

SM 5/6/67

SENATE PAPER # S-13

Ed. Ex.

P R E L I M I N A R Y P R O P O S A L

UNIVERSITY NETWORK

A proposal for a general education
program at Simon Fraser University

Submitted by the Senate Committee
on General Education:

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SM 5/6/69

Go. P. A.

"The forms of sophistication which higher-level courses in general education ought to provide is not just a better grasp of modes of scientific concept formation and theory construction, and the like, all of which have as their aim a better comprehension of ways of coping with phenomena of various sorts. They should seek, first of all, to differentiate among those major forms of activity that serve to absorb and delight the minds of men; our dealings with physical objects; our relations with human (and other) persons; and our engagements with those creations of the imagination of which works of art and literature are merely the most conspicuous. Only in relation to them do we begin to see what the point might be in giving an account of those specific forms of achievement that go by the names of knowledge and learning."

H.D. Aiken
Professor of Philosophy & Ideas
Brandeis University

SM 5/6/67

- 1 -

Aims of the Program:

1. To provide an increased emphasis on the connections between different fields of knowledge, their interdependence and the relevance of each to the context of contemporary society.
2. To provide a context within which the individual disciplines of the University can operate integrally, supplying for the benefit of both students and faculty a tangible metaphor for the University's corporateness and collective purpose.
2. To provide a program of voluntary activities of all kinds -- intellectual, creative and recreative -- in which the student can exercise wide choice and some control over his experience.
4. To make provision within the regular course program for the student's introduction to this integral context, so that he will see the relevance of particular disciplines to the whole.
5. To create the kind of integrated learning environment which enhances the student's intellectual and social growth and prepare him for more responsible citizenship in contemporary society.

PART I - ORGANISATION

A.

P L A N

It is proposed that a program known as University Network be set up, to include the following components:

1. Window Courses

These large-enrolment courses have, as their purpose, the introduction of students to broad areas of knowledge. They are given the name "window courses" because they are seen as "window openers" on the far horizons of inquiry. They are meant to provoke thoughts and to stimulate the desire for further exploration. Several such courses already exist in what is presently known as General Education. A number of other courses currently being offered within the credit programs of departments might with minor modifications, be included as window courses.

Window courses will carry three semester hours of credit; they will be administered, serviced and budgeted for on the same basis as conventional credit courses and by the department or departments running them. The general outline of courses, however, will have to be approved by the Advisory Committee and Administrative Head of Network (see p. 8-9). Grading for the window courses will be on a pass/fail basis. Such a grade system is not intended to be included in the determination of the student's grade-point average.

SM 5/6/69

- 3 -

Gen Ed

Each faculty will be responsible for providing a minimum number of window courses per semester -- this minimum figure to be reached by dividing lower-division enrolment by average course capacity, and breaking up this figure in the ratio 3 (Arts), 2 (Science), 2 (Education). This procedure is expected to provide enough window courses for lower division students, and a balanced range of options within the grouping.

Students will be required to take two window courses during their first four semesters at the university. These will normally not count towards fulfilling the course requirements in the degree program of the department offering it, but may count (with departmental approval) as an elective, if the students so chooses.

Some departments may wish a window course to substitute for a 100-level course in their degree program. However, a student taking such a course as part of a degree program would not be able to count it also as fulfilling his Network requirement.

A student must take at least one window course outside of his Faculty.

2. Related Activities

2.1 Workshops, Seminars, Clubs

Simon Fraser University already has been offering students a variety of extra-curricular activities. A fuller network of short- and long-term groups, studying and experiencing ideas of their own in depth, could vitalise the university's intellectual life. Ideally, these activities will be 'sparked' by a student's experiences in his window courses.

SM 5/6/69

- 4 -

Gr. Ed

These types of activities are characterized by the following criteria:

- a. It is recommended that each department offering a window course also set up a system of extra-curricular workshops, seminars, discussion groups and/or similar activities. Clubs already existing (and new activities) may also be incorporated into the Network.
- b. Student participation is voluntary. No credit is attached to these activities.
- c. Workshops, etc., may operate under both student and faculty leadership. However, it is clear that official faculty participation, approved by the university administration, is important in ensuring the success of the proposal. To this end, it is recommended that each department make appropriate budget provisions.
- d. To ensure maximum student participation, it is recommended that two 2-hour blocks of time per week be free of scheduled classes so that extra-curricular activities may be scheduled. It is proposed that the following (or a similar) pattern of unscheduled time blocks be observed:
 - i) one 12:30 - 2:30 block per week
 - ii) one 3:30 - 5:30 block per week

The extra-curricular events scheduled for these times would be in addition to the regularly scheduled lunch hour events. It is suggested that, if need be, regular classes be scheduled through 8:30 p.m. in order to accommodate this proposal.

- e. Workshops, clubs and related activities may also be scheduled for evenings and Saturdays. Scheduling is seen as a decision of individual departments.

2.2 Other Interdisciplinary Courses

A number of courses already offered by the university are seen as significant contributors to the aims and ideals of the Network concept (e.g. The Political & Social Novel; Mathematics & Art). It is suggested that additional course offerings of this kind primarily for senior students be made available with the following criteria in mind:

- a. The courses be interdisciplinary
- b. They be no pre-requisite courses
- c. Students enrolled be graded on a pass/fail basis.
- d. The courses not be numbered under the present system of upper and lower division stigmata.
- e. Students be admitted with permission of the instructor.
- f. Courses may carry credit. It is believed that the assigning of credit to these courses will encourage more regular student attendance, and remove them from the untenable position in which their no-credit status had placed them. Credit will be assigned at the discretion of the department.
- g. Courses be made available to upper level students; that upper level students be required/encouraged to take two such courses during their last four semesters.

SM 5/6/67

- 6 -

3. Technical Instruction

There are a number of technical skill courses presently being taught at the university within the general education program. These include:

Reading 001 (Reading & Comprehension)

English 001 (Writing)

Physical Development (Swimming, diving,
basketball)

Music 001,2 (Sight reading)

Theatre (Costume, voice production, movement)

Few of these skills are ends in themselves; mostly they provide students with the techniques to engage in other activities. For this reason technical instruction courses are seen as a part of the Network program, often feeding technical skills into workshop activities. The scope of the present skills program will gradually be widened to make available other basic techniques (e.g. uses of computer, sample analysis, uses of apparatus). Technical instruction courses may be required by individual departments for particular students, or as pre- or co-requisites for workshop groups. It is recommended that either no-credit, or 1/2 credit be assigned these courses, at the discretion of the departments offering them.

4. Lectures, Concerts, Productions, Exhibitions, Etc.

The university is already offering a considerable number of lectures, readings, concerts, plays, exhibitions and symposia. Many of these are insufficiently publicized and poorly attended. In many cases, students' class attendance conflicts with these scheduled events. To improve existing conditions, it is suggested that:

- 4.1 the Network system undertake to coordinate publicity for these events.

SM 5/6/69

Gen Ed

- 7 -

- 4.2 these activities be continued and the offerings expanded to include series of lectures, given each semester under the aegis of Network, by major figures in education, communications and other over-viewing fields.
- 4.3 these events be scheduled during the two hour time blocks when no classes are scheduled, to enable optimum attendance.

SM 5/6/67

- 8 -

Gen. Ed.

B.

ADMINISTRATION

I

STAFF

It is proposed that the administration of the University Network program be charged to an administrative head, who will exercise his office with an advisory committee of three members.

It is clear that the success of a program of the scope of the proposed University Network will depend on a number of factors, such as:

1. the quality of individual offerings
2. each department's commitment and participation
3. planning for future and for other innovative additions
4. administration and coordination of the various components.

It is suggested that vital areas of responsibility such as those mentioned above not be left to already over-committed faculty and administration, but that the post of Administrative Head or Director of the University Network be established.

1. Administrative Head (Director)

The following proposals are made with respect to this position:

- 1.1 That this be a full-time, full salaried position, with appropriate secretarial and clerical staff (administrative staff).
- 1.2 That this position be equal in rank to that of dean.
- 1.3 That this position have a seat on Senate.
- 1.4 That the administrator be responsible for the organisation, administration and implementation of the University Network program.

- 1.5 That the person to serve in this capacity be selected by a committee consisting of the 3 Deans and the members of the Senate Committee on General Education.

2. Advisory Committee

This committee will serve in an advisory capacity to the Director, and the following proposals are made with respect to its membership:

- 2.1 That this committee have three members.
- 2.2 That the Dean of each Faculty appoint one member and that, insofar as possible, membership consist of such persons as the Assistant to the Dean of Arts; and Assistant to the Dean of Education, etc.
- 2.3 That each Dean appoint an alternate member, who may sit on the committee with no vote, but who becomes a voting member during the original member's research semester.

It is further recommended that the policies and programs of University Network be approved by the Senate.

II. PROCEDURES

1. Information

- 1.1 A brochure will be published outlining the University Network program, including its general structure, philosophy and aims. The brochure will detail Network offerings, including window courses and locations and plans of all group activity and contain instructions for registration.
- 1.2 The Senate Committee on General Education agrees to assume responsibility for the publication of the initial brochure by 1st August, so that the new program may be put into operation by 1st September, 1967.

SM 5/6/67

- 10 -

Gen Ca

- 1.3 University Network program will be detailed in each new academic calendar.
- 1.4 Hereafter, the brochure will be published under the aegis of the Administrative Head, at the beginning of each new semester.
- 1.5 The Administrative Head and his staff will be responsible for keeping the University community informed of the larger events, through press releases, posters and other public announcements.
- 1.6 The publicity facilities of the Communications Centre will be available to the administrative staff.

2. Registration

- 2.1 Students will register for window courses, other interdisciplinary courses and technical instruction courses during normal registration times.
- 2.2 Administrative staff will serve as advisors during general registration.
- 2.3 Registrar will control enrolment ceilings and insure eligibility of students for the course in which they seek to register. Class lists will then be turned over to the individual departments giving the courses.
- 2.4 Registration information for workshops, seminars, clubs, etc., will be contained in the brochure.

3. Grading

Individual departments will be responsible for the assignment of grades. Final grade lists will be turned over to the Registrar.

SM 5/6/69

- 11 -

Gen Ed

4. Space - Time

- 4.1 Departments which need particular space, time and equipment needs for window courses, other interdisciplinary courses and technical instruction courses may request these from Administrative Head and his staff.
- 4.2 Departments may request particular space, time and equipment needs for workshops, clubs, seminars, etc., from Administrative Head and his staff.
- 4.3 Administrative Head will collate requests and will make application to the Registrar for scheduling as required.

SM 5/6/67

- 12 -

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C. B U D G E T

The University Network program will require a budget allocation for the following items:

1. Administration

1.1 Administrative Head (Director)

1.2 Administrative Staff -
Coordinating Secretary
Stenographer
Typist

1.3 Publicity -
Brochures
Advertising (Peak)
Printed posters
Lectures and Special Events
Programmes
Miscellaneous

1.4 Office supplies and equipment -
typewriters
calculator
stationery
postage
telephone
travel

2. Window and Other Courses

Courses in the University Network program will be serviced, staffed and budgeted for by individual departments, who will include them in their budget requisitions. To implement the program for the Fall, 1967, semester, it may be necessary for the departments to apply to the President's fund for special allocation.

SM 5/6/67

John Ed

PART II - PROGRAMS

The following examples of programs are proposed by the Faculty of Arts, the Faculty of Education and the Faculty of Science as University Network offerings. Some of the offerings included are tentative, pending further modification by individual faculties. The suggestions are neither all-inclusive nor final.

I. FACULTY OF ARTS

A. Window Courses

1. History - The Afro-Asian World
(presently being offered)
2. English - Literature in a Hurry
(presently being offered)
3. English - The Historical Novel
4. English - Mass Media
5. DML - Literature in Translation
6. Linguistics & Culture
7. Psychology - Studies in the Modification of
Human Behavior
8. Psychology - The Brain & Behavior
9. Psychology - The Psychology of Human Differences
10. Philosophy - Aesthetics & Literary Criticism
11. Philosophy - Introduction to Philosophy
12. Geography - Twentieth Century Man & His
Environment
13. Economics - Evolution & Revolution in the Economic
Development Of Nations

SM 5/6/69

Gen Ed

B. Workshops, Clubs, Etc.

1. Economics - Economics Club
(presently in existence)
2. Geography - Geography Society
(presently in existence)

C. Technical Instruction Courses

1. Reading 001 - Reading & Study
(currently offered)
2. English 001 - Writing
(currently offered)

SM 5/6/67

- 15 -

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II. FACULTY OF EDUCATION

A. Window Courses

1. Education 201 Theory of Education
(An intensive examination of the process whereby persons are educated)

Faculty sponsor: Dean MacKinnon
Maximum enrolment: 500
2. Education 202 Education in a Modern Society
(Learning processes in modern society: schools, educational media, & socio-political factors influencing education)

Faculty sponsor: Dr R. Harper
Maximum enrolment: 325
3. Phys Dev. 242 Man & Movement
(Identification & interpretation of the student's biokinetic status)

Space requirements: Lecture room & gymnasium facility
Faculty sponsor: Dr W. Ross
Maximum enrolment: 100
4. Communications 100 Explorations in Communication
(Perceptual, imaginative and expressive experiences as exemplified in artistic, scientific & social fields)

Space requirement: Theatre
Faculty sponsors: M. Schafer, M. Bawtree, J. Juliani, J. Behrens & I. Baxter.

B. Workshops, Clubs, Etc.

1. Experimental Field Study in the Chinese Community of Greater Vancouver.

This study, currently undertaken by 8 students upon completion of B.S.F. 424, is a voluntary, non-credit project coordinated by Mrs S. Rogow,

SM 5/6/67

Gen Ed

- 16 -

and is an example of behavioral research in education. It is anticipated that future expressions of student interest will provoke other kinds of investigations outside the course structure.

2. Tutoring Service for Culturally Deprived Children and Potential School Drop Outs

University students volunteer services to assist school children with academic difficulties. Tutoring is done on a one-hour basis after school-hours.

3. Contemporary Dance Symposium
(with guest artists)
4. Gymnastics Clinic
(with guest expert gymnasts)
5. Team & Individual Sports Clinics
(with visiting international teams)
6. Officiating Workshop
(A program to qualify officials for intramural games)
7. Recreational Leadership Workshop
(A program to orient volunteers for playground supervision)
8. Intramural & Child Sports Program
(This already existing program is sponsored by the Athletic Department. Approximately 700 students are serviced through the 14 existing clubs. Another 700 students participate in some form of intramural activity.)

Gen Ed

9. Communications Centre Workshop

Production workshops and formal-instruction type workshops already exist in the offerings of the Communications Centre. The following workshops are currently offered:

- 9.1 Summer Major Production - "The Devils" by John Whiting. Director: J. Juliani
- 9.2 "The Noon Show" - Friday lunch-hour productions of short plays, lectures, revues, readings, tapes, improvisations, extravaganzas. Administered by P. Bettis.
- 9.3 Mise-en-scene - A group exploration into the making of theatre. Summer play project: "King Lear." Director: J. Juliani
- 9.4 Videoplay - Controlled experiments in the use of video equipment in theatre rehearsal and production techniques. Director: J. Visscher
- 9.5 Playwrights' Forum - An opportunity for reading and discussing original plays with fellow playwrights. Open to all who have some experience of writing, preferably of playwriting.

C. Technical Instruction

1. Physical Development -

The Physical Development Studies Department will offer approximately 40 sections of sports, aquatics, gymnastics, and dance activity classes. The maximum enrolment would be about 800 students. Times, space allotment, and faculty are handled entirely through the Physical Development Studies Department. Although the exact program has not been set for Fall 1967, it will likely consist of such activities as badminton, fencing, social dance, handball, body conditioning, weight training, wrestling, gymnastics, swimming, diving, scuba diving, synchronized swimming. Registration will take place in the P.D.C. a week after regular registration. It is also proposed that these skills courses be 1/2 unit credit and be graded on a PASS/FAIL basis.

SM 5/6/67

- 18 -

Gen Ed

2. Communications Centre already offers the following:
 - 2.1 Lighting (M. Irwin)
An introduction to the lighting control board together with some principles of theatre lighting design. Control Booth (Theatre).
 - 2.2 Sound (M. Irwin)
An introduction to the theatre sound equipment and to the basic principles of assembling and editing special effects tapes. Control Booth (Theatre).
 - 2.3 Costume
An introduction to costume design and to pattern-making and cutting
 - 2.4 Voice & Movement
Coaching designed primarily for casts of "The Noon Show" and the major production.

D. Interdisciplinary, Non-prerequisite Courses

1. Communications 300
(An intensive exploration of artistic and scientific perceptions and the ways in which these are given expression in art, music, drama, film and in scientific areas)

Students work directly with specialists in areas of their choice.

Admission by written permission of Faculty
Faculty sponsors: University Residents of the
Communications Centre.

2. The following courses may be included as University Network offerings for upper division students as PASS/FAIL electives outside their own discipline. (These courses would also enrol students in the normal course program, who would receive standard grades.

- 2.1 BSF 424 Behavioral Research in Education
(A critical examination of the major research findings of those behavioral sciences which contribute to the understanding of educational processes)
- Space requirement: Seminar room
Faculty sponsor: Mrs S. Rogow
Maximum enrolment: 25
Registration: Standard registration procedure
- 2.2 BSF 425 Learning and the Process of Education
(A critical examination of the theoretical and research contributions of the behavioral sciences to the understanding of learning within the context of formal educational environments)
- Space requirement: Seminar room
Faculty sponsor: Miss P. Hindley
Maximum enrolment: 25
Registration: Standard Registration procedure
- 2.3 BSF 426 Cognitive Development
(The nature of development of hghigher thought processes in children and adolescents)
- Space requirement: Seminar room
Faculty sponsor: Dr R. Harper
Maximum enrolment: 25
REGISTRATION: Standard Registration procedure
- 2.4 SPF 431 The Development of Educational Ideas and Institutions
(The historical evolution of educational practices and institutions from Plato to Skinner)
- 2.5 SPF 432 Contemporary Issues in World Education
(The relationship between socio-economic and philosophical factors in educational development.)

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2.6 PD 240 Seminar in Contemporary
Health Issues
(Current health issues affecting the individual and society)

Space requirement: Seminar room, Phys Dev
Centre

Faculty sponsor: Dr S. Stratton
Maximum enrolment: 25
Registration: Standard registration procedure

2.7 PD 320 Cultural Aspects of Human
Movement
(The cultural aspects of human motor behavior; the effects of social institutions on the expressed values of selected cultures toward human motor behavior; and an examination of the pertinent aspects of our present culture which may reflect implications for the future of games, sports, dances, and other forms of physical expression.)

Space requirement: Lecture room, Phys Dev
Centre

Faculty sponsor: Mr J. Day & Miss I. Garland
Maximum enrolment: 25
Registration: Standard registration procedure

SM 8/6/67

- 22 -

4. Modern Physical Sciences
(The development of the physical sciences in the
20th Century)

Two 1-hour lectures a week.

Space requirement: Lecture Theatre
Faculty sponsor: Drs Palmer & Walkley
Maximum enrolment: 500

It is proposed that Classical Physical Sciences and
Modern Physical Sciences will be offered in alternate
semesters.

B. Non-prerequisite Courses

1. Biology 101 Introduction to Biology
(The facts and principles of biology; the
fundamental properties and functions of micro-
organisms, plants and animals; their molecular,
microscopic and visible structures)
- Time: Audio-tutorial tape lecture
1 x 4 laboratory
Space requirement: Arranged by Dept of Biology
Faculty Sponsor: Dr Fisher
Maximum enrolment: ?
2. Biology 102 Introduction to Biology
(Biology 101 and 102 are offered in alternate
semesters; Bio 101 is not prerequisite to Bio 102)
- Time: Audio-tutorial tape lecture
1 x 4 laboratory
Space requirement: Arranged by Dept of Biology
Faculty Sponsor: Dr Fisher
Maximum enrolment: ?

SM 5/6/67

- 23 -

Gen Ed

3. The Five Chimneys of S.F.U., Nuclear Warfare and the Thinking Citizen
(A lecture course with demonstrations)

Time: 1 x 1 hr lecture a week

Space requirement: Lecture theatre

Faculty sponsor: Dr Pate

Maximum enrolment: 50

4. Mathematics of Art
5. The Physics of Music

PART IIIFUTURE EXPANSION AND DEVELOPMENT

Parts I and II of this proposal contain a core of possible activities designed to create a general education environment at this university. It is felt however, that this environment must continue to grow, and to expand in diverse ways, so that students are continually beckoned by the challenges of new ideas, contemporary thinking, and vital experiences.

The pages which follow contain some skeleton plans for the possible future expansion and development of this core network program. One of the plans has been submitted by a group, the rest by individual faculty members.

1. How the Behavioral Science Foundations Department might contribute to the implementation of the University Network program. - Bernie D'Aoust

A. Window Courses

Although varieties of the family of behavioral sciences have been around for over 50 years, they still insist on attributing their inability to provide much more than superficial explanations of human behavior to their relative youth. Yet the same period of time has not prevented this family from division followed by further divisions. The point we are at today sees the various branches so divided theoretically and methodologically that it is almost as hard for members of different branches to communicate as it is for members of one branch to talk with laymen.

It might be interesting to elements within the faculty, the student body, and the behavioral sciences themselves to attend or absent a course, or even a series of courses, held in the form of seminars between faculty representatives of the

SM 5/6/67

- 25 -

Gen Ed

various behavioral sciences to try to arrive at original cross-disciplinary solutions to various human problems. Such courses might examine such topics as:

War and Peace
Love and Hate
Education or Training
Cooperation and Competition
Products or Process
Socialisation and Individualism
etc., etc.

Another course which would involve strong cooperation from the philosophy department might be called:

The Hidden Assumptions of the Behavioral Sciences.

B. Workshops

Below are presented three types of activities which I feel are worth considering here because they are educational, involve student participation, are useful to the larger community, and especially, because I think the students want some such outlets:

1. Tutoring. One way of developing new insights into one's past learning is to help someone else to learn. Those helped could be junior university students or pupils at various stages in the public schools. Faculty involvement would consist largely of facilitating contacts (if necessary), offering support to the tutors, and helping tutors to solve more difficult teaching problems.
2. Research Assistants. Some students, who are not interested in studying a behavioral science, are nevertheless interested in learning how the behavioral scientist goes about his research work. They are perhaps not so much

impressed with what the science has formalized as with the methods employed in studying human behavior. The latter, after all, is what they do, as a hobby or a necessity, for a large part of their lives.

3. Learning-about-learning and Thinking Groups.

At the present time, neither students nor most behavioral scientists know much about what strategies we utilize in solving problems, or gathering data, how we formulate rules of behavior in various activities, or how we decide to do the things we do. A formal but non-evaluative setting might help the probe of such common and relevant aspects of human behavior at a university.

2. Proposal for an extension of the general education program at Simon Fraser University. - Dr Harvey Gerber.

It is difficult to speak about one's own field of interest, its relationship with another field outside one's academic studies. One cannot help giving a rather narrow view of the other field. But the attempt should be made.

The desirability of having several instructors work together to plan and teach a course with a broad and diversified scope is apparent. In fact, several major universities have already undertaken such programs with highly successful results (e.g. U.C. at Santa Cruz, Fordham). It is proposed, therefore, that a similar undertaking be implemented at Simon Fraser University, with the following characteristics:

- 2.1 That during the student's year or senior year, he be required to take a 4 (or more) credit course, graded on a PASS/FAIL basis, meeting in a lecture 2-3 times a week, with one tutorial.

SM 5/6/67

- 27 -

9/12/67

- 2.2 That the course deal with one broad time area, e.g. The Renaissance; The 17th Century, or a general topic, e.g. Time; Change; etc.
- 2.3 That instructors from different academic disciplines, but always including arts and science, be involved in the planning and teaching.
- 2.4 That students be required to write a paper at the end of the semester on any topic acceptable to the instructors and that this paper incorporate some concerns outside the student's major area.

Obviously there are problems which must be resolved in implementing such a program, but commitment to such a plan would certainly ensure the overcoming of major obstacles.

3. Simon Fraser Festival

Theme: Contemporary Civilisation
Jack Behrens
John Baird
Anton Vogt

Arising out of informal discussions among Jack Behrens (Communications Centre), John Baird (History), and Anton Vogt (Professional Foundations), the following proposal is submitted to augment the University Network.

1. That the ad hoc committee named in the first instance discuss their ideas with the faculty members in the Centre for Communications and the Arts.
2. That plans be made for an initial festival in September, 1967, or alternatively in mid-semester; but that the major intention be to initiate a major annual event, on a scale and importance equal to the Edinburgh, Bergen and Baalbek Festivals.

SMS/6/67

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3. That - in our proposed series of festivals - programs in the arts run parallel with lectures and discussions on the theme chosen:
Contemporary Civilisation
4. That the most distinguished artists, performers, scholars, scientistis, and Elder Statesmen of our time, as well as the most provocative speakers, be invited to attend. That the initial Festival - falling in Centennial Year - be assumed to fall under the heading "Burnaby Centennial Year" activities, and attempts be made to get financial aid.
5. That Heads of Departments be invited to pool resources for visiting speakers; and, if possible, make any visits not already scheduled coincide with the first festival.
6. That Departments in subsequent years, through their representatives on the Festival Committee, plan to have distinguished visitors on campus at the same time for a festival period.
7. That formal classes in subject areas be deferred in favor of the festival period in which all students will be able to hear speakers in all subject areas, including Simon Fraser faculty members, as well as distinguished visitors.

Suggestions & Comments

Timing

The first week in September is before serious work starts in other universities; therefore active academics are more likely to be free. Also, within Simon Fraser, the Summer semester would have a focus in festival planning.

Handwritten initials

Orientation

An "orientation week" is already established practice in many universities. The combination of orientation to the university and the opening of wider horizons in looking at "Contemporary Civilisation" - including contemporary arts - would seem highly desirable. If done properly it would involve "inter-disciplinary" discussion, which is a major aim of this university, and is both a function of the Centre for Communications and the Arts and also the intention behind our plans for a General Education program.

Coordination

Distinguished visitors appear on campus from time to time, for brief periods. It is difficult to keep track of them inter-departmentally. If a large number were to be present, in a coordinated scheme there would be several advantages: people of international repute would be more likely to be drawn to our campus, to meet each other; programs coinciding with the festival would be arranged to "use them" to the full, across departmental divisions (though not excluding the special interests of the departments).

Cooperation

The University of British Columbia and the University of Victoria should be asked to participate, and to "lend" personnel, including visitors.

Guest List

The initiators have in mind excellence, "draw-card" value, and availability. On all scores they strongly advocate an idea which they believe to be original: invitations to distinguished "Elder Statesmen", philosophers, scientists, authors and artists, who may wish to meet each other in the freedom of our University. Accordingly, we have made a list of distinguished non-generians, octogenerians and septuagenarians, including Casals, Kerensky, Bertrand Russell, Toynbee, Chaplin.... (make up your own list and send it to us.)

SM 5/6/67

- 30 -

Others we have thought of include (at random) Pauling, Parkinson, Sartre, Luther King, Edmund Wilson, Trilling, Schlesinger, Robert Kennedy, Carr, U-Thant, Olivier, Spender, Henry Moore, Maurice West, Steinbeck, E.E. Cummings, Pearson (the P.M.), Von Braun, St Pierre, Clare B. Luce, Buckminster Fuller, Robert Graves, Malraux, Piet Hein, Coward, Bernstein..... (make up your own list and send it to us).

Obviously, in the first instance visitors invited would be those recommended by departments willing to sponsor them, and willing to "share" them.

SM 5/6/69

Gen Ed

The Chairman wishes to express thanks and appreciation to the original members of the Senate Committee on General Education, Nini Baird, Iris Garland, Michael Bawtree, David Huntley, John Mills, Louis Feldhammer and John Walkley, for the hours of time generously given in meetings and in the preparation of papers. Special acknowledgement is made to Leigh Hunt Palmer and Geoff Molyneux for major contributions in the final weeks of work and to Harvey Gerber and Jerry Zaslove for their interest and support.