

Peter Hennessy

QUEEN'S

UNIVERSITY
AT KINGSTON



1968/1969

McARTHUR COLLEGE OF EDUCATION

QUEEN'S UNIVERSITY

McArthur College
of
Education

KINGSTON, ONTARIO

1968 - 69

FIRST SESSION

Officers of Administration

CHANCELLOR—J. B. Stirling, B.A., B.Sc., D.Sc., LL.D.
VICE-CHANCELLOR AND PRINCIPAL—J. A. Corry, LL.B., B.C.L., LL.D.,
F.R.S.C.
(relinquishes appointment as Principal 31 August, 1968)
PRINCIPAL as of 1 September, 1968—J. J. Deutsch, B.Com., LL.D.
VICE-PRINCIPAL (ADMINISTRATION)—H. G. Conn, O.B.E., B.Sc., M.S.
VICE-PRINCIPAL (FINANCE)—L. G. Macpherson, B.A., F.C.A.
VICE-PRINCIPAL (ACADEMIC)—F. W. Gibson, B.A., M.A.
RECTOR—M. Grattan O'Leary, LL.D., D.S.S.
DEAN, FACULTY OF LAW—W. R. Lederman, Q.C., B.A., LL.B., B.C.L.,
LL.D.
DEAN, FACULTY OF MEDICINE—E. H. Botterell, O.B.E., M.D.,
F.R.C.S.(C)
DEAN, FACULTY OF ARTS AND SCIENCE—G. A. Harrower, B.Sc., M.Sc.,
Ph.D.
DEAN, FACULTY OF APPLIED SCIENCE—J. H. Brown, B.Sc., M.Sc., Ph.D.
DEAN, SCHOOL OF GRADUATE STUDIES until 31 May 1968—C. A. Curtis,
B.A., B.S., Ph.D., F.R.S.C.
DEAN, SCHOOL OF GRADUATE STUDIES from 1 June 1968—D. W. Slater,
B.Com., B.A., M.A., Ph.D.
DEAN, MCARTHUR COLLEGE OF EDUCATION—V. S. Ready, B.A.
DEAN, SCHOOL OF BUSINESS—R. J. Hand, B.Com., M.B.A.
DEAN, SCHOOL OF NURSING—Miss E. J. M. Hill, A.B., B.N., M.Sc.,
Ed.D.
DEAN OF WOMEN—Mrs. Beatrice E. Bryce, B.A.
DEAN OF STUDENT AFFAIRS—T. S. Webster, B.A., M.A., Ph.D.
REGISTRAR—Miss Jean I. Royce, B.A.
ASSOCIATE REGISTRAR—G. C. Leech, O.B.E., C.D., B.Sc.
BURSAR—T. H. R. Parkinson, B.Com., M.B.A., C.A.
LIBRARIAN—D. A. Redmond, B.Sc., B.L.S., M.S. in L.S.
UNIVERSITY CHAPLAIN—The Reverend A. M. Lavery, B.A., B.D., D.D.
SECRETARY—J. W. Bannister, B.Com.
DIRECTOR OF UNIVERSITY EXTENSION AND
DIRECTOR OF THE SUMMER SCHOOL—H. W. Curran, B.S., M.A., Ph.D.
DIRECTOR, COMPUTING CENTRE—M. Kutt, B.A.
DIRECTOR OF PERSONNEL—M. W. Wright, B.A.
DIRECTOR OF PHYSICAL PLANT—C. W. Jones, C.D., B.Sc.
DIRECTOR OF PURCHASING SERVICES—R. C. Webb, B.A., M.A.
DIRECTOR OF PUBLIC RELATIONS—L. T. Moore, B.A.
DIRECTOR OF MEN'S RESIDENCES—G. McGrath, B.A., M.A.
WARDEN, STUDENTS' MEMORIAL UNION—J. E. Wright, M.B.E., E.D.
DIRECTOR OF STUDENT HEALTH SERVICE—D. H. Upton, M.D., C.M.,
Dip. Psychiat.
DIRECTOR OF PLACEMENT AND HOUSING—G. O. Saunders, B.Sc.
SECRETARY OF THE ALUMNI ASSOCIATION—H. J. Hamilton, B.A.
CONFERENCE CO-ORDINATOR—J. M. Brownlee, C.D.

McArthur College of Education

Advisory Committee

Minister's Representatives

- Mr. R. W. Froats ---Regional Superintendent, Department of Education
Mr. Arnold Orr ---Former Director of Education, Belleville
Mr. G. E. Seguin ---Assistant Superintendent (Commercial and Francais)
Mr. David Steinhauer ---Assistant Director, Teacher Education, College of Education Liaison
Mr. C. G. Thomson ---Representing business and industry
Dr. J. S. Barlow ---Retired, 1967.

University Representatives

- Dean Beatrice Bryce ---Dean of Women and Professor of English
Dr. D. H. Crawford ---Professor of Mathematics
Professor A. R. C. Duncan---Head of Department of Philosophy
Dr. H. M. Good ---Professor of Biology and Chairman of Undergraduate Studies
Dr. G. A. Harrower Dean of Faculty of Arts and Science

Other Representatives

- Mr. J. B. Callan ---Ontario Secondary School Headmasters' Council
Mr. John D. Linscott ---Ontario Teachers' Federation
Mr. John D. Murphy ---Ontario Teachers' Federation
Dr. Eldon P. Ray ---Association of Directors of Education in Ontario
Mr. A. C. Ritter ---Association of Ontario Secondary School Superintendents

Ex-Officio Members

- Miss Margaret Hooley ---Assistant Registrar, Queen's University (Secretary to Committee)
Mr. Vernon S. Ready ---Dean, McArthur College of Education

Administrative Staff

- Dean of the College*—Vernon S. Ready, B.A., Queen's
Assistant Dean—William S. Peruniak, B.A., Queen's
Registrar—Allan J. Dando, B.A., Melbourne
Assistant Registrar—Harry B. Oikle, B.A., Queen's
Director of Clinical and Field Studies—Robert J. Pich, B.Sc., Wisconsin; M.Sc., California
Director of Practice Teaching—Peter H. Hennessey, B.A., Queen's
Director of Instructional Communication—C. Fred Johnston, B.A., B.Ed., Toronto
Librarian—Mrs. Gwen Wright, B.A., Saskatchewan; B.L.S., Toronto
Assistant Librarians —
Dwain W. Weese, B.Sc. Bradley, M.Ed.—(Chicago Teacher's College)
Victoria V. Punsalan, B.Sc. (Educ.), Manila, M.A. (Minnesota) ---

Academic Staff 1968-69

Biology

R. H. Horwood, B.A., M.Sc., Queen's—Associate Professor

Chemistry

I. Talesnick, B.A., M.A., Toronto—Associate Professor

Clinical and Field Studies

R. J. Pich, B.Sc., Wisconsin; M.Sc., California—Professor

Elementary Education

J. C. Bailey, B.A., Queen's—Associate Professor
Assistant Professor—to be appointed

English

L. Thompson, B.A., Toronto; M.A., Rochester—
Professor and Head of Department
R. G. Harrison, B.A., M.A., Dublin; B.Ed., Toronto—
Associate Professor
A. A. Orr, M.A., Glasgow—Associate Professor

French

D. A. Massey, M.A., Cambridge, M.A.T., Yale—
Professor and Head of Department
Mrs. Francoise Howard, B.A., Ottawa—Associate Professor

Geography

A. R. Grime, B.A., Manchester—Associate Professor

Guidance

Miss Mary Balanchuk, B.A., Queen's, M.Ed., Toronto—
Associate Professor

History

M. Applegate, B.A., McMaster; M.A., Toronto—
Professor and Head of Department
P. H. Watson, B.A., Toronto; M.A. Acadia—Associate Professor

History of Education and Comparative Education

D. C. O'Driscoll, B.A., London; B.Ed., M.Ed., Alberta—
Assistant Professor

Instructional Communication

C. F. Johnston, B.A., B.Ed., Toronto—Associate Professor

Latin

(To be appointed)

Mathematics

D. H. Crawford, B.Sc., M.A., Ed.B., Glasgow; Ph.D., Syracuse—
Professor and Head of Department
(Joint appointment with Department of Mathematics, Queen's.)
D. B. Wing, B.A., London; M.S.N.S., Seattle—Associate Professor

Philosophy

M. Elliott, B.A., M.A., Toronto, Ph.D., London— Associate Professor
R. E. Carter, A.B., Tufts, S.T.B., Harvard, M.A., Toronto—
Sessional Lecturer

Physical and Health Education

Miss Helen Holomego, B.A., B.P.H.E., Queen's; M.A. Western—
Associate Professor
W. J. Mellor, B.A., B.P.H.E., Queen's; M.S., Oregon—
Associate Professor

Physics

W. Thumm, B.A., B.Ed., British Columbia; B.Sc., Sir George Williams;
M.A.T., Colorado College—Associate Professor

Practice Teaching

P. H. Hennessy, B.A., Queen's—Professor

Professional Issues in Contemporary Education

W. S. Peruniak, B.A., Queen's—Associate Professor

Psychology

L. Hoxter, B.S., M.Ed., Temple; Ph.D., Alberta—Associate Professor
Miss Conchita A. Tan, B.S.E., M.A., Philippine Women's University,
M.A., Ph.D., Minnesota—Assistant Professor

School Librarianship

L. A. Moore, B.A., Western—Assistant Professor

Sociology

A. J. C. King, B.P.E., British Columbia, M.S., California;
Ed.D., Toronto—Associate Professor
(Joint appointment with the Ontario Institute for Studies in Education)

Introduction

Our Commitments

A number of assumptions underlie McArthur's approach to the task of preparing teacher candidates. The first of these is that we share the academic conviction that teachers must be masters of their subjects. We believe that the teacher who is not learning constantly is also not teaching adequately, and, therefore, all members of the College, faculty and students alike, are encouraged to persevere with their private studies.

McArthur College holds the view that an institute of teacher education must foster the intellectual outlook. Recognizing the tendency for educational institutions, especially professional schools, to adopt purposes and functions which are mainly utilitarian, we will not allow education for utility to supplant education for wisdom.

McArthur College is committed to the traditional objectives of liberal education respecting the broad development of human personality, character, and mind. We surmise that what a teacher is may be as important as what he knows. We observe that capable teachers, through creative use of their own personalities are able to make profound changes in the minds and behaviour of the young pupils with whom they work. Despite recent technological advances in education, despite any manipulation of external variables, we assert that the teacher himself is still the critical, indispensable element in the educational process. In this context, therefore, our strategy as a teacher training college must be to help individuals to develop their personality and to learn ways of using themselves effectively in their teaching roles.

Finally, regarding the proper place of instructional methodology, we see a need to be on guard against the tyranny of technique. It is obvious that practices which are grounded in research and verified by experience should be accredited. But it is also true that we are confronted by the miracle of life, which is incalculable. Patterns and procedures ought, therefore, to be suggestive, not prescriptive. Individuality and spontaneity must have a place accorded to them, for always we perceive the mystery of pulsating, inscrutable, organic growth.

To sum up, McArthur College affirms its faith in scholarly competence, in the intellectual life, in total personality development, and in the efficacy of technique when tempered by reverence.

Principles of Organization

We feel that what is learned in a school or college may often be derived less from formal instruction than from the experience of living and working in the institutional environment. Accordingly, we have given much thought to the question of how a College of education might best be organized, with respect to all the elements that combine to produce the climate of learning. The following paragraphs set forth the main principles that have guided our thinking.

A Student-Centred Process

It is our firm resolve to give this preparatory year a student-centred rather than a prescription-centred focus. We believe that Administration can set the direction by being open, understanding, and flexible, within the limits imposed by public policy. Faculty also can assist by regarding their role to be more that of resource persons and counsellors than that of dispensers and examiners of skills and information. We would hope that the students in their turn will display the necessary curiosity and concern to profit from the opportunities and choices provided for them.

As one exemplification of this principle, McArthur College envisages significant student involvement in planning, and it proposes that College candidates be enfranchised in their professional year, respecting a considerable range of administrative and educational matters. The year of professional preparation does not appear to us too early to begin practising professional citizenship by consensus.

Individual Study Plans

We are convinced that there is not one single curricular programme which is equally suitable for all candidates. Their backgrounds, their needs, and their aspirations are so varied that to prescribe an identical course of study for all seems highly questionable. Furthermore, we may assume that university graduates have some capacity for accurate assessment of their condition and requirements. We are proposing, therefore, the use of individualized study plans, which will allow candidates the widest possible latitude of preference and selection.

Continuous Assessment Policy

Having experimented with a policy of continuous assessment during its summer courses, McArthur College is prepared to extend that practice to the winter session as well.

Continuous assessment entails a de-emphasis of term examinations and increased attention to all aspects of application and development over the entire school year. In this respect, it anticipates the kind

of professional assessment that will prevail in the school situation, where teacher performance is gauged not by marks but by such factors as dedication, effectiveness, creativity, and interpersonal relations.

The object is not to make the work easier or the professional discipline less demanding, but rather to redirect motivation from the secondary consideration of meeting external requirements to the primary task of meaningful achievement. Experience has demonstrated that when student teachers are relieved of the obsession with final exams, they do, in fact, apply themselves diligently to the real goals of education.

In light of the distinctive features described above, we dare to hope that this year of professional preparation will be a most satisfying experience in a truly educational sense and a stimulating surprise for those with outdated preconceptions about the possibilities in such a course.

Integration Within The University

It is common knowledge that the status of faculties of education in their respective universities varies widely from campus to campus. McArthur College is particularly fortunate to be a part of Queen's University because Queen's has had a long and honourable association with the teaching profession in this province. Actually, during the period 1907-1920, Queen's University had its own faculty of education. It seems perfectly in keeping with this old tradition that so many faculties and departments of the University have extended friendly assistance and positive support to the new college of education.

Teacher candidates may confidently count upon being fully integrated within the University, with the status and opportunities appropriate to graduate students.

General Information

Programme

The programme of McArthur College of Education has been designed for the professional education of teachers in the elementary and secondary fields, and meets the requirements for certification in these fields. At the successful completion of the course, the candidate is granted the Bachelor of Education (B.Ed.) degree by the University and is recommended for an interim teaching certificate, issued by the Department of Education.

Admission Requirements

An applicant for admission should apply to the Registrar of the College by August 31st, on an official form to be obtained from the Registrar, and must submit with his application:

a certificate of birth (if not born in Canada, a certificate that he is a Canadian citizen, or proof of landed immigrant status; the applicant should be 20 years of age before October 1st of the year in which he applies for admission)

an official transcript, showing proof of graduation as a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Applied Science, Bachelor of Physical and Health Education, or other acceptable University degree which has been approved as to admission requirements and as to content.

The following qualifications will be required:

(a) the degree programme must contain at least 45 credits in Arts, Science or Commerce subsequent to Grade XIII or equivalent.

(b) To elect an option the candidate must support his choice with at least 6 credits in the subject field forming part of the 45 credits, except as noted below in (d).

ANY CANDIDATE WHO OFFERS LESS THAN 9 CREDITS IN HIS MAIN AREA OF CURRICULUM AND INSTRUCTION WILL BE REQUIRED TO TAKE AN ADDITIONAL, APPROVED UNIVERSITY COURSE IN THIS SUBJECT AS AN INTEGRAL PART OF THE BACHELOR OF EDUCATION COURSE. THE FEE FOR THIS COURSE WILL BE COVERED BY THE FEE FOR THE COLLEGE COURSE.

(c) A Bachelor of Education candidate for the Interim High School Assistant's Certificate, Type A and Type B, shall choose any TWO of the following options:

Biology	History
Chemistry	Latin
Elementary Education	Mathematics
English	Physical Education
Français	Physics
French	Psychology and Sociology
Geography	School Librarianship
Guidance and Counselling	

(d) No related university background is required for Elementary Education, School Librarianship, and Physical Education.

Pre-College Observation Period

All those who are going to attend McArthur College should apply to the principal of a convenient secondary or elementary school for permission to spend some time observing school organization, daily routine and teaching techniques. This short period of observation should be valuable in acquainting the students with administration, instruction and orientation at the beginning of a school year, and in giving the students some foundation on which they may approach the course.

Certification

(a) For academic and general subjects, the basic certificate is the Interim High School Assistant's Certificate, Type B, which qualifies the holder for five years as an assistant teacher. The teacher may obtain a Permanent High School Assistant's Certificate after completing a minimum of two year's successful teaching in a secondary school in Ontario.

(b) Endorsement of the High School Assistant's Certificate Type B is possible under the following conditions:

A candidate who has obtained a standing of B, second class honours of 66%, whichever is the highest, in approved university courses to a total of 15 credits in one secondary school academic subject, or 24 credits (12 credits each) in two related academic subjects, and who completes a year of successful teaching subsequent to the date of his Type B certificate, is eligible for endorsement of his Type B certificate.

A candidate should apply to the Committee on Advanced Standing, McArthur College of Education, for approval of his academic credits, and subsequently to the Registrar, Department of Education, 44 Eglinton Avenue West, Toronto 12, for endorsement.

(c) The higher certificate is the Interim High School Assistant's Certificate, Type A, which qualifies the holder for five years as an assistant teacher. This interim Type A certificate may become a Permanent High School Specialist's Certificate (which qualifies the holder to be appointed head of a department in a secondary school) upon the completion of a minimum of two year's successful teaching experience in an Ontario secondary school. This teaching must be in the subject or subjects covered by the certificate.

Note: A teacher who has met the academic requirements for the Interim High School Assistant's Certificate Type B can upgrade his academic qualifications to the Type A admission level by taking courses to meet the requirements outlined in the Department of Education Circular 649.

(d) A candidate who successfully completes the Elementary option is recommended for the Interim Elementary Teacher's Certificate.

(e) The holder of a Permanent Elementary Teacher's Certificate, Standard 4, may, upon accepting a contract from a board to teach in the grades of a secondary school, be granted an Interim High School Assistant's Certificate Type B.

(f) The Committee on Advanced Standing gives rulings on academic standing to candidates who are seeking endorsement of the High School Assistant's Certificate, or who wish to apply for admission to the course leading to the High School Assistant's Certificate, Type A. Written applications should be addressed to the Committee on Advanced Standing, McArthur College of Education, Queen's University, Kingston.

(g) A Letter of Standing (Secondary) will be granted to a university graduate from any part of the world, who can meet the following conditions:

- (i) that his university transcripts indicate that the holder has met the academic requirements equivalent to those demanded of Ontario graduates;
- (ii) that his professional training fulfils the requirements in Ontario; (a candidate from outside of Canada whose native language is other than English may be required to meet the Special Committee in the Department of Education to show evidence of a satisfactory command of English.)

Facilities

The College Library

LIBRARIAN—Mrs. G. Wright

The Library is situated at present in the Douglas Library, off the third floor reading room. Its aim is to provide service for both faculty and students of the College and University as a whole, in the

field of Education. Although it is still in a formative stage, the long-range goal for it is to provide a resource and research centre for university students and educators in Eastern Ontario. In addition, all the facilities of the 500,000 volume Douglas Library are available to students of McArthur College.

Student Self-Government

- (a) *University*: Queen's was the first University in Canada to introduce student self-government. All students are members of the Alma Mater Society, the chief instrument of student government, and are expected to share in its duties and responsibilities.
- (b) *The College*: It is our hope that the students will actively participate in the development of the College, and that they will become involved with staff members in the planning and assessment of the work of the college.

Students' Memorial Union

WARDEN—J. E. Wright

The Union has been described as a place for training in human relations where students, staff, graduates, and guests may have recreation, companionship, and good talk. Every student is a member of the Students' Memorial Union, which is really a club where the men and women students for all faculties may meet in a University building designed for that particular purpose and privilege. The facilities include club meeting rooms, student government offices, plus the student newspaper and year book offices. The offices of the Alumni Association and the Military Services are also located in the Union. Located in a new wing of the building is the International Centre. The Union has a main dining room, Wallace Hall, also a large Coffee Bar, billiards rooms, common rooms, and other facilities designed to meet the requirements of student activities.

Athletic Facilities

Queen's University provides opportunities for students to compete in a total of eighteen intercollegiate sports and twenty-four intramural sports. With the increasing enrolment, facilities are presently used to their limit, but plans are under way to provide more extensive gymnasium space. The 10,000 capacity George Richardson Memorial Stadium is the home of the Gael's football team, and the locale for many physical education classes during the fall season. Adjoining the stadium is the running track and the rugby field — both well-used areas in the fall. The lower campus, a large "green area" adjacent to the Arts Buildings, provides room for the soccer teams and is the locale for many recreational games and sports throughout the year. The Gymna-

sium Building is the most-used athletic facility on the campus. Besides being the focal area for men's and women's basketball, badminton, and gymnastics, time and space are also found for volleyball, wrestling, and judo teams. In addition to the outdoor programmes in the fall, three evenings each week are set aside for comprehensive intramural and interfaculty programmes. A standard 25-yard pool with diving facilities is also a well-scheduled area, with physical education classes, inter-collegiate, intramural and recreational programmes taking up almost all available daily hours.

Student Health Service

DIRECTOR—D. H. Upton, M.D.

The Student Health Service provides a medical team of family physicians, internists, nurses and supporting specialists. A psychological service is available to assist students to cope more effectively with the learning difficulties and other stresses of University life. In addition the Health Service administers a comprehensive health insurance plan to provide additional coverage when necessary.

The health insurance plan provides medical-surgical and supplementary accident coverage for a twelve month period both on campus and off campus during holiday periods. Claims for medical service received off campus must be forwarded through the Student Health Service, Queen's University, Kingston.

Additional coverage for married students and their families is available on an elective basis. The information about this will be available on request, or at the time of registration.

The Student Health Service is located at 187 Stuart Street. The hours are as posted and the general telephone number is 546-3871, Extension 692. Psychological Services — Appointments and inquiries, Extension 660.

Infirmary Care

Infirmaries are provided in both the men's and the women's residences for any student who requires observation, bedrest, convalescence or minor treatment on a short-term basis. This removes the necessity for hospitalization in many cases and interferes less with the student routine. The service is part of the basic coverage and there is no additional cost to the student.

Referrals

During the academic session, the student should rely on the Student Health Service for referrals to other specialists or consultants than those offered by the University. The service is unable to accept financial

responsibility for commitments made without referral by the Health Service itself, except in case of emergency.

Prescriptions

Student Health Service Prescriptions may be filled by Londry's Drugs Limited, 471 Princess Street, Kingston, at a favourable rate.

Hospital Insurance

Students are expected to provide their own hospital insurance through the Ontario Hospital Services Commission or through other organizations from which similar insurance may be obtained. In the event of hospitalization, lack of adequate coverage would result in high personal expense.

Ontario students are reminded that they are covered by their parent's certificate only up to the age of 21. After that time, they must make their own contracts.

Medical Requirement

Each candidate whose application is accepted and who is entering Queen's University for the first time and each candidate who is returning to University after an absence of more than two calendar years must have a physical examination by a physician, the results being recorded on a Medical Record Card which is forwarded to the foregoing categories of students.

The Medical Record Card must reflect a successful vaccination against smallpox within the last three years and, in addition, evidence of having taken within a year a tuberculin test showing a negative reaction; where a positive reaction is reflected, an X-ray report certifying freedom from active tuberculosis must be forwarded with the Medical Record Card.

The Medical Card must be returned to the Student Health Service, Queen's University at Kingston before the opening session. There are no exceptions to submission of this Medical Card without written consent.

Certificate Covering Absence From Class

A student who receives hospital care or is placed in the infirmary, or who claims illness as a reason for missing lectures or laboratory work is held responsible at the close of treatment for informing the instructor concerned, and must present a doctor's certificate to the Dean of Faculty within one week.

Housing Service

DIRECTOR—G. O. Saunders

A Housing Service is administered for those students and staff not housed in the University men's and women's residences. Lists of room, boarding houses, apartments, and houses for rent are available. All rooms listed have been inspected by the Housing Service. There is no charge for this service. At present the average cost of a student's board is from \$12 to \$14 a week and for a room from \$8 to \$10 a week.

Communications should be addressed to the Director of Placement and Housing, Clark Hall, Queen's University.

University Regulations

—FRATERNITIES

By resolution of Senate no student registered with the University may form or become a member of any chapter of any externally affiliated fraternity or sorority at or near Kingston.

—PARKING

As a condition of registration the student must accept and abide by University regulations in relation to the keeping, operation, and parking of motor vehicles.

Fees

The Board of Trustees reserves the right to make changes, without notice, in the published scale of fees if, in their opinion, circumstances so require.

Fee Payment

Students may pay their fees in full at the beginning of the session, or in two instalments, payable at the beginning of each term. Students, including recipients of scholarships, bursaries, and loans, who are unable to pay their fees at these times must apply in advance for permission to delay payment as detailed in the paragraph entitled "Permit to Delay Payment of Fees".

Fee payment procedures are outlined in an instruction sheet which is sent with the final examination results to previously registered students and is available at registration to students registering for the first time.

Cheques should be made payable to Queen's University at Kingston and mailed to the Accountant's Office, Queen's University, Kingston, Ontario.

Regulations concerning Non-Payment of Fees and Charges:

1. All information concerning academic results of any student having an overdue debt owing to the University shall be withheld until the debt is settled.
2. Any student who has an overdue debt owing to the University will not be permitted to register until the debt is settled.
3. Any student who has an unresolved grievance concerning fees or other charges may file an explanatory letter in the appropriate payments office for transmission to the responsible University officer for consideration.

Students registering for the first time are requested to pay fees after registration, but they must pay at least the first instalment by October 15th. Students registering for the first time are requested to pay fees after registration, but they must pay at least the first instalment by October 15th. Students who fail to complete payment, or who do not obtain a Permit to Delay Payment by October 15th will be assessed a late payment penalty.

Previously registered students must pay, by September 1st, at least the first instalment of the required fees plus the non-academic fee and the instalment charge although results of supplemental examinations may not be known at that time. In the event that a student is unable to attend the University, the payment will be refunded in full. Students failing to complete payment, or to obtain a Permit to Delay Payment, by

September 1st, will be assessed a late payment penalty. Such students may not register and may not attend classes until fee requirements are met.

Sessional Fees

The sessional fees for the degree of B.Ed. are:

Fees	Payment	Payment by	
	in Full	1st	2nd
Tuition (see below)	\$200	\$100	\$100
Non-academic (see below)	62	62	
Instalment charge (see below)	—	5	—
Total sessional fee	\$262	\$167	\$100

Tuition Fee. This includes registration, laboratory where applicable, library, examination, and degree fees for students.

Non-academic Fee. This fee includes the following:

Student Services	Student Health	\$26.00
	Students' Memorial Union	10.00
Student Government	Athletic Board of Control	14.00
	A.M.S. (General)	9.50
	Faculty Society	2.50
Total		\$62.00

Athletic Admission Ticket. This ticket will be prepared and handed to all students at registration whose fees include the athletic Board of Control fee. This ticket gives admission to all home games except exhibitions and play-offs.

Instalment Charge. This charge is included in the first instalment if the student elects to pay in two instalments. Accounts not paid in full by October 15th will be assessed the instalment charge. If payment is made by instalments, the second instalment must be paid by January 15th without further notice. Students failing to complete payments by January 15th will be assessed the late payment penalty.

Special Charges

Late payment penalty	\$15.00
Late registration	10.00
Late application for examination or graduation	5.00
Special examination given at the University	
One examination	10.00
Supplemental examinations, each paper	10.00
Rereading an examination paper	15.00

Late Registration. Students presenting themselves after the day set aside for their registration are required to pay an additional \$10.00.

Late payment. Students whose prescribed fees have not been received by the due dates indicated are charged an additional \$15.00. The same charge applies to second instalments unpaid at January 15th.

Other Information

Permit to Delay Payment of Fees. Students who are unable to complete fee payments by the prescribed dates and who can produce evidence that funds will be available from Awards, Loan Funds, or other source satisfactory to the Registrar, may apply to the Assistant Registrar (Student Awards), Richardson Hall, for a permit to delay payment of fees. If application for fee deferment is received by the regular fee due date, and the fees paid within the period of deferment, the late payment penalty will not apply. Fee deferments usually bear a nominal service charge.

Scholarships. Students, qualifying for scholarships awarded through the University, may apply scholarship funds against their fees or they may take the award in cash. A Scholarship Voucher is sent with the announcement of award and the student must return this to the Accountant's Office, Queen's University, indicating the manner in which the award is to be accepted.

Refund of Fees. If after paying the fees, a student finds it impossible to attend the University, a full refund of all fees paid is made. Students withdrawing within two weeks after the opening of the session are refunded the tuition fee only. Students withdrawing after that time but before mid-year are charged the full fees for the first term. Those who withdraw after January 15th are required to pay the full fees for the second term. No refund is made on the non-academic fees to a student who attends any part of the session. Students are advised to inform the Registrar's Office prior to the dates above if they are considering withdrawing or transferring to extramural courses.

Exemption on Income Tax. A special certificate from the University is required to claim fees for income tax purposes. This certificate, in a form acceptable to the Income Tax authorities, will be supplied after February 15th by the Accountant's Office.

Ontario Student Awards Program

The Ontario Student Awards Program combines loan assistance available through the Canada Student Loans Plan and grants assistance available from the Province of Ontario. It is designed to supplement the resources of a student and/or the parents, where in the absence of such aid, a student would be unable to pursue a post-secondary education.

Assistance under this plan takes the form of a Canada Student Loan, guaranteed by the Government of Canada, plus, in most cases, a

fee grant awarded by the Province of Ontario. The ratio of grant to loan is determined by a formula fixed periodically by the Province of Ontario. No interest or principal payments are required on the Canada Student Loan portion of the award so long as the student is in full-time attendance at an approved institution and for six months thereafter. Interest charges during this period are paid by the Federal Government. After the interest-free period, simple interest charges at 5% on the unpaid balance are required in regular monthly payments to the Bank from the borrower, and arrangements must be made to repay the principal.

Assistance under the Ontario Student Awards Program is available to all residents of Ontario who qualify under the terms of the program.

Non-residents of Ontario must apply to their own Province for Canada Student Loans Plan assistance as well as any provincial aid that may be available. Recent arrivals in Ontario are advised to consult with one of the officers named in the next paragraph.

Application forms and further information may be obtained from the Assistant Registrar (Student Awards) of Queen's University, or the Ontario Department of University Affairs. Completed application forms should be forwarded *in duplicate* to the Assistant Registrar (Student Awards), Richardson Hall, Queen's University, Kingston, Ontario.

Fellowship Programme

Each student registered in attendance during both terms of the programme, 1968-69, will automatically receive a Fellowship award of \$500.00. No special application is required. Payment will be made in two equal instalments of \$250.00, the first instalment early in November, 1968, and the second instalment on 15th January, 1969.

The Curriculum

The McArthur Point System

Our Point System is designed to implement the double objectives of (1) providing individualized study plans for candidates and (2) ensuring that their selections satisfy graduation and certification requirements.

For graduation purposes, a candidate will be required to complete successfully a programme of studies totalling 135 points.

Five Main Areas

Five major areas constitute the programme. Their names and minimum requirements are shown in the table below:

MAJOR AREA	POINT REQUIREMENTS	TIME PER WEEK
Educational Foundations	40	8-10 hours
Curriculum & Instruction	30	6- 8 hours
Observation & Practice		
Teaching	40	Not Applicable
Clinical or Field Studies	10	2 hours
Supporting or Related Studies	15	3 hours

Owing to the incomparable nature of these different areas, the attempt to establish some equivalence in the weighting of points must be regarded as merely approximate.

To appreciate the wide scope of electives which allow for individuality in the design of study plans, it will be necessary to examine the five areas in greater detail.

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Educational Foundations

COURSES	POINTS	TIME PER WEEK
A. Obligatory Lecture-Seminar: Professional Issues in Contemporary Education	10	2 hours
B. <i>Two</i> of: Comparative Education	15	3-4 hours
History of Education	15	3-4 hours
Philosophy	15	3-4 hours
Psychology	15	3-4 hours
Sociology	15	3-4 hours
MINIMUM REQUIREMENTS: 40 POINTS		8-10 HOURS

1. Properly regarded, the several studies comprising Education Foundations have an important place in the preparation of professional educators. It is not enough for the practitioner to master the skills related to his work; he must also develop a conceptual framework for proper understanding and criticism of both his work and its general educational setting. These options help to strengthen the professional competence of teacher candidates by providing them with the distinctive insights and analytical perspectives peculiar to each discipline.
2. The only course at McArthur College uniformly required of all candidates, *Professional Issues in Contemporary Education*, is designed to provide a realistic initiation into some of the significant problems of administrative and professional practice. Developed partly on a case study approach, this experimental course will seek to utilize student and faculty contributions in a joint examination of specific educational issues.
3. Most of the Foundation disciplines will offer courses at more than one level to accommodate students with varying backgrounds in the subject.
4. A student who presents no courses in Psychology and/or Philosophy will be required to choose the corresponding Foundation subject(s).
5. Students with a strong background in any of the Foundation disciplines will be permitted to choose a minimum of 25 points in this area (instead of the standard 40).

Curriculum and Instruction

OPTIONS		POINTS	TIME PER WEEK
English	History	15 Points	varies with
Geography	Physics	per option	individual
Chemistry	Biology		option.
Mathematics	French		
Francais	Latin		
Guidance	Physical Education		
School Librarianship			
Psychology and Sociology			
Elementary Education			

MINIMUM REQUIREMENTS: 30 POINTS 6-8 HOURS

1. From the subjects listed under Curriculum and Instruction, candidates will select at least two options which will constitute their fields of teaching specialization.
2. Through a seminar approach, student teachers will consider such general questions as the principles of developing courses of study, the philosophical justification of particular subjects in the school curriculum, and possible interdisciplinary approaches.
3. More practical topics of concern will include principles of lesson preparation, methods of classroom presentation, handling of assignments, and evaluation procedures. Particular attention will be given to the pedagogical implications of working with classes and individuals differing markedly in maturity, motivation and competence.
4. Most of the options listed will be offered at two levels, the Type B level for High School Assistants and the Type A level for future High School Specialists.

Observation and Practice Teaching

TYPES OF EXPERIENCE	TIME
Pre-session Observation Period	1 week
Micro-teaching experience at the College	several sessions
Working with Associates in Education area schools	8 weeks

MINIMUM REQUIREMENTS: 40 POINTS

1. Observation and Practice Teaching provides candidates with an opportunity to become re-acquainted with the public school system and to obtain practical experience in the live setting of selected classrooms.
2. For a period of up to eight weeks, teacher candidates will be assigned to schools in Eastern Ontario where they will observe the complexity of the school system from Kindergarten to Grade 13 and also teach lessons in their respective options under the guidance of capable Associates in Education.
3. To prepare candidates for their initial classroom teaching experience, we envisage involving them early in micro-teaching situations, which are small-scale teaching encounters with groups of about four pupils.
4. Traditionally acclaimed as the most valuable part of teacher training, the customary kind of classroom exposure has been recently joined by new developments in practice teaching, including micro-teaching, video tape playback, and interaction analysis. As the relative advantages of these various approaches become clearer, the balance of emphasis may require re-examination.
5. For students taking university courses on campus *in another faculty as a* ~~as an integral part of their study programme~~, special arrangements will be made during the weeks of practice teaching to permit them to be released for lectures.

visit for the B. Ed. degree,

Clinical and Field Studies

SUGGESTED TYPES OF ACTIVITIES	POINTS
Tutoring (Special cases, e.g. Hospitalized students)	10 points
Coaching Athletics, Drama	10 points
Work with Retarded Children	10 points
Recreation for Underprivileged Children	10 points
Work with Emotionally Disturbed Children	10 points

MINIMUM REQUIREMENTS: 10 POINTS**TWO HOURS PER WEEK FOR 10 WEEKS**

1. The area of Clinical and Field Studies probably represents a new dimension in teacher training programmes in Ontario.
2. One of the motivating considerations behind the introduction of this area is the candidates' need for a deep personal knowledge of the modern adolescent. A variety of direct client-centred experiences is being proposed as one way to promote this perceptive understanding.
3. Another major factor concerns the candidate's need to develop a sense of professional commitment, sturdy enough to weather the erosion of discouragement, alienation, and cynicism. Many observers have urged that the solution for some of these problems may lie in the cultivation of a functional idealism through responsible social service. We find this point of view particularly attractive for a professional school which is trying to arouse sensitivity, foster compassion, and reinforce personal dedication.
4. A programme of field projects is therefore being considered to strengthen those qualities of awareness, involvement, and commitment. We would require these activities to engage candidates for about two hours per week for not less than ten weeks.

THE CURRICULUM

Supporting or Related Studies

KINDS OF COURSES	POINTS	TIME PER WEEK
University courses in Arts and Science	15	3 hours (all year)
Techniques of Effective Communication	5	3 hours (several weeks)
Measurement and Evaluation	5	3 hours (several weeks)
Student Counselling	5	3 hours (several weeks)
Sensitivity Training	5	3 hours (several weeks)
Workshop in Instructional Communications	5	3 hours (several weeks)
Developmental Reading	5	3 hours (several weeks)
Outdoor Education	5	3 hours (several weeks)
Computers in Education	5	3 hours (several weeks)
Remedial or Other Private Studies	5	3 hours (several weeks)

MINIMUM REQUIREMENTS: 15 POINTS 3 HOURS PER WEEK

1. The area of Supporting or Related Studies sustains the principle of individualized programmes of studies related to candidates' particular needs and interests.
2. Although certification policies allow candidates to undertake options in Curriculum and Instruction in which they have a background of only two University courses, we shall require candidates at McArthur who present only six credits to take a supporting university course in their major subject field.
3. For both those in the above situation and for others wishing to pursue further university studies, the College will pay tuition fees in full.
4. The list of five-point courses is suggestive only. They will take the form of short courses, with a number of them being offered more than once a year, thus giving candidates greater scope for adjusting their workload to suit their particular circumstances.
5. Experience has shown that all the courses listed have much to offer to prospective teachers. Some of them relate to effective instructional techniques in special areas. Others deal with the challenge of fostering sensitivity and clarifying values. In all of them, the candidate should discover new meanings and develop new competencies.

FIRST WEEK, SEPTEMBER 16th-20th

Monday, September 16th and Tuesday, September 17th	Course registration and interviews with Faculty Counsellors
Wednesday, September 18th	University registration in Grant Hall
Thursday, September 19th	Classes commence
Friday, September 20th	Classes

1968

September

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October

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December

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