Wednesday, March 16, 1983.

The Seventh regular meeting of the Senate of The University of British Columbia for the Session 1982-83 was held on Wednesday, March 16, 1983 at 8:00 p.m. in the Board and Senate Room.

Present: President D. T. Kenny (Chairman), Chancellor J. V. Clyne, Dr. R. A. Adams, Dr. C. E. Armerding, Dean G. S. Beagrie, Dean D. R. Birch, Mr. W. H. Birmingham, Dr. T. H. Brown, Rev. P. C. Burns, Dean P. T. Burns, Mr. G. D. Burnyeat, Dr. K. O. L. Burridge, Mr. F. Cabanas, Dr. J. J. R. Campbell, Dr. T. S. Cook, Mr. M. S. Dedels, Dr. J. D. Dennison, Mrs. S. Dodson, Dr. A. J. Elder, Mr. D. B. Fields, Dean C. V. Finnegan, Mr. H. J. Franklin, Mrs. E. D. Fulton, Dean J. A. F. Gardner, Dr. R. F. Gray, Miss L. M. Hebert, Dr. A. M. Hickling, Miss S. J. Holmes, Mrs. P. Jones, Dr. R. F. Kelly, Dr. R. W. Kennedy, Dr. A. Kozak, Mr. J. Kulich, Dean P. A. Larkin, Dr. L. M. Lavkulich, Dr. D. S. Lirenman, Dr. D. Lupini, Dean P. A. Lusztig, Mrs. A. Macdonald, Mr. T. Mah, Dr. J. P. Martin, Ms. C. E. McAndrew, Mr. M A. McCann, Dr. A. J. McClean, Ms. D. N. McDonnell, Mr. D. McInnes, Mr. J. F. McWilliams, Mr. I. C. Miller, Dr. W. R. Morford, Mr. T. K. P. Ngai, Ms. S. M. Provost, Ms. A. H. Rahme, Dr. J. F. Richards, Dean B. E. Riedel, Dr. G. G. E. Scudder, Dr. M. Shaw, Mr. G. M. Shepard, Dr. C. E. Slonecker, Mr. L. P. Smyth, Dr. R. A. Spencer, Mr. R. J. Summerbell, Dr. P. R. Tennant, Mr. A. Varma, Miss C. L. V. Warren, Dean W. A. Webber, Dean L. M. Wedepohl, Dean R. M. Will, Dr. D. LL. Williams, Dr. M. D. Willman, Dr. J. L. Wisenthal.

Observer: Mr. J. A. Banham

Messages of regret for their inability to attend were received from Mrs. M. F. Bishop, Dr. D. J. Connor, Dr. J. Dahlie, Dr. D. Donaldson, Dr. H. E. Hirsch, Dr. W. M. Kennlyside, Dean W. D. Kitts, Mr. W. Milosevic, Dr. J. G. Silver, Dr. R. H. T. Smith, Dr. R. Stewart, Dr. P. Suedfeld.

Minutes of previous meeting

Dean Riedel)
Dr. Lavkulich) That the minutes of the Sixth regular meeting of Senate for the Session 1982–83, having been circulated, be taken as read and adopted.

Carried

Business arising from the Minutes

Status of account receivable - Health Sciences Centre Hospital Society (P.7952)

The President again reported that the University had not yet received the $1.27 million owing from the U.B.C. Health Sciences Centre Hospital Society. He agreed to report further on this item at the next meeting.

From the Board of Governors

(a) Notification of approval in principle of Senate recommendations - subject, where applicable, to the proviso that none of the programs be implemented without formal reference to the President and the formal agreement of the President; and that the Deans and Heads concerned with new programs be asked to indicate the space requirements, if any, of such new programs.

(i) Proposal of the Faculty of Education that the Department of Curriculum and Instructional Studies be discontinued effective July 1, 1983 (P.7970-1)

(ii) New courses and course changes recommended by the Faculty of Science (P.7986)

(b) Four-Year Engineering Program and Five-Year Engineering Physics Program

Senate was informed that the Board of Governors, at its meeting of March 3, 1983, had passed the following resolution:

> "That the proposal of the Faculty of Applied Science to offer a Four-Year Engineering Program and a Five-Year Engineering Physics Program be referred back to Senate for further review."

In the discussion that followed many members expressed the opinion that it was regrettable that the Board of Governors had chosen to refer the proposals back to Senate on academic grounds. It was pointed out that Section 36 of the University Act states that the academic governance of the University is vested in the Senate. It was therefore felt that Senate should reaffirm its previous position concerning the engineering programs. The academic merit of the programs had been thoroughly discussed and no advantage could be gained in referring it back to Senate for further review.

In response to a suggestion that professional engineers were not in support of the programs, it was pointed out that there were over 100 professional engineers in the Faculty of Applied Science which had approved the proposals.

Dean Finnegan)
Dean Lusztig) That Senate reaffirm its previous position on the Four-Year Engineering Program and the Five-Year Engineering Physics Program in the Faculty of Applied Science.

Carried

Dean Wedepohl requested that it be recorded that he had abstained from voting on the motion.

Prizes, Scholarships and Bursaries

Mr. McWilliams)
Miss Warren) That the new awards (listed in the Appendix) be accepted subject to the approval of the Board of Governors and that letters of thanks be sent to the donors.

Prizes, Scholarships and Bursaries (continued)

Attention was drawn to the Dr. Patricia McKenzie Smith McMyne Memorial Bursary and the notation ",,,preference will be given to Canadian born students". It was felt that the award should be open to Canadian citizens. The Chairman of the Committee on Student Awards was requested to look into this matter and report back to Senate at the April meeting.

The motion was put and carried.

Reports of Committees of Senate

Budget Committee

Dr. Scudder, Chairman of the Budget Committee, presented the following report which had been circulated:

"At its meeting on February 17, 1982 Senate expanded the terms of reference of the Senate Budget Committee to include the following:

> "To make recommendations to the President and to report to Senate concerning academic planning and priorities as they relate to the preparation of the University budget."

Early in its discussion of this aspect of its terms of reference the Committee decided that it was not possible to make recommendations on priorities unless there was some agreement on two fundamental questions, the nature of universities in general and the nature of U.B.C. in particular. We recognize that the reaching of some consensus on these two questions will not automatically lead to a set of detailed priorities for the University. More specific criteria will have to be developed and many difficult choices may have to be made. It is, however, necessary to have some understanding on the nature of a university and on the nature of U.B.C. in order to have a framework within which more specific decisions may be taken.

Having developed some ideas on these two fundamental issues, the Committee decided that it was prudent to bring its thinking on them to Senate before proceeding to a discussion of more detailed matters. If Senate approves of the general nature of our approach we can continue with our work in the knowledge that there is some measure of agreement on fundamentals. If, however, there is disagreement with our thinking to date, it seemed better that we should find out about it now rather than develop further proposals on the basis of premises with which Senate might eventually disagree.

The report which we now make is necessarily cast in a high level of generality. We ourselves are not committed to every nuance of every phrase in it, and as we develop more specific proposals our thinking will no doubt need to be modified. We do not therefore propose to ask Senate to formally approve every specific sentence in this report. Rather what we are seeking is an indication from Senate as to whether it in general agrees with our thinking, or whether there are major errors and omissions which should be repaired before we proceed further.

Reports of Committees of Senate

Budget Committee (continued)

"I. The Role of Universities

1.01 Universities exist in order to preserve, expand and disseminate knowledge. Knowledge, as we use the work, incudes two elements. First, it refers to a quality of mind and a process of thought, involving an ability to work with concepts, and powers of criticism, judgment and discernment. Criticism means not only the making of negative judgments, but also the ability to analyze and synthesize in a constructive manner. Judgment and discernment encompass the ability to make quantitative and qualitative judgments about the world in which we live. A university should not, of course, seek to inculcate or impose upon its members any particular set of values, but it should challenge them to develop their own value systems. Second, knowledge refers to an understanding of the substantive content of various disciplines in the humanities, social sciences, pure and applied sciences and areas of professional study.

1.02 The first of these elements is the more important of the two. Powers of criticism, judgment and discernment cannot, of course, be nurtured in a vacuum. They must be developed and tested in relation to some substantive discipline. Inevitably the detailed content of any discipline will change over the years. If universities do their work properly, the quality of mind and process of thought they help to foster will not only be able to cope with, but will also be able to anticipate and shape those changes.

1.03 The universities' role in training the mind is the prime factor in determining the subject-matter of university work. As a general principle, when an area of activity is not based on any conceptual framework, and may be carried on with a minimum of thought, it has no place in a university. Conversely, the greater the need in any area for a clearly understood conceptual framework and for careful and thoughtful analysis and application, the stronger is the case for teaching and research in that area being carried on in a university setting.

1.04 In their teaching and research the universities must of necessity fragment the whole field of knowledge. That tendency is all the more pronounced in an era of increasing specialization. It is therefore essential that universities maintain a proper relationship between the various disciplines. A proper balance must be struck between what are often competing claims. A university "professes much more than to take in and to lodge as in caravanserai all art and science, all history and philosophy. In truth, it professes to assign to each study, which it receives, its own proper place and its just boundaries; to define the rights, to establish the mutual relations, and to effect the intercommunion of one and all; to keep in check the ambitious and encroaching, and to succour and maintain those which from time to time are succumbing under the more popular or the more fortunately circumstanced; to keep the peace between them all, and to convert their mutual differences and contrarieties into the common good." (Newman, The Idea of a University, Everyman's Library, 210). Universities must also recognize the mutual interdependence of the various disciplines. For example, professional studies and applied sciences need to be firmly grounded in the humanities and pure research. Thus the necessity of specialization in teaching and research must not be permitted to destroy the balance and interdependence of the various fields of knowledge with which universities concern themselves.

Reports of Committees of Senate

Budget Committee (continued)

"1.05 Universities preserve, expand and disseminate knowledge in a number of interconnected ways. The carrying out of all three of these functions depends on the existence of good faculty, good students and good support systems.

1.06 The preservation of knowledge depends on faculty who are engaged in both teaching and research. Faculty must preserve for society knowledge developed in the past, and must add to it by their own research. Their research activities should in turn be reflected in their teaching, for if knowledge is to be preserved by being transmitted to successive generations it is not sufficient to transmit to them simply the knowledge of past ages. The whole process is, of course, doomed to failure without good students, that is students who bring with them and can further develop the quality of mind which we think is the hallmark of a university education.

1.07 Knowledge is expanded through the research activities of both faculty and students, particularly graduate students. Knowledge that ceases to develop is useless knowledge. All sections of society depend, directly or indirectly, on the expansion of new ideas and on their application to old and new problems. Universities are not the only, but they are certainly among the principal institutions in society where research may be undertaken.

1.08 Knowledge may be disseminated in a variety of ways. It is done through teaching at both the undergraduate and graduate level; through continuing education, an increasingly important endeavour as the range of knowledge and the modes of application of knowledge expand; through public education; and through the universities acting in an advisory role to both public and private sectors of society. Again, research is fundamental to these endeavours; universities would be doing their students, the public, and government a disservice if they could do no more than uncritically transmit existing knowledge.

1.09 Universities will not be able to carry out their proper functions if there are not good support systems in place for faculty and for students. First class libraries, laboratories and computer systems are necessary if knowledge is to be preserved, expanded and disseminated. To the extent that facilities of this type are poor or are allowed to deteriorate, the ability of universities to carry out their essential role is put at risk.

1.10 Two assumptions underlie the view that we take of the role of the universities. First, we have emphasized that the prime function of a university is to develop certain qualities of mind and processes of thought. We recognize, of course, that these are qualities that may be found outside universities. Indeed, if universities are effective in what they do there should be an increasing number of people who possess these attributes. We are convinced, however, that the development of qualities of mind and thought we have referred to, is the peculiar task of the university, and that no other institution in society is devoted primarily to that objective.

1.11 Second, our position on the nature of a university leads us to a view on the relationship between universities and society. Universities, as we have said, exist in order to preserve, expand and disseminate knowledge. If they carry out those obligations properly they will best serve both the individual and society. Universities are, of course, under an obligation to consider and respond appropriately to the varying and changing needs of society. In doing so they should, however, remain faithful to their prime objectives, and if they do so they will in the long run serve society well.

Reports of Committees of Senate

Budget Committee (continued)

"II. The Role of U.B.C.

2.01 U.B.C. is a major Canadian, and at least in some disciplines, a significant world university. To retain that status is in itself a laudable objective; if work is going to be done it should so far as possible be excellently done. In the Canadian context, British Columbia, a major province, ought to have a major university. Equally, British Columbia, with all of its external links, particularly with the Pacific, should have a university whose international standing is recognized. And in the long run quality will beget quality. If the university has an excellent reputation it will attract first-class faculty and students who themselves will add to its stature. That can only benefit the province and its people.

2.02 However high it sets its sights, U.B.C., like any other university, cannot, nor ought it attempt to, do all the things that a university might do. Conversely, it may be required on occasion to do things that perhaps a major university would not wish to do. There are a number of possible factors which need to be balanced in deciding in general terms the role that U.B.C. should undertake.

2.03 U.B.C., in common with any university, could never possibly pursue all aspects of knowledge. It will always have difficulty in funding properly even those things that it decides it wishes to undertake; even in the best of financial circumstances choices will have to be made that should be related to some thoughtfully developed system of priorities.

2.04 U.B.C. will always be affected, quite properly, by its Canadian and British Columbia setting. It is only to be expected, for example, that there should be a strong emphasis in this institution on disciplines related to all aspects of natural resources. A university situated in British Columbia has both the opportunity and the obligation to work in those fields. That does not mean, however, that the university can afford to develop an excessively parochial mind. That would result in the university failing to develop the knowledge and expertise which society rightly expects the university should provide to it. All disciplines, whatever their local setting, are universal in nature, and a university forgets that truth at its peril.

2.05 U.B.C. is part of the system of education of the Province of British Columbia. It must, therefore, have due regard to its relationship to the other universities, to the community colleges, to other institutions of higher learning, and to the schools. It may lay claim, however, in light of its history and in light of its achievements, to some pre-eminence in research, graduate work, professional studies and continuing education. That claim does not deny, but if anything underlines the central role played in the university by the Faculties of Arts and Science. The work that they do is not only at the heart of any concept of the university in general, but is also an essential foundation for research, graduate work and professional study.

2.06 Whatever specific work the university undertakes, it must do in a proper academic environment, that is an environment that is conducive to producing the quality of mind that we think universities should produce. This is particularly difficult in a large non-residential institution. Such a setting may impose limitations which can never be totally overcome. It is clear, however, that some thought needs to be given to ways in which that necessary academic environment may be fostered. It should obviously be fostered in the classroom. It may be fostered through smaller classes, special lectures, the forming of academic clubs, or making a more imaginative academic use of the fact that four thousand students do reside on campus. It is also possible that the university should be on guard against a narrowness of academic endeavour, and that it should look more closely at the broadening of the experience of its students, both within and outside their own disciplines."

Reports of Committees of Senate

Budget Committee (continued)

Dr. Scudder) That the report be approved in principle.
Dr. Wisenthal)

Carried

Ad hoc Committee on the University Act

Dr. Hickling stated that the committee had been unable to ascertain exactly what changes the Minister of Universities, Science and Communications proposed making to the University Act. Since various sections of the university community were in the process of considering proposed changes to the Act with the intention of making recommendations to the Minister, it was felt that a letter should be sent urging the Minister not to introduce changes until the Senate and all interested parties have had the opportunity to complete consideration of proposed amendments. It was noted that the Alma Mater Society had already sent such a letter.

Dr. Hickling) That Senate request the Chairman of Senate to
Dr. Wisenthal) write to the Minister of Universities, Science and Communications, urging him not to introduce changes to the University Act until the Senate and all interested parties have had the opportunity to complete consideration of proposed amendments.

Carried

Report of the Librarian 1981-82

The report had been circulated for information. On behalf of the University Library Committee, Dean Larkin commented on the effectiveness with which the new Librarian had taken over his responsibilities and paid tribute to the excellent work of the Librarian and his staff.

In speaking briefly to the report the Librarian stated that the substance of the report dealt with the technological environment that the Library operates under to provide support for University programs. He expressed thanks and appreciation for the strong and continued support of the University Library Committee.

Faculty of Science

Proposal to establish a Department of Statistics

Material concerning the proposed establishment of a Department of Statistics within the Faculty of Science had been circulated for the information of Senate.

Faculty of Science

Proposal to establish a Department of Statistics (continued)

Dean Finnegan) That a Department of Statistics be established
Dr. Kelly) within the Faculty of Science.

It was noted that the Faculty of Graduate Studies had been involved in the discussions concerning the establishment of a Department of Statistics and that the 'statisticians' had indicated that at least for the time being they would like to see the Institute of Applied Mathematics and Statistics carried on for a year or so. The Faculty was now in the process of preparing to transfer the assets of the Institute and the activities of the Institute to the new department. The Faculty of Graduate Studies strongly supported the proposal.

The motion was put and carried.

Other business

President's Report 1981-82

The President's Report was circulated at the meeting. It was agreed that this item be brought forward to the next Senate meeting.

Student Senators

On behalf of Senate the Chairman expressed thanks and appreciation for the contribution made by those students who were attending their last Senate meeting.

Report of the Tributes Committee (in camera)

Memorial Minutes

The following memorial statements had been prepared in accordance with the custom of Senate in recognition by the University and the Senate of the late W. R. McDougall and the late Harry Maxwell King.

IN MEMORIAM

W. R. (MICKEY) McDOUGALL
1896 - 1982

With the death of W. R. (Mickey) McDougall on December 24, 1982, at the age of 86, the Province has lost a major contributor to education and community activities.

Report of the Tributes Committee (in camera)

Memorial Minutes (continued)

Born in Milton, Ontario, he came to Vancouver as a young boy, served in France with the Canadian Artillery during the First World War, and graduated from The University of British Columbia in 1921. For most of his teaching career he was associated with North Vancouver High School, of which he was Principal from 1935 until he retired in 1961.

In 1946 Mr. McDougall received the Fergusson Memorial Award of the B.C. Teachers' Federation, as the Province's most outstanding teacher.

Throughout his colourful career, Mr. McDougall was affiliated with many organizations and activities concerned with young people in the community. He is particularly remembered for his work in establishing the Junior Red Cross Society in the schools, and for furthering the work of the Red Cross in the community. He was an Honorary Member of the Canadian Red Cross Society. He held a wide range of offices in community organizations: President of the North Vancouver Memorial Community Centre; President of the North Vancouver Kiwanis Club; Sponsor of the 103 Air Cadet Squadron; President of the Navy League of Canada in North Vancouver; Chairman of the first Senior Citizens' Association of North Vancouver; President of the B.C. Teachers' Federation (of which he was made a life member).

Mr. McDougall was an elected member of the Senate of The University of British Columbia from 1944 to 1954, representing the High School Teachers of the Province.

The City and District of North Vancouver named "The Mickey McDougall Gymnasium" in his honour, and the Kiwanis Foundation established a Student Scholarship Fund in his memory.

To his wife, Jessie (nee Buckerfield), and the families of the two children, E.B. McDougall of Ottawa and Mrs. Malcolm A. Macdonald of North Vancouver, Senate expresses its deepest sympathy.

Dean Larkin)
Chancellor Clyne) That the memorial statement for W. R. (Mickey) McDougall be spread on the minutes of Senate and that a copy be sent to the relatives of the deceased.

Carried

IN MEMORIAM

HARRY MAXWELL KING
1889 - 1983

Harry Maxwell King, Professor Emeritus of Animal Science, died on 5 January 1983, shortly after his 93rd birthday. He was an educational pioneer in agriculture and served for 36 years as Professor of Animal Husbandry at The University of British Columbia.

Report of the Tributes Committee

Memorial Minutes (continued)

Harry King was born on 28 October 1889 in Hickson, Oxford County, Ontario. He graduated with the degree of Bachelor of Science in Agriculture from the University of Toronto in 1913. He served as Agricultural Representative of the Ontario Department of Agriculture in 1913-14 and as a member of the Faculty of the Ontario Agricultural College from 1914-18. In 1918 he accepted an appointment in the recently established Department of Animal Husbandry of the Faculty of Agriculture at The University of British Columbia. He pursued Graduate Studies at Cornell University in 1923 and later at Oregon State University, from which he received the degree of Master of Science.

He became Head of the Department in 1925. From 1924-30 Professor King served as a representative of the Faculty of Agriculture on the University Senate.

Professor King was a charter member of the Agricultural Institute of Canada, and of the British Columbia Institute of Agrologists. He was a member of the American Dairy Science Association and served one year as its President. He was a Director of the Vancouver Exhibition Association (later the Pacific National Exhibition) from 1919-1973, serving as its President from 1948-50 and for one year as its General Manager.

In 1929 he went to Scotland to select the foundation herd of Ayrshire cattle donated to the University by Captain J. C. Dunwaters. This herd became the basis of selection in the extensive animal breeding program of the Department, which had a long term impact on the development of the dairy industry in British Columbia.

For many years, commencing in 1957, Professor King served as a Member of the British Columbia Milk Board. He was recognized internationally for his work as an Official Classifier of the American and of the Canadian Jersey Cattle Clubs, and as an outstanding Judge of Dairy Cattle he contributed greatly to the improvement of all breeds of cattle.

Professor King was an outstanding teacher, highly respected by colleagues and students alike. One of his first tasks at The University of British Columbia was the organization of instruction for returned soldiers from World War I, who attended vocational classes in Agriculture at the University Farm at Point Grey. He also contributed to the organization of the first off-campus short course, offered at Courtenay on Vancouver Island.

Professor King played a dominant role in development of the curriculum on a sound scientific basis, insisting that it must reach out to practical problems of importance in Agriculture. His unique service lay in his ability to select the important things to be done and in his fundamental approach to methods of teaching. Professor King made a major contribution to the development of the Faculty of Agricultural Sciences.

To his wife, Aletta, and his family, Senate extends its deepest sympathy.

Dean Larkin)
Dr. Lavkulich) That the memorial statement for Harry Maxwell King be spread on the minutes of Senate and that a copy be sent to the relatives of the deceased.

Carried

Emeritus status

Dean Larkin reported that the committee recommended that the following be granted emeritus status:

Dr. A. Beedle	- Professor Emeritus of Commerce and Business Administration
Mr. I. Davis	- Associate Professor Emeritus of Commerce and Business Administration
Mr. L. F. Detwiller	- Clinical Associate Professor Emeritus of Health Care and Epidemiology
Dr. F. E. Gamble	- Professor Emeritus of Education
Dr. F. A. Morrison	- Professor Emeritus of Pharmaceutical Sciences
Dr. K. M. Ruppenthal	- Professor Emeritus of Commerce and Business Administration
Miss H. M. Southard	- Assistant Professor Emerita of Rehabilitation Medicine
Dr. C. E. G. Robinson	- Clinical Professor Emeritus of Medicine

Dean Larkin)
Dean Riedel) That the recommendations of the Tributes Committee concerning emeritus status be approved.

Carried

The meeting adjourned at 9:30 p.m.

The next regular meeting of Senate will be held on Wednesday, April 20, 1983.

Secretary

Confirmed,

Chairman

APPENDIX

New awards recommended to Senate

British Columbia Society of Prosthodontists Prize - A prize in the amount of $250 plus a 1-year subscription to the Journal of Prosthetic Dentistry and a certificate, will be awarded to the graduating student demonstrating outstanding proficiency in Prosthodontics. The award will be made on the recommendation of the Faculty of Dentistry. (This award will be made available in the 1982/83 Winter Session)

Community Prize for Korean Studies - A fund established by contributions from several members of the community interested in Korean Studies provides for at least two $100 prizes each year to students studying the Korean language or Korean history. The awards will be made on the recommendation of the Head of the Department of Asian Studies. (This award will be made available in the 1983/84 Winter Session)

D. B. "Tugg" Hardie Memorial Bursary - A bursary in the amount of approximately $100 has been made available by family and friends of the late D. B. "Tugg" Hardie (B.A.Sc. 1924). Tugg Hardie, who participated in the Great Trek sixty years earlier, passed away in 1982. The award will be made to an engineering student who demonstrates financial need. (This award will be made available in the 1983/84 Winter Session)

Dr. J. A. McConnell Memorial Prize in Anaesthesiology - An annual prize in the amount of $200 has been established in memory of Dr. J. A. McConnell, by his friends and associates. Dr. McConnell was a Clinical Assistant Professor in Anaesthesiology. He is remembered well for his clinical ability and interests in organization of Continuing Medical Education Programs in Anaesthesiology. The prize will be awarded to the resident in the Department of Anaesthesiology Resident Training Program (any year of training eligible) considered by the Department as demonstrating the highest level of academic achievement in Anaesthesiology. (This award will be made available in the 1983/84 Winter Session)

John Snow Prize - A prize in the amount of $50 has been established to commemorate the pioneering epidemiological research of Dr. John Snow in nineteenth century London, leading to the understanding and control of cholera. This prize is supported by donations from faculty members in the Department of Health Care and Epidemiology and will be awarded annually to the student with the highest standing in Epidemiology course HCEP 425. The award will be made on the recommendation of the Department. (This award will be made available in the 1983/84 Winter Session)

J. D. Owen and Crew Scholarship - A scholarship in the amount of $250 has been made available by Dr. John E. Albrecht. The award will be made to an undergraduate student who has achieved a high level of academic standing and is in need of financial assistance. (This award will be made available in the 1983/84 Winter Session)

Dorothy Gladys Studer Memorial Scholarship - A scholarship in the amount of $500 will be awarded from the proceeds of the Dorothy Gladys Studer Memorial Scholarship Fund, established through the generosity of Dr. F. J. Studer (B.A. '21) in memory of his wife, to provide support for undergraduate students in Physics. The award will be made on the recommendation of the Department of Physics to the student who obtains the highest standing in the third year courses in Honours Physics and who is proceeding to the final year of the program. (This award will be made available in the 1983/84 Winter Session)

APPENDIX

New awards recommended to Senate (continued)

Swinton & Company Service Scholarship - The Swinton & Company Service Scholarship is awarded annually to a student completing second year Law who has shown academic excellence and who has demonstrated the qualities which are required for the practice of Law. The recipient of the scholarship will be employed by Swinton & Company during the summer between second and third year Law and Swinton & Company will pay the tuition fees of the student for the third year of the student's Bachelor of Law program. The selection of the student shall be made by the Dean of Law in consultation with members of the Faculty. (This award will be made available in the 1983/84 Winter Session)