired by Dr. John Dennison, standing, associate professor in UBC's Faculty of Education. Speakers at the student-alumni debate, held at Cecil Green Park were, seated left to right, Prof. Ian Ross, president of UBC

Faculty Association and a member of the Department of English; Student Senator and first-year Law student Svend Robinson; B.C. Commissioner of Education John Bremer; and Prof. Robert Clark, director of UBC's Office of Academic Planning and a member of the Economics Department.

regarding the proposed Council concerned its make-up. He called for student and faculty representation on it, something not provided for in the Committee's paper.

Prof. Clark, while expressing general approval of the idea of the Council, said: "I'm concerned that there may be given to this new body excessive powers of regulation over the universities. I am concerned, for example, that they will have the right to approve specifically of every new undergraduate program as well as of graduate programs."

MODIFIED ROLE

Both Prof. Ross and Prof. Clark criticized the Committee's proposal that the Board of Governors take on a modified role as a trustee of public funds, overseeing the budgeting and expenditure of those funds. The redefined body, as proposed, would be called the Board of Trustees.

"I don't regard the description of the Board of Trustees as a really accurate or appropriate designation of what they have done or what they will be doing in the future," said Prof. Clark. "I think the university needs both a strong Board and a strong Senate to carry out its responsibilities most effectively. I would like to see both faculty and students on that Board (something which the committee has stated it is against) to be elected respectively by faculty members on Senate and by the students on Senate."

Prof. Ross also expressed that view, saying he feels the Board, as it now exists, is a last court of appeal within the university structure and should remain as such, rather than becoming a group with just fiscal, trustee functions.

Prof. Ross, Prof. Clark and the reactor, Mrs. Angus, all voiced concern over the Committee's proposal to turn the Senate into a purely academic body, composed of students and faculty members only.

Convocation senators act as a buffer between academic and student senators, said Mrs. Angus. And, since many academic decisions are really social decisions involving such things as women's studies and part-time students, public participation in the decision-making is important, she stated.

Strongest critic of the working paper was Student Senator Svend Robinson. "This working paper is a very bitter letdown and a very deep disappointment to me personally and to others of us in B.C. who had hoped for some kind of meaningful change in the field of higher education," he said.

He criticized the committee for "suggesting the continuation of the unnecessary split between Boards of Governors and Senates; the outrageous exclusion of faculty, students and non-academic staff (from the Board and Council); and the regressive proposal for the removal of any community participation, including alumni, from Senate."

NO ALTERNATIVE

He added: "If this is the kind of blather that comes from the Commission of Education in the future, it is clear the minister has no alternative. She must thank the Commissioner for his services and sack him, discharge his powerless and ineffectual advisory boards, and appoint a new board to be headed by a truly innovative educator who reflects more clearly the goals and aspirations of those British Columbians who have had enough of our present education system and demand real change."