

UBC REPORTS

Vol. 15, No. 15/Sept. 18, 1969/Vancouver 8, B.C.

UBC REPORTS CAMPUS EDITION

Anti-calendars Dead?

Student enthusiasm for the compiling of course evaluations, or anti-calendars if you prefer the term, took a nosedive last session.

But, look out. Indications are that they'll make a comeback next year.

Only one undergraduate society—education—has this year issued a course evaluation booklet covering the 1968-69 session for distribution to returning and new students.

Several other undergraduate societies have continued to compile course evaluations for faculty deans but student response to questionnaires appears to be dwindling.

The Education Undergraduate Society evaluation—their first—was compiled from 7,000 completed questionnaires. Each evaluation is divided into two or three

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ENTRANCE EXAMS STUDIED

UBC's Senate has been told by one of its key committees that entrance examinations for first year students are under active consideration.

Dean of Commerce Philip White, chairman of the Senate Committee on Enrolment Policy, made the disclosure last week during the Senate debate on 1970 entrance requirements.

He told Senate the consensus in the committee was that entrance examinations were a sensible procedure to work toward, but added that such tests could not be instituted in 1970.

EXAMS DEVELOPED

UBC Reports learned that two such entrance examinations have already been developed for English- and French-speaking universities and are used by 35 eastern Canadian universities as one factor in deciding first-year admissions.

Earlier this year a total of 80,000 Canadian students wrote the exams, including B.C. students who planned to enrol at eastern universities for the 1969-70 session.

The Canadian examinations have been developed by a little-known organization called Service for Admission to College and University (SACU), a national organization supported by provincial departments of education and members of the Association of Universities and Colleges of Canada.

Both UBC and Simon Fraser University are SACU members and have been contributing funds for the development of entrance examinations. Current president of SACU is Dr. Robert F. Sharp, superintendent of schools for Vancouver and a member of the UBC Senate appointed by the Lieutenant-Governor-in-Council.

BOARD OF EXAMINERS

Dr. Sharp told *UBC Reports* that the reason B.C. has not yet instituted entrance examinations to universities is that the B.C. Board of Examiners has developed a very good system for evaluating the marks of high school graduates.

Registrar J.E.A. Parnall said that if entrance exams are approved they will probably have to be written only by students

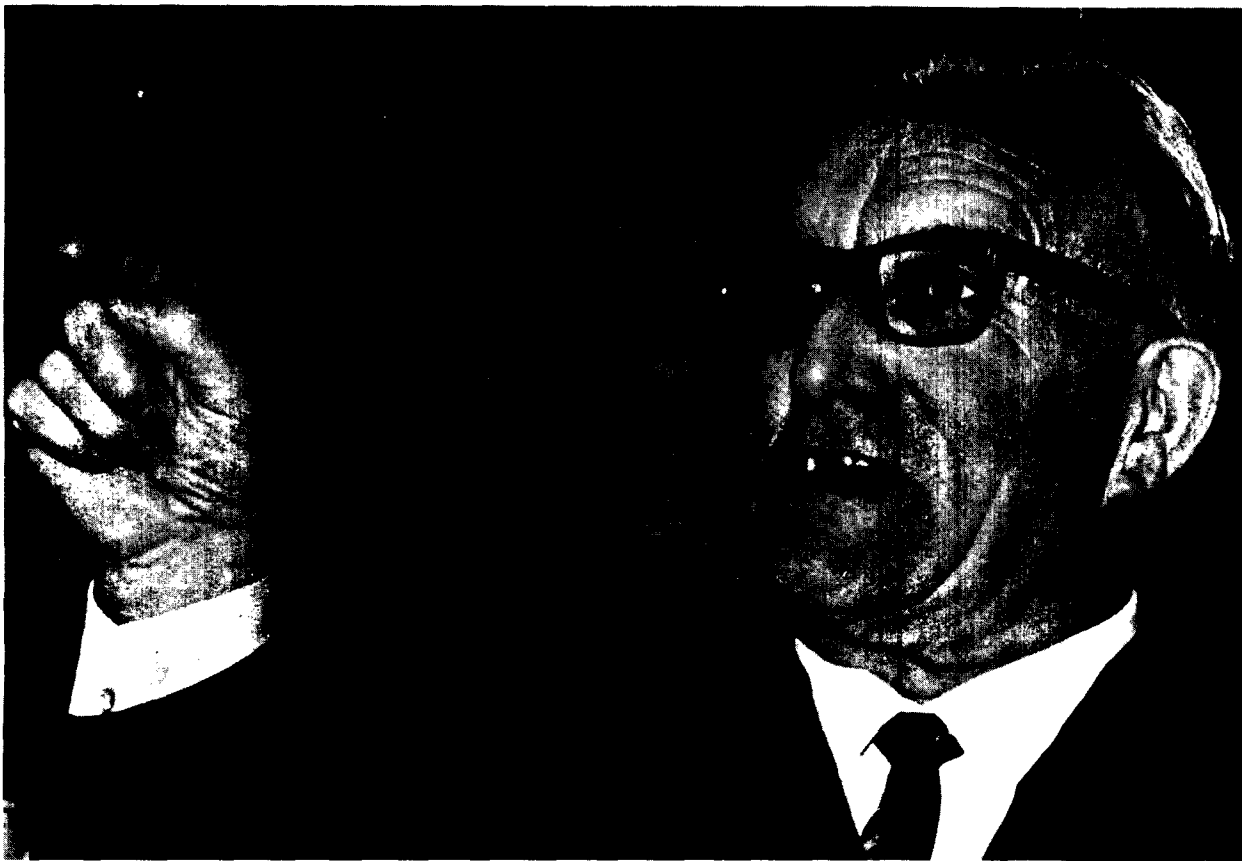
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ASSOCIATE PROFESSOR of music Hugh McLean tries out the console of UBC's new \$100,000 organ, purchased with a gift from an anonymous donor. The custom-built instrument in the auditorium of UBC's

music building has 3,105 pipes, most of which are encased in handsome oak panels. UBC's music department now offers an organ major. Details on page four. Photo by Extension Graphic Arts.

UBC'S DEAN OF EDUCATION DESCRIBES HIS WORLD TRIP



*'We are the envy
of almost every
country I visited'*

During the past academic year, the head of UBC's faculty of education, Dean Neville Scarfe, was on leave of absence for a 'round-the-world trip that took him to New Zealand, Australia, India (where he attended an international meeting of geographers), South and East Africa, Turkey and Great Britain. In each country he had a look at teacher training facilities and investigated various approaches to education in developing and advanced countries. Dean Scarfe gave a news conference shortly after he returned from his leave and what follows are excerpts from his opening remarks to newsmen.

No matter where I went, whether Turkey or Australia, or East Africa, I found there is a great demand for education; not necessarily an academic education, but one more vocationally oriented. That is to say, people asked the questions: "What good is the material we are learning?; Is it related to our life?; Will it allow us to have a better life and make us fit to earn our living more efficiently?"

QUESTIONS ASKED

This kind of question is being asked even in elementary schools in East Africa because many pupils aged 17, 18 and 19 are there completing three or perhaps no more than four years of elementary education. At the same time, they are anxious to have a useful education and they ask—"Do we really need to know how to read and write only or is it equally important to know how to cultivate land more efficiently, to build houses, to make clothes satisfactorily? Should we not have a better understanding of things that are essential to our lives?"

There is a considerable resistance to an academic kind of education and traditional education is being rejected. This has resulted in political crises in many places because there is a shortage of teachers. This is basically because money for education is in short supply. This applies even in Australia, which has an affluent, booming economy.

In India and Africa, the problem is not so much competition from other professions as the fact that teaching is a very difficult job. When there is no proper building and teaching is done outdoors under a tree; when there are very large classes with no equipment at all, it becomes a very difficult task.

RESIST TEACHING

People tend to resist going into teaching. In almost every country I visited—Australia, New Zealand, India or Africa—teachers have more or less to be bribed into the teaching profession. Bribed is perhaps the wrong word to use, because they are simply paid from the time they begin their training, as if they were full-time teachers. They are paid a lower salary, but they are on salary in many cases from the very time they begin their university training.

In New Zealand, Australia and South Africa there is a bonding system. Legally teachers are bound to teach for three years wherever directed to do so within their own country after training. They are bonded, too, in the sense that they must repay the money received during training if they do not teach for the three years. The shortage of teachers thus becomes a hot political issue.

In some parts of the world, India for instance, and some parts of Africa (Ethiopia in particular) teaching is a low-prestige occupation. People will not go into it unless they cannot get other occupations. It is sort of a last resort.

I was amazed to discover in India that a large number of persons who have university degrees are unemployed even though they could become teachers. They resist entering the teaching profession. They think teaching is beneath them. They've obtained a degree, therefore they shouldn't be asked to teach. It is too menial a task.

There's a strange idea that once a university degree is obtained one's career is over. That is to say, one has arrived at the position where one has an office, a desk and directs others. Manual or physical labour or serious human effort should not be required.

In England, which used to have a stable teaching force with people staying in the same schools from beginning to end, there's suddenly a tremendous mobility among teachers. They find that the newest methods of teaching require more effort of the teacher than the older, orthodox methods. The stricter, disciplined areas of schooling are much easier on the teacher than are the open area schools or team teaching schemes or the discovery systems of education.

One of the strongest feelings I have on returning is to thank God I have the privilege of living in Canada, a community that allows me to say freely what I want to say. It's a very happy land to come back to and I think Canadians ought to count themselves extremely lucky. It's obviously a favored land, and

*'There's a social
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I'm not talking about the affluence or resources, so much as the freedom of expression, of life, of movement. There's a social freedom that is Canadian—almost uniquely Canadian.

You couldn't find a freer university anywhere in the world than you could here or a more liberal-minded university. Most of the universities I came across were much more restrictive in their admissions, very restrictive in many of their regulations and rules. In fact I became very sympathetic with many student protests because I had the feeling they had very much more justification for protest than they have here.

I believe there are many good reasons for genuine protest elsewhere, including the difficulty of getting into a university and the high failure rates they have in some. Apparently some universities seem to measure their success by the number they fail rather than the number they succeed in passing.

I certainly think that some of the education that is provided across Canada is some of the best in the world. It may not be the best; I would not like to say that, but it is among the best education that there is. I think there's a great deal to be improved, but when you compare it with education in most of the places I visited you're very proud to be Canadian.

And I was not a bit ashamed of the teacher training here. In fact, if I weren't the dean, I would say that this is about the best system of teacher training the world has.

The bringing of teacher education within the university is the envy of almost every country that I visited. Everywhere I went I was treated as a prophet bringing ideas from another land.

The training of elementary teachers in every country that I visited, including Britain, is outside the universities. And in most of the countries I visited, secondary training is outside the university, but not

in Britain. Certainly in New Zealand it's never been in the university. Yet they are all moving towards this idea.

The overseas universities, on the other hand, think that teaching is a second class profession and that prospective teachers are often those who can't get admission to the university. This is by no means always true, but they think it is. There is a suspicion on the part of universities that training colleges are second-class institutions whose standards are very poor.

The training colleges which teach both academic and professional subjects say that they teach the academic work better than the universities because they have adjusted to the needs of the teacher. They say, "Instead of teaching Anglo-Saxon and Chaucer to our English people, we teach modern literature. We don't think there's much point to a teacher having to do Anglo-Saxon. Why aren't we giving him much more of the modern novel?"

Similarly, they want contemporary history taught. They don't think ancient history is necessarily as valuable as modern history. And in the case of New Zealand, they say the history of the Pacific is much more relevant than ancient English history. The teacher colleges also say the universities are retaining the idea of knowledge for the sake of knowledge, whereas they would like to have knowledge that is useful and can easily be applied.

These problems are non-existent at UBC or in any of the universities that I know in western Canada. There's a good deal of sympathy between our academic departments and the education faculty. Our English department puts on special courses designed for teachers, for instance. There is an outlook in our Canadian universities which says that the university has to be of value and use to the community. This is much more obvious than elsewhere in the areas I visited.

BEST IN THE WEST

Many facets of teacher training at UBC—the tutorial system where we get face to face with individuals, the small seminars where students can debate, our use of television in micro-teaching, in the instant playback on videotape of persons teaching small classes for short periods of time—was quite new to many areas overseas. Here we have probably the best television studio across Canada, so far as its use for educational purposes is concerned in the training of teachers.

South Africa, of course, has the tremendous problem of racial differentiation, of apartheid. Education for the colored is quite separate from that of the Bantu, which is separate from the whites and from the Indians. This whole business of segregation is very worrying, but perhaps not as worrying, in some ways, as the ghastly poverty and deprivation of human beings in India, where there is so much human suffering, hunger, disease, squalor and dirt.

There's hope in Africa. There seems to be little hope in India, where the population is so huge. In Africa there are great open spaces which have vegetation on them and look as if they could be cultivated. Overpopulation is not so obviously acute.



NEW UBC ORGAN

Giant Music-maker

UBC's music building could never be described as a cathedral, but it houses a new \$100,000 organ constructed on the same principles as the instruments in Europe's largest churches.

The oak-encased organ, purchased with a gift from an anonymous donor, was installed in the music building's auditorium during the past summer.

The instrument, custom-built by Casavant Freres, of St. Hyacinthe, Quebec, is a "tracker" organ, according to Associate Professor Hugh J. McLean, who joined the UBC faculty this year to direct the organ major program in the music department.

Most organs built today, he says, are electro-magnetic, which means that depressing a key activates an electric switch, which in turn produces the note.

Tracker organs, on the other hand, have a mechanical action between the keys and the pipe which produces the note, giving the organist greater control of the instrument as well as producing a better tone.

Tracker organs, he adds, are more sensitive and

are based on the old mechanical principles of the instruments in the huge European cathedrals.

Mr. McLean said modern techniques have been incorporated into the design of the organ, but not in the key action. "It means the organist can play the instrument, instead of the instrument playing the organist," he said.

The custom-built instrument has 3,105 pipes ranging in length from half an inch up to 16 feet. The longer pipes are visible but many of the instrument's pipes are hidden behind handsome oak panelling.

Construction of the organ began last March in Quebec and the components were shipped to UBC for installation during July.

The music department now offers a major in organ and Mr. McLean expects to have six students enrolled in the program this year.

All the students will have had extensive training on the piano before enrolling for the major and will do much of their preliminary work on small practice organs, one of which was purchased with a gift of \$1,000 from UBC's former chancellor, Dr. Phyllis G. Ross.

SENATE

FROM PAGE ONE

who present high school graduation grades in the 65 to 70 per cent range.

"Initially," he said, "we will be able to admit the vast majority of eligible students without an entrance examination. But as time passes we will probably be less willing to take the word of the schools with regard to student marks, and entrance examinations for everyone may become mandatory."

RECOMMENDATIONS APPROVED

In the meantime, UBC Senate has approved four recommendations from the committee on enrolment policy for the 1970-71 session.

First year enrolment will be limited to 3,400 students next year on a quota system to be determined by Senate on the recommendation of faculties which admit students at the first year level.

An "early admissions" policy will also be instituted by UBC based on the results of high school recommendations following Easter examinations.

The effect of this policy will be to inform students in June, two months earlier than in the past, of their eligibility for entry into first year.

UBC faculties will also be asked to recommend standards of admission to second year either on promotion from first year at UBC or on transfer from other institutions.

Dean White said this regulation was necessary to safeguard against the possibility that some marginal students might take first year work at other institutions in an attempt to skirt the new UBC restriction on freshman enrolment.

The final recommendation approved by Senate requires students already registered at UBC to withdraw unless they complete 60 per cent of a full year's program in the faculty in which they are registered.

Those registered for less than a full year's program will be required to complete satisfactorily the whole of their program in order to remain eligible for admission.

VALUE JUDGMENT

Dean White told Senate that the choice of the number 3,400 for admission to first year, rather than a restriction based on a 65 per cent average, was the result of a value judgment on the committee's part.

He said the recommended 3,400 entrants represent the number which at present standards, would have an average of 65 per cent or better.

The enrolment limit would mean a reduction of nine per cent, or 340 students, in the number admitted to UBC at the first year level and for the first time this year.

He emphasized that the new regulations applied to the 1970-71 session only and might be revised for 1971-72 in the light of changing conditions.

RESEARCH FELLOW

A 31-year-old chemistry professor at the University of B.C. has been awarded a senior research fellowship by the National Research Council.

Dr. C.E. Brion will use the fellowship for research in the field of chemical physics at two overseas centres in the 1969-70 academic year and has been granted a leave of absence from UBC for this purpose.

He will spend six months in the department of physics, Birkhead College, University of London and six months at the Fom Institute for Atomic and Molecular Physics, Amsterdam, Holland.

Dr. Brion received his Ph.D. degree at the University of Bristol in 1961 and in the same year joined the UBC department of chemistry as a postdoctoral fellow.

He was appointed to the faculty as an assistant professor in 1964.

ANTI-CALENDARS

Response Declines

Continued from page one

paragraphs—the first describing the course, the second analysing the questionnaires, and a third summarizing the subjective comments of students.

Three thousand copies of the 96-page booklet were distributed to education students.

UBC's dean of education, Neville Scarfe, said he was favourably impressed by the student publication. "The comments seem constructive, reasonable and sensible and the booklet has certainly done no harm," he said.

Students in the faculty of applied science again compiled a course evaluation for the 1968-69 session but there was a "markedly lower" response to the

see fit, according to associate medical dean Dr. D.C. Graham.

The medical evaluations are compiled by student academic standards committees in each of the three upper years of medicine.

"Medical students have been doing this with our blessing for a number of years," Dr. Graham said, "but the usefulness of the evaluations fluctuates from year to year depending on the amount of energy the students want to expend on the project."

TWO DISAPPEAR

Two evaluations which have disappeared entirely from the campus this year are the "Black and Blue" of the Science Undergraduate Society and the more notorious "Artscalendar" of the Arts Undergraduate Society.

SUS president and fourth year chemistry student David Koop said Black and Blue appeared on an every-other-year basis in the past, but consideration is being given to issuing it on an annual basis.

Future issues of Black and Blue will try to present more descriptive material on individual courses and concentrate on commenting on the way in which the material is presented.

Koop says he will attempt to organize a group of science students to undertake preparation of another Black and Blue during the present session.

The Arts Undergraduate Society decided to discontinue the Artscalendar after two editions because it was felt that whatever effect it might have on faculty members had been accomplished, according to Ralph Stanton, last year's AUS president.

He said the compilers of the evaluation also felt that the publication was not critical enough and contained no analysis of the social setting in which the professor teaches.

Stanton also said the AUS felt that it should concentrate on other priorities and aims.

Asked to specify the priorities, Stanton replied that these were embodied in a new publication entitled "Barnacle," which appeared on campus during the first week of lectures.

STUDENTS CLAMOURING

He said Barnacle was not published by the Arts Undergraduate Society and was an attempt by radical students to get away from personalized criticism and move to a more detailed and socially-oriented criticism.

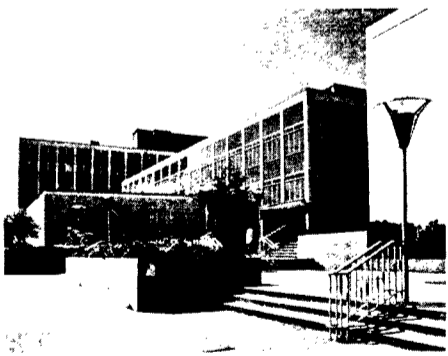
"Most students," he said, "are not in a position to make a social analysis of their professors."

But the current president of the AUS, Dick Betts, said students have been clamouring for the Artscalendar and he definitely plans to try to establish a group who will undertake a third edition of the controversial document.

EDUCATION

COURSE EVALUATION
1968-1969

Sponsored by The Education Undergraduate Society
University of British Columbia



...And They Said It Couldn't Be Done!

questionnaire this time in contrast to the past, according to professor of mineral engineering Leslie Crouch, who has been scanning the returns.

He said that fewer questionnaires were returned this year and those that were had not been as completely filled out as in the past. "Indications are that there is not as much interest among students for this sort of thing as in the past," he said.

The question of what should be done with the incomplete results is under study, Prof. Crouch said.

Faculty of medicine students also produced a course evaluation for the past year, but like the engineering effort it remains a confidential document which is sent initially to medical dean Dr. John F. McCreary.

He, in turn, transmits the results to the heads of individual departments, who make use of it as they