

**University of Saskatchewan - Regina Campus Committee on Educational
Policy for Liberal Arts
December 13-15, 1963**

Education Policy for the Liberal Arts
Commonly called "The Regina Beach Manifesto"

"The unexamined life is not worth living" – Socrates

1. The university has traditionally undertaken the role of preserving, transmitting, and increasing the intellectual and cultural heritage of man. We must affirm our acceptance of this task, which is not systematically undertaken by any other institution in society.
2. This reaffirmation cannot be taken to mean that a university is a mausoleum of possibly interesting but irrelevant and impractical ideas, a repository of the past. No. There must also be an affirmation that the university is the "mind of society," examining institutions, seeking to penetrate the future, sensitive to change, aware of the past, and of the manifold problems and dangers of the present.
3. Above all, the role of critic, of examiner of institutions and ideas, belongs to the modern university functioning as a community of scholars. This criticism should be sustained by constant reference to essential human values. This implies a de-emphasis of mere topicality in the subject matter of the liberal arts curriculum. It demands a deliberate renewal of the study of the nature of love, of justice, freedom, science, economic good, the arts: in fact, all those values which give meaning and substance to life. Further, it requires that all liberal arts students should be involved with a wide range of subject matter, so presented that the student may be enabled to synthesize his total experience in the liberal arts college. Such a program will frequently call for a kind of intellectual slum-clearance, a breaking up of those myths which are frequently identified with reality. This constant critique must be applied first to the university itself.
4. The implication for educational philosophy is that above all the idea, the general context, the point of view is what should be transmitted to the student. The professor is charged with the responsibility of opening and of sustaining a dialogue with the student; the student must be encouraged to see that his relationship to the educational process, and to the dialogue, is not that of exposure merely, but of involvement. An exceedingly careful choice of basic material has to be made in order to achieve a depth of appreciation in a given subject. Material will be continually re-assessed for its relevance and value. The development of critical intelligence in the student calls for considerable attention by the professor to the basic critical assumptions of his discipline. The "mindless counting" approach to knowledge finds scant welcome in this framework; and methodological hobby-horses and peculiarities become secondary.
5. Professors and students may be expected to express themselves on all issues, controversial or not, but are responsible to the academic community.