QUEEN'S UNIVERSITY

McArthur College
Faculty of Education

KINGSTON, ONTARIO
1970-71
THIRD SESSION
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History of the University

Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1832 the Provincial Government had been petitioned "to endow without delay an institution, or professorships, for the education and training of young men for the ministry in connection with the Synod. This and other representations failing of their object, steps were taken by the Synod to found a college at Kingston on the lines of the Scottish National Universities."

On 16 October, 1841, a Royal Charter was issued by Her Majesty, Queen Victoria, for the establishment of Queen's College, Kingston, and the first classes were opened in March 1842, with the Reverend Dr. Liddell as Principal. Funds were provided in part by grants from the Presbyterian Church in Scotland and from the Canadian Government, and in part by liberal subscriptions from the friends of the young and growing University. The lack of good schools in the Province made it necessary to have at first a preparatory school in connection with the college. In spite of many difficulties and straitened circumstances, the progress was steady and financial difficulties were tided over by the unwearying efforts of the early friends of Queen's. In 1867-68, the withdrawal of the Provincial grant and the failure of the Commercial Bank, almost brought financial disaster. The crisis was met by the determination of Principal Snedgrass and other self-denying workers, chief among whom was Professor Mackerras. The country was canvassed for subscriptions and as a result of the widespread interest aroused, $113,000 was added to the endowment.

In 1877, Principal Snedgrass was succeeded by the Reverend G. M. Grant, who for a quarter of a century built with brilliant success upon the foundation laid by his predecessors. Under him the University gained rapidly in size and prestige. By 1881 Queen's had a new building, an enlarged staff, and a great increase of students. In 1887, as the result of an effort in commemoration of Queen Victoria's Golden Jubilee, $250,000 was raised, resulting in further extension and in the establishment of new professorships.

Principal Grant died in 1902 and was succeeded in the following year by the Very Reverend D. M. Gordon. In 1916, because of ill-health Principal Gordon resigned his position, but continued in office until the autumn of 1917, when the Reverend R. Bruce Taylor was appointed his successor. In 1930 Principal Taylor resigned to live abroad and Dr. J. C. Connell was appointed Acting Principal. He held this position for four months, until October, when W. Hamilton Fyfe, Headmaster of Christ's Hospital, England, and formerly Fellow of Merton College, Oxford, was installed as Principal of the University. Dr. Fyfe resigned in 1936 to accept the Principalship of the University of Aberdeen. He was succeeded by Principal R. C. Wallace, President of the University of Alberta from 1928 to 1936. Dr. Wallace retired in September 1951 and was succeeded by Principal William A. Mackintosh, the first Queen's graduate to hold the Principalship.
In 1961, by Act of Parliament, the positions of Vice-Chancellor and Principal were separated and Dr. Mackintosh became Vice-Chancellor. He was succeeded as Principal by Vice-Principal J. A. Corry, who since 1936 had been the Hardt Professor of Political Science and since 1951, the Vice-Principal of the University. In 1965 on the retirement of Dr. Mackintosh, Principal Corry was named Vice-Chancellor and Principal. Principal Corry was succeeded in September 1968 by Dr. J. J. Deutsch who has had a distinguished career in Economic Research, in Government Service, in University teaching at both Queen's and the University of British Columbia, as Vice-Principal of Queen’s from September 1959 to September 1963, and as Chairman of the Economic Council of Canada from October 1963 to September 1967.

In 1854 the Medical Faculty of Queen’s was established. It was reorganized in 1966 as the Royal College of Physicians and Surgeons in affiliation with the University but in 1891 the original status was resumed.

The Faculty of Law opened in 1861 and closed in 1864; it reopened in 1880, and closed 1883. In 1957 it was restored with the approval of the Law Society of Upper Canada under new arrangements whereby the Law Society accords to approved university faculties of law an equal position with the Society’s own school at Osgoode Hall.

As early as 1870 special classes in English and other subjects were formed for women but courses leading to a degree were not opened to them until 1878-79. In 1880 co-education was extended to the medical program, and in 1883 a separate Women’s Medical College was opened and affiliated with Queen’s. It was closed in 1894, as similar facilities were offered in Toronto and elsewhere. In 1943, for the first time in forty-nine years women were again admitted to the Faculty of Medicine. In the same year the Faculty of Applied Science admitted women for the first time.

Graduate work at Queen’s University was established formally in 1889 with the adoption of regulations for the Ph.D. and D.Sc. degrees. At that time the degree of M.A. was not a graduate degree, but was given in accordance with the old Scottish pattern on the completion of Honours work in certain programs provided the candidate had first class standing. With the introduction of a new system of undergraduate studies in 1919, however, a Master’s program was set up requiring a year of work beyond the B.A. and prescribing advanced lecture courses and a thesis or other piece of independent work.

In 1941, the Faculty of Arts organized a formal Committee on Graduate Studies and in 1943 the Senate set up a University Board of Graduate Studies. In 1965 the School of Graduate Studies was established.

The School of Mining was founded in 1893 under an Ontario charter and was under the control of a separate Board until 1916 when it was amalgamated with the University, and now constitutes the Faculty of Applied Science.

In 1907 the Ontario Government established at Queen’s a Faculty of Education for the purpose of providing professional training for teachers in the secondary schools in the Province. In 1920 the work of the Faculty was discontinued because of the decision of the Government to extend the scope of the normal schools and to create in Toronto, the Ontario College for Teachers. In 1965, by agreement with the Department of Education, it was decided to establish a Faculty of Education at Queen’s University, to be named McArthur College of Education in honour of Duncan McArthur, Head of the Department of History at Queen’s University from 1922 to 1934, and subsequently Minister of Education for the Province of Ontario from 1940 until his death in 1943. McArthur College Faculty of Education opened in 1968 and offers courses leading to the B.Ed. Degree and to teaching certificates valid in the secondary schools of Ontario and such other courses leading to certification of teachers as may be determined jointly by the Minister of Education and the University.

The Commerce program was established in 1919. In 1960 the programme leading to the Degree of Master of Business Administration was introduced and the name of the School of Commerce and Business Administration was changed to School of Business. In 1963 the Board of Trustees established a separate Faculty Board for the School of Business. The School of Nursing began in 1942, the School of Physical and Health Education in 1947, and the School of Rehabilitation Therapy in 1967. In 1958 the Faculty of Arts became the Faculty of Arts and Science.

Queen’s University, though founded by a church, was dedicated to the nation. As its constituency expanded, its constitution was gradually broadened, until finally in 1912, as a result of an amicable arrangement between the Presbyterian Church and the Trustees of the University, an act was passed by the Dominion Parliament removing the last vestige of denominational control.

In 1969-70 Queen’s University at Kingston served over 15,000 students for all of whom it had academic and administrative responsibility. Many of these, as in most universities, were part-time. Some were in Summer Schools in the Faculty of Arts and Science, and in a variety of special subjects, including refreshers courses for teachers. Some were in the School of English, which is for those mostly from the Province of Quebec, whose native speech is not English. Some were in the Biological Research Station at Lake Opinicon. Some were extramural, mostly teachers earning limited credits towards an Arts degree. Others were in programs conducted by the University for the Canadian Bankers’ Association, for the Institute of Chartered Accountants of Ontario and other Provinces, and for the Association of Ontario Trust Companies.

But the heart of the University was in the 7,381 full-time students and their teachers in the Faculties of Arts and Science, Medicine, Applied Science, Law, and Education; in the Schools of Business, Nursing, Physical and Health Education, and Rehabilitation Therapy; in Graduate Studies; in a wide range of research projects; and in the closely affiliated Queen’s Theological College. Students in all these were in daily association as a compact group on one compact campus, sharing a full and varied life, matching mind with mind. They came from every county in Ontario, from every province of Canada, and from beyond.
Advisory Committee

Minister's Representatives
Mr. Arnold Orr ............................................... 1970
Mr. C. G. Thomson ......................................... 1970
Mr. R. W. Froats ........................................... 1973
To be appointed

University Representatives
Professor A. R. C. Duncan .................................. 1971
Head of Department of Philosophy
Queen's University

Dr. W. C. Loughheed (in place of Dr. G.A. Harrower who is on leave) .... 1970
Associate Dean
Faculty of Arts and Science
Queen's University

Dr. D. H. Crawford ......................................... 1970
Professor of Mathematics
Queen's University

Dr. A. M. Fox ............................................... 1973
Head of Department of Spanish and Italian
Queen's University

Mrs. Beatrice Bryce ........................................ 1972
Dean of Women and Professor of English
Queen's University

Representatives from:
Ontario Secondary School Headmasters' Council
Mr. J. B. Callan ............................................ 1970
Principal, Nepean High School
Ottawa, Ontario

Association of Directors of Education in Ontario
Mr. W. F. Thom ............................................. 1970
Director of Education for North Durham

Ontario Association of Education Officials
Mr. J. B. Slack ............................................. 1970
Director of Education, Frontenac County

Ontario Teachers' Federation
Mr. John D. Lintott ....................................... 1970
Principal
Loyalist Collegiate and Vocational Institute
Kingston, Ontario

McArthur College Faculty Board Representatives
Dr. Allan King .............................................. Mr. A. A. Orr
McArthur College of Education
McArthur College of Education
Queen's University
Queen's University

Ex-Officio Members
Secretary to Committee
Miss Margaret Hoey ...................................... Dean
Secretary of the Senate
McArthur College
Queen's University

The Faculty

Administrative Staff

Dean of the College –
Vernon S. Ready, B.A., Queen's

Assistant Dean, and Coordinator
of B.Ed. programme –
William S. Penniak, B.A., Queen's

Registrar –
Allan J. David, B.A., Melbourne

Assistant Registrar –
Harry B. Ogle, B.A., Queen's

Coordinator of Clinical and
Field Studies –
Robert J. Pich, B.Sc., Wisconsin;
M.Sc., California

Coordinator of Continuing
Education –
M. Applegate, B.A., McMaster;
M.A., Toronto

Coordinator of Graduate Studies
D.H. Crawford, B.Sc., M.A., M.Ed.,
Glasgow; Ph.D., Syracuse

Coordinator of Media Services –
C. Fred Johnston, B.A., B.Ed.,
Toronto; M.A., Syracuse

Coordinator of Student Teaching –
Peter H. Heimessy, B.A., Queen's

Coordinator of Technical
Education –
Mrs. Gwen Wright, B.A., Saskatchewan;
B.L.S., Toronto

Assistant Librarians –
D. E. Loney, B.Sc., Queen's
Mrs. Viola Greer, B.Comm.,
Saskatchewan; B.L.S., Toronto

Miss Victoria V. Punsalan,
B.Sc. (Edue.) Manila; M.A., Minnesota

Administrative Assistant
F. K. Hooper, C.D.
to The Dean –

Academic Staff

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

Chemistry
I. Talesnick, B.A., M.A., Toronto – Associate Professor

Classics
Mrs. May Hambly, B.A., M.Ed., Toronto – Associate Professor

Clinical and Field Studies
R. J. Pich, B.Sc., Wisconsin; M.Sc., California – Professor

J. C. Huie, B.A., Davidson; M.A., Emory – Assistant Professor

Mrs. Janet Russell, Diploma in Clinical Psychology, Glasgow – Lecturer

Comparative and International Education
Assistant Professor

Drama
Associate Professor (part-time)
Educational Psychology
L. Hofer, B.S., M.Ed., Temple, Ph.D., Alberta - Associate Professor
W. R. Andrews, B.A., M.Ed., British Columbia; B.D., Union College; B.Ed., Ph.D., Alberta - Associate Professor
Mrs. Janet Russell, Diploma in Clinical Psychology, Glasgow - Lecturer

Educational Technology
C.F. Johnston, B.A., B.Ed., Toronto; M.A., Syracuse - Assistant Professor
G. A. Southall, B.A., Queen's; B.D., Queen's Theological College; M.A. in Education, Syracuse; completing Doctor's degree at Syracuse - Assistant Professor

Elementary Education
J. C. Bailey, B.A., Queen's - Associate Professor
R. Ripley, B.A., McMaster; M.Ed., Toronto - Associate Professor

Ethical Issues and Human Problems
R. M. Freeman, B.A., Queen's; M.A., Minnesota; B.D., Princeton Theological Seminary; Ph.D., Harvard - Associate Professor

English
L. Thompson, B.A., Toronto; M.A., Rochester - Associate Professor and Chairman 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 - Associate Professor and Chairman of Department
Mrs. Francisca Howard, B.A., Ottawa - Associate Professor

Geography
A. R. Grime, B.A., Manchester; M.Ed., Toronto - Associate Professor

Guidance
Miss Mary Balanchik, B.A., Queen's; M.Ed., Toronto - Associate Professor

History
P.H. Watson, B.A., Toronto; M.A., Acadia - Associate Professor
D. Pratt, B.A., M.A., Oxford; M.A., Ph.D., Toronto - Assistant Professor

History of Education
A. Grande, A.B., M.A., Ph.D., Pittsburgh - Associate Professor

Man & Society
R. G. Harrison, B.A., M.A., Dublin; B.Ed., Toronto - Associate Professor

Mathematics
D. H. Crawford, B.Sc., M.A., M.Ed., Glasgow; Ph.D., Syracuse - Professor and Chairman of Department
D. B. Wing, B.A., London; M.S.N.S., Seattle - Associate Professor

Philosophy of Education
M. Elliott, B.A., M.A., Toronto; Ph.D., London - Associate Professor
A. L. Mandell, B.A., Queen's; B.Litt., Glasgow - Assistant Professor

Physical and Health Education
Miss Helen Halsey, B.A., B.P.H.E., Queen's; M.A., Western - Associate Professor
W. J. Metfor, B.A., B.P.H.E., Queen's; M.S., Oregon - Associate Professor

Physics
W. Thunn, B.A., B.Ed., British Columbia; B.Sc., Sir George Williams; M.A.T., Colorado College - Associate Professor

Professional Issues in Contemporary Education
R. M. Freeman, B.A., Queen's; M.A., Minnesota; B.D., Princeton Theological Seminary; Ph.D., Harvard - Associate Professor

School Librarianship
L. A. Moore, B.A., Western; M.A. (Library Science), Michigan - Assistant Professor

Sociology of Education
A. J. C. King, B.P.E., British Columbia; M.S., California; Ed.D., Toronto - Associate Professor
J. O. Loken, B.Ed., Alberta; M.Ed., Calgary; completing Ph.D. at Alberta in May 1970 - Assistant Professor

Student Teaching
P. H. Hennessy, B.A., Queen's - Professor

Technical Education
D. E. Loney, B.Sc., Queen's - Professor
Associate Teachers 1969-70

Carleton Board of Education

Bell High School
Principal: F. Wyatt Maclean, B.A.
  F. Arnold, B.A. .................................. Sociology
  Mrs. L. Juays, B.A. ............................... English
  Mrs. B. King, B.A. ............................... English
  H. J. McFadden, B.A. ......................... Geography

Confederation High School
Principal: W. S. Joyce, B.A.
  A. E. Guay, B.A. ............................... English
  C. M. Worsnop, B.A. ......................... English
  J. Wandler, B.A., B.Ed. ....................... Guidance
  J. M. Beatty, B.A. ............................. History
  Mrs. L. George, B.A. ......................... Library
  D. Wyatt, B.Sc. ................................. Chemistry
  K. Cook, B.S.A. ............................... Physics
  R. E. McAskin, B.Sc., B.P.E. ............... P. & H. Ed.

Gloucester High School
Principal: L. F. Labrosse, B.A.
  W. Harback, B.A. ............................... Guidance
  L. N. DeMontigny, B.A. ..................... Francais
  Miss S. E. Megill, B.A. ...................... Latin
  E. R. Smith, M.Sc. ......................... Biology
  E. Zoppa, B.Sc., B.P.E. ..................... P. & H. Ed.
  Mrs. E. Shipley, B.A., M.Ed. ............... Sociology

Merivale High School
Principal: A. G. Peterson, B.A.
  G. Lemke, B.A. ............................... English
  B. A. Nordquist, B.A. ....................... History
  J. Reynolds, B.A. ............................. History (Soc.)
  N. Boudreau, B.A. .......................... French
  Miss P. Kostuljenic, B.A. .................. Library
  M. Bedard, B.Sc. ............................. Chemistry
  D. M. Earl, B.Sc. ............................. Chemistry
  D. Armstrong,

Osgoode High School
Principal: J. L. McDonald, B.A.
  K. L. Murphy, B.A. .......................... English
Sir Robert Borden High School
Principal: E. Elliott, B.A.
C. Watts, B.Sc., M.Ed. .................................. Guidance
J. B. Gibson, B.Sc.I. .................................. Biology

South Carleton High School
Principal: W. W. Powell, B.A.
J. Pringle, B.A. ........................................... English
S. Rogers, B.A. ........................................... Geography
J. H. Bell, B.Sc. .......................................... Guidance
R. Langton, B.A. ........................................ History
D. O'Flaherty, B.A. ..................................... Latin
Mrs. B. Evans, B.A. .................................... Biology

Carleton Board of Education – Public Schools

Beysound School
Principal: K. Hanlon, B.A., M.Ed.
Mrs. K. Bullock ............................................ Elementary Ed.
V. Draper, B.A. .......................................... Elementary Ed.
D. Greenham ............................................. Guidance

Century School
Principal: R. A. Fraser, B.A.
Mrs. K. Stanley ....................................... Elementary Ed.

Erskine Johnson School
Principal: G. Possey, B.A.
E. Caldwell .............................................. Elementary Ed.
S. Nicol .................................................. Elementary Ed.
D. Sutherland .......................................... Elementary Ed.

Espanola Board of Education

Espanosa High School
Principal: M. P. J. Desrochers, B.A.Sc.
J. Purificati, B.A. ....................................... Library

Frontenze County Board of Education

Frontenze Secondary School
Principal: A. H. Foss, B.A.
G. Hawkins, B.A. ...................................... English
Mrs. M. Fitzpatrick, B.A. ............................. Guidance
Mrs. P. MacDonald, B.A. ............................ Guidance
J. D. Woodill, B.A. ..................................... History
Mrs. C. T. Cegler, B.A. ............................... French
Miss R. Gosing, B.A. ................................... Latin
R. Wellwood, B.Sc. ................................... Biology
M. Daniel, B.Sc.Eng. ................................. Chemistry

Kingston Collegiate & Vocational Institute
Principal: A. H. Fudge, B.A.
Mrs. M. K. Smith, B.A. .............................. English
C. G. Smith, B.A. ....................................... English
Mrs. M. Shurriff, B.A. ............................... English
N. Pickeen, B.A. ........................................ Geography
Miss I. Graves, B.A. ................................... Guidance
R. Hudson, B.A. ......................................... Guidance
J. H. Ritchie, M.A. ..................................... History
Miss M. N. Quigley, B.A. ............................. Latin
M. C. Switzer, B.A. ..................................... Library
G. R. Saunders, B.Sc. ................................. Biology
A. D. Mackinnon, B.Sc. .............................. Chemistry
A. Langlois, B.A., B.P.H.E. ......................... P. & H. Ed.
Mrs. G. Bruce, B.A. ................................. P. & H. Ed.

LaSalle Secondary School
Principal: R. F. Sam, M.A.
L. E. Veysey, B.A., Dip. Ed. ......................... English
R. Taite, B.A. ........................................... Geography
D. Andrucluk, B.A. .................................... Guidance
J. Beene, B.A. .......................................... History
Miss M. Hale, B.A., B.L.S. ......................... Library
G. Gowdy, B.A. ....................................... Chemistry
Mrs. C. Jenkins, B.A. ............................... P. & H. Ed.
K. Payne, B.A. ......................................... Sociology

Loyalist Collegiate & Vocational Institute
Principal: J. G. Linscott, B.A., B.Ed.
R. W. Anderson, M.A. .............................. English
E. B. Turner, B.A. ..................................... English
W. Porter, B.A. .......................................... Geography
M. Robinson, B.A. ..................................... Guidance
K. M. Stewart, M.A. ................................... History
W. Ramsay, M.A. ..................................... French
Mrs. L. McLeod, B.A., B.L.S. ...................... Library
J. L. Boyd, B.A., B.Sc. ............................... Mathematics
E. R. Chishamore, B.Sc. ............................. Mathematics
D. M. Caskey, M.Sc. ................................. Chemistry
E. Seal, B.A.Sc. ...................................... Physics
Miss J. Rodgers, B.A., B.P.H.E. ................ P. & H. Ed.
W. Allen, B.A. ......................................... French

Queen Elizabeth Collegiate & Vocational Institute
Principal: E. A. Craighead, M.A.
Mrs. J. E. Applegate, B.A. ......................... English
<table>
<thead>
<tr>
<th>School Name</th>
<th>Principal</th>
<th>Teacher(s)</th>
<th>Subject(s)</th>
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<tbody>
<tr>
<td>Sharbot Lake High School</td>
<td>J. H. Jensen, B.A., B.Ed.</td>
<td>W. Harris, B.A.</td>
<td>History</td>
</tr>
<tr>
<td>Calvin Park Public School</td>
<td>R. W. Darling, B.A.</td>
<td>D. Milan</td>
<td>Elementary Ed.</td>
</tr>
<tr>
<td>Centennial Public School</td>
<td>G. A. Smith, B.A.</td>
<td>Mrs. M. Henderson</td>
<td>Elementary Ed., Guidance</td>
</tr>
<tr>
<td>Frontene Public School</td>
<td>R. W. Davidson, B.A.</td>
<td>Mrs. J. VanDorner, B.A.</td>
<td>Elementary Ed.</td>
</tr>
<tr>
<td>Jas. R. Henderson Public School</td>
<td>R. Galbraith, B.A.</td>
<td>Mrs. E. Joule</td>
<td>Elementary Ed.</td>
</tr>
<tr>
<td>Kingscourt Public School</td>
<td>J. F. Tannant, B.A.</td>
<td>Miss S. Hornbeck</td>
<td>Elementary Ed.</td>
</tr>
<tr>
<td>Lord Strathcona Public School</td>
<td>J. Carnegie, B.A.</td>
<td>Mrs. C. Dawson</td>
<td>Elementary Ed.</td>
</tr>
<tr>
<td>Poisson Park Public School</td>
<td>L. H. Dalbock, B.A., B.Ed.</td>
<td>Miss H. McKee</td>
<td>Elementary Ed.</td>
</tr>
<tr>
<td>Rideau Public School</td>
<td>W. G. D. Paterson, B.A.</td>
<td>W. Purcell, B.A.</td>
<td>Elementary Ed.</td>
</tr>
<tr>
<td>Robert Meek Public School</td>
<td>A. C. MacFarlane, B.A.</td>
<td>Mrs. D. Boyd</td>
<td>Elementary Ed.</td>
</tr>
<tr>
<td>MacDonald Public School</td>
<td>Mrs. M. Clendh, B.A.</td>
<td>Mrs. P. Wallace</td>
<td>Elementary Ed.</td>
</tr>
<tr>
<td>Cathedral School</td>
<td>Sister E. O'Grady, B.A.</td>
<td>Mrs. M. Dohler, B.A.</td>
<td>Elementary Ed.</td>
</tr>
<tr>
<td>Our Lady of Lourdes School</td>
<td>Sr. J. Burns, B.A.</td>
<td>G. Gaulh</td>
<td>Elementary Ed.</td>
</tr>
<tr>
<td>St. Patrick's School</td>
<td>E. S. Evans, B.A.</td>
<td>Mrs. B. Dickson</td>
<td>History</td>
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<tr>
<td>Haliburton County Board of Education</td>
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<tr>
<td>Haliburton Highlands Secondary School</td>
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<tr>
<td>Hastings County Board of Education</td>
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</tr>
</tbody>
</table>
Centennial Secondary School
Principal: W. J. Musgrove, B.A.
L. J. Holland, B.A., B.Ed. ........................................... English
S. Allcorn, B.A ...................................................... Guidance
L. Jones, B.A ...................................................... History
H. G. Babait, B.S.A. ................................................ Chemistry

Moira Secondary School
Principal: L. D. Read, B.A.
C. W. Sloan, B.A. .................................................. English
R. Lachman, M.A. .................................................. Geography
S. Lefebvre, B.A. .................................................. Geography
W. Hunt, B.A. ...................................................... History (Soc.)
Mrs. C. A. Phelps, B.A. ........................................... French
R. W. Phillips, B.S.A. ................................................ Chemistry

Quinte Secondary School
Principal: J. S. Hayman, B.A.
R. Gorcey, M.A. .................................................. French
D. Lattimer, B.A. .................................................. English
R. Gainier, B.A., M.Ed. ......................................... Guidance
G. Super, B.A. ...................................................... History (Soc.)
G. Chambers, B.Sc. ............................................... Mathematics
Mrs. L. MacKenzie, B.A. ......................................... Mathematics
K. Daley, B.Sc., Ag. .............................................. Biology
R. Bird, M.Sc. ...................................................... Chemistry
W. Uhrnyk, B.A., B.P.H.E. ....................................... P. & H. Ed.

Trenton High School
Principal: J. C. Garrett, B.A.
J. F. Rowe, B.A. .................................................. Guidance

Lanark County Board of Education

Carleton Place High School
Principal: C. J. M. Dawson, B.A.
R. Church, B.A. .................................................. Geography
D. M. Robertson, M.A., Dip. Ed. ................................ History

Perth & District Collegiate Institute
K. W. MacNaughton, B.A. ....................................... English
R. A. Satt, B.A., B.P.H.E. ........................................ P. & H. Ed.

Smiths Falls District Collegiate Institute
Principal: G. W. Slinger, B.A.
C. Kelsa, B.A. .................................................. English
G. Tokaruk, B.A. .................................................. Geography
D. Peebles, B.A., M.Ed. .......................................... Guidance

Leeds & Grenville County Board of Education

Brockville Collegiate Institute & Vocational School
Principal: V. E. Stetler, B.A., M.Ed.
W. Hunter, B.A .................................................. English
Mrs. E. J. Johnston, B.A., B.L.S. ................................ English
Mrs. G. O. Hodgins, B.A. ........................................ English
Mrs. E. Stephenson, B.A. ........................................ P. & H. Ed.

Thousand Islands Secondary School
Principal: W. J. Countryman, B.A.
J. A. Connerty, B.A. .............................................. English
Mrs. M. J. McKeen, B.A. ......................................... English
W. Murtry, B.Sc., B.Ed. .......................................... Mathematics

Rideau District High School
Principal: F. W. Fleming, B.A.
D. Warren, B.A. .................................................. English
R. Scott, B.A. ...................................................... History

Gananoque Secondary School
Principal: C. W. Munford, B.A., B.Paed.
I. Brett, B.Sc. .................................................. Mathematics
M. N. Shanks, M.Sc. ............................................ Chemistry

North Grenville District High School
Principal: D. E. Shepherd, B.S.A., B.Ed.
Dr. G. Hunter, B.Sc., Ph.D. .................................... Chemistry

South Grenville District High School
Principal: G. Spafford, B.Sc.
B. Gorbov, B.A. .................................................. Geography (Soc.)
J. R. Colman, M.A. .............................................. Guidance
Mrs. C. E. Slabak, B.A. ......................................... History
A. G. Swoger, M.A. .............................................. History (Soc.)
A. Duffield, B.Sc. .............................................. Mathematics
R. Switzer, M.A. .................................................. French

Maynard Public School
Principal: Mrs. I. Rowberry
Mrs. G. Connell ................................................... Library

Lennox & Addington County Board of Education

Ernestown High School
Principal: C. A. Howse, B.A.
D. T. Lahey, M.A. ................................................ English
J. R. Farson, B.A. .............................................. Guidance
Mrs. G. Dewes, B.A. .......................................... History
T. Ford, B.A. ...................................................... Mathematics
F. Waite, B.A. ...................................................... Biology
Napanee District Secondary School
Principal: C. S. Froud, B.A.
R. E. Dale, B.A. .................................. English
Mrs. E. M. Alkenback, B.A. ...................... History
Y. Wills, B.A. ........................................... Library
L. J. Verabioff, B.A., B.P.H.E., M.S. ........ P. & H. Ed.

Odessa Public School
Principal: B. A. Reynolds, B.A.
Mrs. J. Johnston ........................ Elemented Ed.

Northumberland & Durham County Board of Education

East Northumberland Secondary School
Principal: H. S. Ewing, B.A.
M. Halterman, B.A. .......................... English

Cobourg District Collegiate Institute West
Principal: C. G. King, B.A.
H. Hubbs, B.A. ............................ History
Miss J. Richardson, B.A. ...................... French
A. B. Dalgarno, B.Sc. .......................... Chemistry

Ottawa Collegiate Institute Board

Brookfield High School
Principal: J. B. Black, B.P.H.E.
E. D. Chevrier, B.A. .......................... Geography
A. E. Kingsbury, B.A. ........................ History
R. Labrosse, B.A. ............................ French
Mrs. E. Thom, B.A., B.L.S. ................. Library
J. A. Fraser, B.A., B.P.H.E. ................. P. & H. Ed.

Champlain High School
Principal: J. R. King, B.Sc., B.P.E.
L. V. Creighton, B.A. ........................ Geography
P. D. McAlpine, B.A. ........................ History
D. Thompson, B.A. .......................... History
Mrs. R. Haneault, B.A. ........................ French
Mrs. H. Lee, B.A., B.L.S. ........................ Library
M. Weeks, B.Sc. .............................. Mathematics
Mrs. B. J. Brown, B.A., B.P.E. ................. P. & H. Ed.

Fisher Park High School
Principal: J. G. Enns, M.A., M.Ed.
N. E. Handy, B.A. .............................. English
G. Charette, B.A. .............................. Guidance
W. T. Turner, B.A. .............................. History
R. Lalone, B.A. .............................. French

Glebe Collegiate Institute
Principal: G. E. Laughren, B.A., M.Ed.
P. G. B. Corcoran, B.A., B.J. ............... English
B. Doyle, B.A., B.J. .......................... English
Dr. E. C. Powell, M.Sc., Ph.D. ............... Chemistry
C. P. Bower, B.Sc., M.Ed. ...................... Physics

Grade 13 Pavilion
Principal: Brother M. Lapointe, M.A.Sc.
T. Brennan, B.A., M.S. ........................ English

Highland Park High School
Principal: R. W. J. Darby, B.A., M.Ed.
P. T. Ferguson, B.A. ........................ English
R. Monro, B.A. ............................... Guidance
A. McMahon, M.A. ........................ History
R. Walsh, B.A., B.P.E. ........................ P. & H. Ed.
O. Trahan, B.A., B.P.S. ........................ Mathematics

High School of Commerce
Principal: R. T. Greer, M.A., B.Com.
J. C. Backlund, M.A. ........................ English
J. D. Forsyth, B.A., M.Ed. ...................... History (Sec.)
Mrs. F. McCartney, B.A. ...................... Library
Mrs. B. Percy, B.A. .......................... P. & H. Ed.

Hillcrest High School
Principal: B. L. Bradley, B.A., M.Ed.
E. W. Benoit, B.A. ........................ English
R. E. Reynolds, B.A. ........................ English
H. E. Davey, B.A. ........................ History
J. Valcour, B.S.Sc. .......................... History
Miss P. G. Redmond, B.A. ...................... French
Miss H. Guertin, B.A., B.Sc. .................. Biology
Miss Luba Poshly, B.A. ....................... Biology
K. Crouch, M.Sc. ............................... Physics

Laurentian High School
Principal: H. A. Butler, B.Com.
D. Conois, B.A. .............................. French
F. W. Waubzy-Smith, B.Sc. .................... Physics
Miss J. Hetherington, B.A., B.P.H.E. ............ P. & H. Ed.

Mrs. G. Tyler, B.Sc., B.L.S. ......................... Library
B. Shaver, B.P.H.E. .......................... P. & H. Ed.
M. Paradis, B.A. ............................... English
Ligertwood Collegiate Institute
Principal: J. W. Neil, B.A.
J. Daniel, M.A. .............................................. English
P. R. Kerslake, B.A. .............................................. English
W. R. Fraser, B.A. .............................................. English
P. O'Brien, B.A. .............................................. English
R. Charron, B.A., M.Ed. .............................................. French
M. Francois, B.A. .............................................. French
A. R. Weddlespoon, M.A., B.D. ................................ Latin
D. E. MacGounan, Mus. Bac., B.L.S. ................................ Library
R. Behan, B.A.Sc. .............................................. Mathematics
N. Doherty, B.A. .............................................. Mathematics
W. Goulde, B.Sc. .............................................. Biology
Miss M. Shillington, B.A., B.S.W. ................................ P. & H. Ed.

Nepean High School
Principal: J. B. Callan, B.A.
P. Lawrenc, B.A. .............................................. English
D. R. Harvie, B.A. .............................................. Geography
R. J. Erlundson, M.A. .............................................. History
J. Narrows, B.A. .............................................. Latin
Miss S. Whitmiel, B.A. .............................................. Mathematics
F. Rowlinson, B.A. .............................................. Chemistry
A. Weidenhaupt, B.Sc. .............................................. Physics

Ottawa Technical High School
Principal: R. M. Dunlop, B.A., M.Ed.
P. Kavanagh, B.A. .............................................. English
W. Barr, B.A., B.S.W. .............................................. Guidance
J. L. Fisher, B.A. .............................................. History (Soc.)
G. Collins, B.Sc. .............................................. Chemistry

Our Lady of Lourdes High School
Principal: Sr. Julien de Monfort, B.A.
Miss P. Harvey, B.A. .............................................. English

Rideau High School
Principal: R. W. Beck, B.A.
D. Kearsey, M.A. .............................................. English
Miss E. Crack, B.A. .............................................. English
J. Jackson, B.A. .............................................. Geography
M. J. Thompson, B.A. .............................................. History
W. Grant, B.A. .............................................. History
Mrs. P. Norris, B.P.E. .............................................. P. & H. Ed.

Ridgemont High School
Principal: R. G. McMichael, M.A.
G. Partridge, B.A. .............................................. English
Mrs. M. Foster, B.A. .............................................. English
B. Ager, B.A., B.P.E., M.S. .............................................. P. & H. Ed.

Sir John A. Macdonald High School
Principal: J. H. McKeary, B.S.A.
J. W. Dunphy, M.A. .............................................. English
J. R. Nuth, B.A. .............................................. Geography
Mrs. J. Runnell, B.A. .............................................. Guidance
D. R. Ferguson, B.A. .............................................. History
P. H. Lewe, B.A., B.L.S. .............................................. Library
F. Cumming, B.A. .............................................. Mathematics
G. F. Manue, B.P.H.E. .............................................. P. & H. Ed.
T. Griffiths, B.A. .............................................. Sociology

Sir Wilfrid Laurier High School
Principal: J. N. O'Donnell, B.A., L.Ph.
G. L. Nadon, B.A. .............................................. Geography
J. Gillespie, B.A. .............................................. History
L. Lecompte, B.A. .............................................. French
J. G. Quaneal, B.A. .............................................. French
A. S. Wotherspoon, B.A. .............................................. Mathematics
C. Hopkins, B.Sc. .............................................. Chemistry

Woodroffe High School
Principal: S. R. Berry, B.S.A., M.Ed.
R. Deering, M.A., B.Ed. .............................................. History
J. Parsons, B.A. .............................................. History
J. Hinton, M.A. .............................................. French
D. Nicoll, B.Sc. .............................................. Mathematics
J. A. Cochlin, B.Sc., P.Eng. .............................................. Physics
Mrs. L. Lequere, B.A. .............................................. P. & H. Ed.

High School Board of the City of Vanier

Andre Laurierseau Secondary School
Principal: R. Scanlan, B.A.
D. Bland, B.Sc. .............................................. Physics
W. Whissel, M.A., M.Sc. .............................................. Biology

Ottawa Public School Board

MacSkimming School of Natural Science
H. Gibson ..................................................... Elementary Ed. (Science)
Bel Air School
Principal: W. A. Craig, B.A.
Mrs. E. Sims .............. Elementary Ed.

Fielding Drive School
Principal: J. A. Craig, B.A.
Mrs. G. Walker .............. Elementary Ed.
R. Richardson .............. Elementary Ed.

Glesmen Intermediate School
Principal: M. W. Park, B.A.
Miss H. Bowen, B.A. .............. Guidance

Vincent Massey School
Principal: D. A. H. Gillies, B.A., M.Ed.
J. Macfarlane .............. Elementary Ed.

Alta Vista School
Principal: A. K. Bell, B.A., B.Paed.
Mrs. I. McCooeye .............. Elementary Ed.

Broadview Avenue School
Principal: R. Russell, B.A., M.Ed.
Miss T. Armstrong, B.A. .............. Elementary Ed.
Mrs. J. W. Clark .............. Elementary Ed.
J. Riddell .............. Elementary Ed.
E. Varty, B.A. .............. Elementary Ed.

Elmidae School
Principal: R. Brown, B.A., B.Sc.
Mrs. S. Bishop, B.A. .............. Elementary Ed.
Miss T. Boucher .............. Elementary Ed.
Miss B. Griffith, B.A. .............. Elementary Ed.

Featherston Drive School
Principal: D. Lyons, B.A., B.Ed.
J. Trombley, B.A. .............. Elementary Ed.
R. Lynch, B.A. .............. Elementary Ed.

Hawthorn School
Principal: Miss A. Witty, B.Sc.
J. Clark .............. Elementary Ed.
Miss M. Cox .............. Elementary Ed.
I. Jaelle .............. Elementary Ed.

Peterborough County Board of Education

Adam Scott Collegiate & Vocational Institute
Principal: R. H. David, B.A.
J. L. Hill, B.A. .............. English
W. C. Bailey, B.Sc.T. .............. Chemistry
Mrs. M. Mosher, B.Sc., B.Ed. .............. Chemistry
G. Burke, B.S.A. .............. Physics

Crestwood Secondary School
Principal: K. R. Rossi, B.S.A.
J. C. Chynoweth, B.A., M.Ed. .............. French
G. R. Maughan, B.S.A. .............. Physics
D. Moton, B.A. .............. Sociology

Kenner Collegiate & Vocational Institute
Principal: A. B. Sweeney, M.A.
D. P. McGarity, M.A. .............. English
J. Williams, B.Sc., B.Ed .............. Mathematics
S. White, B.A. .............. Sociology

Lakesfield District High School
Principal: C. W. Burge, B.A.
Mrs. M. Penn, B.Sc. .............. Physics

Peterborough Collegiate & Vocational School
J. Casey, B.A. .............. English
W. E. Tapp, B.A. .............. English
J. Grace, B.A. .............. French

Thos. A. Stewart Secondary School
Principal: Dr. E. P. Ray, Ph.D.
Miss E. Bewey, B.A., M.Ed., B.L.S. .............. Library

Peterborough Bd. of Ed. Office
Supt. French Instruction Public Schools: Leo Arcand, B.A., M.N.
Mrs. A. Caravaggio .............. Elementary Ed. (Oral French)
Mrs. D. Succiato .............. Elementary Ed. (Oral French)

Lakesfield College School, Lakesfield, Ontario
Principal: J. E. Matthews, B.A.
Rev. J. McDougall, M.Sc., L.Thr. .............. Chemistry
Dr. F. H. Kreutz, B.Sc., M.A., Ph.D. .............. Chemistry

St. Peter's High School
Principal: F. DeSousa, B.A., B.Ed.
J. Martyn, B.A. .............. English
Prince Edward County Board of Education

Prince Edward Collegiate Institute
Principal: E. A. Brown, B.S.A.
Mrs. A. Ross, B.A. ...................... English
R. D. Howell, B.A. ...................... English
P. J. Vincent, M.A., B.Ed. .......... History
Mrs. F. Rabnett, B.A., B.L.S. ...... History
J. Rabnett, B.A. ...................... Mathematics

Renfrew County Board of Education

Dr. C. J. MacKenzie High School
Principal: H. Moffatt, B.A.
D. Fullford, B.A. ...................... English
R. J. Bourdon, B.A. ...................... English
R. J. Cox, B.A. ...................... History
R. G. Noppe, B.A.Sc. .................. Mathematics
W. F. Patterson, B.S.A. ................ Biology
R. W. Wiley, B.Sc. ...................... Chemistry

Champlain Secondary School
Principal: J. G. Thomson, B.A., M.Ed.
D. C. R. Forrier, B.A. ................ Library

Maynard S. Fellowes High School
Principal: R. Wilson, B.A., B.Ed.
R. Land, B.Sc. ...................... Biology

Ottawa High School
Principal: D. P. Williams, B.S.A.
P. Davies, B.Sc. ...................... Biology

Pembroke Collegiate Institute
Principal: R. J. Baxter, B.A.
M. V. Sheridan, B.A. ................ History
Miss E. MacInnes ..................... Latin

Renfrew District Collegiate Institute
Principal: J. A. Goodfellow, B.A.
Mrs. N. Galbraith, B.Sc. ................ Mathematics
J. MacGregor, B.S.A. ................ Biology

St. Lawrence District High School
Principal: J. J. Comtois, B.A.
G. Merlino, B.A. ...................... Guidance
R. Raymond, B.A. ...................... French
K. Lauzon, B.A. ...................... Library
B. McKinley, B.Sc. .................. Mathematics

Glengarry District High School
Principal: P. Lloyd, B.A.
G. F. Latour, B.A. ................ Library
Mrs. J. Frazer, B.A. ................ P. & H. Ed.

North Dundas District High School
Principal: H. W. Manchester, B.A.
Miss M. C. Cornwall, B.A. ................ Library

Sudbury Board of Education

Sudbury High School
Principal: F. J. Costigan, B.A.
G. Pilkey, B.A. ...................... Biology
Mrs. K. Shaw, B.A., B.P.H.E. ........ P. & H. Ed.

Garrison-Falconbridge Secondary School
Principal: L. York, B.A., B.P.E.
Miss R. Bell, B.A. ...................... Latin

LaSalle Secondary School
Principal: E. L. Park, B.A., B.Ed.
C. F. Power, B.A. ...................... English
S. G. Holmes, B.S.F. ................ Geography
J. Drago, B.B.A. ...................... Guidance
J. Dickson, B.A., B.P.H.E. ........ P. & H. Ed.

C. Courville, B.A. ...................... History
J. J. Sanborn, B.A. ................ History
Mrs. E. Smelko, B.A. ................ Biology
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. Despite recent technological advances in education, 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 personalities 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 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.
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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 counselors 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

Continuous assessment entails a deemphasis 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; consequently on the student's part, responsible participation is expected.

Students will be informed of their progress by individual faculty members no later than the end of first term.

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.

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

PLEASE NOTE THAT ENROLMENT WILL BE LIMITED.

An applicant for admission should apply to the Registrar of the College 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 minimum 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 first choice with at least 9 credits in the subject field forming part of the 45 credits, except as noted below.

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 shall choose any TWO of the following teaching options which we shall offer in the 1970-71 academic session.

* The definition of a credit is derived from the basic assumption that there are approximately 60 credits in a four-year course. From this it follows that 15 credits is equivalent to a university year; and a credit may be defined as one-fifteenth of a university year.
(i) Options for which a specific university background is required are:
  Biology German
  Chemistry History/Social Science
  English Latin
  French Man in Society
  Geography Mathematics
  Physics

(ii) One other option for which a heavier concentration of university courses is required is Guidance. To elect Guidance, a candidate must have at least 15 credits in Psychology and Sociology, with no less than 9 credits in Psychology.

(iii) Options for which no related university courses are required are:
  Elementary Education Physical Education
  School Librarianship Theatre Arts

(NOTE – Technical Education and Commercial Education will not be offered for the 1970-71 academic session.)

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. Specific advice will come from the College to each candidate regarding this Pre-College Observation Period.

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 or 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 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 Assistant Registrar, Advanced Standing, McArthur College of Education, for approval of his academic credits, and subsequently to the Registrar, Department of Education, (1 St. Clair Avenue West, Toronto), for endorsement.

(c) Note - a teacher who has the academic requirements for the High School Assistant’s Certificate, Type B, and who wishes to upgrade his academic qualifications to the Type A admission level should consult the Assistant Registrar, Advanced Standing, to find out the courses and standings required. After an applicant’s qualifications have been approved for admission, he will be required to take a six week summer seminar in his area of specialization. Upon successful completion of this seminar, he will be recommended for the Interim High School Assistant’s Certificate Type A.

The McArthur Point System

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

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

Five Main Areas

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

<table>
<thead>
<tr>
<th>MAJOR AREA</th>
<th>POINT REQUIREMENTS</th>
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</thead>
<tbody>
<tr>
<td>Educational Foundations</td>
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<td>Curriculum and Instruction</td>
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<td>Observation and Practice Teaching</td>
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<tr>
<td>Clinical or Field Studies</td>
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<tr>
<td>Supporting or Related Studies</td>
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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.

Note – Because of our awareness of the constant need for change and, because of both the needs of our students and the changing nature of education in the schools, the courses listed may be different in nature and content in the coming academic year.
### Programme Summary

#### Educational Foundations
1. Professional Issues in Contemporary Education
2. Two of the following:
   - Comparative and International Education
   - History of Education
   - Philosophy of Education
   - Educational Psychology
   - Sociology of Education
   - Ethical Issues and Human Problems

#### Curriculum and Instruction
- Elementary Education
- Latin
- Man in Society
- Mathematics
- Physical and Health Education
- Physics
- School Librarianship
- Theatre Arts

#### Observation and Student Teaching
An opportunity to become re-acquainted with the public school system and to obtain practical experience in the live setting of selected classrooms. A one week pre-session observation period and eight weeks student teaching in schools. Micro teaching-small scale teaching encounters with groups of about four pupils.

#### Clinical and Field Studies
A program of field projects to strengthen those qualities of awareness, involvement and commitment. About two hours per week for not less than ten weeks.

#### Supporting or Related Studies
Courses selected from offerings such as:
- Computers in Education
- Conversational French
- Orientation to Guidance
- Drama in Education
- Open Country Explorations
- Measurement and Evaluation
- Developmental Reading
- Personal Growth
- Workshop in Educational Technology

### Course Outlines

#### Educational Foundations

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**Points**
28.100 Professional Issues in Contemporary Education

28.101 Comparative and International Education
This course aims at a broad and critical view of education through examining educational patterns within a variety of national settings. The educational systems of Canada, the United States, the British Isles, and the Soviet Union receive special attention, while certain problems confronting modern education are considered cross-culturally.

28.102 Contemporary Issues and Human Problems
In this flexible course the agenda will be designed and implemented by students and instructor in accordance with their choice of pressing issues and problems. Attention will be given to the bearing these have on the life and work of the teacher.

28.103 History of Education
This course is concerned primarily with intellectual perspectives in the history of Western education. Emphasis will be on the evolution, in historical setting, of the various conceptions of the educated man. Special attention, in the ancient, medieval, and early modern periods, will be devoted to Plato’s conception of the philosopher-king, Quintilian’s ideal orator, the Christian ideal of saintliness, and the Renaissance gentleman. In the modern period concentration will be on the effects of science, industry, and technology upon the traditional conceptions of the educated man. Consideration will also be given to liberal education in an age of professionalism and specialisms.

Offerings in Philosophy of Education during 1970-71
The following six units will be offered in Philosophy of Education during the 1970-71 session.

There are no pre-requisites for these units. Each unit will be one term in length. Any two units will constitute a foundation credit. Any unit not taken as part of the foundations credit in Philosophy of Education may be taken for credit on its own by an interested student.

Units Offered in First Term

28.104 Problems in History and Social Science
We shall examine the theoretical foundations upon which History and the Social Sciences are grounded. An attempt will be made to arrive at conclusions of value to teachers concerning the objectives and methods of these disciplines.

28.105 Ethics and Education
This course will investigate some critical ethical problems in contemporary education. It will include an examination of the grounds for decision-making in the light of both classical and contemporary ethical theories as well as the new morality. Special attention will be given to devising justifiable strategies for dealing with controversial issues in the classroom, and also to developing defensible policies for the conduct of moral education.

28.106 Religion and Education
This course will be concerned with problems concerning the relation of religion to education. It will include a consideration of the cases for and against the inclusion of religion in public education and in education generally. Various practical proposals will be analyzed and assessed. Some attention will be given to the question of the relation of religion to moral education.

Units Offered in Second Term

28.107 The Revolution
This course will deal with revolutionary ideologies in the moral, social, and political spheres. The relationships between ideology and reality, and between theory and practice, will be explored and analyzed. The course is intended to assist teachers to understand more fully the theoretical bases of moral, social and political radicalism.

28.106 Literary Theory
Representative aesthetic and critical theories of literature will be considered. The course is intended to assist prospective teachers of English to understand more fully the variety of approaches one might attempt in considering a literary work and to help them develop some skill in adapting general theories to particular works under consideration.

28.109 Planning Teaching Strategy
Through an analysis of various teaching models, this course will focus on the nature of teaching acts. Different kinds of teaching acts will be examined in the context of their intended learning outcomes, in order to establish rational criteria for selecting effective and justifiable teaching strategies. The course will be sufficiently flexible that individual students may develop applications relevant to their own teaching fields.

28.111 Educational Psychology I (Introductory) (with emphasis on child growth and development from birth to adolescence)
Basic principles of educational psychology applied to teaching the elementary school child. Developmental processes such as physical, intellectual, social and emotional growth. Language and its

Recommended for students with no previous psychology.
relationship to learning. The concept of readiness and classroom application. Consideration of interpersonal relationships with peers, teachers and parents.

28.112 Educational Psychology II (Introductory) (with emphasis on the adolescent student)*
A thorough consideration of theory and practical application in selected limited areas of educational psychology. These areas will include topics related to adolescence and learning. Problem-centered approach, rather than logically arranged sequence. Under the general supervision of the instructor, some students will be permitted to study on their own, rather than be required to participate in all class activities.

28.113 Educational Psychology III (for candidates with previous psychology courses)
Psychological foundations of the student-centered approach to learning and teaching. The role of behaviour dynamics, learning theory, and the scientific principles of psychology in the modern school. Application of the contributions of educational psychology to teaching. Methods of increasing student growth through individualized learner models.

28.114 Educational Psychology IV (for students with options in Guidance, Psychology-Sociology, or those contemplating a career in School Psychology or as a Learning Disability Specialist)
The role of the Clinical Services Specialist on the school team. Application of psychological systems and theories to teaching, guidance and counseling, testing and psychological diagnosis. Learning and behaviour dynamics. Understanding chronic behaviour and learning problems. Psychological foundations of the student-centered approach to learning.

28.115 Sociology of Education
This course is designed to look at the major social forces that influence the process of education. The adolescent subculture, social class, ethnicity, social change, and the organization of education will be considered but the primary focus will be on interaction in the classroom. Learning methodologies, such as game theory and small group process, will be explored with the emphasis placed on active student involvement. Videotapes of experienced teachers and student teachers and other forms of raw data from schools will be employed to augment the learning environment.

* Recommended for students with no previous psychology.

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### Curriculum and Instruction

<table>
<thead>
<tr>
<th>Two of the following:</th>
<th>Elementary Education</th>
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<tr>
<td>Biology</td>
<td>Latin</td>
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<td>Chemistry</td>
<td>Map in Society</td>
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<tr>
<td>English</td>
<td>Mathematics</td>
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<tr>
<td>French</td>
<td>Physical and Health Education</td>
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<td>Geography</td>
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<td>German</td>
<td>School Librarianship</td>
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<tr>
<td>Guidance</td>
<td>Theatre Arts</td>
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<tr>
<td>History/Social Science</td>
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15 Points each

**MINIMUM REQUIREMENTS: 30 Points**

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.

5. In options where no specific university background is required, the time per week may be in excess of the average four hours.

28.121 Biology (Type A)
Students will participate fully in the Biology Type A programme; in addition, special attention will be given to curriculum structure and depth of treatment suitable for senior high school students (Grade 13).

28.122 Biology (Type B)
Students are invited to participate in determining a framework in which the following aspects of biology teaching are practised and discussed:
1. design of existing courses of study
2. probable structures of future curricula
3. a wide variety of teaching styles and techniques for both laboratory and classroom.

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The actual form and emphasis of the course changes from year to year in accordance with the interests and abilities of the students and with the influence of current developments in education generally and in student teaching in particular.

28.123 Chemistry (Type A)  
28.124 Chemistry (Type B)  
Type A and Type B candidates will meet together for part of the programme. The secondary school Chemistry programme in Grades 12 and 13 will be considered as a single course. Some time will be spent in the area of science as it relates to the total secondary school programme. A considerable amount of time will be spent in the laboratory where candidates will evaluate the laboratory exercises used in the secondary schools.

Texts  

2. One of:  
   (a) Chemistry - An Experimental Science (Text and Manual), Pincent et al., W.H. Freeman and Company  
   (b) Chemistry - An Investigative Approach, Cotton and Lynch, Houghton-Mifflin  
   (c) Chemistry - Experiments and Principles (Text and Manual), O'Connor et al., Raytheon  
   (d) Chemistry - Experimental Foundations (Text and Manual), Perry et al., Prentice Hall

28.127 English (Type A)  
28.128 English (Type B)  
The course is designed to prepare prospective teachers for the teaching of English in the high school. The programme stresses careful exposition and imaginative presentation of literature with the primary aim of helping students to see beautifully. The methods of instruction used in the course should display a variety of approaches to the teaching of both literature and composition. The course will include micro-teaching, team-teaching, guest speakers, films, workshops and seminars.

28.131 Français (Type A)  
28.132 Français (Type B)  
The Français course is designed to prepare the teacher of the subject “French” taught as the mother tongue to students who are fluent in the language owing to family background and/or primary education received in a bilingual school in Ontario or elsewhere. It deals with matters of methodology based on present trends in psycholinguistics and modern pedagogy. It covers every aspect, on an introductory basis, of a course of study subject to flexibility, with a view to integration with the secondary school subjects as a whole, whether they are taught in a bilingual milieu or in English-speaking surroundings, and whether the language of instruction is French or English.

28.133 French (Type A)  
This course is designed to prepare candidates for the Ontario Department of Education High School Assistant’s Certificate Type A in French.

The content of the course is identical to that for the Type B certificate with the addition of a programme emphasizing the teaching of French at an advanced level. This programme includes a study of aspects of style in spoken and written French as applied to oral and written compositions, the teaching of literature and the study of courses for students interested in commercial, scientific and technical French. The application of modern linguistic principles to the teaching of oral and written French is studied in depth.

28.134 French (Type B)  
This course is designed to prepare candidates for the Ontario Department of Education High School Assistant’s Certificate Type B in French.

Emphasis is placed on developing effective teaching, at all levels, of the French language as a means of oral and written communication. Through practice and discussion, candidates analyze the underlying linguistic, psychological and philosophical principles of modern approaches to and methods of teaching French as a second language.

Instruction is given in the use of aids, material and equipment for language teaching. Candidates also investigate ways in which their teaching may be co-related with that of other areas in the school curriculum and study effective evaluation and diagnosis of their pupils’ performance.

28.135 Geography (Type A)  
This course is designed for candidates who have honours or advanced degrees in Geography.

In addition to the material outlined in the Type B course, candidates for the Type A course will be required to undertake a special assignment involving a new approach to the teaching of Geography.

As professional geographers, Type A candidates will also be required to conduct regular seminars on geographical topics of special significance.

28.136 Geography (Type B)  
This course is designed to provide the beginning teacher with adequate training in various techniques of geographic instruction.
While the courses of study in use in Ontario secondary schools will be examined in some detail, greater emphasis will be placed on the means of their implementation.

Instruction will be provided, and practice afforded, in the preparation and presentation of lessons, classroom management, effective questioning, use of audio-visual materials, field work, and such other aspects of the teaching process as time will allow.

28.137 Guidance

Students who wish to enroll in the guidance option leading to Part I of the Guidance Certificate should have:

(a) a sound background in psychology and/or sociology (usually 5 full courses with a minimum of three in Psychology)

(b) the permission of the Dean and the Professor of Guidance.

During the session the following topics will be considered: Philosophy, Principles and Practices of Guidance, Group Guidance and Group Dynamics, Administration and Interpretation of Group Tests, Introduction to Counselling Theories and Techniques, Sources of Educational and Vocational Information, Career Development, Placement, Orientation, Individual Appraisal and Analysis and Research in Guidance.

Standing in Part I of the Guidance Certificate will be awarded by the Department of Education upon the completion of one year of successful teaching.

28.141 History/Social Science (Type A)

This course will provide an opportunity for students to study advanced methodological and curricular developments in the history-social science field. Importance is attached to the student-teacher's background of subject scholarship and specialization. An important thrust in the course is to be found in the adaptation of this background to the needs of the individual pupil in the secondary school classroom.

Proceeding from an initial concern: with certain fundamentals of organization and presentation, the course deals with questions involving such issues as teaching objectives, unit and course organization, fact and interpretation in history, the nature of historical inquiry and the role of social forces and concepts.

Throughout the course, serious attention is given to recent research in history and social science curriculum development. Special emphasis is given to Canadian Studies while special projects such as those at Amherst, Carnegie and Harvard are given close and critical examination.

28.142 History/Social Science (Type B)

The purpose of this course is to familiarize students with the new history-social science approach in the Ontario high school curriculum. Emphasis will be placed on curriculum studies carried out by Fenton and by Oliver-Shaver. Students will receive practical training in classroom management as it refers to the history-social science programme and in particular with the need to individualize instruction. Students will prepare individual lessons, and later, units for classroom demonstration. Peer group work, micro-teaching, and classroom experimentation will play an important role in the year's work.

28.143 Latin (Type A)

These lectures will deal with the grammar content and the study of Latin literature at a more advanced level, especially suited to candidates who may be teaching senior classes.

It is impossible to state a rigid course outline. It has been our experience that the desire and needs of our candidates will, to a considerable extent, dictate the type of courses to be offered. Students will be expected to lead seminars and to help others in organizing special programmes.

28.144 Latin (Type B)

The "reading approach" to the teaching of Latin will be the predominant feature of the Latin programme. However, features of the grammar part of the course will also be studied, especially early in the College year.

The Latin programme will, therefore, comprise presentation of content, as well as of methodology. Content will be reviewed by demonstration lectures, by peer group teaching, and by demonstration teaching by the professor in collaboration with some Kingston district collegiates.

28.145 Mathematics - Type A Seminar

The main aim of the seminar will be to stimulate the student to see mathematics teaching as a career, with the need to develop his or her individual philosophy, approaches and techniques. Students will be helped to see the mathematics curriculum in perspective, and to develop skill in preparing lessons and unit outlines. Various kinds of teaching and learning will be illustrated by means of lectures, discussions, demonstrations and activity approaches. Emphasis will be placed on understanding the individual needs and learning problems of students, and the impact of technology, including the computer, will be discussed. Since students are potential leaders in the field of mathematics teaching, creative work in areas such as curriculum development and mathematical investigations will be required as a preparation for this leadership role.
Mathematics – Type 2 Seminar
The course should enable students electing it to become reasonably conversant with all areas of high school mathematics taught in Ontario, as well as with the recent evolution of high school mathematics programmes. Attention will be paid to a variety of methods of teaching and learning so that the student can gain perspective on the school as it is today, and will be tomorrow. For those taking mathematics as their first option, more demands will be made, mathematically speaking.

Physical and Health Education (Men) - (Type A)
Physical and Health Education (Men) - (Type B)
The course will be divided into five major areas.
1. Foundations in Physical and Health Education
2. Curriculum building in Physical and Health Education
3. Organization and Administration of Physical and Health Education
4. Physical Education Methods
5. Health Education Methods

Both Type A and Type B candidates will be involved in all areas but each area will cover material appropriate to the needs of the students.

Physical and Health Education (Women) - (Type A)
Physical and Health Education (Women) - (Type B)

Core Programme
Common to the Type A and Type B courses are:
1. Physical Education: Planning the curricular programme; planning the extracurricular programme; teaching methods; lesson planning; organization and administration of secondary school programmes; evaluation and reporting to parents.
2. Health Education: Familiarization with guidelines established by the Ontario Department of Education; planning the programme – Grades 9 through 12; unit and lesson planning; teaching aids; evaluation and reporting to parents.

In both of these, there will be discussions about adaptations of programme for four and two year students. Special practice teaching and micro-teaching, when necessary, will be available in both.

Type A Additional Work
Organization and Administration: problems specifically related to department headship, e.g. budgeting, purchasing, personnel.

Type B Additional Work
Foundations of Physical and Health Education, an introduction to the anatomical, physiological, kinesiological, psychological and sociological aspects of physical activity and total health.

Skills Practice: as much time as is possible within the limits of the timetable will be given over to skill improvement of the candidates.

Physics (Type A)
This course will involve the same basics as the Type B level programme but will also deal with two other topics:
1. Some areas in the history and philosophy of physics, e.g. the development of "modern" physics from the period beginning with the discovery of X-rays. Students will be expected to make presentations on certain topics for scientists.
2. Common misconceptions in physics and in the teaching of physics.

Texts:
2. Warren, J. W., The Teaching of Physics, Butterworths, 1965
3. PSSC, Physics, Heath, 1968

Physics (Type B)
Through a seminar approach, student teachers will consider such general questions as the principles of developing courses of study, and the philosophical justification of particular subjects in the school curriculum.

More practical topics of concern will include principles of lesson preparation, methods of classroom presentation, demonstration experiments, and evaluation procedures. Problems from the PSSC text, Physics, will be considered and students will have the opportunity to engage in some of the associated laboratory work.

Texts:
2. PSSC, Physics, Heath, 1968

Man in Society
"Man in Society" is a one year, secondary school course which relates the social science perspective to the student's own experiences. It entails the study of some of the basic concepts of social anthropology, social psychology and sociology; curriculum organization; resource materials; and the relationship of Man in Society to other secondary school subjects.

School Librarianship
An intensive introduction to the philosophy and operation of school media centres. Particular emphasis is placed upon the personal role
of the librarian in the construction of possible curricular, leisure and administrative programmes. Personal involvement in presentations, workshops and discussions is central to the development of this concept. This is Part I of the Intermediate Certificate in School Librarianship.

28.156 Theatre Arts
A course dealing with the practice of drama in education; it will be a course concerned with the various aspects of drama within the school, either as a classroom activity or as an extra-curricular activity.

Student Teaching

28.160 Student Teaching

<table>
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<th>TYPES OF EXPERIENCE</th>
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<td>Pre-session Observation in Schools</td>
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<tr>
<td>Teaching Skills Laboratory</td>
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<td>Student Teaching in Area Schools</td>
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| POINTS | 8-10 weeks |

1. Practice teaching, as traditionally done by students of Ontario teacher training colleges, is undergoing critical analysis. There is a growing conviction that student teachers at an early stage, need longer and more various opportunities to
   1. relate personally to school pupils,
   2. see and hear themselves as others do,
   3. perceive and experiment with a personal teaching style,
   4. experience separately the wide range of skills that blend in a typical teaching act,
   5. share instructional planning tasks with their peers.

   These new approaches to student teaching derive from efforts to weld teaching and learning inseparably.

2. The Teaching Skills Laboratory is a designation for a range of controlled teaching activities within the College framework. The laboratory concept is at a beginning stage and will have a long evolutionary period. It will not be confined to its operations to the University campus but will extend in a variety of ways to associated schools.

   Microteaching, tutoring, small group interaction, counselling, demonstration teaching, and various simulations suggest the range of possibilities in the laboratory phase.

3. Student teaching in the classrooms of the area will continue to be an indispensable part of the training year. As the laboratory component develops, the teaching faculty and the students will each have different expectations from the in-school experiences. The emphasis, therefore, will be increasingly on individualization of the student teaching programme.

4. For students taking courses in another faculty as a requisite for the B.Ed. degree, special arrangements will be made during the weeks of student teaching to permit them to be released for lectures.

5. The Associate Teachers, 1969-70 session, are listed at the front of the Calendar.

Clinical and Field Studies

28.170 Clinical and Field Studies

Clinical and field studies provides candidates with opportunities for intimate contact with children, youth, and adults who need and want help. In such relationships candidates are confronted with some of the realities which face schools, social agencies, and various other helping professions.

It is the College's intent to enable candidates to explore, test and strengthen their capacities for awareness, involvement and commitment. The facilitation of learning demands resilience and stamina. Candidates who respond fully to the challenge of field service projects may become more able to cope effectively with the periodic waves of discouragement which confront most teachers.

One way to avoid cynicism is to become immersed in a helping effort with an individual or a small group. What may then result is a growth in compassion, a quality basic to personal and professional maturity.

Projects within which candidates work directly with one or two persons or a very small group appear most valuable. The present surge of unrest, protest, and forms of violence attest how very powerfully and urgently individual needs demand recognition and expression. More fortunate individuals, however, must feel the impact of the powerful forces which drive less fortunate people, before they can understand and help these people help themselves.

Field project experience may provide some of this orientation. Personnel from many local helping professions indicate problems which concern them and kinds of help they feel they need. Projects are available and may begin at these entry points.

Projects are now possible in public and separate and secondary schools, with Boy Scout and Girl Guide organizations, in churches and prisons, with particular hospital departments, with services for retarded or emotionally disturbed or physically handicapped individuals, with the Children's Aid Society, in nursery schools, and in similar other efforts. Projects usually involve guidance and tutoring.
Projects are required of all candidates and involve three to four hours of work each week the candidate is on campus. Specific projects may be selected from a variety of requests made by local agencies. Candidates are also encouraged to develop projects of their own which are action-centred, observe the principles of self need and self-help, and have some personal and professional meaning.

Projects usually begin in mid-October and extend for a period of about 14 weeks, ending in late March. Service efforts must be sustained long enough to benefit all parties involved. Relationships do break temporarily during student teaching assignments and the mid-year recess. Many projects can be integrated with regular course work.

### Supporting or Related Studies

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<th>Courses selected from offerings such as</th>
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<tr>
<td>Personal Growth</td>
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<tr>
<td>Workshop in Educational Technology</td>
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**MINIMUM REQUIREMENTS** 15 points

1. The area of Supporting or Related Studies sustains the principle of individualized programs 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 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 SUPPORTING COURSES IS SUGGESTIVE ONLY.** In 1970-71, some of these courses may be discontinued, and others introduced. 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 must 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.

6. If an individual candidate's needs call for it, he or she may be allowed to take remedial or private studies.

#### 28.181 Computers in Education

The course aims at giving students an introductory perspective on the nature of the computer and its implications for education. The basic components of a computer will be discussed and an opportunity given to students to learn the elements of simple programming. Aspects of the computer revolution such as computer assisted instruction, information retrieval, will be illustrated, and an attempt made to assess the meaning of such developments for education in the years ahead.

#### 28.182 Conversational French (Advanced)

Opportunities will be provided for those who already have a good command of spoken French to practice and improve their skill. Topics for discussion will include aspects of French Canadian and French life, and current affairs.

#### 28.184 Orientation to Guidance Services

This course serves to introduce prospective teachers to the various guidance programmes existing in the schools of Ontario. The teachers are instructed in how to make more effective use of the guidance services so that their students will derive the maximum benefits from their classroom experiences.

#### 28.185 Drama in Education

This is a short course dealing with the use of drama in the classroom and its place in the school in general; suggestions on how to use dramatic techniques in teaching various subjects.

#### 28.186 Open Country Explorations

The Open Country programme is designed to increase individual and group awareness, as well as understanding and sensitivity, and will take place in an open country setting. By involving participants with some basic essentials of life, this programme may help them discover new potentials within themselves and within others. This may result in an expanded capacity for personal and professional growth both inside and outside the classroom.
Activities may include hiking, jogging, running, canoeing, sailing, rowing, swimming, free exercise, camping, rock climbing, snowshoeing, cross country skiing, and other natural outdoor activities, blended with other forms of natural inquiry and observation. The stress and range of the course will vary with the participants' readiness level; no one will be over extended. To help achieve the goals of this course, all participants will be given the opportunity to spend some time alone.

28.187 Measurement and Evaluation
This short course has been designed to provide an overview of the basic problems associated with the evaluation of student behaviour. The course has four main components:
1. Preparing behavioural objectives
2. Some measurement concepts
3. Designing your own tests
4. Understanding and using standardized tests

Discussion and lab-style work sessions will be the primary learning methodologies.

28.189 Developmental Reading
This is a short course dealing with the reading problems of elementary and secondary school students and methods of helping reluctant readers overcome their difficulties.

28.190 Personal Growth Workshop
Participants experience methods which may help individuals and groups increase awareness, understanding, sensitivity, and effectiveness. The workshops have both structured and unstructured aspects and are intended to help participants become more genuinely and openly themselves, to accept themselves and others more fully and affirmatively, to become more sensitively and empathically aware of the potentials of one's own and others, and to become more able to communicate their understanding.

Some developments in affective education will be introduced and explored. An effort will be made to involve participants in experiences which may enable them to effectively integrate affective learning (feeling, emotion, etc.) and cognitive learning.

Experiences will be developed in a climate which respects individual uniqueness and avoids those coercive norms which can impede both individual and group progress, a climate in which participants can share their goals, problems and individual differences.

28.191 Introduction to Educational Technology
Students are introduced to the role of educational technology in the teaching-learning process. Through a combination of lectures, demonstrations and workshops, students will learn to operate instruction and production equipment, to introduce media (slides, films, filmstrips, tapes, disc recordings, television) into lesson planning and to produce their own instructional materials.

Emphasis is on the creative use of media by the teacher; technical aspects are kept to a minimum.

28.194 Speech Workshop
The purpose of this workshop is two-fold. It is offered to students who are interested in learning skills which they may apply in their own classrooms to help their pupils who may need speech therapy. This short course may be combined with "Field Studies".

The course is also designed to give practical help to students who are aware that they themselves have speech problems, e.g. of voice production, of voice projection, of modulation, and of articulation. For such students the course is conducted on an individual basis by exercises, by listening to tapes of outstanding speakers, by making their own tapes and analysing their difficulties. When and if an associate teacher comments on a student's need for speech help, it is hoped that the student will make use of the facilities available through the speech workshop.

This workshop is conducted on an individual basis, primarily, with times being arranged to suit the professor and student. Although the course is intended for the first term only, students needing help, as evidenced by their rounds of practice-teaching, may enrol at any time when need warrants.

28.198 The Sound of Poetry
A programme of poetry readings by poets and students is designed to develop listening skills, and to increase awareness of the inseparability of the sound and sense of poetry.

28.199 Something about Biology
The course will provide background enrichment in biology for interested persons entering the fields of science education, elementary education, and library science. No prior knowledge of biology or other science is required. However, some prior knowledge would not exclude a candidate who was interested. The levels of activity and instruction will be adjusted to fit the backgrounds of individuals.

28.200 Workshop in Curriculum Design
Individual schools and teachers in Ontario are being increasingly challenged to develop their own programs of study. This course is intended to serve students who hope to experiment or innovate in the programmes they teach. Participants will be introduced to information produced by recent research in the following areas:
28.201 International Models and Canadian Education
Explores the influence upon educational development in Quebec and Ontario of foreign educational institutions and systems, especially those of France, the British Isles, and the United States. Independent study is combined with tutorial and seminar.

28.202 Education and Revolution
Examines the place of education in revolutionary theory and practice, with emphasis on the Russian, Chinese, and Cuban revolutions. The revolutionary implications of student radicalism in Europe, Asia and America are also explored. Independent study is combined with tutorial and seminar.

28.203 Education and National Development
The significance of education in promoting or inhibiting social change is considered, with particular reference to the problems of emerging nations. Various strategies for educational change, together with their underlying assumptions, are critically examined. Independent study is combined with tutorial and seminar.

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.

IMPORTANT NOTICE CONCERNING FEES

The scale of fees and the regulations contained in this section are those that applied during the 1969/70 session. The scale of fees and the regulations which will apply during the 1970/71 session were not available at the time of this printing but can be obtained, upon request, from the office of the Registrar, Queen's University. Please note that it is the responsibility of the STUDENT to obtain this information.

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 under Other Information in this chapter.

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 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.

The preceding paragraph applies to ALL students registering at McArthur College, Faculty of Education.
determination of programme objectives; selection of appropriate strategies; practical problems of innovation; and evaluation of programmes and their effectiveness. The workshop will provide students with the opportunity to apply some of the general principles of curriculum design to curriculum construction in their own subject areas.

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Students registering for the first time are requested to pay fees after registration, but they must pay at least the first installment 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.

The preceding paragraph applies to ALL students registering at McArthur College, Faculty of Education.
### Sessional Fees

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

<table>
<thead>
<tr>
<th>Payment in Full</th>
<th>Payment by Instalments</th>
</tr>
</thead>
<tbody>
<tr>
<td>$480</td>
<td>$280  2nd</td>
</tr>
</tbody>
</table>

Tuition (see below) $480  1st  $200
Instalment charge (see below) $480  2nd

### Non-academic Fees

This fee includes the following:

- Students' Memorial Union: $10.00
- Athletic Board of Control: $14.00
- A.M.S. (General): $10.50
- Faculty Society: $2.50
- Student Health Services

These were the fees in force for the 1969-70 academic session. Please note that they are given only as a guide, and that the student should contact the office of the Registrar, Queen's University, for the 1970-71 non-academic fees.

### Admission to Football Games

Upon presentation of your student identification card at the administration office in the gymnasium you will be issued with a book of four tickets. These tickets give admission to all home football games except exhibition games and play-offs. Your identification card will also permit you to draw any athletic equipment from the general storeroom in the gymnasium.

### 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.

### 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 for up to thirty days. 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.

### 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.

### Fellowships

Fellowships. Each candidate who is accepted at McArthur College, Faculty of Education, is eligible, without application, for an Ontario Fellowship of $500, payable in two amounts of $250, the first on or about November 15, the second on or about January 15.

### Ontario Student Awards Programme

The Ontario Student Awards Programme combines loan assistance available through the Canada Student Loans Plan and grant 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 free 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 while 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, interest charges at rates fixed periodically by the Federal Government on the unpaid balance are required in regular monthly payments, and arrangements must be made to repay the principal.

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

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 concerning their eligibility.

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 to the Assistant Registrar (Student Awards), Richardson Hall, Queen's University, Kingston, Ontario.
General Information

Medical and Hospital Insurance

University Policy

It is University policy that all full time students and their dependents must have insurance to cover medical and hospital costs in order to protect their interests and the interests of the university community. Students shall be required, at registration, to produce evidence of hospital and medical insurance effective in Ontario throughout the Academic Session, or to obtain insurance at registration.

Medical Insurance

Medical insurance in Ontario is obtained through the provincially operated Ontario Health Services Insurance Plan (O.H.S.I.P.). Ontario students are reminded that they are covered by their parent's subscription only to age 21.

Current monthly premium rates are as follows:

- Single coverage: $5.90
- Couple (contract holder and one eligible dependent): $11.80
- Family (contract holder and two or more eligible dependents): $14.75

Individuals resident in Ontario for twelve months or not covered as a dependent by parental subscription are encouraged to inquire about subsidized coverage under O.H.S.I.P.

Information about O.H.S.I.P. may be obtained from the Kingston Office of the Health Insurance Registration Board, P.O. Box 156, Kingston, Ontario.

Hospital Insurance

Hospital insurance in Ontario is obtained through the provincially operated Ontario Hospital Services Commission Plan (O.H.S.C.). Ontario students are reminded that they are covered by their parent's subscription only to age 21.

Current monthly premium rates are as follows:

- Single coverage: $5.30
- Family (contract holder and one or more eligible dependents): $11.00

Information about O.H.S.C. may be obtained from the Kingston Office of the Health Insurance Registration Board, P.O. Box 156, Kingston, Ontario.

Student Health Service

Director: H. W. Greenidge, C.D., M.D., C.M., C.R.C.P.(C)

The Student Health Service is located at 187 Stuart Street. The primary role of the Health Service is the maintenance of the physical and mental well being of the student body to promote optimal academic achievement and personal

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development at University. To this end the Health Service makes available the
following facilities:

1. A Medical Clinic is conducted daily, with medical service provided by
specialists in internal medicine, family physicians and nurses. Telephone
answering service makes the services of a physician available when
necessary after the Clinic is closed and on weekends and holidays.

2. Psychiatric consultation and Psychological services are available by
appointment.

3. Infirmary is provided in both Men’s and Women’s Residences for
students who require bed rest, minor treatment or convalescent care on a
short term basis.

Pre-Entrance Medical Requirement. A Pre-Entrance Physical Examination
form is mailed to new students and former Queen’s students returning after an
absence of more than two calendar years. After completion by a physician, this
form is to be returned to the University by the student prior to reporting for
registration.

Hospital and Medical Insurance. It is University policy that all full-time
students and their dependants must be covered during the session by insurance
effective in the Province of Ontario. Students without coverage will be
required to subscribe to the provincially operated Hospital and Medical
Insurance Plans (O.H.S.C. and O.H.S.I.P.) at registration. Information
concerning these Plans is available from the Kingston Office of the Health
Insurance Registration Board, P.O. Box 156, Kingston, Ontario.

Science ’44 Co-op

Science ’44 Co-op, now going into its third year of expanded operation is
a student-run housing project offering Queen’s students above the freshmen
level a rewarding experience in community living. Accommodation is offered
for approximately 210 students from all faculties in twenty-one co-ed houses.
Members are responsible for the upkeep of their own houses, and work
approximately two hours per week in their main dining room, where a
full-time cook prepares lunch and dinner six days a week. Applications are
normally received early in the second term. Additional information may be
obtained from the Business Office at 397 Brock Street.

Student Services

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 of
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 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, billiard rooms, common rooms, and other
facilities designed to meet the requirements of student activities.

Athletics at Queen’s

Queen’s University provides opportunities for students to compete in a
total of eighteen intercollegiate and twenty-four intramural sports for men,
and ten intercollegiate and fifteen intramural sports for women. With the
increasing enrollment, 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 Gaels’ football team,
and the locale for many physical education classes during the fall season.
Adjoining the stadium is the running track and the rugger field – both
well-used areas in the fall. The lower campus, a large “green area” adjacent to
the Arts Building, provides room for the soccer teams, and is the locale for
many recreational games and sports throughout the year.

The Gymnasium 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, judo, and fencing teams. In addition to the outdoor programmes in
the fall three evenings each week are set aside for comprehensive intramural
and interfaculty programmes.

Placement and Housing Service
Director – G. O. Saunders

The Placement and Housing Service is under the jurisdiction of the
Service Control Committee of the Engineering Society and administered by
the Secretary of the General Alumni Association. It is financed by the
Engineering Society and the University. The objectives of the Service are to
assist graduates in all faculties to secure suitable positions, and to help
students to obtain work during vacation periods. A Housing Service is
administered for those students and staff not housed in the University men's
and women's residences. Lists of rooms, 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.

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

Special Student Activities

Student Self-government

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.
Alma Mater Society Lecture

In 1939, as a contribution from the student body to the Centenary Endowment Fund, the Alma Mater Society gave the University its accumulated reserve of $1,711. The income is used to provide an annual lecture known as the Alma Mater Society Lecture.

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.

Academic Facilities

The University Libraries

Chief Librarian — D. A. Rodman
The Senate Library Committee

The Senate, the Principal and the Chief Librarian are advised by the Senate Library Committee (formerly the Board of Library Curators) whose responsibilities are: (a) to recommend to the Senate policies for the operation and development of the University library system; (b) to advise the Chief Librarian in all policy matters relating to the libraries including the annual budget; (c) to approve any proposed budgetary change in the administration of the library's annual budget which would involve a change in the library policy; (d) to make regulations, subject to the ratification of the Senate, with respect to the operation of the library system on matters of academic significance.

Library Hours

Douglas Library, Monday to Sunday during academic sessions, 8 a.m. to 11 p.m.; Sunday 2 to 11 p.m. During academic vacations and summer sessions, hours may be shorter and limited service may be offered, but Douglas Library is generally open seven days a week including every evening. Branch libraries may be open shorter hours, but offer at least service Monday to Friday, 9 a.m. to 5 p.m.

The Douglas Library

Named for James Douglas, L.L.D., Chancellor 1915-19, Douglas Library was opened in 1924 and entirely rebuilt and extended in 1965. With a capacity of 850,000 volumes and seating for 1200 readers, it is the focus of the Queen's University library system, and contains the main resources in the humanities and social sciences. The holdings of the library system are over two-thirds of a million items including nearly 600,000 volumes of monographs and periodicals. Over ten thousand current serials are received.

Each academic department appoints a library representative to act as liaison with the Library especially in the acquisition of materials for the collections. Recommendations of items for possible acquisition are welcomed by the Acquisitions Division from faculty staff members and from students.

Important resources in the library's collections include those of the Government Documents Department, with Canadian, American, British, Commonwealth and foreign official publications; and the International Documents collection, housed in the Law Library, which is a depository for publications of the United Nations and other international agencies. In addition to the current and retrospective files of serials and periodicals, and extensive collection of bound newspapers is augmented by microfilm files of Canadian and foreign titles.
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contains over 30,000 volumes and receives more than 900 current medical journals. Bibliographic, interlibrary loan, and photocopying services are provided.

The Law Library

The extensive facilities and resources of the Law Library in Sir John A. Macdonald Hall make it one of the finest law libraries in Canada. It holds more than 27,000 volumes, including substantially complete reports of the courts of Canada, Britain, the United States, India, Australia, New Zealand and Pakistan, as well as the Statutes of England and Canada (both federal and provincial). There is a significant collection of law reports and statutes of Malaya, Nigeria, and East and West Africa. Files of periodicals, textbooks and treaties, and law reviews are extensive. The collection in international law and relations is outstanding. In this field the library is a depository for documents of the Council of Europe and the Western European Union, and the International Documents Collection including United Nations, League of Nations, and specialized international agency publications, is located with the international relations material.

McArthur College of Education Library

Temporarily housed in Douglas Library, a special library for Education is being developed and will eventually move to the Education campus.

Other Branch Libraries

Other branch libraries, which are chiefly small working collections of recent, much-used books and periodicals, have separate accommodation, but all are under the control of the University library system. They include:

- Art History
  Agnes Etherington Art Centre
  Gordon Hall (Frost Wing)
- Chemistry
  Craine Building
- Biochemistry
  Earl Hall
- Biology Including Botany
- Chemical Engineering
  Dupuis Hall
- Computing, Metallurgy and Mining
- Civil Engineering
  Ellis Hall
- Electrical Engineering
  Fleming Hall
- Economics, Business, Sociology, Political Studies, Local Government
  Class reserves and reading room
  in Dunning Hall.
- Geography (Including Maps and Atlases)
- Geological Sciences
- Mathematics
- Mechanical Engineering

The Health Sciences Library

The Faculty of Medicine, the medical sciences, the Schools of Nursing and Rehabilitation Medicine, and the medical profession of Eastern Ontario are served by this library which is self-contained in its technical processes,
Modern Languages  
Reference collection, current journals, newspapers and magazines in Kingston Hall  
Goodwin House

Music  
PhysicsStirling Hall  
Psychology  
Theological College  
Hamphrey Hall  
Theological Hall  
(formerly Old Arts)

The Fine Arts

The Agnes Etherington Art Centre

Director – Ralph Allen

The Agnes Etherington Art Centre was established in 1957 in the house at the corner of University Avenue and Queen’s Crescent which had been the family home of the donor, the former Agnes Richardson. In 1962 an extensive addition was built, financed on a matching basis by the University and the Canada Council, and providing additional exhibition galleries, a studio, and storage and shipping facilities. The Centre houses the permanent collection of art which includes important gifts, notably a large group of contemporary Canadian paintings and sculpture by Ayala and Samuel Zacks, a group of Daniel Fowler paintings by Mr. E.C. Gill a 16th century Italian painting by Dr. Alfred Bader, and a large collection of early English domestic silver by the brothers Dr. Stuart W. Houston and Dr. J. F. Houston. An illustrated catalogue of the paintings, drawings and sculpture in the collection was published in 1968. The Department of Art History Library and Photographic Reference section is housed in the Art Centre.

A varied exhibition programme, ranging from traditional to contemporary is offered throughout the year, some organized by the Art Centre or by the Department of Art History, others prepared by the National Gallery of Canada, the Art Gallery of Ontario, or other major galleries. The Centre also plans series of illustrated lectures, panel discussions, films on art and occasional music recitals. An extension programme of studio courses in painting, drawing, crafts and design is offered for the community as a whole by the Art Centre.

In 1965 the Gallery Association was formed to further the development of art in the region in co-operation with the Agnes Etherington Art Centre. This active association now augments the programme in areas of interest to its members and the community and subsidizes children’s art classes in co-operation with the City. Members also offer auxiliary help to the Centre with the Art Rental service, guided tours for school groups, the Spring Exhibition and other activities. Admission to the Art Centre programmes is free at all times.

Drama

Director – J. A. Euringer

Convocation Hall in Theological Hall (formerly the Old Arts Building) is the Queen’s University Theatre. Seating 271 the Theatre complex was completely renovated and reorganized in the summer of 1966 and is now one of the outstanding campus theatres in the country. It has a spacious construction workshop, good storage area for a large collection of props and costumes, and large dressing rooms for the actors. The Theatre is also equipped with a Strand solid state lighting board, and the latest in high fidelity sound equipment.

Opportunities exist for students in all faculties to take an active part in the many facets of university drama productions: acting, directing, design, stage-management, costuming, lighting, and sound. Extra-curricular technical instruction is provided by visiting professionals in many of the above fields.

Interested students are invited to visit the offices of the Department in the basement of Theological Hall for more detailed information.

Music

In order to accommodate the professional degree course in Music which begins this year, the facilities of the Department of Music have been greatly expanded. The department is centrally located and there are rehearsal spaces for all types of musical organization whether their membership is two or two hundred. The large rehearsal room is available for use by the general student body at times when it is not needed for professional course training. These times can be ascertained from the departmental office. Practice rooms for individual players or small groups can also be made available as far as the needs of the degree course permit, also through the departmental office.

The record collection, already large, is being rapidly expanded to meet the new demand, as is the library whose development will have the attention of an experienced music historian and bibliographer. The library is a branch of the Douglas Library and its books and musical scores are available for circulation in the same way and on the same terms as those of the main collection. Recordings are also available for listening, to the general student body as well as to musical degree students. Their use is restricted to the listening room in the department, under the control of the librarian, where individual turn-tables are provided equipped with ear-phones. A microfilm reader is provided for the study of materials not available in manuscript or printed copies.

Various instrumental and choral groups will be formed as a part of the experience of the degree students in music, and students registered for other degrees may be admitted as members of such groups on demonstration of appropriate ability.

Division of Concerts and Public Lectures

Director – H. Grant Sampson

Concerts

The Division is responsible for the organizing and management of various series of concerts on campus. At present two major series are presented. The
Grant Hall Series, which usually includes five concerts each season, has featured such soloists as Marian Anderson, Philippe Entremont, and Andres Segovia, as well as a number of the major orchestras of the world. The Dunning Hall Series of four concerts has featured distinguished string quartets, instrumentalists, and chamber ensembles. Because these concerts are an important part of the co-curricular education of the students at Queen's, both the University and the Richardson Memorial Trust Fund subsidize each series so that students can buy tickets at greatly reduced rates.

The Student Committee, whose membership is open to all interested students at Queen's, is responsible for promotion, recommending artists, house management, and various aspects of concert presentation. This Committee selects its representatives for the Concert Committee which considers matters of general policy. The Division of Concerts acts as a centre for tickets and information about these concerts.

Public Lectures

Through an endowment set up in honour of Charles A. Dunning, a past chancellor of Queen's University, a series of public lectures emphasizing the supreme importance of the dignity, freedom and responsibility of the individual person in human society is presented each year. Distinguished men from around the world are invited to Queen's to deliver these lectures, which are open to members of the university community and the general public free of charge. Information about these lectures is available from the Division Office located in the Old Arts Building.

Laboratories

Biology

During 1964 the Department occupied Earl Hall, a large new building designed and equipped for teaching and research in Biology. The completely modern facilities include the first closed-circuit TV system on the campus. The building is self-contained, housing the museum, herbarium, library, and greenhouses. Specialized equipment and facilities are available for teaching and research in zoology, botany, and experimental and molecular biology.

Chemistry

The Chemical Laboratories are in Gordon Hall and include in addition to the original building completed in 1911, an Annex and the Frost Wing opened in 1944 and 1962 respectively. The original building has been thoroughly renovated and refitted with new lecture rooms and laboratories for undergraduate instruction and for research in organic chemistry. A new fourth floor accommodates the Chown Research Group. The Annex was refurbished in 1968 and houses research laboratories for analytical, physical and theoretical chemistry, shops for electronic and small instrument technicians, office and lecture rooms. The Frost Wing, to which two new floors were added in 1968-69, contains undergraduate laboratories for general, inorganic, analytical and organic chemistry, research laboratories for physical and inorganic chemistry, the J. A. MacRae library, the administrative offices of the department and shops for the glassblowers and departmental machinists. The research laboratories are equipped with recording infra-red, ultra-violet, laser Raman, nuclear magnetic and electron spin resonance spectrometers, a nitrogen liquefier, equipment for determining magnetic susceptibilities and other phenomena by X-ray diffraction, an eighteen thousand cubic centimetre gas chromatograph, a five thousand joule flash photolysis apparatus, and flow apparatus for following fast reactions, an expansive range of polarographic and chromatographic equipment, and automatic sampling equipment for organic analyses. A computer terminal, IBM card punch and desk calculators are housed in the quarters occupied by the theoretical chemistry group.

Geography

The Geographical Laboratories are in Ontario Hall, and consist of a darkroom, photo studio, instrument room, calculator laboratory, general laboratories, and specialized laboratories. These facilities are for cartography, air photo interpretation, soil analysis, geomorphology, and climatology.

Geological Sciences

The Geological and Mineralogical Laboratories in Miller Hall are well equipped for both regular class work and research. They include large laboratories for the study of general geology, minerals, fossils, and rocks and smaller laboratories for microscopic study of thin sections of rocks and polished sections of ores. Collections of fossils, minerals, ores, rocks, and geological maps are available for study. In addition there is space for drafting, sedimentation studies, and for optical and photographic work. Equipment for geophysical studies includes instruments commonly used for exploration, and fixed seismometers for earthquake records. Research laboratories are equipped with X-ray diffraction units, powder and single crystal cameras and diffractometers, X-ray vacuum spectrophotograph for rapid chemical determinations, a two-metre grating spectrograph for trace element studies, a flame photometer, magnetic separators, a mass spectrometer, a electronprobe microanalyser, and equipment for high temperature and pressure studies. Two technicians operate a shop for the making of thin and polished sections of rocks and ores.

Languages

The present facilities in Kingston Hall include a large audio-visual lecture hall, two thirty-six booth language laboratories, a listening laboratory, a recording studio, a tape library and a technical supervisor's workshop. The language laboratories are used for instruction in French, German, Italian, Russian and Spanish. See Determination of Standing and Credit in Chapter IV.

Physics

The Physical Laboratories are located in Stirling Hall on Queen's Crescent. This striking building was designed to provide the finest possible environment for teaching and research. Special attention in planning was given
to acoustics, lighting, flexibility, and colour. The building contains all the necessary lecture theatres, laboratories and workshops for both undergraduate instruction and graduate research. The library is excellent for quiet study and for reference to the books and journals of experimental and theoretical physics. The equipment in the research laboratories includes a 3 MeV Van de Graaff accelerator, nuclear magnetic resonance and electronic quadrupole resonance, ultra-violet, gamma-ray, beta-ray and mass spectrometers, apparatus for X-ray diffraction and for microwave spectroscopy, for the reduction of records from the radio telescopes at the Queen's University Radio Astronomy Observatory. A laboratory has been set up for research in electron structure of materials by the positron annihilation technique, including both lifetime and high resolution momentum measuring instruments.

Psychology
Humphrey Hall, the new Psychology building, was completed in 1969. It has excellent laboratory facilities, including special laboratories for physiological work, audition, vision, and animal and human learning, as well as a large amount of general research space and a departmental library. Two fully equipped observation units for clinical teaching and research activities with children and adults are also included.

Field Work
Lake Opinicon
Exceptionally good facilities for field study in Botany and Zoology are provided in the vicinity of Kingston by the general diversity of land surfaces and bodies of water. A wide range of plant and animal associations is within easy reach of the University. The University has an experimental station on Lake Opinicon, thirty-two miles from Kingston, for research in land and water biology.

Geological Sciences
Kingston lies at the boundary between the lower Palaeozoic rocks of the Ottawa-St. Lawrence Lowland and the Precambrian (Grenville) rocks of the Frontenac Aris which is part of the Canadian Shield. A great variety of rock types and geological structures is thus within easy reach. Visits to fossil and mineral localities, as well as training in geological mapping are essential parts of courses offered by the Department, and there is opportunity for graduate and undergraduate research into the many field problems of the area.

Museums
Biology
The Biological Museum in Earl Hall has a large botanical collection illustrating the flora of North America, Europe, Asia, South Africa, and Australia; and a zoological collection representing the Canadian fauna in a large number of prepared specimens of mammals, birds, reptiles, fishes, insects, and molluscs.
high-speed sorter and a mark-sense reproducer are also available at the Centre for use in conjunction with the main installation or for small data-processing operations.

The Computing Centre maintains an Installation Membership in the SHARE organisation on behalf of Queen's University. It is closely allied with the Department of Computing and Information Science, which offers credit courses at both graduate and undergraduate levels. The Department is administered through the Faculty of Arts and Science, and further details are found in the academic sections of the appropriate calendars. The Department holds an Educational Membership in the Association for Computing Machinery on behalf of the University.

French Area Studies Centre
(Centre d'Études Françaises)
Director — Pierre B. Gobin
The French Area Studies Centre was established in 1967 to coordinate and develop interdisciplinary studies and research in areas where French is the main language of communication. Le centre est entièrement bilingue et utilise le français comme langue de travail.

Its present membership includes specialists in the language, literature, history, and politics of France and French Canada.

With the cooperation of the Canada Council, the Ontario Council for the Arts, the Quebec Department of Cultural Affairs and the French Cultural Services, the Centre has been instrumental in arranging for the visit of distinguished scholars and speakers to the Queen's Campus. In 1968-69, Professor Pierre Barbès, Director of French Studies at the École Normale Supérieure St. Cloud, and a foremost Baudelaire scholar, and Professor Pierre Guillaume, of the Department of History, University of Bordeaux, a specialist in historical demography and social history, visited Queen's for an extended period. In 1969-70, Professor Michel Raymond, Director of French Studies at the University of Orléans- Tours, and the author of several books, notably an authoritative study of La Crise du Roman: du lendemain du naturalisme aux années 20, will be participating in the activities of the Centre.

The Centre has also been actively building up a collection of research materials dealing with media and public opinion in Canada and in France.

In addition to advising students regarding programmes as studies within the participating departments, the Centre also acts as a clearing agency for the bilingual communications of other segments of the University community.

Representatives of the participating departments are:
Department of French — G. Bessette
Department of History — J. Leith, J. Sherwood
Department of Political Studies — J. Meisel, H. G. Thorburn

Institute of Commonwealth and Comparative Studies

Director — D. M. Schurman
Secretary — Nancy E. Warren, Ext. 3427

The Queen's University Institute of Commonwealth and Comparative Studies was established in 1963 to concentrate, co-ordinate, and encourage interdisciplinary studies in comparative Commonwealth and other areas at the undergraduate and graduate levels.

Programmes of study may be arranged within the current course offerings and regulations of the participating departments and faculties. At the present time the Institute is sponsored jointly by the Departments of Economics, English, French, Geography, History, Political Studies, and the Faculty of Law.

Students registered in the Honours undergraduate programme of any of the participating departments, and who are interested in interdisciplinary studies within the scope of the Institute, may apply to the Director before the beginning of their two final years of Honours undergraduate study. The Director advises students on programmes of study suited to their interests and facilitates the submission of these programmes to the appropriate departments for their approval.

Students listed by the Director as engaged in Commonwealth and Comparative Studies may be entitled to reciprocal privileges at other universities and in other institutes.

An agreement has been reached with the Institute of Canadian Studies at Carleton University, Ottawa, for co-operation in the related fields of Canadian and Commonwealth Studies. Students in the Institute of Commonwealth and Comparative Studies programme may be attached for part of a term or for a summer session to the Institute of Canadian Studies, where they will be offered facilities for supervised study and access to the extensive library resources of the Ottawa area. Students in the Institute of Canadian Studies programme may similarly be attached for short periods of research or study to the Institute of Commonwealth and Comparative Studies at Queen's University.

Ex Officio Members: The Principal, the Dean of Graduate Studies, the Dean of Arts and Science, the Director of the Institute, the Chief Librarian.

Representatives of the participating departments and faculties are:
Department of Economics — M. C. Urquhart, A. G. Green
Department of French — W. H. Evans, G. Bessette, P. E. Gobin
Department of Geography — K. I. Ruggles, G. K. Rutherford, A. M. Taylor, R. S. Thomann
Department of German — A. W. Riley
Observatories

The Optical Observatory is situated on the roof of Ellis Hall on University Avenue. The main instrument is a 15-inch reflecting telescope with a Cassegrain optical system, which is available for teaching and research purposes in addition to being used for public demonstrations. Auxiliary equipment includes a photometer, grating spectrograph and photographic apparatus. A darkroom and small library containing books and slides of astronomical interest are both situated on the floor immediately below the Telescope. A small planetarium in the basement of Ontario Hall is used in conjunction with the telescope facilities for demonstrations and teaching.

At the Radio Observatory at Westminster, eight miles from Kingston, there are a number of antenna arrays and a variable 60 ft. diameter radio telescope, which are operated for research purposes by the Astronomy Group in the Department of Physics. In addition, various outside facilities are used including the Canadian Alouette satellites and the Radio Observatories at Alg exhibits, Park (National Research Council) and Peninsular, B.C. (Dominion Radio Astrophysical Observatory).

Radio

Queen's Radio Station CFCR, founded in 1922, is owned and operated by Queen's University. The reception room, offices, record library, studio and control room, built in 1959, occupy over 2,300 square feet on the ground floor of Cureka Hall. The console, rack, turntables and auxiliary equipment give an ideal setup for a small radio station. A new sub-control built in 1956, gives additional facilities for recording and simultaneous use of the studios.

Other equipment includes tape recorders, and facilities for remote broadcasts. The record library has five addition turntables, more than 5,000 long-play recordings, 500 45-RPM discs and 1,500 78-RPM discs. The transmitters are located in Fleming Hall. CFCR is licensed for non-commercial, educational broadcasting, transmitting with a power of 100 watts at 1,490 kilohertz AM and with 1,370 watts at 91.9 megahertz FM.

The Radio Station is operated by the Student Radio Club under the supervision of the Station Manager and a Professor of Electrical Engineering. CFCR broadcasts Thursday, Friday, Saturday and Sunday during the University session, and on Friday, Saturday and Sunday for the balance of the year. The programs have variety: good music of various types, drama, informative and educational discussion, direct University publicity and the presentation of student interests and activities.
The Government of the University

Chancellor
J. B. Stirling, S.M., C.D., B.A., B.Sc., D.Sc., LL.D.

Chairman of the Board of Trustees
J. D. Gibson, O.B.E., B.A.

Rector
Alan Broadbent, B.A.

Vice-Chancellor and Principal
J. J. Deutsch, B.Com., LL.D.

Vice-Principal (Academic)
G. A. Harrower, B.Sc., M.Sc., Ph.D.
(As of January 1970)

Vice-Principal (Administration)
R. J. Kennedy, M.C., B.Sc., M.S.

Vice-Principal (Finance)
L. G. Macpherson, B.A., F.C.A.

Vice-Principal (Health Sciences)
E. H. Batean, O.B.E., M.D., M.S.,
R.R.C.(C)

The Government of the University is vested in the Board of Trustees, the University Council, the Senate, and the Faculty Boards.

The Board of Trustees

The Board of Trustees consists of ex-officio and elective members. The ex-officio members are the Chancellor, the Principal, and the Rector. The elective members are one representative from each affiliated college, representatives as provided for by the Statutes from the University Council, the benefactors, and the graduates and members elected by the Board of Trustees.

The functions of the Board of Trustees are to manage the finances, to possess, care for and enlarge the property, to share with the Senate the responsibility for the selection of the Principal, to appoint the Principal and the Vice-Principals, to procure legislation and, in general, to attend to such external matters as do not relate directly to instruction.

Chairman
J. D. Gibson, O.B.E., B.A.

Vice-Chairmen
W. A. MacIntosh, C.M.G., M.A., Ph.D., L.L.D.
D.C.L., F.R.S.C.

R. W. Southam, B.A., M.S.

Ex-officio Members
the Chancellor
the Vice-Chancellor and Principal
the Rector

Secretary to the Board
J. W. Bannister, B.Con.

Elective Members
To retire in 1970

R. D. Armstrong, B.Com.
S. R. Blair, B.Sc.
A. I. Davies
J. S. Dewar, B.Sc.
J. D. Gibson, O.B.E., B.A.
J. R. Gordon, B.Sc., LL.D.
Pauline Jewett, M.A., Ph.D.

Toronto, Ont.
Calgary, Alta.
Kingston, Ont.
Toronto, Ont.
Toronto, Ont.
New York, N.Y.
Ottawa, Ont.

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The University Council

The University Council consists of the Chancellor, Vice-Chancellor, the Trustees, the members of the Senate, and an equal number of members elected by the graduates from their own members. The annual meeting of the University Council is held on the day immediately preceding the spring Convocation.

The functions of the Council are:
1. to elect the Chancellor except when two or more candidates are nominated, to which case the election is by registered graduates;
2. to elect six Trustees, two of whom shall retire annually;
3. To make by-laws, governing the elections of
   a. the Rector by the registered students
   b. seven Trustees by the benefactors
   c. six Trustees by the University Council
   d. six Trustees by the graduates
4. to discuss all questions relating to the University and its welfare;
5. to make representation of its views to the Senate or the Board of Trustees;
6. to decide on proposals for affiliation;
7. to arrange all matters pertaining to
   a. its own meetings and business
   b. the meetings and proceedings of Convocation
   c. the installation of the Chancellor
   d. the fees for membership, registration, and voting.

ELECTIVE MEMBERS

To retire in 1970

D. B. Aman, B.Sc., Oakville, Ont.
Maitland Baldwin, M.D., C.M., M.Sc., F.A.C.S., Bethesda, Maryland
P. R. Barnard, B.Sc., Ph.D.
J. R. Barrick, B.Sc.
C. W. Booth, B.A., L.L.D.
J. E. Cooper, B.Sc.
Peter H. Hennsey, B.A.
Mrs. W. J. Hyde, B.A.
O. F. Lundell, B.A., L.L.D.
G. M. Minard, B.Sc.
Gladys R. Munings, B.A.
William D. Smill, B.Com., C.A.
*D. W. Stewart, B.Sc.
C. H. Vipond, B.A., M.D., C.M., F.R.C.S.

To retire in 1971

O. E. Ault, E.A., B.Fae., Ph.D.
E. G. Ballard, B.I.E., B.Sc., D.Sc.
Kenneth R. Church, B.Com.
J. William D. Conne, M.D.
Mrs. Oliver S. Felts, B.A.

To retire in 1972

W. H. Brown, B.Com.
I. O. Hughes, B.Com.
W. W. Muir, B.A.

To retire in 1973

J. A. Hannah, B.A., M.D., C.M., C.R.C.P.C.
H. S. Ladd, B.Eng.
A. H. Lamson, B.A.
H. I. Marshall, B.Sc., M.Sc.
J. R. Matheson, O.C., B.A., L.L.M.
K. R. MacGregor, B.Sc.
N. M. Rogers, Q.C., B.A.
R. W. Southam, B.A., M.S.

To retire in 1974

R. G. Beek, B.Sc.
R. L. Dunsmore, M.C., B.Sc., D.C.S.
G. M. Brown, M.D., C.M., D.Phil., F.R.C.P., F.R.C.P.(C)
F. A.C.P., F.R.C.S.
J. M. Coyle, B.A., B.Sc.
R. D. Harkness, D.S.O., M.C., B.Sc., L.L.D.
W. A. Mackinlay, C.M.G., M.A., Ph.D., LL.D., D.C.L., F.R.C.S.
Ian MacLachlan, B.A., B.Sc.
W. E. McLaughlin, B.A.
Jean I. Royce, B.A., L.L.D.
D. W. Stewart, B.Sc.
Mrs. W. M. Benidickson, B.A.
Neil C. Fraser, M.B.E., B.A.  
A. J. Frost, B.Com., F.C.A.  
W. A. L. McDonald, M.D., C.M., F.R.C.S.(C), F.A.C.S.  
Kenneth A. Murphison, Q.C., B.Com.  
Mrs. Kenneth B. Parkinson, B.A.  
A. Mcmahon, B.Sc.  
A. S. Robb, B.Sc.  
R. S. Walker, B.Sc.  
Toronto, Ont.  
Muncie, Ont.  
Trenton, Ont.  
Ottawa, Ont.  
Ottawa, Ont.  
Don Mills, Ont.  
Montreal, Que.  
Toronto, Ont.  

To retire in 1972  
Miss E. Diana Blake, B.A.  
George T. Carron, M.D.  
W. G. Cunningham, Q.C., B.A.  
W. J. Donevan, M.D.  
V. H. Fiddes, B.A., B.D., Th.M.  
Y. I. Forster, M.S., Ph.D.  
H. J. Hamilton, B.A.  
Eric G. A. Jorgenson, B.Sc.  
Mrs. R. E. Lent, B.A.  
* R. R. MacGregor, B.Sc.  
R. H. Manske, B.Sc., Ph.D.  
Hugh F. McKerracher, B.A.  
S. A. Searle, B.Com.  
K. W. Shannon, B.A.  
Kingston, Ont.  
Ottawa, Ont.  
Kingston, Ont.  
Orillia, Ont.  
Montreal, Que.  
Ottawa, Ont.  
Kingston, Ont.  
Don Mills, Ont.  
Toronto, Ont.  
Waterloo, Ont.  
Geuiph, Hamilton, Ont.  
Winnipeg, Man.  
Montreal, Que.  

To retire in 1973  
J. A. Armstrong, B.Sc.  
Mrs. C. W. Baugh, B.A., M.A.  
D. C. Bewes, M.D., C.M.  
J. M. Courtright, B.Sc., B.A.  
J. C. Crook, B.A., LL.B.  
Mrs. Richard N. Dobson, B.A.  
B. Langley Farrand, B.Sc.  
James P. French, B.Sc.  
F. L. LaQue, B.Sc., LL.D.  
Mrs. J. G. MacGregor, B.A.  
J. L. Murray, B.A., B.Paed.  
Ian MacFee Rogers, Q.C., B.A.  
George O. Toller, B.A.  
Miss Mary E. White, B.A., M.A.  
Willowdale, Ont.  
Brockville, Ont.  
Montreal, Que.  
Montreal, Que.  
St. John's, Nf.  
Burlington, Ont.  
Willowdale, Ont.  
Vancouver, B.C.  
South Orange, N.J.  
Clarkson, Ont.  
Kingston, Ont.  
Toronto, Ont.  
Ottawa, Ont.  
Ottawa, Ont.  

To retire in 1974  
Mary L. Balchanuk, B.A., M.Ed.  
Mrs. M. Collins, B.A.  
D. C. Cameron, B.Com., C. F.A.  
G. R. Cameron, B.Com.  
E. D. K. Chown, B.A.  
Kingston, Ont.  
Oshawa, Ont.  
Ottawa, Ont.  
Montreal, Que.  
Belleville, Ont.  
Toronto, Ont.  

C. R. Edwards, B.Sc., M.Sc.  
Mrs. Celeste H. Hunter, B.A.  
* Ian MacLeod, B.Sc., B.A.  
W. A. Marshall, B.Sc.  
W. J. Megills, B.Sc.  
Ronald C. M. Merriam, Q.C.  
J. B. Slack, B.A., M.A.  
Marie L. Stock, B.A., M.A., Ph.D.  
Kingston, Ont.  
Schenectady, N.Y.  
Kingston, Ont.  
Town of Mount Royal, Que.  
Ottawa, Ont.  
Ottawa, Ont.  
Kingston, Ont.  
Hamilton, Ont.  

To retire in 1975  
Bruce B. Alexander, B.Com., LL.B.  
W. W. Ashworth, B.Sc.  
R. C. Burtelle, B.A., B.P.H.E.  
E. G. Berry, B.A., M.A., Ph.D.  
Omer Chaput, B.Sc.  
Michael L. Davies, B.A.  
Kathleen Elliott, B.A.  
D. W. Keenleyside, M.D., C.M.  
Walter Little, B.A.  
John R. Matheson, Q.C., B.A., LL.M.  
R. R. Mutrie, M.D., C.M.  
J. E. Nolles, M.D., C.M.  
R. C. Smeaton, B.D.  
Kingston, Ont.  
Toronto, Ont.  
Niagara Falls, Ont.  
Kingston, Ont.  
Parry Sound, Ont.  
Kingston, Ont.  
Ottawa, Ont.  
Willowdale, Ont.  
Belleville, Ont.  
Skeley's Bay, Ont.  

Secretary — Peter Hennessy, B.A.  
*Representatives of the Council on the Board of Trustees  

The Senate  

The Senate consists of ex officio and elective members. The ex officio members are the Principal, the Vice-Principal, the Principal of Queen's Theological College, the Deans of the Faculties of Arts and Science, Applied Science, Medicine, Law, the Deans of the Schools of Graduate Studies, Business, Nursing, the Dean of McArthur College (Faculty of Education), the Dean of Student Affairs, the Chief Librarian, the Registrar, and the Secretary.  

The elective members are nine Professors elected by the Faculty of Arts and Science, five by Applied Science, four by Medicine, three by Law, one by McArthur College (Faculty of Education), three by the School of Business, four by Graduate Studies, one by Nursing, one by Queen's Theological College, and four students.  

The functions of the Senate are:  
1. to determine all matters of an academic character which affect the University as a whole, and to be concerned with all matters which affect the welfare of the University;  
2. to participate in planning the development of the University;  

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3. to establish, subject to the ratification of the Board of Trustees, any faculty, school, institute, department, or chair;

4. to approve, on the recommendation of the respective Faculty Boards and Schools, all programmes of study leading to a degree, diploma, or certificate, together with the conditions of admission thereto and the qualifications and standards required;

5. on the recommendation of the respective Faculty Boards and Schools to publish the University calendars;

6. on the recommendation of the respective Faculty Boards and Schools to conduct examinations, and to decide finally all matters relating thereto;

7. to establish the terms of all fellowships, scholarships, medals and prizes; and to award all fellowships, scholarships, medals and prizes which are offered in open competition throughout the University;

8. to grant all honorary degrees, and to grant, on the recommendation of the respective Faculty Boards and Schools, all earned degrees, diplomas and certificates awarded by the University;

9. to review the main elements of the approved operating budget of the University so as to advise the Principal on its consistency with the general needs and interests of the University and on any considerations for future budgeting;

10. to advise the Boards of Trustees through the Principal as to what buildings and other capital facilities are required to meet the needs of the University and in what order of priority;

11. to have responsibility for the well-being of students and to have final responsibility for their discipline including the power to dismiss students for any cause. The Alma Mater Society shares responsibility for, and has the right to promote, the well-being of its members. In the discharge of its disciplinary power the Senate shall have regard to the initial responsibility of the Alma Mater Society for the discipline of students in non academic matters; the Senate may review the decisions of the Alma Mater Society with respect to the discipline of students and may take such action as it deems appropriate.

12. to establish the procedures to be followed in the appointment of members of the academic staff, vice-principals, deans, and heads of departments and to establish policies and procedures concerning the conditions under which, in the case of academic staff, promotions shall be given, tenure granted, appointments terminated and sabbatical or other leave granted;

13. to establish university policy governing the central academic services of the University such as the library system and the computer system;

14. to share with the Board of Trustees the responsibility for the selection of the Principal through a committee composed equally of members of the Senate and the Board and instructed to recommend to the Board a virtually unanimous choice;

15. to appoint such committees as it may deem desirable and to specify, consistently with the functions enumerated above, the terms of reference of any such committees.

---

Elected Membership of the Senate 1969-1970

The Faculty of Arts and Science

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Retires</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. E. Smethurst, M.A.</td>
<td>Classics</td>
<td>1970</td>
</tr>
<tr>
<td>A. S. West, B.Sc., Ph.D.</td>
<td>Biology</td>
<td>1970</td>
</tr>
<tr>
<td>M. H. Yeates, B.A., M.A., Ph.D.</td>
<td>Geography</td>
<td>1970</td>
</tr>
<tr>
<td>H. W. Ellis, B.Sc., M.Sc., M.A., Ph.D.</td>
<td>Mathematics</td>
<td>1971</td>
</tr>
<tr>
<td>W. R. Thompson, B.A., M.A., Ph.D.</td>
<td>Psychology</td>
<td>1971</td>
</tr>
<tr>
<td>G. Tulehinsky, B.A., M.A.</td>
<td>History</td>
<td>1971</td>
</tr>
<tr>
<td>M. Sayer, B.Sc., Ph.D.</td>
<td>Physics</td>
<td>1972</td>
</tr>
<tr>
<td>J. W. Grove, B.Sc., D.P.A.</td>
<td>Political Studies</td>
<td>1972</td>
</tr>
</tbody>
</table>

The Faculty of Applied Science

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Retires</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Brown, B.Sc., Ph.D.</td>
<td>A.M. I.C.E.</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>R. J. Kennedy, M.C., B.Sc., M.S.</td>
<td>Chemical Engineering</td>
<td>1970</td>
</tr>
<tr>
<td>J. Downie, B.Sc., M.A.Sc., Ph.D.</td>
<td>Mechanical Engineering</td>
<td>1971</td>
</tr>
</tbody>
</table>

The Faculty of Medicine

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Retires</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. L. Vandewater, M.D.</td>
<td>Anaesthetics</td>
<td>1970</td>
</tr>
<tr>
<td>R. B. Stewart, B.Sc., M.A., Ph.D.</td>
<td>Micro. &amp; Immun.</td>
<td>1971</td>
</tr>
<tr>
<td>D. M. Robertson, M.D., M.C., M.Sc. (Med)</td>
<td>Pathology</td>
<td>1972</td>
</tr>
<tr>
<td>J. A. Milliken, M.D., M.C., F.R.C.P.(C), F.A.C.P.</td>
<td>Medicine</td>
<td>1972</td>
</tr>
</tbody>
</table>

The Faculty of Law

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Retires</th>
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McArthur College (Faculty of Education)

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<th>Name</th>
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The School of Graduate Studies

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<tr>
<th>Name</th>
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<tr>
<td>D. Campbell, M.A., Ph.D.</td>
<td>Psychiatry</td>
<td>1970</td>
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<tr>
<td>C.H.R. Cimpling, B.Sc., S.M.</td>
<td>Electrical Eng.</td>
<td>1971</td>
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<tr>
<td>E. J. Bond, B.A., M.A., Ph.D.</td>
<td>Philosophy</td>
<td>1972</td>
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<tr>
<td>K. E. Russell, B.A., M.A., Ph.D.</td>
<td>Chemistry</td>
<td>1972</td>
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The School of Business

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<tr>
<td>W. H. Poole, B.A., M.A.</td>
<td>Commerce</td>
<td>1970</td>
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</table>
D. D. Monieson, B.S., M.B.A., Ph.D.  Commerce  1971  Ex-officio Members
H. V. Pullerton, B.A.Sc., M.A.  Commerce  1972  Chairman of the Senate

The School of Nursing  Principal, Theological College
Mary E. Johnson, B.Sc.N., M.Ed.  Registrar

Queen's Theological College  Student Representatives
C. H. Parker, B.A., B.D.  Arts '71  John Buttnar, Theology '70  1970
Brian Scully, Law '71  1971  Jeffrey Simpson, Arts '71  1971

Senate Committees

Academic Development Committee

Elected Members  Retires
H. M. Estall (Philosophy)  1970  Ex-officio Members
R. J. Kennedy (Civil Engineering)  1970  Chairman of the Senate
H.R.S. Ryan (Law)  1970  Vice-Principal (Academic)
W. Mycles (Arts '70)  1970  University Campus Planner
Mrs. F. J. Paynter (Arts '70)  1970  Head, Office of Academic Planning
B. Scully (Law '71)  1971
H.V. Pullerton (Business)  1971
D.A. Rosen (Ophthalmology)  1971
A.J. Coleman (Mathematics)  1971

Ex-officio Members
Chairman of the Senate
Vice-Principal (Academic)
University Campus Planner
Head, Office of Academic Planning

Academic Procedures Committee

Elected Members  1970
C. Franks (Political Studies)  1970  Ex-officio Members
C.A. Lawrence (Business)  1970  Chairman of the Senate
R. B. Stewart (Micro and Immun.)  1970  Vice-Principal (Administration)
J. Latter (Medicine '71)  1970  Director of Physical Plant
Miss K. Solandt (Arts '72)  1970  University Campus Planner
M. Baer (Law)  1971
S. Lazier (Civil Engineering)  1971

Budget Committee

Elected Members  1970
D. H. Itonham (Law)  1970  Ex-officio Members
C.H.R. Campling (Electrical Engineering)  1970  Chairman of the Senate
R.H. Clark (Chemical Engineering)  1970  Vice-Principal (Finance)
E. Paul (Commerce '70)  1970
D.D. Monieson (Business)  1971
D.M. Schurman (History)  1971
S.L. Vandewater (Anaesthesiology)  1971

Campus Planning Committee

Elected by Senate  1970
Mrs. C. Dodge (Graduate 1)  1970
J. Simpson (Arts '71)  1971
S.D. Lash (Civil Engineering)  1971
D.M. Robertson (Pathology)  1970
K.E. Russell (Chemistry)  1971
M.H. Yeates (Geography)  1970
R.J. Hand (Business)  1970

Board of Trustees Representatives
Mrs. D.W. Boucher
Mr. A.L. Davies
Mr. R.L. Dunsmore (Co-chairman)
Mr. R.D. Harkness
Dr. W.A. Mackintosh
Mr. H.I. Marshall
Mr. D.W. Stewart

Ex-officio Members
Chairman of the Senate
Vice-Principal (Administration)
Computing Committee

Elected Members

D.H. Crawford (Mathematics) 1970
W.G. Henry (Metallurgical Engineering) 1970
K. Latto (Law) 1970
B. Geiger (Arts '72) 1970
C.E. Law (Business) 1971
J.A. Milliken (Medicine) 1971
H. F. Shurvell (Chemistry) 1971

Ex-officio Members

Chairman of the Senate
Director, Computing Centre
Vice-Principal (Administration)
Head, Dept. of Computing and Information Science

Fine Arts and Public Lectures Committee

Elected Members

J. Downie (Chemical Engineering) 1970
S.G. Lavery (Psychiatry) 1970
B.C. McDonald (Law) 1970
J. Butters (Theology '70) 1970
Miss R. Buxton (Arts '72) 1970
J. Simpson (Arts '71) 1970
E.J. Bond (Philosophy) 1971
K.B. Sayceoll (Political Studies) 1971
A.G.C. Whalley (English) 1971

Ex-officio Member
Chairman of the Senate

Library Committee

Elected by the Senate

J.A. Leith (History) 1970
H. Bakvis (Arts '71) 1970
Miss M. Barber (Arts '71) 1970
J.M. Stedmond (English) 1971

Elected by Faculties and Schools

E.J. Bond (Philosophy) 1970
C.H. Parker (Theology) 1970
L.A. Moore (Education) 1970
Miss M. Johnson (Nursing) 1970
P.H. Witke (Electrical Engineering) 1971
P.C. Dodwell (Psychology) 1971
J.G. Doyle (Business) 1971
J.A.W. Gunn (Graduate Studies) 1971
W.H. Powles (Psychiatry) 1971

Ex-officio Members
Chairman of the Senate
Chief Librarian
Representative of the Department of Computing and Information Sciences

Nominating Committee

Elected Members

A. Brebner (Civil Engineering) 1970
D.H. Bonhara (Law) 1970
D. Campbell (Psychiatry) 1970
R.J. Kennedy (Civil Engineering) 1970
W.H. Poole (Business) 1970
S.E. Smotherst (Classics) 1970
S.L. Vandewater (Anesthesiology) 1970
A.S. West (Biology) 1970
M.H. Yeates (Geography) 1970
J. Butters (Theology '70) 1970
J. Grav (Medicine '71) 1970

Ex-officio Member
Chairman of the Senate

Scholarships and Student Aid Committee

Elected Members

A. Brebner (Civil Engineering) 1970
J.D. Hatcher (Physiology) 1970
W.G. Leonard (Business) 1970
P.L. Roeder (Geological Sciences) 1970
J. Arber (Medicine '71) 1970
P. Dale (Graduate 2) 1970
J. Chant (Economics) 1971
A. Dando (McArthur College) 1971
R.R. Price (Law) 1971
M. Sayer (Physics) 1971

Ex-officio Members
Chairman of the Senate
Vice-Principal (Finance)
Dean, Graduate Studies and Research Registrar
Assistant Registrar (Student Awards)

Student Affairs Committee

Elected Members

H.W. Ellis (Mathematics) 1970
C.N. Korr (Mechanical Engineering) 1970
A.A. Travill (Anatomy) 1970
M. Aspden (Theology '71) 1970

85
R. Buller (Arts ’71) 1970
J. Gray (Medicine ’71) 1970
G. MacQueen (Applied Science ’70) 1970
S. Sweatman (Arts ’70) 1970
Miss D. Vijayak (Arts ’71) 1970
R. J. DeBrie (Law) 1971
D. McCay (Physics) 1971
C.H. Parker (Theology) 1971

Ex-officio Members
Chairman of the Senate
Dean of Student Affairs
Dean of Women

Operations Review Committee

Elected Members
E.H. Botterell (Medicine) 1970
A. Broch (Civil Engineering) 1970
J. Butters (Theology ’70) 1970

Ex-officio Members
Chairman of the Senate
Secretary of the Senate

Agenda Committee

Elected Members
B. Scully (Law ’71) 1970

Ex-officio Members
Principal
Vice-Principal (Academic)
Secretary of the Senate

Elected Members
N.J. Brown (Philosophy) 1970
M.R. Gorsky (Law) 1970
B.B. Hope (Civil Engineering) 1970
D.B. Jennings (Physiology) 1970
W. Perlin (McArthur College) 1970
C.K. Rush (Mechanical Engineering) 1970
W.R. Thompson (Psychology) 1970
D. Haley (Graduate 2) 1970
K. Taylor (Arts ’70) 1970

Ex-officio Member
Chairman of the Senate

Editorial Committee
(McGill-Queen’s University Press)

Elected Members
A. W. Jolliffe (Geological Sciences) 1970
E.R. Black (Political Studies) 1971
A.G.C. Whalley (English) 1972

The Faculty Boards

The Principal is an ex officio member of each of the Faculty Boards.
The functions of the Faculty Boards are:
1. to recommend to the Senate programmes of study leading to a degree
   and the conditions of admission;
2. to decide upon applications for admission or for change of programmes,
   subject to the regulations of the Senate;
3. to submit to the Senate names for both ordinary and honorary degrees;
4. to arrange the timetable for classes and to edit the Faculty calendar,
   subject to the approval of the Senate;
5. to control registrations subject to the regulations of the Senate;
6. to deal with class failures;
7. to exercise academic supervision over students;
8. to make such recommendations to the Senate as may be deemed
   expedient for promoting the efficiency of the University;
9. to award Faculty scholarships, medals and prizes;
10. to appoint, within the limits of the funds made available by the Trustees,
    such sessional assistants, fellows, tutors, and demonstrators as shall
    be needed to give instruction in the subjects taught by the Faculty;
11. to pass such regulations and by-laws as may be necessary for the exercise
    of the functions of the Faculty.

Officers of Administration

Principal and Vice-Chancellor ................. John J. Deutsch, B.Com., LL.D.
Executive Assistant to the Principal ........ D.H. Bonham, B.A., B.Com.,
                                        LL.B., LL.M., C.A., D.J.S. Gow, B.A., Ph.D.
Vice-Principal (Academic) .................... G.A. Harrower, B.Sc., M.Sc., Ph.D.
Vice-Principal (Administration) .............. R.J. Kennedy, M.C., B.Sc., M.S.
Vice-Principal (Finance) ..................... L.G. Macpherson, B.A., F.C.A.
Vice-Principal (Health Sciences) ............ E.H. Botterell, O.B.E., M.D.,
                                        M.S., F.R.C.S.(C)
Dean, Faculty of Applied Science ............ J.H. Brown, B.Sc., S.M., Sc.D.
Dean, Faculty of Arts and Sciences .......... R.L. Watte, B.A., M.A., D.Phil.
Dean, School of Business ..................... R.J. Hand, B.Com., M.B.A.
Dean, McArthur College (Faculty of Education) ..... V.S. Ready, B.A.
Dean, School of Graduate Studies ........... D.W. Slater, B.Com., B.A., M.A., Ph.D.
Dean, Faculty of Law .......................... D.A. Soberman, B.A., LL.B., LL.M.
Sessional Dates
1970 - 1971

Because of the nature of the McArthur programme, dates cannot be established at this time for student teaching rounds or for the beginning and ending of the short courses.

1970
September
7 Labour Day.
16 First day of session. General assembly of all candidates in Dunning Hall Auditorium at 1:30 p.m.
CLASSES BEGIN

October
12 Thanksgiving Day - no classes
16 University Day - classes will be held

November
11 All classes cancelled, 10:30 - 11:30 a.m.
15 First instalment of Fellowship, $250.

December
18 First term ends

January
11 Second term classes begin
15 Second instalment Fellowship, $250.

March
22 - 26 Winter break to coincide with O.E.A. and school holidays

April
9 Good Friday. No classes

May
14 End of academic year.

Convocation
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