

SIMON FRASER UNIVERSITY

S.75-48

MEMORANDUM

SENATE

From... ACADEMIC PLANNING COMMITTEE

Subject... PROPOSED NEW PH.D. PROGRAM IN
ENGLISH

Date... FEBRUARY 13, 1975

MOTION: "That Senate approve, and recommend approval to the Board of Governors, as set forth in S.75-48, the proposed new Ph.D. Program in English."

SIMON FRASER UNIVERSITY

S.75-48

MEMORANDUM

To.....	SENATE	From.....	ACADEMIC PLANNING COMMITTEE
Subject.....	Ph.D. PROGRAM IN ENGLISH	Date.....	13 February, 1975

The Academic Planning Committee recommends that Senate approve the offering of a Ph.D. Program in English as set out in the attached documentation.

The Academic Planning Committee met with representatives of the English Department in December and February and also reviewed the documentation provided by the Senate Graduate Studies Committee which approved the recommendation of its Assessment Committee that the program be approved.

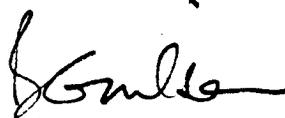
The development of a Ph.D. proposal by the Department of English has a long history; it has been extensively reviewed and discussed not only within the Department but with External Reviewers of the proposed program, the Faculty of Arts Graduate Studies Committee, the Assessment Committee of the Senate Committee on Graduate Studies, the Senate Committee itself, External Reviewers of the Department and the Academic Planning Committee.

The Academic Planning Committee is satisfied that the suggested program is appropriate for this University in the context of the excellent quality of many faculty within the Department, the library resources at SFU and available elsewhere in the lower mainland, the recognized quality of Masters theses already produced within the Department and the nature of the program itself. The Committee noted that entry to the program would be restricted to 3-5 students per year who would already hold a Master's degree or comparable qualification. While one might argue that there are already sufficient facilities for the production of Ph.D's in English within Canada, the number anticipated in this program will be restricted and will not significantly affect the total number of Ph.D. graduates within Canada. The availability of a different kind of graduate program in English might indeed have a leavening effect on such "production". Furthermore, the Committee is persuaded that a small Ph.D. program will have a beneficial effect on the other programs in the English Department.

The Committee considered carefully concerns which had been expressed regarding the morale of graduate students and alleged uneven quality of supervision within the Department in its M.A. program but found no evidence to suggest that the situation was unsatisfactory; indeed it can be argued that with the changes underway in graduate course development and frequency of offering, the English M.A. program compares favourably with other graduate programs within the University in these respects.

/....

The Committee notes that the proposed calendar entry will be revised to make it consistent with the descriptions of other graduate programs.

A handwritten signature in black ink, appearing to read "B.G. Wilson". The signature is fluid and cursive, with a prominent initial "B" and a long, sweeping underline.

B.G. Wilson
Chairman

:md

SIMON FRASER UNIVERSITY

To: Senate Graduate Studies Committee

From: K. Rieckhoff
Chairman
Assessment Committee

Subject: Proposed Ph.D. Program in English

Date: December 10, 1973

The following motion was approved unanimously by the Assessment Committee for New Graduate Programs and is now being forwarded to the Senate Graduate Studies Committee for consideration:

Motion: "That the following report be forwarded to the Senate Graduate Studies Committee:

The Assessment Committee began examining the proposed Ph.D. program in English in March, 1973. Since that time it has suggested changes which have been incorporated into the proposal; it has considered the comments of external assessors; and it has heard of graduate students' concerns regarding the department's M.A. program. As a result of its deliberation, the Committee makes the following observations and recommendations:

The amended proposal for a Ph.D. program in English as presented in the written submission to the Assessment Committee was found to be academically sound and acceptable. However, the Assessment Committee in the course of its consideration of the program received information that suggested the possible presence within the English Department of

1. Low morale of graduate students;
2. Uneven quality of supervision, ranging from unacceptable to excellent; and
3. Similar uneven availability of professors for consultation.

Since the Assessment Committee does not have the powers of departmental review, it is not in a position to determine to what extent these concerns have a factual basis. But the Committee suggests that the concerns are sufficiently serious matters to warrant attention, investigation and disposition prior to implementation of the program."

K. E. Rieckhoff

K. Rieckhoff
Chairman

Department of English

Ph.D. Program Proposal

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Department of English

Ph.D. Program Proposal

(Arranged in accordance with S72-83 II, 3, as amended by SM 10/7/72)

(a) Justification of the program as a whole

If a general justification for a Ph.D. program in English is needed, it is this: that the department is incomplete without one. It establishes pedagogical continuity and manifests the logical culmination of all other studies in the discipline. For students its very existence gives direction and adds value to all their earlier work. For faculty it has yet other benefits: it provides relief from the mass-production flavor of lower division courses; it allows pursuit of interests discovered and left inchoate in upper division courses; it aids assessment of individual M.A. programs; it sometimes promotes an instructor's own research, and it may occasionally provide him some evidence of the end-result of his earlier labors. Insofar as it is rigorous its rigors will inevitably spread backward and downward. Insofar as it is a good program and attracts good students, it cannot fail to improve all other programs offered by the department.

After long study, dating back at least as far as the fall of 1967, and diligently pursued for the last three years, the department of English has devised a Ph.D. program which it intends to administer rigorously, which it is satisfied will attract good students, and which it believes to be good--good in and for itself, and good because it will offer students in this area a genuine alternative to the English Ph.D. programs of other universities conveniently near them. These are three: the University of Victoria, the University of British Columbia, and the University of Washington. Of these, the University of Victoria is only now beginning its Ph.D. program in English, and the other

two are comparatively large universities. Large universities have their peculiar advantages for any program; small ones also have theirs. The program here proposed seeks to exploit the chief inherent advantage of a small university: ease of personal contact between faculty and students. Partly it is a response to the reports of our graduates who have returned to visit us from as far away as Harvard and as near as U.B.C.: even at the Ph.D. level, they tell us, a flavor of mass-production assailed them and they sadly missed the close association with faculty they had known here. Equally it is a response to the particular experience of our own faculty members: small tutorials, smaller seminars, and numerous directed study courses have alerted them to the possibilities of the one-to-one relationship for promoting a two-way process of learning. From these considerations comes the main principle of this program: individual instruction shall be the norm.

What will this do to individual teaching?

This principle accepted, certain others logically follow or are peculiarly compatible:

Each student shall receive instruction from at least four faculty members, shall be under the direct supervision of at least three faculty members, and shall pursue studies in at least four areas. Apart from their own value, these provisions will assure that individual instruction does not lead to individual domination.

Are they inter?

No course credits, as such, shall be required. This provision will reinforce the onus on the department to provide individual instruction.

It is not intended to prevent any student's taking any scheduled course he may wish to, nor his Supervisory Committee's requiring him to take such courses as are offered and appear helpful to supplement individual instruction in his chosen areas. When any such course is given by another department, the department of English will negotiate such arrangements

as may be necessary with the other department. A full report of the student's progress, including his achievement in courses taken in other departments, will be maintained by the department's Graduate Program Committee and will be available to the appropriate university authorities.

No entrance examination, and no comprehensive examinations (in the usually accepted sense), shall be required. One of the apparent advantages of a large English department in a large university is its ability to mount courses covering all areas in the discipline over a short period of time. This done, the student has no excuse not to fill gaps in his knowledge of the discipline and the department is consequently tempted to require that he fill them. For this requirement, now traditional at many large universities, the department of English at Simon Fraser University has little respect. As the corpus of the discipline expands by continual addition of new writings and new research applied to old writings, it regards depth of scholarship at the Ph.D. level more valuable than a breadth which may in fact be superficial. It will accept only applicants who have earned their M.A.'s; it will examine the transcript record of their previous university studies at all levels; it will accept only those whose transcripts show they have no wide gaps or whose proposed areas of study will lie within such gaps as they may still have; and with that it will be content to avoid all demands for material often quickly memorized and as often quickly forgotten, all distractions from intensive study in a few carefully selected areas.

No general proficiency in foreign languages shall be required. The department does not doubt the ability of one of its sister departments to instil any degree of knowledge of certain foreign languages and it does not question the value of such knowledge; but here again it seeks to avoid distractions

from the main effort of its students. It is not interested in ritual gestures, in reluctant acquisitions of skills which may never be used again. If the University as a whole, or the Faculty of Arts as a whole, at any time decrees knowledge of one or more foreign languages a requirement for all Ph.D. candidates, the department will comply, but until then it will make no language demands on any of its students except as some particular knowledge of some particular foreign language may be essential for thorough study of some particular area chosen by one of them--a reading knowledge of German, for example, if one of his areas is Coleridge.

summarized?
Admission shall be severely limited. Total enrolments shall never be allowed to strain the department's ability to provide close individual instruction and supervision. Limiting factors will be the department's available strength at any given time, its particular strengths in areas proposed by applicants, the individual instruction burden already assumed in those areas, and the adequacy of research material to support studies in those areas.

Only students of apparently proved ability and exceptional promise shall be admitted. Given a severe limit on admissions and the unusual features of its program, the department expects no trouble attracting many more applicants than it can handle. Over and above the university's minimum admission standards, it will accept only students who have already earned their M.A.'s, and of them only the best, as established by their transcripts and reference letters and, whenever practicable, by a personal interview.

how?
Students shall be tested early in their programs for fitness to continue.

on what?
The department has no desire to have any students hanging around pointlessly. It will require each student to take both written and oral

examinations on his chosen, and accepted, areas, beginning not later than the end of his first year in the program, and ending not later than the end of his second year, trimesters on leave excepted.

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Each student shall be given the opportunity to teach in his chosen areas.

In addition to benefitting the department and other students at all levels, this provision will enable the student in some measure to test himself as he goes along, to experience the practical use of his studies, to try out some of his thinking on public audiences, and invariably to probe his own commitment to the study and teaching of university English.

The standard throughout the program shall be excellence--excellence in study, in research, in written and oral presentations, in examinations,

excellence, above all, in the final outcome of the whole program, the doctoral thesis. No doctoral thesis will be accepted which does not make a thoroughly-researched, original, and substantial contribution to the discipline.

Such, then, are the main features of the proposed program. It is related to the British system, but it is not derived from that system, and is characterized by more cross checks. The department plans no vehicle for a coterie to win recognition as the Canadian authority on any special school of literature; no empire to inflate the egos of a few academic eccentrics; no factory for spewing multitudes of Ph.D.s in English into a world which seems at present to have little need of them. Emotional reaction to the spectacle of jobless Ph.D.s has delayed the department's presentation of any Ph.D. program, but within the department that reaction has now been almost entirely dispelled by the specifics of this program. It is small; it is selective; it seeks to fill an apparent need; it utilizes the particular virtues inherent, developed, tested, and proved, in a modest department in a comparatively small university. Any Ph.D. program has something to be

said for it a priori; this one surely has much to be said for it in its own right. It is designed to better the department of English, at all levels of instruction, here and now; it is designed also to diversify and improve the educational opportunities open to graduate students in and around the southwest corner of British Columbia at this time. Such are its justifications.

(b) A description of new positions needed and a justification of them

No new positions on faculty or staff will be needed.

(c) A summary of the finances, including expected capital and operating costs needed and revenues, if any, expected.

The cost to the university will be, when an official policy is established, the supervisory time and credit given in the Faculty of Arts to those faculty members who supervise Ph.D. work. At present faculty members get no work-load credit for supervision and individual instruction.

(d) The names and curricula vitae of all persons wishing to be involved in the proposed program, together with (i) statements of their current areas of interest and research, and (ii) a commitment as to the duration of their involvement with the program. Names of members of the Graduate Program Committee should be proposed.

Names of members of the Graduate Program Committee cannot be proposed because the department's committees are elected and its present Graduate Studies Committee is nearing the end of its term. In the following list of committed members the names of present members of this committee are singled out.

R. F. Blaser, B.A., M.A., M.L.S. (California). Professor
Areas of current interest and competence: Nineteenth Century;
Modern British; American; Literary Criticism.
Areas of current research: philosophical foundations of
contemporary poetry; contemporary American poetry
and the relation of its poetics with classical
backgrounds; contemporary linguistics and aesthetics.
Commitment: on return from sabbatical, then continuing
indefinitely.

- S. Cooperman, B.A., M.A. (New York), Ph.D. (Indiana). Professor
Areas of current interest and competence: American; Literary Criticism.
Areas of current research: Israeli poetry, in English and in Hebrew; the works of Philip Roth.
Commitment: on return from sabbatical, then continuing indefinitely.
- J.W. Lever, B.A. (Oxon), M.A. (Manchester), Ph.D. (Birmingham). Professor
Areas of current interest and competence: Tudor; Seventeenth Century; Shakespeare.
Areas of current research: anthology of Elizabethan lyric poetry; manuscript of a Caroline play.
Commitment: immediate and continuing indefinitely.
- R.N. Maud, A.B., Ph.D. (Harvard). Professor
Areas of current interest and competence: Modern British, American.
Areas of current research: Modern American; Shakespeare
Commitment: on return from sabbatical, then continuing indefinitely.
- A. Rudrum, B.A. (London), Ph.D. (Nottingham). Professor
Areas of current interest and competence: Seventeenth Century.
Areas of current research: Henry Vaughan; Thomas Vaughan.
Commitment: immediate and continuing indefinitely.
- M. Steig, B.A. (Reed College), M.A., Ph.D. (Washington). Professor
Areas of current interest and competence: Nineteenth Century, Literary Criticism.
Areas of current research: literature and psychology; literature and graphic art.
Commitment: immediate and continuing indefinitely.
- S.A. Black, B.A., M.A. (California State University), Ph.D. (Washington). Associate Professor.
Areas of current interest and competence: American; Literary Criticism.
Areas of current research: Theory of Literature; Whitman.
Commitment: immediate and continuing indefinitely.
Present chairman of department's Graduate Studies Committee
- F.H. Candelaria, B.A. (Texas), Ph.D. (Missouri). Associate Professor.
Area of current interest and competence: Seventeenth Century.
Areas of current research: early Seventeenth Century poetics; Twentieth Century poetics.
Commitment: on return from sabbatical, then continuing indefinitely.
- J. Curtis, B.A. (Yale), M.A. (Michigan), Ph.D. (Cornell). Associate Professor
Area of current interest and competence: Nineteenth Century; Romantics.
Area of current research: Romantic period, particularly Wordsworth.
Commitment: immediate and continuing indefinitely.

Paul Delany, B.Comm. (McGill), A.M. (Stanford), M.A., Ph.D. (California).
Associate Professor

Areas of current interest and competence: Seventeenth Century;
Eighteenth Century; Modern British.

Areas of current research: D.H. Lawrence; James Joyce;
literature and psychology; literature and Marxism

Commitment: immediate and continuing indefinitely.

Present member of department's Graduate Studies Committee.

Sheila Delany, B.A. (Wellesley), M.A. (California), Ph.D. (Columbia).
Associate Professor.

Areas of current interest and competence: Middle English; Tudor.

Areas of current research: Marxist-Leninist literary criticism;
class attitudes in medieval and renaissance literature.

Commitment: immediate and continuing indefinitely.

J. Gallagher, B.A. (St. Michael's College, Vermont), Ph.D. (Notre Dame,
Indiana). Associate Professor.

Areas of current interest and competence: Old English; Middle English;
Tudor; Studies in Language.

Area of current research: Chaucer's "Troilus and Criseyde".

Commitment: immediate and continuing indefinitely.

R.E. Habenicht, B.A. (Southern California), M.A. (Columbia), D.Phil
(Oxon). Associate Professor

Areas of current interest and competence: Tudor; Seventeenth
Century; Shakespeare.

Area of current research: Renaissance medieval literature; Sir Thomas
More.

Commitment: to begin 5 years hence, then to continue indefinitely.

E. F. Harden, A.B. (Princeton), A.M., Ph.D. (Harvard). Associate Professor

Area of current interest and competence: Nineteenth Century.

Areas of current research: Victorian poetry and novel; American
Nineteenth Century.

Commitment: immediate and continuing indefinitely.

B.H. Nesbitt, B.A. (Manitoba), M.A. (Queen's), Ph.D. (Australian National).
Associate Professor

Areas of current interest and competence: Canadian; Commonwealth.

Areas of current research: Canadian; Commonwealth; Shakespeare
Bibliography, Archibald Lampman.

Commitment: immediate and continuing indefinitely.

G.M. Newman, B.A. (Brit. Col.). Associate Professor and Chairman of
Department

Areas of current interest and competence; Dramatic Literature,
particularly Elizabethan, Shakespeare, Jacobean, and Modern;
Theories of Drama; Literary Criticism.

Areas of current research: The effect of concepts of production on
the analysis of drama, an analytic and theoretical study
of examples of Canadian drama.

Commitment: immediate and continuing indefinitely.

Present member of department's Graduate Studies Committee.

- M. Page, M.A. (Cantab.), Dip.P.S.A. (Oxon.), M.A. (McMaster),
Ph.D. (California). Associate Professor
Areas of current interest and competence: Modern British
Areas of current research: Twentieth Century British, American, and
Commonwealth fiction and drama.
Commitment: immediate and continuing indefinitely.
- J. Zaslove, B.A. (Western Reserve), Ph.D. (Washington). Associate Professor
Areas of current interest and competence: Nineteenth Century;
Literary Criticism; Comparative Literature.
Areas of current research: myth and folktale; modern German and
Russian Literature: Bertolt Brecht and his influence.
Commitment: immediate and continuing indefinitely.
- E. Alderson, B.A. (Haverford), M.A., Ph.D. (California). Associate Professor
Areas of current interest and competence: American; Literary
Criticism.
Areas of current research: Nineteenth Century American novel,
especially in relation to American intellectual
history; psycho-historical literary criticism.
Commitment: immediate and continuing indefinitely.
- C.M. Banerjee, B.A., M.A. (Delhi), Ph.D. (Kent State).
Assistant Professor
Areas of current interest and competence: Eighteenth Century;
Literary Criticism.
Areas of current research: Eighteenth Century Novel,
Marxist Literary criticism.
Commitment: immediate and continuing indefinitely.
- George Bowering, B.A. M.A. (Brit. Col.). Assistant Professor
Areas of current interest and competence: Canadian; Commonwealth.
Areas of current research: Avant-Garde Literature; American.
Commitment: immediate and continuing indefinitely.
- R.D. Callahan, B.A., M.A., Ph.D. (Washington). Assistant Professor
Areas of current interest and competence: Eighteenth Century; Modern
British, Modern American.
Areas of current research: Modern British and American; Alex
Comfort.
Commitment: immediate and continuing indefinitely.
- S. Djwa, B.Ed., Ph.D. (Brit. Col.). Assistant Professor
Areas of current interest and competence: Canadian; French-Canadian.
Areas of current research: thematic continuance in English
Canadian poetry; moral tradition in the Candian novel;
E.J. Pratt.
Commitment: immediate and continuing indefinitely.
- R.H. Dunham, B.A. (Missouri), M.A., Ph.D. (Stanford). Assistant Professor
Areas of current interest and competence: Nineteenth Century;
Romantics.
Areas of current research: Romantic period; Wordsworth; George Eliot;
Coleridge.
Commitment: immediate and continuing indefinitely.

- M. Harris, B.A. (Harvard), Ph.D. (Buffalo). Assistant Professor
Areas of current interest and competence: Eighteenth Century;
Nineteenth Century.
Area of current research: Victorian literature; novels
of George Eliot.
Commitment: immediate and continuing indefinitely.
- T. Maynard, B.A., M.A. (Brit. Col.), Ph.D. (London). Assistant Professor
Areas of current interest and competence: Eighteenth Century;
Nineteenth Century.
Area of current research: Oriental, sentimental, and Gothic traditions
in English literature.
Commitment: immediate and continuing indefinitely.
Present member of department's Graduate Studies Committee.
- A. Messenger, B.A. (Oberlin), B.A., M.A. (Oxon.), Ph.D. (Cornell).
Assistant Professor
Areas of current interest and competence: Seventeenth Century;
Eighteenth Century; Modern British.
Area of current research: drama, particularly comedy, in all ages;
Anne Finch.
Commitment: immediate and continuing indefinitely.

In addition to the 27 faculty members listed above, the following
having stated that they do not wish to commit themselves to availability
for supervisory duties at the present time but will be willing, as
needed, to instruct students in their particular areas of competence,
as noted:

- J. Mills, B.A. (Brit. Col.), M.A. (Stanford). Associate Professor
Chaucer and the Tudor period.
- D. Stouck, B.A. (McMaster), M.A. (Toronto). Associate Professor
American and Canadian Literature.
- L. Kearns, B.A., M.A. (Brit. Col.). Assistant Professor
Modern poetics and linguistic approach to style.
- Elizabeth Lambert, B.A. (Brit. Col.). Assistant Professor
Modern drama; literary criticism; Canadian
- K.F. Paulson, B.A. (St. Olaf Coll.), M.A. (Minnesota), Ph.D. (California).
Assistant Professor
Eighteenth Century; American; Modern British
- J. Sandison, B.A., M.A. (Brit. Col.). Assistant Professor
Seventeenth Century; Nineteenth Century; Linguistics.
- Mary-Ann Stouck, B.A. (McMaster), M.A. (Toronto). Assistant Professor
Old and middle English.
- D. Sullivan, B.A. (Humboldt), M.Sc. Hons., M.F.A. Hons. (Oregon).
Assistant Professor
Modern poetics; Linguistics; Literary Criticism.

Curricula vitae of all the 35 faculty members named above accompany this presentation.

- (e) A statement of the field of study and its core areas to be covered by the proposed program

The field of study will be the English language and literature in English whenever and wherever written. In this field only two areas require highly specialized knowledge: Old English and Middle English. Past them, core areas cannot readily be stipulated. In general, the program's core areas will be all those in which department has a sufficient number of faculty to provide supervision and individual instruction and in which the S.F.U. library or adjacent libraries contain adequate research material. Only three areas at present appear likely to present any problems.

Old English. S.F.U. library holdings might prove insufficient for some subjects in Old English. In any event the department now has a vacancy in this area and probably will not be able to accept students in it until the vacancy is filled.

Middle English. Faculty is strong in this area, but here again the S.F.U. library is not sufficiently comprehensive to meet all demands. Possible dependence on outside libraries will cause the department to be wary of accepting students in this area.

Commonwealth Literature. Both in faculty and library the department's competence in this area is developing but is at present spotty. Again wariness will be called for, and exercised.

In some areas occasional overlap with other departments is inevitable. Wherever it occurs the department will seek full co-operation. Its Ph.D. will be in English language and literature--not in Comparative Literature; not in Linguistics. When the study of language leads to the study of Linguistics the department will offer a partnership with Modern Languages.

- (f) A statement giving the relationship between the qualifications of the persons to be associated with the program and the core areas of the program

See statement in (e) above.

- (g) A statement as to which currently authorized degree, new degree, or diploma the students in the program would be seeking, and as to which Faculty or Faculties would exercise the statutory power of faculties

Students in the program will seek the Ph.D. in the Faculty of Arts, as currently established.

) The academic requirements for the degree: theses, examinations, practical, field experience; courses which the students would take and how they would relate to the core areas. The expected number of semesters of work needed for the degree should be indicated

The academic requirements for the degree will be satisfactory performance in courses and other studies authorized by the student's Supervisory Committee and lying within or germane to at least four of the department's core areas; satisfactory performance in four written examinations (or in three written examinations and one paper submitted in lieu of an examination in a minor area); satisfactory performance in an oral examination appropriate to the results of the written examinations; submission of a satisfactory prospectus for a thesis; completion of a satisfactory thesis; and satisfactory oral defence of the completed thesis. The student may gain some practice in teaching, in upper division undergraduate courses, in subjects related to his major area or minor areas where that can be arranged; if no opportunities appropriate to his interests occur during his residence, he will not be obliged to teach.

The department expects its students to be able to complete the program in from two and one-half to eight years.

(i) Descriptions of proposed new courses required by the program ...

No new courses will be required for this program.

) A statement of laboratory facilities or research equipment needed for the program ...

No laboratory facilities or research equipment will be needed for this program.

(k) A statement of sources of support, if any, for graduate students in the proposed program

Students in this program will be eligible for Canada Council grants as well as for the scholarships and research stipends already established by the university for graduate students.

(l) A statement signed by the University Librarian showing present library resources and future needs if the program is implemented

This statement is attached.

(m) An estimate of enrollment

The department expects enrollments to range from 3 to 5 during the first year, 5 to 10 during the second, 10 to 15 during the third.

(n) Adequacy of space for the student and staff offices

In this program office space will be required only for students serving as teaching assistants. The department's present space allocation appears to be approximately sufficient.

) Names of possible external assessors of the program

The majority of the following potential assessors are of international reputation. Their publications give some indication of their scholarly achievements. Full curricula are not available at present.

F.C. Crews, Ph.D. (Yale), Department of English, University of California, Berkeley.

"Do Literary Studies Have an Ideology?". PMLA 85: 423-28, 1970.

The Sins of the Fathers: Hawthorne's Psychological Themes. New York: Oxford University Press, 1966.

"The Ruined Wall: Unconscious Motivation in The Scarlet Letter. New England Quarterly XXXVIII, 312-330, 1965.

"The Logic of Compulsion in Roger Malvin's Burial." PMLA, LXXIX, 457-465, 1964.

"Giovanni's Garden." American Quarterly, XVI, 402-418, 1964.

The Red Badge of Courage. With Introduction and Notes. Indianapolis: Bobbs-Merrill, 1964.

Pooh Perplex: A Freshman Casebook. Dutton, 1963.

E.M. Forster: The Perils of Humanism. Princeton University Press.

Guide to Starting Over. Random.

Hovey, Richard B. Hemingway: The Inward Terrain. Pref. by F.C. Crews. Seattle University of Washington Press, 1968.

Thorpe James, ed. Relations of Literary Study: Essays on Inter-disciplinary Contributions. New York MLA, 1967. "Literature and Psychology" (73-87) by F.C. Crews.

Psychoanalysis and Literary Process. Winthrop.

G.R. Hibbard, M.A. (Lond.), Department of English, Waterloo University;
"Words, Actions, and Artistic Economy". Shakespeare Survey, 23 (1970), p. 49-58.

Renaissance and Modern Essays. New York, Banes and Noble, (c 1966).

"The Year's Contributions to Shakespearean Study". Shakespeare Survey, 22 (1969), p. 145-83, 23 (1970), p. 137-86.

"Othello and the Pattern of Shakespearian Tragedy". Shakespeare Studies (U. of Cincinnati) 21 (1968), p. 39-46.

"The Year's Contributions to Shakespearian Study. Critical Studies". Shakespeare Studies (U. of Cincinnati) 21 (1968), p. 127-41.

"Goodness and Greatness: An Essay on the Tragedies of Ben Jonson and George Chapman". Renaissance and Modern Studies (U. of Nottingham) 11 (1967), p. 5-54.

Ed. Renaissance and Modern Essays Presented to Vivian de Sola Pinto in Celebration of His Seventieth Birthday. Routledge and K. Paul, 1966.

Thomas Nashe; A Critical Introduction. Cambridge: Harvard, U.P. 1962.

Ed. Life of Timon of Athens. New Penguin Shakespeare. Harmondsworth, Middlesex, Penguin Books, (1970).

Richard Hosley, Department of English, University of Arizona (other details not immediately available for lack of an Arizona calendar);

"A Reconstruction of the Second Blackfriars". The Elizabethan Theatre: Papers given at the International Conference on Elizabethan Theatre held at the University of Waterloo, Ontario, in July, 1968. Toronto: Macmillan, 1969. p. 74-88.

"The Origins of the So-Called Elizabethan Multiple Stage". The Drama Review (formerly Tulane Drama Review) 12 (1968) 11, p. 28-50.

Ed. Shakespeare's Holinshed: An Edition of Holinshed's Chronicles, 1587, New York: Putnam, 1968.

"The Formal Influence of Plautus and Terence". Elizabethan Theatre. London: E. Arnold. 1966.

Romeo and Juliet; An Outline-guide to the Play. (New York) Barnes and Noble (1965).

Essays on Shakespeare and Elizabethan Drama. Columbia, U. of Missouri Press, 1962.

Ed. Shakespeare, William, 1564-1616. The Tragedy of Romeo and Juliet. New Haven, Yale U.P. (c 1954).

Henry Kreisel, M.A. (Tor.), Ph.D. (Lond.), Academic Vice-President, University of Alberta;

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(p) A statement of how long the program should last ...

The program is planned to continue indefinitely.

(q) A description of the program appropriate for entry into the Graduate Calendar, including entrance requirements

Proposed calendar entry and Procedures follow as separate documents, attached.

Department of English

Ph.D. Program

Calendar Entry

Admission

For admission requirements, refer to General Regulations Section, Page ____.

- (1) The applicant must have earned an M.A. degree of its equivalent, with high standing, in English or Comparative Literature.
- (2) The department has room for him within a strictly limited quota of candidates;
- (3) The department is satisfied that it is fully competent, with respect both to available faculty and to available source material, to serve his principal academic interests.

Study Requirements

The program requires concentration in one major area of literature and three minor areas, provides continuous personal instruction and supervision, demands no course credits as such, and involves completion of a thoroughly researched doctoral thesis.

Immediately upon a student's acceptance the department's Graduate Program Committee assigns him a temporary faculty adviser, whose duty it is to help him, in person or by correspondence, before registration or soon after, to relate his academic interests to the human and material resources of the university. Within one month of his first registration in the program, the same Committee assigns him a Senior Supervisor. Before the end of his second month he begins a course of studies designed to prepare him for the achievement of professional competence in his chosen areas, for the examinations detailed below, and for the definition of his thesis topic. Before the end of his second trimester the department's Graduate Program Committee assigns him a Supervisory Committee consisting of at least two of the department's faculty members in addition to his Senior Supervisor. His progress is appraised at the end of each trimester by the individual faculty members currently instructing him, by his Senior Supervisor, by his Supervisory Committee once it has been formed, and by the department's Graduate Program Committee.

At least one of the student's minor areas must be in literature preceding the nineteenth century. Any of the traditional specializations--such as Medieval Literature, the Renaissance, and the Novel--and less traditional studies, including various interdisciplinary combinations, are generally acceptable if within the university's current competence. If

writings in a foreign language in their original form are a necessary part of any of his areas of study, he must satisfy his Supervisory Committee of his competence in that language. Otherwise the program has no requirements for a second language.

The student will receive most of his instruction individually but may voluntarily take regular courses and may sometimes be required by his Senior Supervisor or his Supervisory Committee, subject to the approval of the department's Graduate Program Committee, to take one or more courses scheduled by the department of English or by other departments. He must take individual instruction from at least three faculty members in addition to his Senior Supervisor.

Examinations

Before the end of his third trimester the student must take four written examinations, with the option of submitting an essay in lieu of one of them on a topic in one of his minor areas selected by him and his Senior Supervisor. One of the written examinations must be on his major area. Works of literature and scholarship on which he is to be examined must be specified by his Senior Supervisor six months in advance of any examination, unless the student waives this requirement. Before the end of the trimester following that in which he has passed all his written examinations he is examined orally on his major area and two of his minor areas. Should he fail any part of either his written or his oral examinations he may be given permission to be reexamined on that part no later than one trimester after his failure.

Ph.D. Thesis

Before the end of the trimester following that in which the student has passed his oral examination he presents a prospectus for his thesis, defining his proposed investigation and demonstrating the relationship between it and existing scholarship. This presentation is attended by his Supervisory Committee, by a member of the department's Graduate Program Committee, and, if practicable, by the external examiner.

The completed thesis will be defended in oral examination. Judgment will be made by an Examining Committee.

For the composition of the Examining Committee and other detail governing the program as a whole, see General Regulations, pages to of this calendar.

Department of English

Ph.D. Program

Procedures

I. Admission

Entry to the program is restricted. No student will be accepted unless the following conditions are met:

- (1) He has earned an M.A. degree, or its equivalent, with high standing, in English or Comparative Literature.
- (2) The department has room for him within a strictly limited quota of students registered in the program at any one time.
- (3) The department is satisfied that it is fully competent, with respect both to available faculty and to available source material, to serve his principal academic interests.

The program will require concentration in one major area of literature and three minor areas. To meet the third condition above it is essential that the student include with his application as full a description of his proposed major topic as he can put together and at least a listing of at least three subsidiary areas. An interview is highly desirable, but is not absolutely required.

II. Supervision

1. Upon a student's acceptance for the program the department's Graduate Program Committee will assign him a temporary faculty adviser. In person or by correspondence, as well before registration as after, he may seek his adviser's assistance in relating his academic interests to the human and material resources of the university.
2. Within one month of his first registration in the program, the department's Graduate Program Committee will assign him a Senior Supervisor. Nothing precludes his previous adviser from being given this assignment, if suitable. The assignment normally consists of the approval by the Committee of an agreement between the student and a member of the department's faculty. Failing such an agreement, the Committee may appoint a Senior Supervisor but with the approval of the Committee, he may later select a different Senior Supervisor.

3. Before the end of his second month in the program he will begin a course of studies planned in consultation with his Senior Supervisor and designed to prepare him for (a) the achievement of professional competence in his chosen areas (including studies in allied disciplines, where relevant), (b) the examinations detailed in Section V below, and (c) the definition of his thesis topic. This course of studies and any later changes in it are subject to the consent of his Senior Supervisor and approval by the department's Graduate Program Committee. Once his course of studies has been approved, he will begin to receive instruction from various faculty members, as detailed in Section III below.
4. Before the end of his second trimester he will be assigned a Supervisory Committee consisting of at least two of the department's faculty members in addition to his Senior Supervisor. Once this committee has been formed the Senior Supervisor shares authority with it: where this text reads "Senior Supervisor" it may be understood to read "Supervisory Committee" if at that point in any student's progress this committee in fact exists. Its personnel is selected in consultation with the Senior Supervisor, and is subject to approval by the department's Graduate Program Committee and by the Dean of Graduate Studies. (See General Regulations 6.4 and 6.5.) Similar approval, as well as the consent of its members, is required for any later changes in its membership.
5. His progress will be appraised at the end of each trimester by the individual faculty members currently instructing him, by his Senior Supervisor (and his Supervisory Committee once it has been formed), and by the department's Graduate Program Committee.

III. Studies

1. At least one of the student's minor areas shall be in literature preceding the nineteenth century. Any of the traditional specializations--such as Medieval Literature, the Renaissance, or the Novel--and less traditional studies, including various interdisciplinary combinations, are generally acceptable.
2. If writings in a foreign language in their original form are a necessary part of any of the student's areas of study, he shall satisfy his Senior Supervisor of his competence in that language. Otherwise this program has no requirements for a second language.
3. Individual instruction will be the norm in this program. The student's Senior Supervisor may nevertheless require him to take one or more of the regular courses offered by the department or by other departments, subject to the approval of the department's Graduate

Program Committee. The student may also volunteer to take any courses he wishes, and if these are given by another department and he lacks prerequisites for them the department of English will negotiate his admission in them.

4. The student shall take individual instruction from at least three faculty members in addition to his Senior Supervisor. The list of these faculty members is subject to the approval of the department's Graduate Program Committee, and, under the same conditions and with the approval of his Senior Supervisor, are alterable. Instruction may be required at any time during the program, as well after completion of the examinations described in Section V (following) as in preparation for them.

IV. Teaching

The department deems experience in teaching fundamental to any doctoral program. It will accordingly endeavour to offer each student the opportunity to take part in teaching upper division seminars in courses germane to his studies, at such rates of pay as the university from time to time establishes for its teaching assistants.

V. Examinations

1. Before the end of the student's third trimester he shall take four written examinations, with the option of submitting an essay in lieu of one of them in one of his minor areas on a topic selected by him and his Senior Supervisor. He may take these examinations in the order of his choice and at any intervals of his choice that do not extend them beyond his first three trimesters.
2. Works of literature and scholarship indicating the scope of the examinations shall be specified by his Senior Supervisor six months in advance of the examinations, unless the student waives this requirement. Lists of such works are established by the student and his Supervisory Committee, subject to the approval of the department's Graduate Program Committee.
3. One of the written examinations shall be on his major area, and of three hours maximum duration. The others will normally be on his three minor areas, but on two only if he submits a paper in lieu of one of them; each shall be of one-and-one-half hours maximum duration.
4. The written examinations will be set and their results evaluated by two specialists in each area, selected from the University's faculty by the student's Supervisory Committee in consultation with him, subject to their approval by the department's Graduate Program Committee.

5. Should the student fail any part of the written examinations he may be re-examined in that part at the discretion of his Supervisory Committee not later than one trimester following that in which he has failed.
6. Before the end of the trimester of study following that in which the student has passed all his written examinations he will be examined orally on his major area and two of his minor areas. His Supervisory Committee will determine which of his minor areas he shall be examined on, except that if he has submitted a paper on an area preceding the nineteenth century in lieu of one of his written examinations the Committee is bound to include that area.

The oral examination shall be two hours long, of which one hour is to be devoted to his major area, and one half-hour to each of the minor areas selected. It will be chaired by a member of the department's Graduate Program Committee and conducted by the Senior Supervisor (or his designate), who will examine him on his major area, and by one specialist for each minor area. Should the student fail any part of his oral examination, he may be re-examined on that part, at the discretion of his Supervisory Committee, subject to approval by the department's Graduate Program Committee, no later than one trimester following that in which he has failed.

7. The time limits given in items 1, 5 and 6 of this section and item 3 of section VI (following) are firm and must be adhered to except as the department's Graduate Program Committee may grant leave for just causes.

VI. Ph.D. Thesis

1. As soon as practicable after the formation of the student's Supervisory Committee he shall submit a thesis topic to it. When a precise topic has been determined and accepted by this committee, it is forwarded to the department's Graduate Program Committee for approval.
2. When the thesis topic has been finally approved, an examiner external to the university shall be nominated by the student's Senior Supervisor. When approved by the department's Graduate Program Committee, the external examiner is recommended to the Dean of Graduate Studies for appointment.
3. Before the end of the trimester following that in which the student has passed his oral examination he shall present a prospectus for his thesis to his Supervisory Committee, defining his proposed investigation and demonstrating the relationship between it and existing scholarship. This presentation is attended by his full Supervisory Committee, by a member of the department's Graduate Program Committee, and, if practicable, by the external examiner.

4. When the student has completed his thesis under the direction of his Supervisory Committee, he shall defend it orally, at a time and place approved by the department's Chairman, the Faculty Graduate Studies Committee, and the Senate Graduate Studies Committee. His Examining Committee will consist of his Supervisory Committee, his external examiner, the Chairman of the department's Graduate Program Committee (or his designate), and another faculty member of the University. The examination will be open to the University Community. (General Regulations 9.3, 9.4, 9.5, 9.6. See also particularly General Regulations 10.1 and 10.2).

VII. University Regulations

1. The entire program shall be conducted in accordance with the University's Graduate Studies General Regulations, the whole of which each applicant should study, in addition to those parts of it specifically referred to in this document.

SFU LIBRARY REPORT ON HOLDINGS
IN ENGLISH LANGUAGE AND LITERATURE
(Including English, Canadian,
Commonwealth and American
Literatures)

Prepared by E. Bridwell
L. Fagerlund

January, 1973

MONOGRAPHS

The total number of monographs of English Language and Literature in the SFU Library (including both primary texts and secondary works) is approximately 55,000 volumes. The following paper will give a quantitative evaluation by periods as well as a qualitative overview.

I. English Language and Linguistics

The holdings in English language studies number 2,500 volumes. The texts range from historical to modern dictionaries and grammars to studies of various dialects. In conjunction with the Department of Modern Languages, the collection has been built with a strong bias toward modern linguistics. As a historical set, we have a standing order for the series English Linguistics, 1500-1800, and have 350 volumes now in the stacks. UBC has 3,700 volumes in this general area of English language and linguistics; UVic, 2,500 volumes.

II. General Works

General works on literary history; comparative literature, and

N.B. Volume counts from both UBC and UVic include both monographs and serials since both institutions classify all of their serials.

collections of primary works and criticisms of poetry, short prose and drama classed in PN total some 4,500 volumes concerned with English literature. UBC has 18,200 volumes in this general class; the latter total includes works on other literatures (i.e. French, German, Spanish, Italian, etc.) as well; UVic has 12,600.

III. English Literature

Total 27,060 volumes. (UBC 50,000 volumes, UVic 52,500 volumes; both include Commonwealth)

A. Literary history, including Poetry, Drama, Prose; collections.

In this class there are 4,000 volumes of standard literary histories, critiques of genres and periods - all important secondary, and some primary, works. We hold most of the major critical material published since 1950 and continue to acquire earlier scholarly studies as they are reprinted.

B. Old English

Here our holdings are slender - 150 volumes, but this particular classification does not include the texts published by the Early English Text Society, a venture which ran from 1864 and continues to publish early and medieval English texts in nearly 400 volumes to date. We have well over half of the series, and will acquire the rest as they are reprinted.

C. Middle English

510 volumes of primary and critical texts are classed directly in this number sequence, plus many of the volumes of the EETS (cited above). We have the major editions of and critical works on Chaucer, "Gawain Poet", Langland, Bower, and Malory, as well as Mandeville and Wyclif (classed not in literature, but in travel and church history, respectively). Minor literary figures and anonymous works of the period are also well represented.

D. English Renaissance (1500-1640, excluding Shakespeare)

Our collection in this period numbers 2,000 volumes in literature and is increasing due to our standing order for the English Experience, a series published by Theatrum Orbis Terrarum Ltd. and Da Capo Press. This series will eventually have published 1,500 volumes selected from Pollard & Redgraves Short Title Catalogue...1475-1640. (UBC is obtaining the complete film of both the Pollard and Redgrave and the Wing STC...1641-1700 from University Microfilms). These volumes will not all appear in literature; many will be in history, geography, science, philosophy - the whole world of letters as published in Renaissance English.

In our collection, we have the available definitive editions and important critical works on major writers (More, Spenser, Bacon, Beaumont and Fletcher, Sidney, Chapman, Jonson, Webster, etc.), as well as the works of minor figures that have become available through the Scolar Press facsimiles and other reprint houses. Certainly, the key to this body of work is the aforementioned film of the STC's, available from UBC.

E. Shakespeare

Among the 2,000 volumes of Shakespeare's works and secondary materials we have both the KÖkeritz and Hinman facsimiles of the First Folio, the Furness Variorum, the acting versions of the plays reprinted by Cornmarket Press, as well as other historical and modern editions of the works.

Among reference works, we have the standard bibliographies by Ebisch and Schücking followed by the Gordon Smith; these are updated by the annual bibliographies in the Shakespeare Quarterly. The Shakespeare Survey (1948-) provides a critical review of each year's contributions to Shakespeare scholarship. We also hold the Bartlett concordance and are receiving the Oxford concordances on individual plays as they appear.

Again, the STC film is a primary resource for research into this field.

F. 17th and 18th Centuries

Our 2,800 volumes in this area include standard editions of the works of major authors (Fielding, Pope, Defoe, Congreve, Milton, Dryden, Johnson, et al.) and representative works of many minor writers as well (e.g. Foundations of the Novel series from Garland Press which includes 101 titles).

Here it might also be noted that UBC has in its Special Collections a fine collection of Robert Burns, including many editions of his works and works published during his time that were influential on his writing.

G. 19th Century

This is an area of strength not only at SFU (8,000 volumes) but also at both UBC (The Colbeck Collection) and in the Special Collections at UVic. Our own collection will be enhanced in the near future when we receive some 300 volumes of Wordsworth material, currently on order.

Here again we have substantial holdings of both primary texts and secondary works. We hold collected editions of all major figures, such as the Nonesuch Dickens, the Bonchurch Swinburne, the works of Carlyle edited by Traill, the Shakespeare Head Brönte, collected works of Tennyson edited by Hallam Tennyson, the Oxford Thackeray edited by Saintsbury, etc. Some first editions of major figures are in our Special Collections, and

many more are available from UBC and UVic. Minor figures of the period are well represented.

H. 20th Century

The current count of 7,600 volumes in this area will, of course, continue to grow. Major figures, Conrad, Lawrence, Auden, Yeats, Joyce, Shaw, Woolf, Lewis, Thomas et al., are all available in various texts and secondary works in the general collection. Special Collections holds some first editions of Yeats and Lawrence. Complete works, when available, have been acquired (Conrad's Works, published 1923-28 by Dent, both the Constable and Dodd Mead collections of Shaw, the very recently published works of Ivy Compton-Burnett).

IV Canadian and Commonwealth Literature (6,950 volumes)

A. Canadian Literature

Our current holdings are 6,000 volumes (UBC - 21,000 volumes, UVic - 6,200), and we now collect Canadian literature comprehensively. All currently published works will be acquired and a systematic attempt is made to complete retrospective holdings of all major and many minor Canadian writers.

B. Commonwealth Literature

The collection of commonwealth literature is not large, but the Library is committed to increasing the collection and progress is being made. The annual bibliography of commonwealth literature published in the Journal of Commonwealth Literature is regularly checked and retrospective checking has been done for 1965-1970.

African Literature (about 300 volumes): The Library maintains a standing order to the African Writers Series and in conjunction with the African Studies Programme has more extensive holdings in West African literature.

Australia and New Zealand (approximately 550 and 100 volumes respectively): Special attention has been given to improving Library holdings in A.N.Z. literature. The Library policy is to buy most literary works published in A.N.Z. each year and reported in the J.C.L. bibliography.

Carribean, Indian, and other Commonwealth areas: Works of the major writers are purchased as are collections and substantial critical works. The Library generally contains enough material, particularly poetry, for comparative purposes.

V. American Literature (14,250 volumes; UBC - 12,350 volumes; UVic - 20,800)

A. Literary history, including Poetry, Drama, Prose; collections.

Like IIIA in English Literature cited above, this class includes standard literary histories, critiques of genres and periods. We currently have 1,650 volumes.

B. Colonial American Literature (17th - 18th centuries)

Here we have only 100 volumes in the literature classification. However, much of the material studied as literature of this period is classed in Geography (travel literature of John Smith, Sarah Knight, William Byrd, etc.), History (William Bradford, John Cotton, Thomas Hutchinson, etc.) and Religion (Roger Williams, Cotton and Increase Mather, Nathaniel Ward, John Woolman, etc.). Also of interest to the student of literature are such major historical figures as Franklin, Jefferson, Paine and Adams. These figures are all well represented (many in complete works) in paper editions. The total works of this period are in the SFU Library on the Microprint of Charles Evans' American Bibliography..., an enormous work which covers all publications printed in America from 1639-1800.

C. 19th Century

The works of major and secondary figures are nearly complete in the 3,300 volumes of this period. We have both the Riverside and

Centenary editions of the works of Hawthorne; the New York edition of Henry James, the Writings of Mark Twain edited by Paine and a standing order for the Twain papers as they appear from the University of California Press; all nine editions of Whitman's Leaves of Grass published during his lifetime as well as the Complete Writings (1902); we also have standing orders for the Northwestern-Newberry edition of the works of Melville and the new edition of the Collected Writings of Poe. Garrett Press has provided reprints of the works of such figures as Harold Frederic, Sarah Orne Jewett, Kate Chopin, John DeForest and others.

This is by no means a complete listing, but merely an indication of the depth of this collection.

D. 20th Century

The 9,200 volumes in our collection of modern American literature include the complete works (although few are in collected editions) of Crane, Dreiser, Morris, Faulkner, Hemingway, Frost, Wolfe, Steinbeck, Warren, etc. Of course we continue to comprehensively acquire the works of established current writers and attempt to collect promising new writers of all genres.

Our Contemporary Literature Collection in Special Collections, stresses Post War avant garde and experimental poetry. In this

area the Library, with the advice and support of the English Department, is acquiring primary texts and secondary source materials as well as selected peripheral material. Manuscripts and unpublished materials by selected figures in the collection are acquired as they are available and financial support is found.

Some areas and authors where the collection is particularly strong are: Ezra Pound, W. C. Williams, Charles Olson and the Black Mountain School of Poets including Creeley and Duncan, the San Francisco Poets and the "Beat" poets, especially Michael McClure, Gary Snyder and Joanne Kyger, the New York School of Poets, Canadian West Coast Poets, and Concrete Poetry.

SERIALS

Any attempt to count the volume total of serials holdings would be arbitrary, at best, since some are catalogued, others are on film, and still others may be lacking a few volumes. The evaluation that follows will be an overview, providing numbers when they are realistic.

I. Literary Periodicals

A. English Literature

The SFU Library has a complete set of English Literary Periodicals of the 17th, 18th and 19th Centuries on microfilm from University Microfilms. While this set has attempted to be comprehensive in scope, it has certainly not filmed all of the major literary journals of the periods covered. In collaboration with the Department of English, we have attempted to fill in various lacunae in this area with purchases of complete or substantial runs of such titles as Fraser's Magazine (complete), Household Words (edited by Dickens), Douglas Jerrold's Shilling Magazine, Leigh Hunt's London Journal, Pall Mall Magazine, etc. UBC's holdings in this area are also substantial.

B. Canadian and Commonwealth Literature

Here again our holdings are substantial, the lacunae being those items which are simply not available in reprint or on film. Out of 41 titles listed in the Index to Commonwealth Little Magazines, we hold 34; UBC and UVic have three of the other titles, leaving only four titles unavailable locally.

Although our holdings of 18th and 19th century Canadian literary periodicals are far from complete, more important titles

such as the Literary Garland, Rose-Belford's Canadian Monthly, and the Canadian Magazine are here on microfilm. Other important titles (Nova Scotia and Acadian Magazine) are held by UBC. Most substantial 20th century little magazines (First Statement, Delta, Edge, etc.) are here complete.

C. American Literature

While we hold some standard titles from the 19th century (Harper's Weekly, North American Review) many others (Godey's Ladies' Book, Graham's Magazine, Southern Literary Messenger) are notably lacking.

However, UBC has the series American Periodicals, 1800-1850 from University Microfilms. This is a comprehensive series that has been going on for over 25 years and will do for American periodicals the same complete filming that the STC does for Renaissance English publishing.

In the 20th century our holdings are excellent. The Contemporary Literature Collection has 870 titles of modern American - and some Canadian and English - literary periodicals. Many more titles, not within the scope of the C.L.C., are in our general periodical collection.

II. Critical Periodicals and Series (Language and Literature)

Here the paper explosion has hit us, among other places, in the budget. The MLA Bibliography for 1967 listed 1,758 serials; the 1970 edition (the latest to have appeared), has nearly 2,500 cited. A thorough review was made of the titles in the 1970 bibliography; out of 513 series* and periodicals concerned with the broad spectrum of English Language and Literature as reviewed in this paper, we currently have standing orders for or subscribe to 447 (87%). UBC and UVic have another 19 of the selected titles, giving **TRIUL 91%. Of the 47 titles not at any of the TRIUL Libraries, 7 are on Black (American and African) Studies, 4 on Medieval and 2 on Celtic. The others are not oriented to a particular field.

* N.B.: Most of these series (e.g. Twaynes American Authors Series, Research Opportunities in Renaissance Drama, etc.) are classified and turn up in the count of monographs.

** TRIUL, a consortium of British Columbia's three public university libraries.

CONCLUSION

SFU Library's collection is strong in English Language and Linguistics, English Literature from Shakespeare through 20th century, Canadian Literature and American Literature. Holdings in medieval studies, however, are minimal, and the related fields of medieval history (just over 400 volumes) and philosophy (basic texts only) are also thin.*

Our scholars can also draw upon the general collections of UBC and UVic, as well as the Special Collections of those institutions (see Appendix I). In addition, Interlibrary Loans can be used to provide graduates and faculty researchers with materials not available from the TRIUL Libraries.

With the exceptions, then, of Old and Medieval English, and some areas of Commonwealth Literature, the Library can support a doctoral program in English. Our collection will continue to grow in all areas, but particular attention should be paid to these fields in the next few years if doctoral candidates are expected in them.

* Neither the Departments of History nor Philosophy have, to date, engaged in medieval studies.

DRAFT

December 7, 1972

The University Librarians
Simon Fraser University
University of British Columbia
University of Victoria

Special collections librarians of the three universities met at the TRIUL Humanities Librarians meeting in December 1972 to discuss interlibrary lending of special collections materials. In the TRIUL Interlibrary Loan Code of August 1972 it states that lending libraries may decline to lend rare and fragile materials. This is a provision which we have no wish to change, but there is another class of materials which are housed in special collections divisions, are non-circulating, but which would not be classed as 'rare.' The special collections librarians are prepared to lend these materials to the other institutions under the following conditions:

1. The lending library has the privilege of deciding in each case whether a particular item should or should not be provided, and whether the original or a copy should be sent. These decisions may be determined by the nature of the material or its physical condition, the degree of active demand for the material requested, conditions of deposit of the material in the library, or other reasons (to be specifically indicated).
2. Materials from Special Collections will be sent directly to the Special Collections section of the borrowing library, not to the Interlibrary Loan unit, or to the requester of the loan.
3. Materials will be sent by registered, insured mail or other reliable agent as determined by the lending library. The borrowing library must be prepared to pay the cost of insurance and registration and should authorize such charges on the request.
4. Special Collections staff of the borrowing library agree that the material will be used under supervision only in the Special Collections section and not lent for use outside the section.
5. The borrowing library agrees to honour any limitations on use imposed by the lending library, such as not allowing photocopying, use of pens, etc.
6. The borrowing library is responsible for returning loans promptly and in good condition. In case of loss or damage, the borrowing library will meet all costs of repair or replacement in accordance with the preferences of the lending library.

University of Toronto
TORONTO 5, CANADA

16 July 73

UNIVERSITY COLLEGE
DEPARTMENT OF ENGLISH

Dear Mr. Dean,

Thank you for your letter of June 22, which reached me only about a week ago: at this time of year I am only infrequently in my office.

I find it difficult to answer your specific questions until after I have indicated the responses I have felt in working through your full documentation. Of course, as we know, this continent is getting overstocked with Ph.D.s in English, and we must be careful when adding to the number. Still, you will gather from my comments below that I am not against your making some small addition.

Here are the comments that have occurred to me in going through the whole submission:

p. 2, §1. Yes, this is true. But a major library is a prerequisite: even at the University of Washington, where I have taught, the graduate students complain about their library - unnecessarily, I think. I agree on the necessity of stressing the need for close contact with students, which is possible in a large university, though the opportunity is sometimes not taken.

p. 2, §2. I don't quite understand 'No course credits, as such, shall be required: some years ago at Toronto I suggested that we ought to abandon anything but 'satis' and 'non satis''. So I am not unsympathetic, but of course you must have a chance of discontinuing a candidature when it truly appears to be necessary. Perhaps a 'satis'/'non satis' dichotomy would be more chilling than what we at present have: where we now give a charitable B, we might under such a system give a non satis.

p. 3. I welcome the omission of entrance and 'comprehensive' examinations (I have been urging this on Toronto for years, and have succeeded in the matter of entrance examinations), but in that case your ~~MINIMUM~~ of qualifications must be truly rigorous. I had not long ago a student from a quite good U.S. university who had an M.A. from there and proved to be almost illiterate: he was admitted while I was on leave.

But I think you are wrong in despising 'breadth' of study. As I grow older, I increasingly read things far away from my field of specialisation, with no intention of writing on them: this, surely, is something we should require early from our students. Let them be urged to read widely before they start on a Ph.D. dissertation. Of course, such knowledge is 'superficial', but isn't all of our knowledge so?

pp. 3-4. I see with regret your wish not to insist on Latin, and have to admit with equal regret Toronto's abandonment of it (for the Ph.D. in English) a few years ago.

scrutiny/

p. 5, §2. Can you give a Teaching Fellowship (as we call it in Toronto) to every Ph.D. student accepted? We can't, though we try to.

p. 6, (1), end. Nor do we in Toronto!

p. 12 (h). Do you really have a 'students' Supervisory Committee'? I am not sure what it is, but it tends to make my blood run cold.

p. 12 (h). I think you should provide any acceptable person with an opportunity of teaching, if you can manage it and if he wishes it - never mind what his 'interests' are. See notes above and below.

p. 12 (h). Eight years is surely too long.

pp. 15-16. My list of publications takes my breath away: why didn't you ask me? Not that it matters.

Calendar Entry, p. 1. Study Requirements. I don't really think you should submit a student to appraisal at the end of every trimester: surely every year would be enough?

p. 1, last paragraph. Good: but you will see above that I am dubious about not requiring a foreign language from everyone.

p. 2, Examinations. I do not understand 'unless the student waives this requirement', and find it difficult to relate this whole paragraph to the previous statement about the absence of 'comprehensives' or the like. Also, in view of my Toronto experience, I suggest that students should, at the discretion of the Department, have at least two shots at passing any such examination.

p. 2, Ph.D. Thesis, §1, end. You just can't afford to get an external examiner at this stage: reserve him for the defence. See note below marked *.

Procedures, p. 1, last 3 lines. Something has gone wrong with the typing here.

p. 2, Supervision, §§4-5. I wonder if you aren't being too agonising here? In practice the supervisor has to take primary responsibility, which is agonising enough.

p. 2, Studies, §2. See note above on the matter of a foreign language.

p. 3, Studies, §4. I'd suggest deleting the last sentence.

p. 3, Teaching. You touch on a really difficult matter. In practice, I recognise that the Ph.D. in the Humanities is now largely a professional qualification for

teachers, but should you totally neglect the possibility that a student may wish to get the degree without wishing to teach afterwards?

p. 3, Examinations, §§1-4. I fail to see the relation between this and the previous statements that there^{out} to be no 'comprehensives'.

p. 4, Ph.D. Thesis, §1. 'As soon as practicable' seems vague.

p. 4, Ph.D. Thesis, §2. People die, move or otherwise become unavailable: I would suggest appointing the external examiner only when the thesis is about to be submitted. See note above marked *.

p. 4, Ph.D. Thesis, §3. I think you are being too elaborate here: don't anguish the candidate more than you have to. And this would entail another visit from the external examiner, which seems unnecessarily expensive.

p. 5, Ph.D. Thesis, §4. We have found it useful in Toronto to have a non-voting chairman of the defence committee from outside the Department: his job is simply to see that the proper procedures are followed.

Library Report, p. 3, D. I strongly urge you to get the University Microfilms of STC and Wing, not relying on UBC for this.

General Comment. This is an impressive document which must arouse admiration for all that has been done in a comparatively short time. Nevertheless, two things seem to emerge which should be mentioned by way of caution: (i) the English Department should not at present accept a Ph.D. student who wishes to work in the medieval field; (ii) in some other fields it is likely that a Ph.D. student would need to pursue his researches elsewhere, at least for a semester or two: of course, the Canada Council has been generous in the past in giving help in such cases, but we have to remember that its money is not now as abundant as it was.

Curricula Vitae. I have been through these in some detail. The following comments seem suggested:

- (i) Clearly you have some people of high distinction: e.g., Professors Habenicht, Lever, Newman (in alphabetical order).
- (ii) With some outstanding exceptions, your senior Faculty members seem to specialise particularly in the nineteenth and twentieth centuries. I wonder whether, in starting off your Ph.D. programme in this subject, you should concentrate on these fields - as, for example, McMaster does in the eighteenth century. This does not mean you have to refuse someone who wishes to work in another field, but his

4

acceptance must be dependent on the availability of an appropriate supervisor and other teachers in his field.

(111) I think you should not use in Ph.D. teaching or supervision anyone who has not yet reached the rank of Associate Professor. This is a hard saying, because we don't keep to it in Toronto. But I have, as mentioned above, looked rather carefully at the curricula vitarum, and it is my honest opinion. Professor Newman's is clearly an anomalous case, and this does not apply to him.

At this point I shall make tentative replies to the questions specifically asked in your letter:

(1) Yes, but with the reservations made above concerning fields and concerning the use of members of Faculty for teaching and supervision.

(2) Yes, within the limits already indicated.

(3) This, as indicated at the beginning of my letter, is extraordinarily difficult to answer. On balance I would say: 'Go ahead, but very slowly.'

(4) I think this has been answered under (3). I am not fully familiar with all English Departments in Canada, but I know fairly well those in Ontario, British Columbia, and Nova Scotia. Probably you are in at least as strong a position as any other of the universities I know that do not yet have a Ph.D. programme in English. But I think we should face it that this is not saying very much.

Do you want the documentation back? I can easily get my office to send it to you if you wish.

With kind regards,
Yours sincerely,

Clifford Leech
Clifford Leech

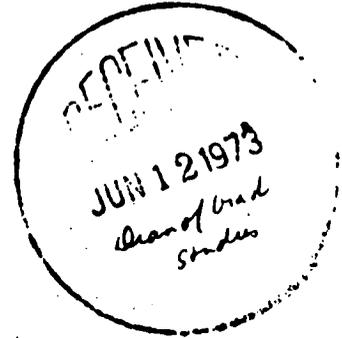
Dr. K. E. Rieckhoff,
Associate Dean of Graduate Studies,
Simon Fraser University,
Burnaby 2,
British Columbia.

CALIFORNIA STATE UNIVERSITY • LOS ANGELES



401 STATE UNIVERSITY DRIVE, LOS ANGELES, CALIFORNIA 90032

8 July 1973



H. E. Rieckhoff, Associate Dean
Graduate Studies
Simon Fraser University
Burnaby 2, British Columbia

Dear Dean Rieckhoff:

My assessment of the English PhD proposal may seem inconsistent. To the student's and faculty, it appears exciting and challenging; to the administrator, frightening; and to the prospective employer, forbidding. Still, were I a member of the Assessment Committee, I would vote in favor of the plan because its potential strengths could, in the long-run, compensate for inherent weaknesses.

(1) The strength of the proposal is that it places due emphasis on the PhD as a research degree, while recognizing the pragmatic value of providing some teaching experience. It may be true that PhD's from "leading institutions" have a breadth of courses that this proposal de-emphasizes (yet would ensure by careful screening of applicants). It has been my experience, however, that this breadth is not always a guarantee of the flexibility or adaptability college teaching in our time demands. At the same time, the depth promised by this proposal at least increases the probability that a SFU PhD would have had research experience comparable to PhD's from any other institution I know.

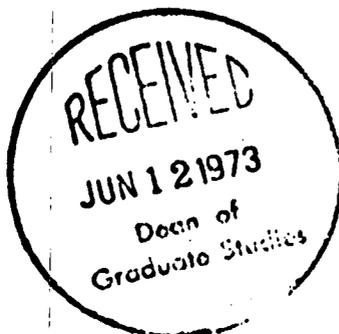
(2) I fear this is the basic weakness of the proposal. I do not wish to evaluate the merits of a faculty known to me only on paper. But a program putting a premium on individual attention ought to require a large enough group of experts to compensate for leaves, "individual domination," and personality clashes. As a survivor of a similar program on the undergraduate level (Swarthmore College Honors), I know how frustrating and demoralizing such problems can be. Yet my experience at graduate school (Harvard) was worse, because the people I had hoped to study with were on leave or incompatible, and I emerged in a field foreign to my intent or inclination. This is perhaps, then, a congenital weakness of the system itself. Could the emphatic focus on individual attention be a curse?

(3) It seems to me that the success of the program would depend on "rigorous" implementation -- screening applicants, advising candidates, monitoring their performance, and measuring their achievements. If the screening could somehow ensure breadth; the advising, tailor programs to individual capabilities; the examinations be conducted by external examiners -- a successful candidate would emerge with professional competence and concomitant confidence.

- (3b) What I see of Canada's predicament in this respect, and what I know of this country's, should make the proposal terrifying. But projections of the US Department of Labor, at least, offer "good prospects" for university teachers by the end of the decade -- when the proposed program would have had a chance to prove itself.
- (3a) The trend in this country, chiefly in response to student demand, is a return to historicity in the teaching of literature. This is true on the East Coast, at Columbia specifically, and here. The more fashionable programs in ethnic cultures or women's role and even those emphasizing Criticism seem destined to be short-lived. I should think faculty designing individual PhD programs would be aware of current trends in both our countries.
- (4) I would advise taking the risk inherent in the proposal. I am persuaded of the virtues in the tutorial emphasis, although I would urge that the program be kept small enough for close monitoring and flexible enough for intelligent modifications. I am not sure that size or emphasis is all-important. UCLA's success in placing its PhD's is in sharp contrast to much smaller UC, Irvine's. But UC, Riverside, which is smaller still, seems to have more success than UCI. The difference may indeed be in their emphases -- for UCI emphasizes Criticism. Yet gigantic USC, where the emphasis is also on Historicity, has mixed success. I suspect the deciding factor is the reputation of the faculty under whom a given candidate works. Thus, ultimately, the success of this proposal may come to depend on the faculty's commitment to their own development as well as to that of their students.

Faithfully yours,

P. M. Zall
P. M. Zall,
Professor of English



UNIVERSITY OF CALIFORNIA, BERKELEY

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SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF ENGLISH

BERKELEY, CALIFORNIA 94720

18 July 1973

Dr. K. E. Rieckhoff
Associate Dean of Graduate Studies
Simon Fraser University
Burnaby 2, B.C.
Canada

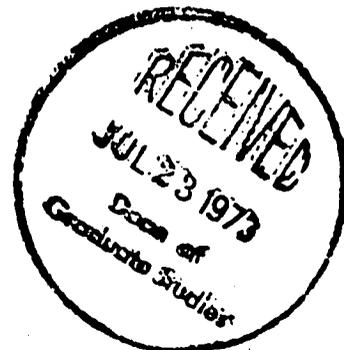
Dear Dr. Rieckhoff:

This is my assessment of the proposed Ph.D. program in English at Simon Fraser University. For the sake of clarity, I will give brief summary answers to the four questions you posed, and then make detailed comments on a variety of matters.

1. The program described can certainly produce Ph.D.'s of high quality. By admitting only candidates with M.A.'s and with very excellent records, the English department can compensate for any weaknesses in its own offerings.

2. I think the available academic expertise is sufficient to launch the program, and that the program's very existence will draw further talent to the faculty.

3. The rationale strikes me as convincing in its remarks about the effect of a Ph.D. program on faculty morale, but rather scanty with regard to the students who would actually go through the program. No attempt is made to justify the Ph.D. as a degree having either cultural or practical value. I myself am no expert on the job market, which may be quite different in a few years. It would probably be wrong to turn down a small-scale Ph.D. program now on the grounds that employment couldn't be guaranteed five or eight years from now. I personally do believe in the less tangible benefits of a Ph.D. degree, both for its recipient and for the institution offering it, but the English department's proposal doesn't try to spell out those benefits very fully.



4. Within the realities of the job market, I believe that a university that is capable of offering Ph.D. degrees in various fields should do so. The existence of a program fosters higher standards of knowledge at all levels; it attracts talent to both the faculty and the student body; it results in improved library resources; and eventually it offers cultural benefits to the surrounding community. I won't enter into an elaborate defense of these ideas, which I believe are commonplace.

Now I would like to point out what I think are the strong points in the proposed program, and then go on to raise certain doubts and queries:

Strong Points

1. The M.A. requirement is very sensible for a new program in a relatively small university. At a later point this requirement might well be removed.
2. I believe that the admissions procedures can probably be made strict enough to ensure a first-rate student body.
3. The emphasis on one-to-one teaching is excellent, and makes a notable departure from the situation in most graduate schools. I also approve of the idea of a supervisory committee to oversee and evaluate each student's progress.
4. The rather forbidding set of examinations, required quite early in a student's graduate career, ~~is~~ justified as a means of ensuring that supposedly advanced students really are far enough along to undertake Ph.D. work.
5. I approve of the proposal that each student be given advanced teaching responsibilities insofar as possible.

Doubts and Queries

1. Admissions will have to be handled with the utmost care and skepticism, for the following reason. Most of the top-flight students sought for this program will presumably have just received M.A. degrees from leading universities that have Ph.D. programs of their own. Why would such a student decide to transfer at this point to S.F.U.? There is a risk that the student body might come to consist of academic malcontents who, though they want advanced degrees, resist the whole idea of intellectual discipline. I have already conceded that the program contains checks against this danger, but it should be kept in mind from the beginning.

2. Ph.D. programs generally pay some homage to the idea of comprehensive knowledge within the field. Of course true comprehensiveness becomes an ever more distant ideal as specialization advances, but there is still a widespread idea (which I share) that a holder of a Ph.D. should be broadly knowledgeable about his whole discipline. The statements before me seem to hurry past this idea, perhaps with a trace of sarcasm. Does the S.F.U. English department believe in comprehensive knowledge of English and American literature and language? If so, its proposed program seems to have some serious loopholes:

- (a) The holding of an M.A. degree these days doesn't guarantee that any core of knowledge has been covered. Will those who handle graduate admissions be looking for signs of wide background, and if so, what coverage will be expected?
- (b) The proposal mentions four "core areas," one of which must be pre-nineteenth century. But since the core areas aren't defined (point 5 below), I can't get a clear idea of what this requirement would entail. In my experience, students these days tend to concentrate on the twentieth century in their electives. I don't see anything in the proposal that would prevent a very narrow modern specialization from undergraduate work right through the Ph.D.

3. I have a comparable reaction to the absence of any language requirement. Is S.F.U. content to award Ph.D. degrees to people who don't know even one language other than English? Once again it would be good to know whether some value is going to be placed on language competence at the time of admission.

4. The two previous points entail a broader one that I hinted at on p. 1: the proposal contains very little positive emphasis on what a Ph.D. degree ought to mean. How should a Ph.D. differ from an untrained layman? Is he just somebody who can pass a few exams and write a dissertation? Are there any cultural values in his trust? The discussion of language requirements implies that a Ph.D. candidate needn't know anything that isn't directly necessary to the carrying-out of one particular research project. But won't this person go on to do some very different research in later years, and won't he be faced by a wide variety of teaching challenges that can't be precisely anticipated? I don't have a specific complaint to lodge here; I simply feel a vague lack of philosophical commitment behind the proposal, which is excellent in most of its details.

5. It seems to me unwise to leave the core areas completely undefined. In the first place, this is a disservice to would-be candidates for admission; they deserve to know (from the catalogue) exactly what

parts of their B.A. and M.A. training would count in their favor, and exactly what further hurdles they face. Second, I think that this lack of definition may hide fundamental, debilitating philosophical differences among the faculty. For some professors, I would surmise, a core area could only mean Chaucer, Shakespeare, Spenser, Milton, the Renaissance, Romanticism, etc., while for others it would also mean Female Studies, Psychoanalysis and Literature, Marxist Criticism, Folklore, Myth, etc. The difference becomes important when a student draws liberally on the second type of course or exam to fulfill his core areas. Painful though the prospect may be, I think the English faculty should iron out its disagreements (if any) on this issue, and get a clear statement into the catalogue.

6. The proposal makes no mention of research methodology. In most Ph.D. programs, I believe, a "methods" course is required; it covers library research, bibliography, printing, and special problems of finding materials and solving anomalies (multiple or unknown authorship, dating, identification of handwriting, etc.). Opinion about the value of such courses is divided. I would like to know where the English department stands. Does it expect students to come with this knowledge? If so, this is probably a vain hope, as M.A. candidates are often exempted from the methods course. My impression is that some students can perform brilliantly through the M.A. and then wilt before the awesome prospect of a dissertation; they just don't have the necessary command of research techniques. Has this problem been considered? If a requirement was rejected, what were the grounds for the decision?

7. The stated span for student careers, namely two to eight years, sounds odd to me. Could eight years be considered a normal or desirable period between the M.A. and Ph.D. degrees? Perhaps the authors mean to say that students would normally be expected to finish in two or three years, and that they would be removed from candidacy if they hadn't finished in eight years.

8. I believe the oral defense of the dissertation is widely recognized as an anachronism. What purpose does it serve? Can anyone seriously imagine a student being denied a Ph.D. because of an inadequate oral defense of a dissertation that was already approved by its readers? I recommend that this portion of the proposal be deleted.

9. The proposal asserts that a student will receive a progress appraisal at the end of each term by his instructors, his supervisor, his supervisory committee, and the department's graduate program committee. If this actually occurred, it would place an intolerable burden on the faculty. In my own department there is one thorough

review after six terms, when sufficient evidence has accumulated from many sources. I was chairman of the review committee (for all candidates) this year, and the job was extremely demanding. If the statement really means that instructors and supervisors will fill out a form at the end of the trimester, this is a different matter. Perhaps it should be clarified.

10. A student, the proposal says, may take his four written exams "at any intervals of his choice" before the end of his third trimester. I believe this means that a new set of exams would have to be devised for each student. If so, this would be wasteful of faculty time and energy. It is much easier to take an exam than to invent a fair set of questions and grade the answers. Shouldn't there be a few set dates on which exams would be offered? The more students you can get to take an exam on the same day, the clearer the resultant picture of relative quality.

11. I wonder if an external examiner is necessary. It is a great nuisance to serve in this capacity, and the proposal envisions that the examiner will be present (if possible) at the prospectus meeting and the oral defense. If the examiner does take the trouble to comply, his own academic life will be interrupted by travel, etc.; if he doesn't, he won't be in sufficient touch with the student's project to give him much help. What, then, is the point? In my university the dissertation committee draws one of its three members from an external department on the same campus. This person is readily available not only for the prospectus meeting, but for meaningful, ongoing consultation with the student as he works on the dissertation. Often, in fact, he turns out to be the key member of the committee. I recommend this system on the grounds of everyone's convenience.

Although this list has been longer than the one preceding it, I would like to reaffirm my broad agreement with the proposal. A Ph.D. in English at S.F.U. is an attractive idea, and this proposal shows an admirable dedication to personal instruction and a practical sense of what can be accomplished with current facilities.

Yours sincerely,
Frederick Crews
Frederick Crews
Professor

P.S. Pardon my wretched typing. And do you want me to return any of the materials you sent me? I have left the vitae unmarked.

SIMON FRASER UNIVERSITY

MEMORANDUM

ALL MEMBERS OF SENATE

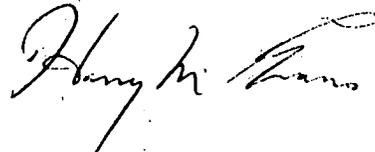
From H. M. EVANS, SECRETARY

OF SENATE AND REGISTRAR

Subject NOTICE OF MEETING

Date DECEMBER 2, 1975

A Special Meeting of Senate has been called for Monday, December 8, 1975 at 7:30 p.m. in Room 3172, Administration Building to consider items which were not covered in the Open Session Agenda and in the Closed Session Agenda of the Senate Meeting of December 1, 1975.



H. M. Evans

HME:pr

- NOTE:
1. See agenda and support papers distributed earlier for the meeting of December 1, 1975.
 2. No arrangements are made for dinner in advance of the meeting.

DRAFT UNTIL APPROVED BY SENATE

MINUTES OF A SPECIAL MEETING OF THE SENATE OF SIMON FRASER UNIVERSITY
HELD MONDAY, DECEMBER 8, 1975, 3172 ADMINISTRATION BUILDING, 7:30 P.M.

OPEN SESSION

Present:	Jewett, P., Chairman	Absent:	Baird, D. A.
	Allen, D. I.		Cunningham, F.
	Aronoff, S.		Davison, A. J.
	Barlow, J. S.		Diamond, J.
	Birch, D. R.		Doherty, P. M.
	Blaney, J. P.		Erickson, D. A.
	Brown, R. C.		Harrison, S.
	Calvert, T. W.		Hindle, L.
	Carlson, R. L.		Kazepides, A.
	Catalano, J. A.		Knight, D. E.
	Curzon, A. E.		McCoy, S. G.
	Debo, R. K.		Morin, S.
	Dorsel, M. M.		Pate, B. D.
	Ellis, J. F.		Rieckhoff, K. E.
	Emery, B. E.		Schiffer, R.
	Fattah, E. A.		Shillow, M.
	Finlayson, T.		Sterling, T. D.
	Holmes, R. A.		Versfelt, J. A.
	Hutchinson, J. F.		Walkley, J.
	Ironside, R. A.		Williams, W. E.
	Jones, C.H.W.	In attendance:	Alspach, B. R.
	Latham, L.		Russell, R. D.
	Mackauer, J.P.M.		
	Martel, A. G.		
	McCoy, C. G.		
	McWhinney, E.		
	Overholt, M. J.		
	Smith, W.A.S.		
	Thomas, S.		
	Wallbaum, D. C.		
	Wheatley, J.		
	Wilson, B. G.		
	Evans, H. M., Secretary		
	Nagel, H. D.		
	Norsworthy, R., Recording Secretary		

It was noted that the Special Meeting of Senate had been convened to consider the balance of the agenda for the December 1, 1975 meeting of Senate.

5. REPORTS OF COMMITTEES

ii) Senate Committee on Undergraduate Studies

1) Paper S.75-173 - Faculty of Education - New Course Proposal - EDUC 406-0

Moved by D. Birch, seconded by J. Ellis,

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.75-173, EDUC 406-0."

Question was called, and a vote taken.

MOTION CARRIED

m) Paper S.75-174 - Proposed Changes - Computing Science

Moved by D. Birch, seconded by R. Brown,

"That Senate approve, as set forth in S.75-174, the vector change, prerequisite change, and special note change proposed for CMPT 260-3."

R. Brown drew attention to an editorial change wherein the prerequisite change for CMPT 260-3 should read, "CMPT 103-3 or CMPT 105-3 (or CMPT 001 for students not taking Computing Science programs), and completion of 45 semester hours of credit."

Question was called, and a vote taken.

MOTION CARRIED

n) i) Paper S.75-175 - New Course Proposal - KIN. 220-3

Moved by D. Birch, seconded by R. Brown,

"That Senate approve and recommend approval to the Board of Governors the new course, KIN. 220-3 - Human Foods and Nutrition, as set forth in S.75-175."

Question was called, and a vote taken.

MOTION CARRIED

1/8) Paper S.75-176 - Proposed Changes - Department of Kinesiology

Moved by D. Birch, seconded by R. Brown,

"That Senate approve and recommend approval to the Board of Governors, as set forth in Paper S.75-176:

1. That the Mathematics requirements for a Major in Kinesiology, originally (a) be changed to (a) or (b):
 - (a) MATH 151-3 - Calculus I
MATH 152-3 - Calculus II or
 - (b) MATH 154-3 - Calculus for the Biological Sciences
MATH 155-3 - Calculus II for the Biological Sciencesand that this change be made wherever it appears in the submission.
2. That the Computing Science requirements for a Major in Kinesiology be changed as follows:

Delete CMPT 100-3 (now CMPT 105-3) - Introduction to Computing;
Add CMPT 142-1 - Computing Project - Kinesiology.
3. That there be a change in the wording of the course description and the addition of a recommended prerequisite for KIN. 100-3 - Introduction to Human Structure and Function to read as follows:

'This course provides an insight into the structure, function and organization of the various systems of the body and how they interact to form a living organism. Material includes: the nervous system; structure and function of muscle; the cardiovascular system; respiration energy metabolism; endocrinology and reproduction. Recommended: A knowledge of Biology, Chemistry, and Physics to a Grade XI level.'
4. That the vector for KIN. 330-3 be changed from 2-0-4 to 2-1-0, with the corresponding word description changing from Lecture/Tutorial/Laboratory to Lecture/Tutorial.
5. That the prerequisite for KIN. 442-3 - Biomedical Systems be changed:

From: CMPT 100-3, MATH 101-3, MATH 152-3, KIN. 100-3;
To: CMPT 103-3, MATH 152-3, or MATH 155-3, KIN. 100-3.

6. That the prerequisite for KIN. 480-3 - Human Factors in Working Environments be changed:
From: 'A minimum of 90 semester hours credit with not less than 45 hours credit from courses in at least three of the following: Science, Computing Science, Economics and Commerce, Psychology and Kinesiology.'
To: 'KIN. 100-3, PHYS 101-3, MATH 151-3 or 154-3 and not less than 45 hours credit from Science, Computing Science, Psychology, Economics and Commerce and Kinesiology recommended.'
7. That a prerequisite be added for KIN. 496-3 - Directed Study, to read:
Consent of advisor. This is to be obtained before the start of the examination period of the semester prior to the one in which the student plans to register for this course.
8. That the prerequisite for KIN. 498-3 - Undergraduate Research be changed from 'Consent of Chairman' to 'Honors standing or consent of chairperson. Approval of the research project is to be obtained before the start of the examination period of the semester prior to the one in which the student plans to register for this course.'
9. That the requirements for a Minor in Kinesiology be changed to:
'The basic requirements will be (a) KIN. 100-3, (b) 21 hours of additional course work in the Kinesiology Department, of which at least 15 hours must be selected from courses numbered 300 and above. Students using this minor in preparation to teach are urged to select the courses for the minor program in consultation with the Faculty of Education and the Department of Kinesiology.'

Question was called, and a vote taken.

MOTION CARRIED

- o) Paper S.75-177 - Proposed Changes - Canadian Studies Program

Moved by D. Birch, seconded by R. Brown,

"That Senate approve the revision of the Canadian Studies Program, as set forth in S.75-177."

Question was called, and a vote taken.

MOTION CARRIED

p) Paper S.75-178 - Proposed Changes - Latin American Studies

Moved by D. Birch, seconded by R. Brown,

"That Senate approve, as set forth in S.75-178, the recommended addition and deletion of courses identified as containing partial Latin American content."

Question was called, and a vote taken.

MOTION CARRIED

q) Paper S.75-179 - Proposed General Changes - Faculty of Science

Moved by D. Birch, seconded by S. Aronoff,

1. "That Senate approve, as set forth in S.75-179 (a), the deletion of notes A and B following BISC 101-4 and 102-4 in the undergraduate calendar entry."
2. "That Senate approve, as set forth in S.75-179 (b), the proposed modification of requirements in the Biochemistry Core Program to make BISC 101-4 and 102-4 required rather than merely strongly recommended."
3. "That Senate approve, as set forth in S.75-179 (c), the change in prerequisite for BISC 410-3 - Ethology from BISC 305-3 - Animal Physiology to BISC 304-3 - Animal Ecology, or permission of the Department."
4. "That Senate approve and recommend approval to the Board of Governors, as set forth in S.74-179 (d), the following revision to the requirements for majors in Biology:
Delete: 'Three courses from Group II - The Biology ... 347-3.' Replace with: 'Four courses from Group II - The Biology of Organisms. One course from BISC 326 and 337, one course from BISC 303, 306, 316, 317, 326 and 337, and one course from BISC 305 and 347.'"
5. "That Senate approve, as set forth in S.75-179 (e), the revision of notes under CHEM 251-3 and CHEM 256-2 as follows:
After CHEM 251-3 add: 'CHEM 256-2 should ordinarily be taken concurrently.'
After CHEM 256-2, delete 'this course may be taken concurrently with CHEM 251-3 or 252-3.' Add after prerequisite: 'CHEM 115-2. CHEM 251-3 should ordinarily be taken concurrently.'"
6. "That Senate approve and recommend approval to the Board of Governors, as set forth in S.75-179 (f), the addition of PHYS 202-2 to the statement of Chemistry Core Program requirements."

7. "That Senate approve and recommend approval to the Board of Governors, as set forth in S.75-179 (g), deletion of the first footnote under Chemistry Minor - Inorganic/Radiochemistry and both footnotes under Chemistry Minor - Physical and Nuclear Chemistry."
8. "That Senate approve and recommend approval to the Board of Governors, as set forth in S.75-179 (g), the addition of the words 'or MATH 154-3' after MATH 151-3 in the statement of prerequisites for CHEM 104-3 - General Chemistry I, and the addition of 'or MATH 155-3' after MATH 152-3 in the statement of prerequisites for CHEM 105-3 - General Chemistry II."
9. "That Senate approve, as set forth in S.75-179 (h), the addition of a note following MATH 101-3 - Introduction to Statistics to read 'students who have obtained credit for ARC. 376-5, ECON 332-3, or MATH 371-3 cannot subsequently receive credit for MATH 101-3' and the alteration of the prerequisite statement following MATH 302-3 to read as follows:
'Prerequisite: MATH 101-3 or MATH 371-3 or ARC. 376-5 or ECON 332-3.'"
10. "That Senate approve and recommend to the Board of Governors for approval, as set forth in S.75-179 (i), the recommended changes in prerequisites, course titles, and course descriptions in Physics."

D. Birch drew attention to Motion 9, wherein MATH 371 had been inadvertently omitted from the blue motion sheet in the prerequisite for MATH 302-3.

Question was called, and a vote taken.

MOTION CARRIED

r) Paper S.75-180 - New Course Proposals - Biological Sciences

Moved by D. Birch, seconded by S. Aronoff,

1. "That Senate approve and recommend approval to the Board of Governors, as set forth in S.75-180, the following courses:

BISC 337-3 - Comparative Morphology, Distribution
and Evolution of Vascular Plants
BISC 437-3 - Plant Development and Morphogenesis
BISC 347-3 - Physiology of Plant Nutrition and
Metabolism
BISC 447-3 - Control and Regulation in Plants

(Note: The approval of BISC 337-3 and 347-3 will result in the deletion of BISC 336-3 and BISC 315-3 respectively from the Biological Sciences curriculum.)

2. "That Senate approve that BISC 447-3 may be first offered in the Summer semester 1976-2."

Question was called, and a vote taken.

MOTION CARRIED

- s) Paper S.75-181 - New Course Proposal - BICH 412-3

Moved by D. Birch, seconded by S. Aronoff,

"That Senate approve and recommend approval to the Board of Governors, as stated in S.75-181 - BICH 412-3 - Enzymology."

(Note: If BICH 412-3 is introduced, BICH 411-2 will be discontinued.)

Question was called, and a vote taken.

MOTION CARRIED

- t) i) Paper S.74-182 - Proposed Changes - Mathematics Lower Division Course Requirements

Moved by D. Birch, seconded by S. Aronoff,

"That Senate approve the lower division course requirements for Mathematics majors and minors, as set forth in Paper S.75-182."

Question was called, and a vote taken.

MOTION CARRIED

- ii) Paper S.75-183 - Proposal for Computational Mathematics Option

Moved by D. Birch, seconded by S. Aronoff,

"That Senate approve, and recommend approval to the Board of Governors, the following new courses as set forth in S.75-183:

MATH 243-3 - Discrete Mathematics
MATH 408-3 - Discrete Optimization
MATH 450-8 - Job Practicum in Computational Mathematics."

D. Birch noted that he had received material from the Interdisciplinary Committee representing Mathematics and Computing Science documenting consultation and the extent that the courses proposed will meet the needs of the two groups. Professors B. Alspach and R. Russell were invited to join the assembly as departmental representatives and proponents of the proposal.

D. Wallbaum expressed his concerns with regard to MATH 450-8 and the possibility of students being placed with commercial organizations without provision for payment; also with credit so obtained not being applicable towards requirements for the major. D. Birch explained that discussion by the Senate Committee on Undergraduate Studies had ensured the intention was not to exclude payment but not guarantee it, and that students would not be competing unfairly or be exploited. B. Emery commented that the proposal smacks of union busting.

Moved by B. Emery, seconded by R. Ironside,

"That MATH 450-8 be referred back to the Senate Committee on Undergraduate Studies."

R. Ironside stated that he was under the impression that a study is currently underway on the practica field and it was appropriate to refer to permit time for study and evaluation. S. Aronoff added that there were a number of work practica in existence and the matter should be deferred pending resolution of the study.

It was moved by J. Ellis, seconded by ?

"That the motion to refer be tabled to permit discussion of the substance."

Question was called on the motion to table, and a vote taken.

MOTION TO TABLE CARRIED

The resource people stressed that the proposal was an experiment and the Department assumed on the basis of the enthusiastic responses received from interested concerns that the demand could exceed the supply; that there was every possibility that students involved would be remunerated for their contributions which would involve statistical as well as computing abilities.

A number of Senators commended the proponents of the proposal for their initiative, while several students remained cynical in their views of the business community. It was agreed that the minutes would reflect the consensus of the meeting that a practicum should not preclude payment.

Moved by R. Ironside, seconded by B. Emery,

"That the motion to refer be brought back to the table."

MOTION CARRIED

Question was called on the motion to refer, and a vote taken.

MOTION TO REFER FAILED

Question was called on the main motion, and a vote taken.

MAIN MOTION CARRIED

u) Paper S.75-184 - New Course Proposal - PHYS 131-2

Moved by D. Birch, seconded by S. Aronoff,

1. "That Senate approve and recommend approval to the Board of Governors, as set forth in S.75-184, PHYS 131-2 - General Physics Laboratory."
2. "That Senate approve the offering of PHYS 131-3 - General Physics Laboratory first in the Summer semester 1976-2."

D. Birch stated that offering of the course, if approved, would be contingent upon resources and approval of the course by SCUS and Senate does not imply allocation of resources. A. Curzon, in response to a question raised by R. Ironside, read details of the estimated equipment funding, and stated that experiments would be set up many times over 13 weeks of offering the laboratory. It was estimated that between 15 and 20 would enrol in the course.

Question was called, and a vote taken.

MOTION CARRIED

v) Paper S.75-185 - Courses to be Deleted

Moved by D. Birch, seconded by S. Smith,

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.75-185, that the following courses be discontinued and deleted from the Calendar:

GERM 406-5 - Medieval German
RUSS 405-5 - Introduction to Slavic Linguistics
RUSS 409-3 - Readings in Russian Linguistics
PHIL 454-5 - Positivism and Pragmatism."

Question was called, and a vote taken.

MOTION CARRIED

iii) Senate Graduate Studies Committee

a) Paper S.75-186 - Biochemistry Graduate Calendar Entry

Moved by J. Wheatley, seconded by S. Aronoff,

"That Senate approve the entry for Biochemistry as set forth in Paper S.75-186."

J. Wheatley noted that the proposal was permission to advertise specialities of participating faculty in the Biochemistry Program and no change in regulations.

Question was called, and a vote taken.

MOTION CARRIED

b) Paper S.75-187 - Proposed Changes - Graduate Studies Regulations

Moved by J. Wheatley, seconded by J. Ellis,

1. "That Senate approve the following change in the Graduate Studies Regulations:

'3.7 Conditional Admission

A student who wishes to apply in any of the above categories can be given Conditional Admission before he has all the qualifications for admission. In that case, he is conditionally admitted contingent upon his fulfilling certain specified requirements.'"

2. "That Senate approve the following change in the Graduate Studies Regulations:

That the word 'graduate' be inserted between the words 'the' and 'courses' in the second to last line of the second paragraph of 5.1 in the General Regulations."

It was agreed that Motion 1 be altered to clarify the intent, and the motion would then read,

'3.7 Conditional Admission

A student who wishes to apply in any of the above categories can be given Conditional Admission before he has all the qualifications for admission. In that case, he is admitted conditional upon his fulfilling certain specified requirements.'"

Attention was directed to Motion 2, and S. Aronoff thought it would be deleterious if professors require undergraduate courses which are not counted towards graduate credit. J. Wheatley objected to Senate facing questions which should be directed to the appropriate Committee.

Moved by S. Aronoff, seconded by J. Catalano,

"That Paper S.75-187 be referred back to the Senate Graduate Studies Committee."

Question was called on the motion to refer, and a vote taken.

MOTION TO REFER FAILED

Question was called on the main motion, and a vote taken.

MAIN MOTION CARRIED

6. REPORTS OF FACULTIES

There were no reports from Faculties.

7. OTHER BUSINESS

There was no other business.

8. NOTICES OF MOTION

- i) Paper S.75-189 - Two Semester Time Lag Requirements (J.P.M. Mackauer)
- For Discussion

Moved by M. Mackauer, seconded by J. Hutchinson,

"That Senate delegate to the Senate Committee on Undergraduate Studies the responsibility for considering and applying existing regulations and practices related to the two semester time lag requirement before new undergraduate courses may normally be offered; Senate to be advised of the action(s) taken with respect to a particular course(s) by the Senate Committee on Undergraduate Studies at the time the course proposal is presented to Senate for consideration."

S. Aronoff supported the motion but suggested on matters of delegation Senate should have the opportunity to retrieve its authority where it feels it is necessary. M. Mackauer responded that Senate was protected from any action of SCUS as matters were transmitted to Senate in advance of their submission to the Board of Governors.

Question was called, and a vote taken.

MOTION CARRIED

- ii) Paper S.75-190 - Amendment to the Rules of Senate (Senate Committee on Agenda and Rules) - Not for Discussion

The Chairman noted that Paper S.75-190 was introduction of a notice of motion for discussion at the January 1976 meeting of Senate.

9. INFORMATION

It was noted that the next meeting of Senate is scheduled for Monday, January 12, 1976 at 7:30 p.m.

The assembly moved immediately into Closed Session at 8:31 p.m.