

President studying report on Faculty of Education

President Douglas Kenny has promised an immediate, detailed study of the 20 recommendations made in the report of a committee established to conduct a full-scale review of the academic and administrative operations of the Faculty of Education.

The recommendations contained in the report, prepared by a six-member committee chaired by Prof. Paul Gilmore, head of the Department of Computer Science, would affect almost every aspect of the education faculty's operations.

The committee has recommended:

- A review of the total course offerings and programs in Education by a new dean who will succeed Dr. John Andrews, who announced his intention last year to step down as head of the faculty on June 30 this year;

- The implementation of steps to ensure closer contact between the Faculty of Education and other discipline areas of the University;

- Exploration of the restructuring of the education faculty into conventional university departments and a reduction in the number of internal faculty committees;

- Re-examination, clarification and strengthening of personnel procedures, including procedures for the retention and advancement of faculty members;

- Review of selection procedures in recruiting students and a tightening of English-proficiency requirements in Education; and

- A thorough examination of teaching and marking standards within the faculty to ensure, among other things, that regular progress evaluations are made in each course, that scheduled final exams are set in all courses, and a general tightening of marking standards and scrutinization of marks.

President Kenny, who described the report as "very helpful," said some of the recommendations could undoubtedly be implemented forthwith. "However," he added, "others have implications for some of the other intersecting faculties of the University and will require full consultation."

The president added: "The committee has done a thorough job and I'm sure the report could be of great help in the selection of a new dean, and to the new dean, when appointed. The report should also prove helpful to the members of the education faculty and to future students entering the teaching profession."

The review committee on Education is the first of two faculty review committees to report to President Kenny. A similar committee is reviewing the Faculty of Science.

In a UBC Reports interview published in

November, 1978, President Kenny said the review committee had been established as part of an overall plan aimed at improving the quality of education at UBC.

He said the Faculties of Education and Science had been chosen for review because of Dean Andrews' decision to step down as dean (he will stay on at UBC as a member of the teaching staff), and the retirement of Prof. George Volkoff as dean of Science on June 30.

The review committee, in a brief summary at the conclusion of the introduction to its report, said it perceived in the education faculty "a genuine willingness to re-examine its programs, procedures and curriculum, and a receptiveness to constructive change."

The committee says it found "much in the faculty to praise." Three professional educationists from other universities who sat on the committee "share a common high regard for the reputation of the faculty in the provincial and national context and have high praise for a number of individual faculty members who are recognized as authorities in their fields," the report says.

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Degree recipients named

Three University of B.C. graduates, including former chancellor Donovan Miller, will be among the five persons who will receive honorary degrees at UBC's spring congregation ceremonies on May 30 and 31 and June 1.

In addition to the three graduates, UBC will also honor Dr. Louis Rasminsky, former governor of the Bank of Canada, and University benefactor Mrs. Ida Green, of Dallas, Texas, where she has been an active participant in university and community affairs for more than 40 years.

The UBC graduates to be honored in addition to Mr. Miller are Prof. Albert Bandura, a noted psychologist who teaches at Stanford University, and Prof. Cecil E. Yarwood, a plant science expert who continues to work at the University of California at Berkeley where he taught and carried out research from 1935 to 1975.

Prof. Bandura and Mr. Rasminsky will receive their degrees on May 30, the first day of UBC's three-day ceremony for the awarding of academic and honorary degrees.

Prof. Bandura, who will receive the degree of Doctor of Science, graduated from UBC in 1949 with the degree of Bachelor of Arts. After graduate work at the University of Iowa, where he received the degrees of Master of Arts and Doctor of Philosophy, he joined the faculty at Stanford, where he has become noted for his teaching and research in the field of learning and personality research.

He has been active in the work of the American Psychological Association and served as that organization's president in 1973.

Dr. Louis Rasminsky, who will be awarded the honorary degree of Doctor of Laws, is a graduate of the University of Toronto who served as governor of the Bank of Canada from 1961 to 1973.

He is internationally known for his work with the former League of Nations throughout the 1930s. He joined the Bank of Canada in 1940 and was a participant after the Second World War in the operations of major international financial organizations, including the International Monetary Fund and the International Bank for Reconstruction and Development.

On May 31, the honorary degree of Doctor of Laws will be conferred on Mr. Miller and Mrs. Green.

Mr. Miller, a 1947 commerce graduate from UBC, is chairman, chief executive officer and president

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Get ready for the population explosion

UBC's population is going to explode this Friday and Saturday.

With good weather, 50,000 or 60,000 visitors may come to the University.

They will be our guests during Open House on Friday from 12:30 to 10:00 p.m. and on Saturday from 9:00 a.m. to 10:00 p.m.

A triennial celebration organized by students, Open House this year has the theme "How the University Works for You" and faculties, departments

Better check!

Lectures and laboratories will be cancelled in most cases as of 12:30 p.m. Friday (March 2) to free up space and enable students and faculty members to put the finishing touches on Open House displays.

Students should check with their instructors, however, since faculty members have the option of carrying on with Friday afternoon activities in the interests of showing visitors the normal operations of the University.

Open House hours are 12:30 to 10 p.m. Friday and 9 a.m. to 10 p.m. on Saturday.

and other groups have organized a fabulous variety of lectures, performances, dances, films, experiments, demonstrations and exhibits.

"Open House is an opportunity for the public to see the University," said Dr. Erich Vogt, vice-president for faculty and student affairs.

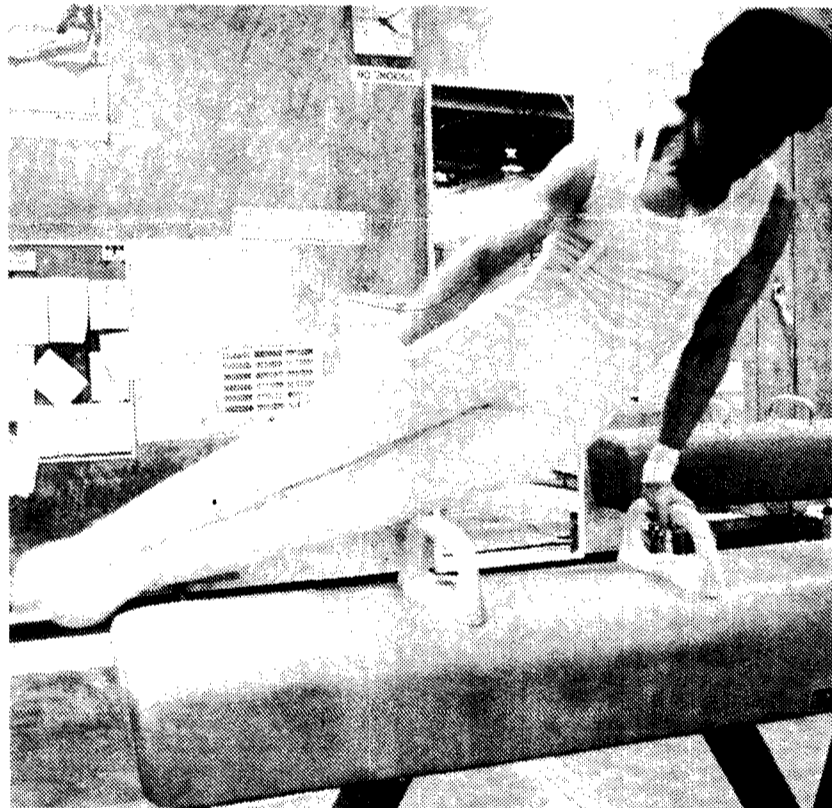
"But Open House isn't limited to the public. The students, faculty and staff of the University should take advantage of it to explore areas outside their special interests.

"The richness and diversity of UBC is amazing. Few members of the public and of the University community itself know just how varied the University is.

"Those of us who aren't acting as volunteer hosts doing the work of Open House should join in and enjoy it."

At 11:30 a.m. on Friday, Open House will be officially opened by B.C.'s Chief Justice and former UBC chancellor Nathan Nemetz at the flag pole at the north end of Main Mall.

Here are some Open House events:



Jim Banham photo

UBC gymnast Buddy Osborne stands a good chance of winning all-round competition in Canadian universities gymnastics championships Friday and Saturday in the campus War Memorial Gym. He tied for first place in Canada West competition in Edmonton earlier this month. National finals get underway at 7 p.m. Friday and continue Saturday beginning at 2 p.m.

- The Health Sciences has organized a massive offering, including 15 one-hour lectures, 24 exhibits, and a selection of more than 300 audio-visual programs.

The group has publicized its events through news releases, open line interviews, newspaper ads, 10,000 posters and a phone committee and anticipates a full house.

- Tours will be available of the Computing Centre, the TRIUMF cyclotron and other areas. Bus service to TRIUMF will leave from Hebb Theatre.

- The Museum of Anthropology and new Aquatic Centre are extending their hours and will not charge admission.

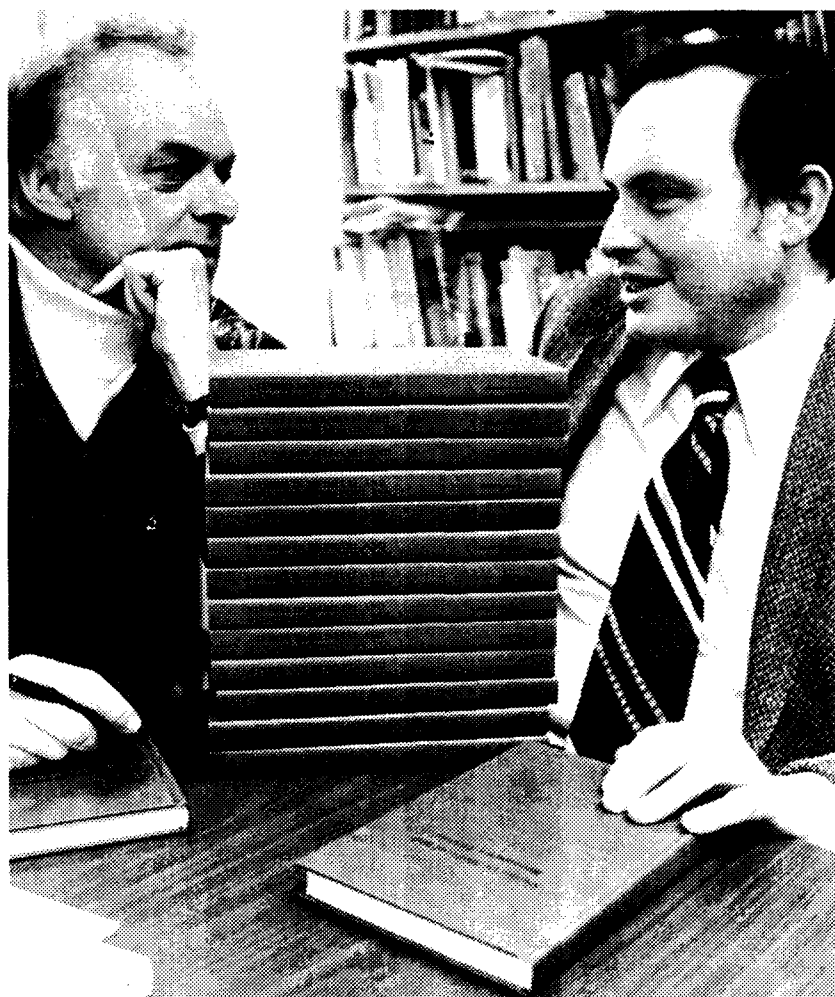
- Speakers from several science departments will give talks Friday in Hebb Theatre.

- Astronomer Michael Ovenden will give a two-hour presentation Saturday afternoon and evening in the Angus Building as part of the Centre for Continuing Education's activities there.

- Acadia House, the residence almost entirely heated by solar energy, will be open from 2 to 4 p.m. Saturday.

Special events are planned by almost all other faculties and groups on campus, including the Berwick Memorial Centre.

Look for the 16-page newspaper guide to Open House later this week.



Jim Banham photo

UBC's Committee for Medieval Studies has revived the well-known learned journal *Studies in Medieval and Renaissance History*, published until 1973 by the University of Nebraska Press. Editor Allan Evans of the classics department, left, and associate editor Richard Unger of the history department obtained grants from Montreal's Bronfman Foundation and the Leon and Thea Koerner Foundation of Vancouver to publish Volume 1 of the new series of the journal, which will appear annually. Copies are available from the Department of History at \$17 each.

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of the Canadian Fishing Co. in Vancouver and a Canadian Commissioner to the International North Pacific Fisheries Commission. He also holds a master's degree in business administration from Massachusetts Institute of Technology.

Entering medical class to expand

The number of students entering first-year Medicine in September, 1979, will expand by 12 to a total of 100.

UBC's Board of Governors approved a recommendation that provides for the expansion at its meeting on Feb. 6. Approval was "subject to the necessary funds being available to accommodate the increase."

This will be the second year in a row that the medical school's entering class has been expanded. The class was expanded from 80 to 88 students for the 1978-79 winter session.

Expansion of the medical school is related to a plan to double from 80 to 160 the number of students admitted annually to the UBC medical school.

The overall expansion plan involves construction of a new acute-care unit for the campus Health Sciences Centre Hospital, scheduled to open in 1980, as well as additions to basic medical sciences building and a recently completed lecture-theatre addition to the Woodward Instructional Resources Centre.

Also underway off the campus are a variety of projects, including a new Children's Hospital on the grounds of Shaughnessy Hospital and the upgrading of facilities at five Vancouver hospitals where UBC's medical school has clinical facilities for faculty members and students.

Mr. Miller's association with UBC affairs spans more than 20 years. He is a former president of the UBC Alumni Association and served on both the Board of Governors and Senate. He was elected chancellor of the University by acclamation for a three-year term in 1975.

Mrs. Green has served on innumerable university and civic boards and committees in Dallas and has been active in the American Association of University Women and the League of Women Voters, organizations which have spearheaded women's causes, including acceptance into business and the professions.

Mrs. Green, in partnership with her husband Dr. Cecil Green, has provided generous gifts to universities in North America and overseas for fellowship programs and for the construction of libraries, arts centres and science buildings.

Their gifts to UBC have been used for the purchase and renovation of Cecil Green Park, which serves as a campus centre of alumni activities, and for establishment of the Cecil H. and Ida Green Visiting Professorships, which have enabled UBC to bring outstanding teachers and researchers to the campus for varying periods of time.

Dr. Cecil E. Yarwood, who will be awarded the degree of Doctor of Science on June 1, received his Bachelor of Science in Agriculture degree from UBC in 1929. After completing graduate work at Purdue University and the University of Wisconsin, he joined the faculty of the University of California at Berkeley, where he taught and carried out research on a full-time basis until 1975, when he became professor emeritus of plant pathology.

He is widely known for his work in the field of plant viruses and continues to publish and carry out research at the University of California.

Senate rejects advice, approves new program

UBC's Senate rejected the advice of its curriculum committee at its Feb. 14 meeting and gave academic approval to a new Master of Archival Studies program.

The new two-year program, which is designed to train archivists to deal with original manuscripts and documents and to staff rare book collections, will be administered by the Department of History and the School of Librarianship.

The proposed program will require the approval of UBC's Board of Governors and the Universities Council of B.C.

Curriculum committee chairman Dr. Jon Wisenthal made two major points in speaking to the recommendation to reject the degree proposal:

- The committee did not feel that the program as proposed built sufficiently on undergraduate preparation; and

- The central issue to be considered was the "credential," the name to be attached to the degree.

He said there was no coherent or written policy concerning requirements for the establishment of master's degrees at UBC, adding that formally speaking the Master of Archival Studies program satisfied the requirements for the Master of Arts and Master of Science programs listed in the UBC calendar of courses.

He said the committee felt the term "master's degree" shouldn't be used loosely and that the "currency" of the degree should be protected. For this reason, the motion to reject the proposed degree program was coupled with a second proposal to establish an ad hoc committee "to recommend criteria for the selection of credentials for future post-baccalaureate professional programs."

In the subsequent debate, a number of senators took issue with the curriculum committee's comparison of the requirements for the proposed Master of Archival Studies with those for the Master of Arts and Master of Science programs offered by the Faculty of Graduate Studies.

It was emphasized that the proposed program was a professional-degree program which should be compared to the Master of Library Science degree offered by the Faculty of Arts.

Dean of Arts Robert Will said some master's degrees of a professional nature were not built on undergraduate courses and did not conform

Fine arts fee schedule altered

UBC's Board of Governors has approved changes in fees for students enrolled in two theatre courses and in studio courses offered in the fine arts department.

A fee used to cover the costs of film rental and transportation in Theatre 230 and 330 has been increased to \$20 from \$17 to cover rising costs.

Students enrolled in studio courses in fine arts will pay \$40 for each three units of course work in future. This will involve, in some cases, an increase in fees from \$25 to \$40 and, in other cases, a fee reduction from \$50 to \$40.

Site agreed on

UBC and the provincial government have at last agreed on a site for a new public safety building.

The building will be constructed on a two-hectare site immediately north of the building that houses UBC's Traffic and Security Department at 3030 Westbrook Mall.

A site for the new building had been under discussion since 1970.

to admission requirements for master's degrees offered in graduate studies.

The Faculty of Arts, he said, felt it had enough precedent and practice in the area of professional-degree programs to feel comfortable with the Master of Archival Studies proposal.

Prof. Roy Stokes, director of the School of Librarianship, who was asked to address Senate from the gallery, said the statement that the proposed program did not build on undergraduate courses ignored the fact that one of the major requirements for entry was an honors history degree from a recognized university, which he said would "provide some basic awareness of the need for archival studies."

He said the committee that worked on the program was conscious of the fact that it would have to meet high academic standards and produce graduates who would be acceptable to the profession.

He said there was ample evidence that the committee's proposal did not contravene any statement "laid down or implicit in any master's program currently being offered (by the University)."

And, he added, it would be irresponsible for the University to produce archivists who were not acceptable to the profession, which would leave UBC open to the charge that it was "educating expensively for unemployment."

Prof. Stokes said that when discussions on the program began, UBC had ample lead time to develop an archival studies program. There will not be a need for more than one fully developed program such as this "for decades to come," he said, and other institutions were prepared to move in rapidly if there were further delay.

Senate decisively defeated the curriculum committee's motion to reject the new program and then voted to approve it on a motion by Dean Will.

Senate then approved the curriculum committee's recommendation for an ad hoc committee that will recommend criteria for the selection of credentials for future post-baccalaureate professional degrees.

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Senate approved revised admission requirements to UBC's School of Architecture at its Feb. 14 meeting.

Admission to the school is now open to students who have completed an approved diploma course in building technology of at least two years duration at the post-secondary level, plus not less than three years of study at the college or university level.

Now mandatory for all first-year architecture students is a two-week workshop beginning in mid-August. Students unable to attend the full workshop course will have their admission to the school cancelled.

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A six-member ad hoc Senate committee has been named to study statistics offerings in UBC faculties and departments. It will report not later than the October meeting of Senate.

Members of the committee are: Dr. John Cragg, Economics; Dean of Commerce and Business Administration Peter Lusztig; Prof. Victor Runeckles, Plant Science; Prof. Geoffrey Scudder, Zoology; student senator Chris Niwinski; and Convocation senator Michael Ryan.

Senate also approved the appointment of Dr. Jorgen Dahlie, Faculty of Education, as Senate liaison member to the President's advisory Committee on the Bookstore. Dr. Dahlie will have the responsibility of reporting annually to Senate on the campus bookstore.

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The committee was also impressed by several departments within the faculty — education administration, educational psychology, foundations and science education — “each of which is characterized by a number of quality faculty, strong graduate programs, and research.”

Other positive aspects of the faculty pointed to by the committee were: its alternative programs, “which offer educational experiences not generally available elsewhere and which are recognized externally as one of the faculty’s most important innovations in the training of teachers”; studio programs in art education, which the report says are widely recognized on the campus for their quality; and the Native Indian Teacher Education Program, which the committee says has had “measurable success.”

The committee singles out for special praise the diploma course in special education for the deaf and the underlying rationale of the five-year major option which concentrates on problems related to special education and the teaching of exceptional children.

“Finally,” the report says, “the committee has nothing but commendation for the faculty’s sensitivity to the demands placed upon it by the field,” i.e., its activities in the area of continuing education through credit and non-credit courses, seminars and workshops, curriculum development planning, and research, both academic and professional.

“Field development,” the report says, “for the Faculty of Education is like the shine on Willy Loman’s shoes in *The Death of a Salesman*: it goes with the territory.”

At the same time, the report continues, the committee has also discovered “important instances of commission and omission which detract from the faculty’s effectiveness and efficiency in meeting its primary responsibilities.”

Before dealing with the shortcomings of the education faculty under the headings of Administration and Governance, Standards, Curriculum and Programs, and Allocation of Resources, the committee briefly reviews the history of teacher training at UBC, which began in 1920. It was not until 1956 that the former provincial Normal School was closed and incorporated into UBC as the Faculty of Education.

Since 1956, the report says, there has been a serious erosion of relationships between Education and other campus faculties and departments to the point where the education faculty is, “in an intolerable way, isolated from the rest of the campus.”

The report continues: “Bridges between departments have fallen into disrepair, or simply collapsed. There is some evidence of consultation ... but far greater liaison is needed.”

A concomitant of this academic isolation, the report says, “is the tarnished image of the (education) faculty across campus... In almost every quarter of the campus there is an unhealthy and cynical suspicion about the performance of the Faculty of Education, and neither its staff nor its students is held in high regard.”

This leads the committee to the first of its recommendations (see below where the recommendations of the committee are printed verbatim in numerical order).

The committee makes two recommendations under the heading Administration and Governance within Education (see Recommendations 2 and 3).

The committee says that while it found “no open dissension” in the faculty, there is “appreciable tension and no little evidence of widespread malaise” resulting from the isolated position of the faculty and internal discontent with the inefficiencies of the decision-making process, the uncertainties of the reward system as it affects reappointment, promotion and tenure, perceived inequities in the work load and eroding standards, among other things.

“In the area of governance,” the report comments, “the (Faculty of Education’s) dedication to participatory democracy has led to the creation of a network of committees so complicated as to vitiate the energies of the faculty and to emasculate the decision-making process.”

The committee adds that the recently introduced divisional restructuring of the faculty “does not go far enough,” and recommends that the new dean explore with the University administration the introduction of a department system, which would “provide more clout within the faculty and in the higher echelons of the University than the new divisions and co-ordinators will.”

Under the heading of Standards within the Faculty of Education, the committee makes five recommendations (see numbers 4-8 below).

The committee strongly criticizes certain aspects of the education faculty’s personnel procedures for promotion and the granting of tenure, which it says is one of the most pressing internal problems facing Education because of complaints and uncertainties about the criteria for retention and advancement, especially as they relate to the relative weight given to teaching, research, and service.

The report goes on to say that the education faculty must “devote considerable energy to finding ways of attracting into the profession the best students it can possibly recruit.” The committee also urges a tightening of its English proficiency requirements and a thorough examination of teaching and marking standards within the faculty.

Recommendations 9 through 13 of the report deal with Curriculum and Programs with the Faculty of Education.

It recommends that a new dean conduct a review of the total course offerings and programs within the faculty “in the interest of rationalizing requirements and making the course offerings more challenging and demanding.”

In a section dealing with the undergraduate program in Education, the committee recommends an intensification of the program for fifth-year transfer students rather than extending it by adding a summer on either side of the resident winter session.

The committee says it resisted recommendations either to postpone entry into the faculty until the second or third years, or to limit the training of secondary teachers to the fifth-year transfer program.

A matter of concern to the committee was the disparity between the years of study in the elementary and secondary program, which has the effect, the report says, of bringing elementary-program graduates “into the profession at a lower pay scale and to require of them a qualifying year before they can embark on a master’s degree.”

The committee says the “most contentious topic” it explored was student teaching. It received highly critical responses from both students and faculty members on the timing and length of the practica, the inadequacies of the advisory system, the role of the sponsor teachers and the absence of an in-service training program. (See Recommendation 11.)

The committee also makes two recommendations concerning graduate programs in the faculty (numbers 12 and 13). The committee says it can be argued that restricting the faculty of offering the Doctor of Education is discriminatory and endorses a gradual transition, *by selected departments* (committee’s italics), from the Ed.D. to the Ph.D.

The committee’s report adds that it “seriously questions whether there is sufficient faculty strength to offer the doctorate in a significant number of existing departments, and we are distressed by reports of Ed.D. supervisors who have not themselves demonstrated either an interest in or a capacity for research.”

Under the heading Allocation of Resources in the faculty, the committee says the demand for continuing education programs in the field “seems to grow exponentially to stay always just ahead of the Faculty’s capacity to respond,” and is “straining to the breaking point its human and financial resources.”

The conflict between the faculty’s commitment to field work and its responsibility to the University “causes many members of the faculty to be confused about their professional allegiances and uncertain about how best to achieve their career expectations,” the report says. The committee makes two recommendations on this topic (14 and 15).

Faculty work loads were also found to be a

“matter of general concern to members of the faculty,” the report says. The committee’s recommendation on this topic is number 16.

The final recommendations of the report — 17 to 20 — identify “four particular problems” and are offered without discussion.

In a concluding section of the report, the committee says the most essential change required “is in the faculty’s perception of itself as a part of the University: it must come to see itself not as an adjunct of the University but as having an integral role in its intellectual life.”

On the other hand, the report continues, “the responsibility for the present situation is not the (Faculty of Education’s) alone, and without the respect and the moral support of the University it is unlikely ever to accomplish the needed reforms on campus.”

Unless positive steps are taken to narrow

the hiatus that separates Education from the rest of the University, the report concludes, “not only will further reviews... be exercised in futility, its very continuance in the University will be problematic. The Faculty of Education appears to the committee to be an endangered resource; its renewal ought to be the concern of every member of the University.”

In addition to Prof. Gilmore, members of the committee who prepared the report are: Prof. W.E. Fredeman, Department of English; Dr. Stephen Drance, head of the Department of Ophthalmology in the Faculty of Medicine; Professor Emeritus of Education Roald F. Campbell, of the University of Chicago; Dr. Myer Horowitz, academic vice-president of the University of Alberta; and Dr. Bernard Shapiro, academic vice-president of the University of Western Ontario.

Here are the 20 recommendations made in the report of the six-member President’s Review Committee on the Faculty of Education, which reported to President Douglas Kenny last week.

Recommendation No. 1: That the President, in concert with the Deans of Education, Arts, Science, and Graduate Study, define permanent and ongoing ways and means of insuring closer contact between the Faculty of Education and the discipline areas of the University, such means to include one or all of the following:

a) The creation of a University Advisory Board on Teacher Education, consisting of several high-level members of the major faculties, whose purpose would be to provide consultative liaison between the University and the Dean of the Faculty of Education on matters of broad policy affecting the entire University.

b) The institution of joint or cross-appointments between Education and other faculties.

c) The seconding of exchange teaching staff between departments in Education and those in other faculties.

d) The establishment of permanent liaison committees, at the departmental level, to consult on such matters as curriculum development, appointments (where relevant), educational exchanges (such as visiting speakers, departmental colloquia, etc.), and other areas of mutual concern.

e) The creation of special-needs service courses offered either in the faculties of Arts and Science or in the Faculty of Education which will be open to students in the three faculties.

f) The extension of the number of courses in Education available to Arts and Science students as credit electives.

Recommendation No. 2: That the superstructure of the Faculty be simplified by reducing appreciably the number of committees (in absolute terms) and the levels of consideration necessary to effect decisions and implement change.

Recommendation No. 3: That the new Dean explore with the University administration the possibility of restructuring the Faculty of Education into conventional university departments, the number, probably no more than ten or twelve, to be determined by groupings appropriate to a professional faculty. As a rider, the committee would argue that these groupings need not necessarily be consonant with the rationalization of the present “departments” along divisional lines, particularly if such consonance precludes other combinations of faculty groups.

Recommendation No. 4: That personnel procedures be re-examined, clarified, and strengthened, both to insure greater confidence within the Faculty and to increase the credibility of the Faculty’s recommendations to the Senior Appointments Committee.

Recommendation No. 5: That closer and more critical scrutiny of faculty productivity in the defined areas of commitment—teaching, service and professional field involvement, research and publication—be instituted and that the criteria for tenure and advancement within the ranks be given more precise definition, in order to clarify the relative weight assigned to professional and scholarly activities. The possibility of introducing faculty differentiation in career paths should also be considered.

Recommendation No. 6: That the new Dean, early in his tenure, review the selection procedures used by the Faculty in recruiting students at all levels and that he consider the feasibility of adopting one or more of the following suggestions:

a) A requirement that prospective students submit with their applications a substantial written statement, endorsed by one of their teachers, of their motivation to become teachers.

b) A complete restructuring of Education 197/8 and 297/8 to make them more functional for screening purposes. Consideration might be given to crediting these courses and requiring that their satisfactory completion be a prerequisite for continuing in Education. (Attendance should be mandatory.)

c) Adequate provision for continuing diagnostic assessment should be made throughout the whole course of study. This can be accomplished through the use of advisors, reviews, interviews, and progress evaluations, but it must be attended by a willingness to drop from the programme those students whose unsuitability for the profession is patent.

Recommendation No. 7: That the Faculty tighten its English proficiency requirements, making it a provision of transfer entrance from elsewhere that students write the diagnostic examination in English and reintroducing a senior course in composition into the Elementary programme. As a rider, the committee also recommends that fifth-year degree transfer students who have not satisfied the undergraduate English requirements in their respective programmes be required to make up these deficiencies.

Recommendation No. 8: That the teaching and marking standards of the entire Faculty be thoroughly examined with a view to insuring:

a) That regular progress evaluations are made in each course.

b) That scheduled final examinations be set in all courses.

c) That requirements (papers, projects, examinations, etc.) in multi-sectioned courses be equalized to promote parity.

d) That common examinations be set in multi-sectioned courses; committee marking should also be considered to facilitate parity.

e) That there be a general tightening of marking standards and that marks be scrutinized to ascertain that there is a reasonable spread in the allocation of course marks.

Recommendation No. 9: That the new Dean conduct a review of the total course offering and programmes in Education.

Recommendation No. 10: That serious and immediate attention be given to the disparity between the years of study in the Elementary and Secondary Programmes, with a view to equalizing the two, either as four or five-year programmes.

Recommendation No. 11: That the Student Teaching programme be consolidated and totally reorganized to insure its integration with the methodological and theoretical components of the teacher training course of study. Special attention should be given to the following points:

a) Eliminating conflicts between the practica and scheduled courses.

b) Consolidating the practica.

c) Crediting Student Teaching to give due weight to its importance in the overall training programme.

d) Creating an in-service training programme for sponsor teachers in the province.

e) Insuring greater co-operation with the University of Victoria and Simon Fraser University in the planning of Student Teaching programmes in order to avoid duplication and minimize costs.

f) Redefining the supervisory role of the faculty in the programme, with emphasis on practical ways of reducing costs and improving the quality of faculty supervision.

g) Limiting enrolment if a viable alternative to the present system cannot be initiated.

Recommendation No. 12: That a review of existing doctoral programmes be instituted in the Faculty along the lines suggested in the above discussion with a view to improving the overall standards of the programme.

Recommendation No. 13: That before any submission is made to the Faculty of Graduate Studies for authorization to offer the Ph.D., proposals be submitted to an external review committee for assessment.

Recommendation No. 14: That the Office of Field Development be charged with the responsibility of coordinating all field participation by members of the Faculty and of maintaining records on individual activities in order to better preserve a balance between the Faculty’s commitment to the University and the field.

Recommendation No. 15: That the Faculty determine priorities which will enable it to restrict its field commitment to a level commensurate with its personnel and financial resources and consistent with its primary academic functions within the University—teaching and research.

Recommendation No. 16: That the new Dean review the present method applied in the Faculty to determine normal load to insure a fair and equitable assignment of teaching and other duties.

Recommendation No. 17: That special attention be given to the strengthening of the Early Childhood Department through new appointments, reconstruction of the curriculum, and upgrading of the Child Study Centre.

Recommendation No. 18: That new appointments, either of full-time staff or adjunct personnel, be made to insure that adequate expertise is available to offer courses in the Teaching of English as a Second Language for students whose native languages are Asian and southeast Asian.

Recommendation No. 19: That when it is appropriate for the School of Physical Education to become a faculty, the Faculty of Education should offer the methods course in P.E., leaving the content courses to the new faculty. In the interim, it should be clearly recognized that the professional components of the P.E. curriculum are to be the responsibility of and controlled by the Faculty of Education.

Recommendation No. 20: That the Elementary Education programme, regardless of whether it remains a four-year programme or is increased to five years, should include a required course of at least a term’s length (1½ units) devoted to the early recognition of learning disorders.

