

QUEEN'S

UNIVERSITY  
AT KINGSTON



1970 / 1971

McArthur College  
Faculty of Education

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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 unwearied 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 Snodgrass 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 Snodgrass 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 Hardy 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 1866 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 in 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 1963 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 refresher 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 7,391 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

<i>Minister's Representatives</i>	<i>Retiring date</i>
Mr. Arnold Orr . . . . .	1970
Mr. C. G. Thomson . . . . .	1970
Mr. R. W. Froats . . . . .	1973
To be appointed	
<i>University Representatives</i>	
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	
<i>Representatives from:</i>	
<i>Ontario Secondary School Headmasters' Council</i>	
Mr. J. B. Callan . . . . .	1970
Principal, Nepean High School Ottawa, Ontario	
<i>Association of Directors of Education in Ontario</i>	
Mr. W. F. Thom . . . . .	1970
Director of Education for North Durham	
<i>Ontario Association of Education Officials</i>	
Mr. J. B. Slack . . . . .	1970
Director of Education, Frontenac County	
<i>Ontario Teachers' Federation</i>	
Mr. John D. Linscott . . . . .	1970
Principal Loyalist Collegiate and Vocational Institute Kingston, Ontario	
Mr. John D. Murphy . . . . .	1970
Superintendent of Secondary Schools Frontenac District High School Board	
<i>McArthur College Faculty Board Representatives</i>	
Dr. Allan King McArthur College of Education Queen's University	Mr. A. A. Orr McArthur College of Education Queen's University
<i>Ex-Officio Members</i>	
Secretary to Committee	Dean
Miss Margaret Hooley Secretary of the Senate Queen's University	Mr. Vernon S. Ready McArthur College Queen's University

# The Faculty

## Administrative Staff

<i>Dean of the College —</i>	Vernon S. Ready, B.A., Queen's
<i>Assistant Dean, and Coordinator of B.Ed. programme —</i>	William S. Peruniak, B.A., Queen's
<i>Registrar —</i>	Allan J. Dando, B.A., Melbourn
<i>Assistant Registrar —</i>	Harry B. Oikle, B.A., Queen's
<i>Coordinator of Clinical and Field Studies —</i>	Robert J. Pich, B.Sc., Wisconsin; M.Sc., California
<i>Coordinator of Continuing Education —</i>	M. Applegate, B.A., McMaster; M.A., Toronto
<i>Coordinator of Graduate Studies</i>	D.H. Crawford, B.Sc., M.A., M.Ed., Glasgow; Ph.D., Syracuse
<i>Coordinator of Media Services —</i>	C. Fred Johnston, B.A., B.Ed., Toronto; M.A., Syracuse
<i>Coordinator of Student Teaching —</i>	Peter H. Hennessy, B.A., Queen's
<i>Coordinator of Technical Education —</i>	D. E. Loney, B.Sc., Queen's
<i>Librarian —</i>	Mrs. Gwen Wright, B.A., Saskatchewan; B.L.S., Toronto
<i>Assistant Librarians —</i>	Mrs. Viola Greer, B.Comm., Saskatchewan; B.L.S., Toronto
	Miss Victoria V. Punsalan, B.Sc. (Educ.) Manila; M.A., Minnesota
<i>Administrative Assistant to The Dean —</i>	F. K. Hooper, C.D.

## Academic Staff

<i>Biology</i>	R. H. Horwood, B.A., M.Sc., Queen's — Associate Professor
<i>Chemistry</i>	I. Talesnick, B.A., M.A., Toronto — Associate Professor
<i>Classics</i>	Mrs. May Hambly, B.A., M.Ed., Toronto — Associate Professor
<i>Clinical and Field Studies</i>	R. J. Pich, B.Sc., Wisconsin; M.Sc., California — Professor
	J. C. Huie, B.A., Davidson; M.A., Emory — Assistant Professor
<i>Comparative and International Education</i>	Mrs. Janet Russell, Diploma in Clinical Psychology, Glasgow — Lecturer
	D. C. O'Driscoll, B.A., London; B.Ed., M.Ed., Alberta — Assistant Professor
<i>Drama</i>	D. E. Kemp, D.D.A., London; L.T.C.L. — Associate Professor (part-time)

### *Educational Psychology*

L. Hoxter, 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. Francoise Howard, B.A., Ottawa -- Associate Professor

### *Geography*

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

### *Guidance*

Miss Mary Balanchuk, 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 in 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 Holomego, B.A., B.P.H.E., Queen's; M.A., Western --  
Associate Professor  
W. J. Mellor, B.A., B.P.H.E., Queen's; M.S., Oregon -- Associate Professor

### *Physics*

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

### *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. Jeays, 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. McGill, 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. Kistulenic, B.A. . . . . Library  
 M. Bedard, B.Sc. . . . . Chemistry  
 D. M. Earl, B.Sc. . . . . Chemistry  
 D. Armstrong,  
 B.A., P.B.H.E., M.Ed. . . . . P. & H. Ed.

### *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
	H. B. Gibson, B.Sc.F.	Biology
	Mrs. M. Gillick,	
	B.A., B.P.H.E.	P. & H. Ed.

*South Carleton High School*

Principal:	W. W. Powell, B.A.	
	J. Prebble, B.A.	English
	S. Rogers, B.A.	Geography
	J. H. Bell, B.Sc.	Guidance
	R. Langtry, B.A.	History
	D. O'Flaherty, B.A.	Latin
	Mrs. B. Evans, B.A.	Biology

**Carleton Board of Education — Public Schools***Bayshore School*

Principal:	K. Hanpon, 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. Fossey, B.A.	
	E. Caldwell	Elementary Ed.
	S. Nicol	Elementary Ed.
	D. Sutherland	Elementary Ed.

**Espanola Board of Education***Espanola High School*

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

**Frontenac County Board of Education***Frontenac Secondary School*

Principal:	A. H. Foss, B.A.	
	G. Hawkins, B.A.	English
	Mrs. M. Fitzpatrick, B.A.	Guidance
	Mrs. F. MacDonald, B.A.	Guidance
	J. D. Woodill, B.A.	History
	Mrs. C. T. Creber, B.A.	French
	Miss R. Gosling, B.A.	Latin
	R. Wellwood, B.Sc.	Biology
	M. Danicl, 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. Shortliffe, B.A.	English
	N. Pickering, B.A.	Geography
	Miss J. 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. C. Bruce, B.A.	P. & H. Ed.

*LaSalle Secondary School*

Principal:	R. F. Sams, M.A.	
	L. E. Veysey, B.A., Dip. Ed.	English
	R. Taite, B.A.	Geography
	D. Andrychuk, B.A.	Guidance
	J. Boone, B.A.	History
	Miss M. Hale, B.A., B.L.S.	Library
	G. Gowdy, B.A.	Chemistry
	R. Morrison, B.A., B.P.H.E.	P. & H. Ed.
	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
	R. 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. I. McLeod, B.A., B.L.S.	Library
	J. L. Boyd, B.A., B.Sc.	Mathematics
	E. R. Chisamore, B.Sc.	Mathematics
	D. M. Caskey, M.Sc.	Chemistry
	E. Seal, B.A.Sc.	Physics
	Mrs. J. Cotton, B.A., B.P.H.E.	P. & H. Ed.
	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

V. Holman, B.A. . . . . French  
 Mrs. B. Latham, B.Ed. . . . . English  
 R. Wowk, B.A. . . . . Guidance  
 D. Grass, B.A. . . . . History  
 J. D. Bell, B.A. . . . . Mathematics  
 D. R. Phippen, B.A. . . . . Mathematics  
 Miss R-M Jones, B.A. . . . . Biology  
 B. E. Leach, B.P.E. . . . . P. & H. Ed.

#### *Sharbot Lake High School*

Principal: J. H. Jensen, B.S.A., B.Ed.  
 W. Harris, B.A. . . . . History

#### *Sydenham High School*

Principal: H. A. Montrose, B.A., B.Ed.  
 D. J. Knapp, M.A.Sc. . . . . Physics  
 D. Steel, B.A. . . . . Sociology

#### *Calvin Park Public School*

Principal: R. W. Darling, B.A.  
 D. Millan . . . . . Elementary Ed.  
 Mrs. M. Henderson . . . . . Guidance

#### *Centennial Public School*

Principal: G. A. Smith, B.A.  
 Mrs. M. Abernethy . . . . . Elementary Ed.  
 Miss W. Rhamey . . . . . Elementary Ed.  
 Mrs. B. Armstrong . . . . . Elementary Ed.  
 Miss V. Cooke . . . . . Elementary Ed.  
 Mrs. C. Carter, B.A. . . . . Elementary Ed.  
 D. Saunders . . . . . Elementary Ed.

#### *Frontenac Public School*

Principal: R. W. Davidson, B.A.  
 Mrs. J. VanDorser, B.A. . . . . Elementary Ed.

#### *Jas. R. Henderson Public School*

Principal: R. Galbraith, B.A.  
 Mrs. E. Joulé . . . . . Elementary Ed.

#### *Kingscourt Public School*

Principal: J. F. Tennant, B.A.  
 Miss S. Hornbeck . . . . . Elementary Ed.

#### *Lord Strathcona Public School*

Principal: J. Carnegie, B.A.  
 Mrs. C. Dawson . . . . . Elementary Ed.

#### *Polson Park Public School*

Principal: L. H. Babcock, B.A., B.Ed.  
 Miss H. McRae . . . . . Elementary Ed.  
 Mrs. L. Schuld, A.R.C.T. . . . . Elementary Ed.

#### *R. Gordon Sinclair Public School*

Principal: I. C. Snider, B.A.  
 D. St. Pierre . . . . . Elementary Ed.

#### *Rideau Public School*

Principal: W. G. D. Paterson, B.A.  
 W. Purcell, B.A. . . . . Elementary Ed.

#### *Robert Meek Public School*

Principal: A. C. MacFarlane, B.A.  
 Mrs. D. Boyd . . . . . Elementary Ed.

#### *Sydenham Public School*

Principal: J. May, B.A., M.Ed.  
 Mrs. E. Picketts . . . . . Elementary Ed.

#### *MacDonald Public School*

Principal: Mrs. M. Clench, B.A.  
 Mrs. P. Wallace . . . . . Elementary Ed.

#### *Cathedral School*

Principal: Sister E. O'Grady, B.A.  
 Mrs. M. Dohler, B.A. . . . . Elementary Ed.

#### *Our Lady of Lourdes School*

Principal: Sr. J. Burns, B.A.  
 G. Goulah . . . . . Elementary Ed.

#### *St. Patrick's School*

Principal: E. S. Evans, B.A.  
 Mrs. B. Dickson . . . . . History

### **Haliburton County Board of Education**

#### *Haliburton Highlands Secondary School*

Principal: J. F. Rouble, B.A.  
 Mrs. G. Armstrong, B.A., B.Ed. . . . . English

### **Hastings County Board of Education**

#### *Belleville Collegiate Institute & Vocational School*

Principal: W. R. MacKay, B.S.A., M.Ed.  
 H. Hildebrandt, B.A. . . . . Mathematics  
 G. Shaver, B.S.A. . . . . Physics  
 W. Beevor, B.A., B.P.E. . . . . P. & H. Ed.

*Centennial Secondary School*

Principal: W. J. Musgrove, B.A.  
 L. J. Hoiland, B.A., B.Ed. . . . . English  
 S. Allcorn, B.A. . . . . Guidance  
 L. Jones, B.A. . . . . History  
 H. G. Babbitt, B.S.A. . . . . Chemistry

*Moir Secondary School*

Principal: L. D. Read, B.A.  
 C. W. Sloan, B.A. . . . . English  
 R. Lachman, M.A. . . . . Geography  
 S. LeBaron, 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. Gainer, 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. Uhrynuk, 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*

Principal: J. H. D. Aikman, B.Sc., Agr.  
 K. W. MacNaughton, B.A. . . . . English  
 R. A. Salt, B.A., B.P.H.E. . . . . P. & H. Ed.

*Smiths Falls District Collegiate Institute*

Principal: G. W. Slinger, B.A.  
 C. Kelso, 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. B. 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. McKibbin, B.A. . . . . English  
 W. Match, 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. Mumford, B.A., B.Paed.  
 I. Brett, B.Sc. . . . . Mathematics  
 M. N. Shanas, M.Se. . . . . 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. Gorbould, B.A. . . . . Geography (Soc.)  
 J. R. Coleman, M.A. . . . . Guidance  
 Mrs. B. E. Slack, 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. Roseberry  
 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. Peirson, B.A. . . . . Guidance  
 Mrs. G. Bews, B.A. . . . . History  
 T. Frood, 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. Alkenbrack, B.A. . . . . History  
 Y. Wills, B.A. . . . . Library  
 L.J. Verabioff, B.A., B.P.H.E., M.S. . . . . P. & H. Ed.  
 Mrs. B. Elliott, B.A., B.P.H.E. . . . . P. & H. Ed.

*Odessa Public School*

Principal: B. A. Reynolds, B.A.  
 Mrs. J. Johnston . . . . . Elementary Ed.

**Northumberland & Durham County Board of Education***East Northumberland Secondary School*

Principal: H. S. Ewing, B.A.  
 M. Halloran, 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. Huneault, 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. Lalonde, B.A. . . . . French

Mrs. G. Tyler, B.Sc., B.L.S. . . . . Library  
 B. Shaver, B.P.H.E. . . . . P. & H. Ed.  
 M. Paradis, B.A. . . . . English

*Glebe Collegiate Institute*

Principal: G. E. Laughren, B.A., M.Ed.  
 P.G.K. Carver, B.A., B.J. . . . . English  
 B. Doyle, B.A., B.J. . . . . English  
 Dr. E. C. Powell, M.Sc., Ph.D. . . . . Chemistry  
 C. Publow, 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. G. Darby, B.A., M.Ed.  
 P. T. Fergus, B.A. . . . . English  
 R. Munro, B.A. . . . . Guidance  
 A. McMahon, M.A. . . . . History  
 R. Walsh, B.A., B.P.E. . . . . P. & H. Ed.  
 Mrs. K. M. Jordan, B.Com. . . . . P. & H. Ed.  
 O. Trahan, B.A., B.Ph. . . . . Mathematics

*High School of Commerce*

Principal: R. T. Greer, M.A., B.Com.  
 J. Cleland, M.A. . . . . English  
 J. D. Forsyth, B.A., M.Ed. . . . . History (Soc.)  
 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 Podolsky, B.A. . . . . Biology  
 K. Crouch, M.Sc. . . . . Physics

*Laurentian High School*

Principal: H. A. Barber, B.Com.  
 D. Comtois, B.A. . . . . French  
 F. W. Waudby-Smith, B.Sc. . . . . Physics  
 Miss J. Hetherington, B.A., B.P.H.E. . . . . P. & H. Ed.

*Lisgar Collegiate Institute*

Principal:	J. W. Neil, B.A.	
	P. 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. Wedderspoon, M.A., B.D.	Latin
	D. E. MacGougan, Mus. Bac., B.L.S.	Library
	R. Behan, B.A.Sc.	Mathematics
	N. Doherty, B.A.	Mathematics
	W. Goldie, B.Sc.F.	Biology
	Miss M. Shillington, B.A., B.S.W.	P. & H. Ed.

*Nepean High School*

Principal:	J. B. Callan, B.A.	
	P. Lavrench, B.A.	English
	D. R. Harvie, B.A.	Geography
	R. J. Erlandson, M.A.	History
	J. Burrows, B.A.	Latin
	Miss S. Whiessiel, 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
	G. Mutter, B.A., B.P.H.E.	P. & H. Ed.

*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. Kealey, 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. Merkley, B.S.A.	
	J. W. Dunphy, M.A.	English
	J. R. Nuth, B.A.	Geography
	Mrs. J. Runnells, B.A.	Guidance
	D. R. Ferguson, B.A.	History
	P. H. Lewie, B.A., B.L.S.	Library
	F. Cumming, B.A.	Mathematics
	G. F. Manale, 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. Quesnel, 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
	B. Nicoll, B.Sc.	Mathematics
	J. A. Cochlin, B.Sc., P.Eng.	Physics
	Mrs. L. Laquerre, B.A.	P. & H. Ed.

**High School Board of the City of Vanier***Andre Laurendeau Secondary School*

Principal:	R. Scantland, 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)
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*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.

*Glashan 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. McCooney . . . . . 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.

*Elmdale School*

Principal: R. Brown, B.A., B.Sc.  
 Mrs. S. Bishop, B.A. . . . . Elementary Ed.  
 Mrs. 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. Jeale . . . . . 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.1<sup>st</sup> . . . . . Chemistry  
 Mrs. M. Mosher, B.Sc., B.Ed. . . . . Chemistry  
 G. Burke, B.S.A. . . . . Physics

*Crestwood Secondary School*

Principal: K. R. Hossaek, B.S.A.  
 J. C. Chynoweth, B.A., M.Ed. . . . . French  
 G. R. Maughan, B.S.A. . . . . Physics  
 N. E. Dysart, B.A., B.P.H.E. . . . . P. & H. Ed.  
 D. Moulton, 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

*Lakefield District High School*

Principal: C. W. Burge, B.A.  
 Mrs. M. Penn, B.Sc. . . . . Physics

*Peterborough Collegiate & Vocational School*

Principal: A. L. Reilly, B.A., B.Ed., B.Paed.  
 J. Carey, 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. Bewcyk, 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. Scuccato . . . . . Elementary Ed. (Oral French)

*Lakefield College School, Lakefield, Ontario*

Principal: J. E. Matthews, B.A.  
 Rev. J. McDougall, M.Sc., L.Th. . . . . Chemistry  
 Dr. F. H. Krenz, B.Sc., M.A., Ph.D. . . . . Chemistry

*St. Peter's High School*

Principal: P. DeSouza, 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. Fulford, 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. Fortier, B.A.	Library

### Maynard S. Fellows High School

Principal:	R. Wilson, B.A., B.Ed.	
	R. Land, B.Sc.	Biology

### Opeongo High School

Principal:	D. P. Whillans, 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

## Stormont, Dundas & Glengarry County Board of Education

### Cornwall Collegiate & Vocational School

Principal:	C. C. Hart, B.A., M.Ed.	
	R. McCabe, B.A.	English
	Mrs. A. Webber, B.A.	English
	M. Forsyth, B.S., M.A.	English
	W. Dickie, B.Sc.	Guidance

C. Courville, B.A.	History
J. J. Sanborn, B.A.	History
Mrs. E. Smelko, B.A.	Biology

### General Vanier Secondary School

Principal:	J. J. J. Comtois, B.A.	
	G. Metivier, 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. Fraser, B.A.	P. & H. Ed.

### St. Lawrence High School

Principal:	R. L. Brisson, B.A.	
	E. Getz, B.A.	Geography
	Mrs. M. Grieco, B.Sc.	Guidance
	Sister H. Beriault, B.A.	Francais
	Mrs. N. Ainslie	French
	Mrs. O. Laurin	French
	R. Major, B.A.	Mathematics
	A. Trasuk, B.Sc., B.Eng.	Chemistry
	Mrs. J. Cooke, B.A., B.P.E.	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.

### Garson-Falconbridge Secondary School

Principal:	L. Yauk, 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.

*Lo-Ellen Park Secondary School*

Principal: B. L. Elliott, M.A.  
K. Sheppard, B.A. . . . . English  
R. Dionne, B.Sc. . . . . Mathematics  
P. Rogers, M.A. . . . . Sociology  
R. Vitali, B.A. . . . . Sociology

*Chelmsford Valley District High School*

Principal: G. Menard, B.A.  
Mrs. A. Pendzinski, B.A. . . . . Francais

**Timiskaming Board of Education**

*Ecole Secondaire Ste. Marie*

Principal: R. J. Lachapelle, B.A.  
Sister J. Seguin, M.A., Ph.D. . . . . Francais

**The Timmins Board of Education**

*Timmins High & Vocational School*

Principal: N. C. Rokeby, B.A., M.Ed.  
E. Burdenuk, B.A. . . . . Library

## Our Commitments

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

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

McArthur College is committed to the traditional objectives of liberal education respecting the broad development of human personality, character, and mind. We surmise that what a teacher is may be as important as what he knows. We observe that capable teachers, through creative use of their own personalities, are able to make profound changes in the minds and behaviour of the young pupils with whom they work. Despite recent technological advances in education, 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.



*Lo-Ellen Park Secondary School*

Principal: B. L. Elliott, M.A.  
K. Sheppard, B.A. . . . . English  
R. Dionne, B.Sc. . . . . Mathematics  
P. Rogers, M.A. . . . . Sociology  
R. Vitali, B.A. . . . . Sociology

*Chelmsford Valley District High School*

Principal: G. Menard, B.A.  
Mrs. A. Pendzinski, B.A. . . . . Francais

**Timiskaming Board of Education**

*Ecole Secondaire Ste. Marie*

Principal: R. J. Lachapelle, B.A.  
Sister J. Seguin, M.A., Ph.D. . . . . Francais

**The Timmins Board of Education**

*Timmins High & Vocational School*

Principal: N. C. Rokeby, B.A., M.Ed.  
E. Burdenuk, B.A. . . . . Library

## 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.

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

### *A Student-Centred Process*

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

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

### *Individual Study Plans*

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

### *Continuous Assessment Policy*

Continuous assessment entails a de-emphasis of term examinations and increased attention to all aspects of application and development over the entire school year. In this respect, it anticipates the kind of professional assessment that will prevail in the school situation, where teacher performance is gauged not by marks but by such factors as dedication, effectiveness, creativity, and interpersonal relations.

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

MAJOR AREA	POINT REQUIREMENTS
Educational Foundations	40
Curriculum and Instruction	30
Observation and Practice Teaching	40
Clinical or Field Studies	10
Supporting or Related Studies	15

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.

CURRICULUM AND INSTRUCTION	
<p>Two of the following:</p> <p>Biology Chemistry English Francais French Geography German Guidance History/Social Science</p>	<p>Elementary Education Latin Man in Society Mathematics Physical and Health Education Physics School Librarianship Theatre Arts</p>
<p><b>EDUCATIONAL FOUNDATIONS</b></p> <p>1. Professional Issues in Contemporary Education</p> <p>2. Two of the following:</p> <p>(i) Comparative and International Education (ii) History of Education (iii) Philosophy of Education (iv) Educational Psychology (v) Sociology of Education (vi) Ethical Issues and Human Problems</p>	<p><b>SUPPORTING OR RELATED STUDIES</b></p> <p>Courses selected from offerings such as</p> <p>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.</p>
<p><b>OBSERVATION AND STUDENT TEACHING</b></p> <p>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.</p>	<p><b>CLINICAL AND FIELD STUDIES</b></p> <p>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.</p>

## Course Outlines

### Educational Foundations

COURSES	POINTS
Professional Issues in Contemporary Education – an obligatory lecture seminar	10
Two of the following:	
(i) Comparative and International Education	15
(ii) Ethical Issues and Human Problems	15
(iii) History of Education	15
(iv) Philosophy of Education	15
(v) Educational Psychology	15
(vi) Sociology of Education	15
<b>MINIMUM REQUIREMENTS</b>	<b>40 POINTS</b>

- Properly regarded, the several studies comprising Education Foundations have an important place in the preparation of professional educators. It is not enough for the teacher to master the skills related to his work; he must also develop a conceptual framework for proper understanding and criticism of both his work and its general educational setting. These options help to strengthen the professional competence of teacher candidates by providing them with the distinctive insights and analytical perspectives peculiar to each discipline.
- The only course at McArthur College uniformly required of all candidates, *Professional Issues in Contemporary Education*, is designed to provide a realistic initiation into some of the significant problems of administrative and professional practice. Developed partly on a case study approach, this experimental course will seek to utilize student and faculty contributions in a joint examination of specific educational issues.
- Most of the Foundation disciplines will offer courses at more than one level to accommodate students with varying backgrounds in the subject.
- A STUDENT WHO PRESENTS NO COURSES IN PSYCHOLOGY AND/OR PHILOSOPHY WILL BE REQUIRED TO CHOOSE THE CORRESPONDING FOUNDATION SUBJECT(S).
- Students with a strong background (15 credits minimum) in any of the Foundation disciplines will be allowed to choose a minimum of 25 points in this area (instead of the standard 40).

**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.

**28.108 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

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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 counselling, 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.

**Curriculum and Instruction**

Two of the following:

Biology	Elementary Education
Chemistry	Latin
English	Man in Society
Francais	Mathematics
French	Physical and Health Education
Geography	Physics
German	School Librarianship
Guidance	Theatre Arts
History/Social Science	

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 B 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.

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**

1. Teaching Science in Today's Secondary Schools (Third Edition), Walter A. Thurber and Alfred T. Collette, published by Allyn and Bacon (Boston 1968)
2. One of:
  - (a) Chemistry — An experimental Science (Text and Manual), Pimentel 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), Parry 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 explication and imaginative presentation of literature with the primary aim of helping students to see feelingly. 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 analyse 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 enrol 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 predominating 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.



- 28.146 Mathematics – Type B 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.

**28.147 Physical and Health Education (Men) - (Type A)**

**28.148 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.

**28.147 Physical and Health Education (Women) - (Type A)**

**28.148 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.

**28.151 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 and/or scientists.
2. Common misconceptions in physics and in the teaching of physics.

**Texts:**

1. Thurber, W.A., and Collette, A.T., *Teaching Science in Today's Secondary Schools*, Allyn and Bacon, 1968
2. Warren, J. W., *The Teaching of Physics*, Butterworths, 1965
3. PSSC, *Physics*, Heath, 1968

**28.152 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:**

1. Thurber, W.A., and Collette, A. T., *Teaching Science in Today's Secondary Schools*, Allyn and Bacon, 1968
2. PSSC, *Physics*, Heath, 1968

**28.153 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.

**28.155 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

TYPES OF EXPERIENCE	
Pre-session Observation in Schools	
Teaching Skills Laboratory	
Student Teaching in Area Schools	
40 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 into 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 can 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 felt 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	
<p style="text-align: center;"><b>Supporting or Related Studies</b></p> <p>Courses selected from offerings <i>such as</i></p> <p>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.</p>	
<b>MINIMUM REQUIREMENTS</b>	<b>15 points</b>

1. The area of Supporting or Related Studies sustains the principle of individualized programmes of studies related to candidates' particular needs and interests.
2. Although certification policies allow candidates to undertake options in Curriculum and Instruction in which they have a background of only two University courses, we 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 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 self 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 at all times 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:

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.

**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.

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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:

	Payment in Full	Payment by Instalments	
		1st	2nd
Tuition (see below)	\$480	\$280	\$200
Instalment charge (see below)		5	
	\$480	\$285	\$200

### 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.** 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 and 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	\$ 5.50
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



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 week-ends and holidays.
2. Psychiatric consultation and Psychological services are available by appointment.
3. Infirmarys are 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 dependents 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 enrolment, facilities are presently used to their limit, but plans are under way to provide more extensive gymnasium space. The 10,000 capacity George Richardson Memorial Stadium is the home of the 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. Redmond

### **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, LL.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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The Edith and Lorne Pierce Collection of Canadiana is rich in first editions, rare items and original manuscripts, including the most extensive single collection of Bliss Carman's letters. The John Buchan Collection, donated by Col. and the late Mrs. R. S. McLaughlin in 1954, includes the author's personal library of 4000 volumes and his private papers. The R. S. McLaughlin collection of Canadian historical letters, documents, maps, prints and posters; the Shortt-Haydon collection of Canadian portraits and historical prints; a historical cartography collection of 6000 maps and atlases; the Queen's Bible Collection of 600 volumes; and special collections bearing the names of Howard Murray (rare books), G. H. Clarke (English belles lettres), James Roy (English and Scottish literature), Elizabeth Gray (private press books, fine and limited editions), and Prof. McNicol (early-telecommunications) are among other special resources.

The University Archives are rich in manuscript material relating to the United Empire Loyalist settlement in Upper Canada, and to early business and political life, including the Cartwright family papers, the Landon, Stone and Parrot papers, the diaries of Rev. William Bell and related material on the Presbyterian Church in Canada. There is much material on the political history of Canada since Confederation, including papers of Alexander Mackenzie, Sir Sandford Fleming, W. D. Mitchell, C. A. Dunning, Norman Rogers, J. M. Macdonnell, Dr. G. H. Clarke, Dr. R. G. Trotter, Dr. Adam Shortt, Dr. A.R.M. Lower, Senator C. G. Power, and others. These are augmented on microfilm by the Laurier papers and all extant Canadian imprints 1751-1800. The City of Kingston records and Queen's University theses are also deposited in the Archives. Checklists of many of these special collections have been issued by the Library.

Bibliographic assistance and both class sessions and informal training in using the library, are available from the Reference and Research Division in Douglas Library. Interlibrary loan service is available to graduate students and faculty through this Division, for research materials not available in the Queen's University Libraries. The lending library determines the type of material it is prepared to lend, and the number of items that may be borrowed at one time; the usual loan period is two weeks. Requests should not be made for interlibrary loans of books currently in print, reference works, or manuscripts (except in microform). The Inter-University Librarians, and a Telex teletype connection in the Interlibrary Loan Section, provide rapid availability of more than five million volumes in the fourteen cooperating Ontario university libraries, the National Library and the National Science Library.

In addition to Douglas Library, the University library system has eighteen branch units close to the laboratories and classrooms in special disciplines.

### 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,

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 57,000 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
Chemistry	Gordon Hall (Frost Wing)
Biochemistry	Craine Building
Biology including Botany	Earl Hall
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 Airphotos)	Ontario Hall
Geological Sciences	Miller Hall
Mathematics	Jeffrey Hall
Mechanical Engineering	McLaughlin Hall

Modern Languages

Reference collection, current journals,  
newspapers and magazines in Kingston Hall  
Goodwin House

Music

Physics Stirling Hall

Psychology

Theological College

Humphrey 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, staff offices 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. McRae 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 liquifier, equipment for measuring magnetic susceptibilities and determining structure by X-ray diffraction, an eighteen thousand curie cobalt-60 gamma ray source, a five thousand joule flash photolysis apparatus, stop flow apparatus for following fast reactions, an extensive range of polarographic and chromatographic equipment, and automatic 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, soils 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, and X-ray vacuum spectrograph for rapid chemical determinations, a two-metre grating spectrograph for trace element studies, a flame photometer, magnetic separators, a mass spectrograph, an 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 4.

### Physics

The Physical Laboratories are located in Stirling Hall on Queen's Crescent. This striking building was designated 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 electric 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 Axis 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; a zoological collection representing the Canadian fauna in a large number of prepared specimens of mammals, birds, reptiles, fishes, insects, and mollusca.

### Geological Sciences

Miller Hall, named in memory of the late Willet G. Miller formerly Professor of Geology and Petrology and later Provincial Geologist for Ontario was erected for the Department of Geological Sciences. Part of the first floor is devoted to a museum and contains collections of economic minerals used in industrial processes, and of Canadian ores, collections illustrating the systematic classification of minerals and rocks, paleontologic collections illustrating the geologic life record, collections of natural crystals and polished semiprecious stones.

The Queen's Geological Sciences Library in Miller Hall is expanding rapidly. It presently contains 25,000 volumes and over 10,000 geologic and topographic maps, making it second only to the Geological Survey of Canada library in size. The library is supported by a generous endowment from the John Lindsley Trust, established to develop a research library of the highest calibre.

## Computing Centre

### Director - W. H. Jenkins

The Queen's University Computing Centre, located in the north wing and the new annex of Dupuis Hall, houses a complex of computer equipment for use by faculty, staff and students. The equipment reflects the latest advances in computer design, and is adaptable to scientific, business, and non-numeric applications.

The Computing Centre Staff offer certain service courses and provide a variety of services to computer users. The major computer installation is scheduled twenty-four hours per day. Operating service is provided and programme advisors are on duty during normal working hours and are available for conducting demonstrations upon request. Computer programme and reference library facilities are maintained and limited keypunching and related services are available. Research groups may programme their own work, or avail themselves of contract programming services provided by the Centre. Major research projects range from studies in linguistics, atomic physics and soil mechanics to the analysis of electrocardiograms. Related hardware projects include data acquisition from experiments and the interfacing of computer systems.

The computer complex is based on an IBM System/360; A Model 50 computer, with 512 thousand bytes of core storage, 4 (30 KC) magnetic tape units, 1 disk bed providing a total of 200 million bytes of storage, high speed (100 cpm) card reader, 300 cpm card punch and 1100 cpm printer. New student and faculty user facilities have been provided in the north wing annex, basement level. These include a Student Terminal Room with high speed card reader, punch and printer; Faculty and Student Work Rooms and Keypunch Rooms. Twelve campus-wide Model 2741 key-driven terminals are linked to the Central Computer by a tele-processing control unit Model 2702. A Calcomp Plotter Model 6603 is available through a PDP/9 Digital Computer, the latter also serving as an interface between the System /360 and a number of remote computers on campus. In addition to the central keypunch facilities available at the Centre, keypunches are provided throughout the campus. A

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 organization 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'Etudes 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 Barbéris, Director of French Studies at the Ecole Normale Supérieure St. Cloud, and a foremost Balzac 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 Raimond, 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 English	A. G. C. Whalley, A. Alpers, J. P. Matthews, I. Newell, D. O. Spettigue
Department of French	W. H. Evans, G. Bessette, P. B. Gobin
Department of Geography	R. I. Ruggles, G. K. Rutherford, A. M. Taylor, R. S. Thoman
Department of German	A. W. Riley



Department of History

A. M. Keppel-Jones, F. W. Gibson,

J. H. Archer, J. Leith,

D. W. Swainson, A. H. Jeeves

Department of Political Studies

J. Meisel, J. A. A. Lovink,

K. B. Sayeed, H. G. Thorburn, D. Cox

Faculty of Law

W. R. Lederman, H. J. Lawford, D. A. Soberman

### 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. Ancillary 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 Westbrook, eight miles from Kingston, there are a number of antenna arrays and a steerable 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 Algonquin Park (National Research Council) and Penticton, B.C. (Dominion Radio Astrophysical Observatory).

### Radio

Queen's Radio Station CFRC, founded in 1922, is owned and operated by Queen's University. The reception room, offices, record library, studios and control room, built in 1959, occupy over 2,300 square feet on the ground floor of Carruthers Hall. The console, rack, turntables and auxiliary equipment give an ideal set-up for a small radio station. A new sub-control built in 1966, 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 audition turntables, more than 5,000 long-play recordings, 500 45-RPM discs and 1,000 78-RPM discs. The transmitters are located in Fleming Hall. CFRC is licensed for non-commercial, educational broadcasting, transmitting with a power of 100 watts at 1,490 kilohertz AM and with 1,270 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. CFRC broadcasts Thursday, Friday, Saturday and Sunday during the University session, and on Friday, Saturday and Sunday for the balance of the year. The programmes have variety: good music of various types, drama, informative and educational discussion, direct University publicity and the presentation of student interests and activities.

### Technical Supplies Store

Manager — A. M. Bradburn

Books and academic supplies are available at the Technical Supplies Store, popularly known as "Tech Supplies"; the store is centrally located in Clark Hall on the main campus. Tech Supplies maintains a stock of all required textbooks for all courses in the University, along with a wide range of popular reference books in both hard and soft covers. Also special items will be ordered on request. To achieve its non profit position, Technical Supplies currently applies a discount, where applicable, of 10 per cent on most textbooks in stock, and on instrument sets. Different discounts apply to other items. The discount also applies to purchases by mail, though, of course, postage charges are the buyer's responsibility.

Tech Supplies was originally established at Queen's as a student owned and operated store in 1923 and, despite the growth of both the University and the store itself, this identity as a student-directed operation has been maintained. The original store was established by members of the Engineering Society, and operated by the students themselves for several years. By 1929 the combination of expanded business and an increased academic load forced the students to reorganize their store under a professional manager. The arrangement that was adopted was retained essentially unchanged until 1963, when the organization was incorporated as a non-profit corporation, the majority of whose Board of Directors are required to be student officers of the Engineering Society. This present organization, the Queen's University Engineering Society Services Incorporation, (QUESSI) has retained the name Technical Supplies Store for the business itself.

# 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. Botterell, O.B.E., M.D., M.S., R.R.C.S.(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. Mackintosh, C.M.G., M.A., Ph.D., LL.D. D.C.L., F.R.S.C.
Ex-officio Members	R. W. Southam, B.A., M.S. the Chancellor the Vice-Chancellor and Principal the Rector
Secretary to the Board	J. W. Bannister, B.Com.

## Elective Members

### To retire in 1970

R. D. Armstrong, B.Com. <sup>6</sup>	Toronto, Ont.
S. R. Blair, B.Sc. <sup>3</sup>	Calgary, Alta.
A. I. Davies <sup>6</sup>	Kingston, Ont.
J. S. Dewar, B.Sc. <sup>2</sup>	Toronto, Ont.
J. D. Gibson, O.B.E., B.A. <sup>6</sup>	Toronto, Ont.
J. R. Gordon, B.Sc., LL.D. <sup>4</sup>	New York, N.Y.
Pauline Jewett, M.A., Ph.D. <sup>3</sup>	Ottawa, Ont.

Walter Little, B.A.<sup>1</sup>  
W. V. Moore, B.Com.<sup>7</sup>  
J. A. Richardson, B.A.<sup>1</sup>

Parry Sound, Ont.  
Toronto, Ont.  
Winnipeg, Man.

#### *To retire in 1971*

R. G. Beck, B.Sc.<sup>6</sup>  
R. L. Dunsmore, M.C., B.Sc., D.C.S.<sup>4</sup>  
J. A. Hannah, B.A., M.D., C.M., C.R.C.P.(C)<sup>3</sup>  
H. S. Ladd, B.Eng.<sup>7</sup>  
A. H. Lemmon, B.A.<sup>6</sup>  
H. I. Marshall, B.Sc., M.Sc.<sup>2</sup>  
J. R. Matheson, Q.C., B.A., L.L.M.<sup>1</sup>  
K. R. MacGregor, B.Sc.<sup>1</sup>  
N. M. Rogers, Q.C., B.A.<sup>3</sup>  
R. W. Southam, B.A., M.S.<sup>6</sup>

Montreal, Que.  
Westmount, Que.  
Toronto, Ont.  
Kingston, Ont.  
Toronto, Ont.  
Ottawa, Ont.  
Brockville, Ont.  
Waterloo, Ont.  
Toronto, Ont.  
Ottawa, Ont.

#### *To retire in 1972*

Mrs. D. W. Boucher, B.A., M.Sc.<sup>2</sup>  
G. M. Brown, M.D., C.M., D.Phil., F.R.C.P., F.R.C.P.(C)  
F.A.C.P., F.R.S.C.<sup>6</sup>  
J. M. Courtwright, B.A., B.Sc.<sup>3</sup>  
R. D. Harkness, D.S.O., M.C., B.Sc., LL.D.<sup>7</sup>  
W. A. Mackintosh, C.M.G., M.A., Ph.D.,  
LL.D., D.C.L., F.R.S.C.<sup>6</sup>  
Ian MacLachlan, B.A., B.Sc.<sup>1</sup>  
W. E. McLaughlin, B.A.<sup>6</sup>  
Jean I. Royce, B.A., LL.D.<sup>3</sup>  
D. W. Stewart, B.Sc.<sup>1</sup>  
Mrs. W. M. Benidickson, B.A.<sup>4</sup>

Kingston, Ontario  
  
Ottawa, Ontario  
Toronto, Ontario  
Kingston, Ontario  
  
Kingston, Ontario  
Kingston, Ontario  
Montreal, Quebec  
Kingston, Ontario  
Renfrew, Ontario  
Ottawa, Ontario

#### *To retire in 1973*

W. H. Browne, B.Com.<sup>6</sup>  
J. O. Hughes, B.Com.<sup>6</sup>  
W. W. Muir, B.A.<sup>2</sup>

Toronto, Ontario  
Toronto, Ontario  
Toronto, Ontario

1. Elected by the University Council for three years
2. Elected by the benefactors for four years
3. Elected by the graduates for three years
4. Elected by the Board of Trustees for three years
5. Appointed by the Governing Board of Queen's Theological College for one year
6. Elected by the Board of Trustees for four years
7. Elected by the benefactors for three years

### 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. Annan, B.Sc.  
Maitland Baldwin, M.D., C.M.,  
M.Sc., F.A.C.S.  
P. R. Barnard, B.Sc., Ph.D.  
J. R. Barrick, B.Sc.  
C. W. Booth, B.A., LL.D.  
J. E. Conner, B.Sc.  
Peter H. Hennessy, B.A.  
Mrs. W. J. Hyde, B.A.  
O. F. Lundell, B.A., LL.D.  
G. M. Minard, B.Sc.  
Gladys R. Munnings, B.A.  
William D. Small, B.Com., C.A.  
\*D. W. Stewart, B.Sc.  
C. H. Vipond, B.A., M.D., C.M., F.R.C.S.

Oakville, Ont.  
  
Bethesda, Maryland  
Toronto, Ont.  
Latrobe, Penn.  
Toronto, Ont.  
Rosemere, Que.  
Kingston, Ont.  
Montreal, Que.  
Vancouver, B.C.  
Toronto, Ont.  
Toronto, Ont.  
Montreal, Que.  
Renfrew, Ont.  
Oshawa, Ont.

#### *To retire in 1971*

Thomas J. Allen, B.A., M.A.  
O. E. Ault, B.A., B.Paed., Ph.D.  
B. G. Ballard, O.B.E., B.Sc., D.Sc.  
Kenneth R. Church, B.Com.  
J. William D. Cornett, M.D.  
Mrs. Oliver S. Fells, B.A.

Toronto, Ont.  
Ottawa, Ont.  
Ottawa, Ont.  
Toronto, Ont.  
Willowdale, Ont.  
London, Ont.

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. Murchison, Q.C., B.Com.  
Mrs. Kenneth B. Parkinson, B.A.  
A. McMahon, B.Sc.  
A. S. Robb, B.Sc.  
R. S. Walker, B.Sc.

#### *To retire in 1972*

Miss E. Diana Blake, B.A.  
George T. Carson, M.D.  
W. G. Cunningham, Q.C., B.A.  
W. J. Donevan, M.D.  
V. H. Fiddes, B.A., B.D., Th.M.  
Y. O. Fortier, M.Sc., Ph.D.  
H. J. Hamilton, B.A.  
Eric G. A. Jorgensen, B.Sc.  
Mrs. E. E. Lent, B.A.  
\*K. R. MacGregor, B.Sc.  
R. H. Manske, D.Sc., Ph.D.  
Hugh F. McKerracher, B.A.  
S. A. Searle, B.Com.  
R. W. Shannon, B.A.

#### *To retire in 1973*

J. A. Armstrong, B.Sc.  
Mrs. C. W. Baugh, B.A., M.A.  
D. C. Bews, M.D., C.M.  
J. M. Courtright, B.Sc., B.A.  
J. C. Crosbie, B.A., LL.B.  
Mrs. Richard N. Dobson, B.A.  
B. Langley Farrand, B.Sc.  
James P. Insley, 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.

#### *To retire in 1974*

Mary L. Balanchuk, B.A., M.Ed.  
Mrs. M. Collins, B.A.  
R. H. Bray, B.Sc., M.Aero.E., P.Eng.  
D. C. Cameron, B.Com., C.F.A.  
G. R. Cameron, B.Com.  
E.D.K. Chown, B.A.

Toronto, Ont.  
Manotick, Ont.  
  
Trenton, Ont.  
Ottawa, Ont.  
Ottawa, Ont.  
Don Mills, Ont.  
Montreal, Que.  
Toronto, Ont.

Kingston, Ont.  
Ottawa, Ont.  
Kingston, Ont.  
Orillia, Ont.  
Montreal, Que.  
Ottawa, Ont.  
Kingston, Ont.  
Don Mills, Ont.  
Toronto, Ont.  
Waterloo, Ont.  
Guelph, Ont.  
Hamilton, Ont.  
Winnipeg, Man.  
Montreal, Que.

Willowdale, Ont.  
Brockville, Ont.  
Montreal, Que.  
Montreal, Que.  
St. Johns, Nfld.  
Burlington, Ont.  
Willowdale, Ont.  
Vancouver, B.C.  
South Orange, N.J.  
Clarkson, Ont.  
Kingston, Ont.  
Toronto, Ont.  
Ottawa, Ont.  
Toronto, Ont.

Kingston, Ont.  
Oakville, Ont.  
Ottawa, Ont.  
Montreal, Que.  
Belleville, Ont.  
Toronto, Ont.

C. R. Edwards, B.Sc., M.Sc.  
Mrs. Celesta H. Hunter, B.A.  
\*Ian MacLachlan, B.Sc., B.A.  
W. A. Marshall, B.Sc.  
W. J. McGill, 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.  
Sehenectady, 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.  
Rosemary Bartlett, 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.  
G. H. Hamilton, B.A., M.Sc.  
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. Nelles, M.D., C.M.  
R. C. Smeaton, B.D.

Toronto, Ont.  
Brockville, Ont.  
London, Ont.  
Winnipeg, Man.  
Montreal, Que.  
Kingston, Ont.  
Toronto, Ont.  
Niagara Falls, Ont.  
Kingston, Ont.  
Parry Sound, Ont.  
Ottawa, Ont.  
Willowdale, Ont.  
Belleville, Ont.  
Seely'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-Principals, 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;

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 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

	Department	Retires
S. E. Smethurst, M.A.	Classics	1970
A. S. West, B.Sc., Ph.D.	Biology	1970
M. H. Yeates, B.A., M.A., Ph.D.	Geography	1970
H. W. Ellis, B.Sc., M.Sc. M.A., Ph.D.	Mathematics	1971
W. R. Thompson, B.A., M.A., Ph.D.	Psychology	1971
G. Tulehinsky, B.A., M.A.	History	1971
M. Sayer, B.Sc., Ph.D.	Physics	1972
J. M. Stedmond, B.A., M.A., Ph.D.	English	1972
J. W. Grove, B.Sc., D.P.A.	Political Studies	1972

### The Faculty of Applied Science

A. Brebner, B.Sc., Ph.D. A.M.I.C.E.	Civil Engineering	1970
R. J. Kennedy, M.C., B.Sc., M.S.	Civil Engineering	1970
J. Downie, B.Sc., M.A.Sc., Ph.D.	Chemical Engineering	1971
W. B. Rice, B.Sc., M.Eng., D.es Sc. App.	Mechanical Eng.	1971
C. K. Rush, B.Sc., Dip. Eng., M.Sc.	Mechanical Eng.	1972

### The Faculty of Medicine

S. L. Vandewater, M.D. F.R.C.P.(C)	Anaesthesiology	1970
R. B. Stewart, B.Sc., M.A., Ph.D.	Micro. & Immun.	1971
D. M. Robertson, M.D., C.M., M.Sc. (Med)	Pathology	1972
J. A. Milliken, M.D., C.M., F.R.C.P.(C), F.A.C.P.	Medicine	1972

### The Faculty of Law

D. H. Bonham, B.A., B.Com., LL.B., LL.M.	Law	1970
M. R. Gorsky, B.A., LL.B., LL.M.	Law	1971
M. Baer, B.A., LL.B., LL.M.	Law	1972

### McArthur College (Faculty of Education)

R. Harrison, B.A., M.A., B.Ed.	English	1972
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### The School of Graduate Studies

D. Campbell, M.A., Ph.D.	Psychiatry	1970
C.H.R. Campling, B.Sc., S.M.	Electrical Eng.	1971
E. J. Bond, B.A., M.A., Ph.D.	Philosophy	1972
K. E. Russell, B.A., M.A., Ph.D.	Chemistry	1972

### The School of Business

W. H. Poole, B.A., M.A.	Commerce	1970
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D. D. Monieson, B.S., M.B.A., Ph.D.	Commerce	1971
H. V. Fullerton, B.A.Sc., M.A.	Commerce	1972

<b>The School of Nursing</b>		
Mary E. Johnson, B.Sc.N., M.Ed.		1971

<b>Queen's Theological College</b>		
C. H. Parker, B.A., B.D.	Hebrew & Religion	1972

<b>Student Representatives</b>		
John Butters, Theology '70		1970
John Gray, Meds '71		1970
Brian Scully, Law '71		1971
Jeffrey Simpson, Arts '71		1971

## Senate Committees

### Academic Development Committee

<b>Elected Members</b>	<i>Retires</i>
H. M. Estall (Philosophy)	1970
R. J. Kennedy (Civil Engineering)	1970
H.R.S. Ryan (Law)	1970
W. Myles (Arts '70)	1970
Mrs. F. J. Paynter (Arts '70)	1970
B. Scully (Law '71)	1971
H.V. Fullerton (Business)	1971
D.A. Rosen (Ophthalmology)	1971
A.J. Coleman (Mathematics)	1971

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

### Academic Procedures Committee

<b>Elected Members</b>	
C. Franks (Political Studies)	1970
C.A. Lawrence (Business)	1970
R. B. Stewart (Micro and Immun.)	1970
J. Latter (Medicine '71)	1970
Miss K. Solandt (Arts '72)	1970
M. Baer (Law)	1971
S. Lazier (Civil Engineering)	1971

<b>Ex-officio Members</b>
Chairman of the Senate
Principal, Theological College
Registrar

### Budget Committee

<b>Elected Members</b>	
D. H. Bonham (Law)	1970
C.H.R. Campling (Electrical Engineering)	1970
R.H. Clark (Chemical Engineering)	1970
E. Paul (Commerce '70)	1970
D.D. Monieson (Business)	1971
D.M. Schurman (History)	1971
S.L. Vandewater (Anaesthesiology)	1971

<b>Ex-officio Members</b>
Chairman of the Senate
Vice-Principal (Finance)

### Campus Planning Committee

<b>Elected by Senate</b>	
Mrs. C. Dodge (Graduate I)	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

<b>Board of Trustees Representatives</b>
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

<b>Ex-officio Members</b>
Chairman of the Senate
Vice-Principal (Administration)
Director of Physical Plant
University Campus Planner

## Computing Committee

### Elected Members

D.H. Crawford (Mathematics)	1970
W.G. Henry (Metallurgical Engineering)	1970
K. Latta (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. Buttars (Theology '70)	1970
Miss R. Buxton (Arts '72)	1970
J. Simpson (Arts '71)	1970
E.J. Bond (Philosophy)	1971
K.B. Sayeed (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. Wittke (Electrical Engineering)	1971
P.C. Dodwell (Psychology)	1971
J.G. Doyle (Business)	1971
J.A.W. Gunn (Graduate Studies)	1971
W.E. 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. Bonham (Law)	1970
D. Campbell (Psychiatry)	1970
R.J. Kennedy (Civil Engineering)	1970
W.H. Poole (Business)	1970
S.E. Smethurst (Classics)	1970
S.L. Vandewater (Anaesthesiology)	1970
A.S. West (Biology)	1970
M.H. Yeates (Geography)	1970
J. Buttars (Theology '70)	1970
J. Gray (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. Kerr (Mechanical Engineering)	1970
A.A. Travill (Anatomy)	1970
M. Aspdon (Theology '71)	1970

R. Buller (Arts '71)	1970
J. Gray (Medicine '71)	1970
G. MacQueen (Applied Science '70)	1970
S. Sweatman (Arts '70)	1970
Miss D. Vipond (Arts '71)	1970
R.J. Delisle (Law)	1971
D. McLay (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. Brebner (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. Peruniak (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 Science	R.L. Watts, 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.



Dean, Faculty of Medicine . . . . . E.H. Botterell, O.B.E., M.D.,  
M.S., F.R.C.S.(C)

Dean, School of Nursing . . . . . Miss E.J.M. Hill, A.B., B.N., M.Sc., Ed.D.

Director of the School of  
Physical and Health Education . . . . . D. deF. Macintosh, B.Ed. (P.E.),  
M.S. (P.E.), Ph.D.

Director of the School of  
Rehabilitation Therapy . . . . . D.C. Symington, M.B., Ch.B.

Dean of Women . . . . . Mrs. Beatrice E. Bryce, B.A.

Dean of Student Affairs . . . . . T.S. Webster, B.A., M.A., Ph.D.

Registrar . . . . . G.C. Leech, O.B.E., C.D., B.Sc.

Bursar . . . . . T.H.R. Parkinson, B.Com., M.B.A., C.A.

Chief Librarian . . . . . D.A. Redmond, B.Sc., B.L.S., M.S. in L.S., M.C.I.C.

Secretary of the University . . . . . J. W. Bannister, B.Com.

Secretary of the Senate . . . . . Miss M.L. Hoocy, B.A., M.A.

Secretary of the Alumni Association . . . . . H.J. Hamilton, B.A.

Head of Office of Academic Planning . . . . . B.F. Trotter, B.A., M.A.

University Chaplain . . . . . The Reverend A.M. Laverty, B.A., B.D., D.D.

Manager, Purchasing Services . . . . . R.C. Webb, B.A., M.A.

Director of University Extension and  
Director of the Summer School . . . . . H.W. Curran, B.S., M.A., Ph.D.

Director, Computing Centre . . . . . W.H. Jenkins, B.A.

Director of Personnel . . . . . M.W. Wright, B.A.

Director of Physical Plant . . . . . C.W. Jones, C.D., B.Sc.

Director of Administrative Services . . . . . G.J.H. Wattsford, C.D.

Director of Public Relations . . . . . L.T. Moore, B.A.

Director of Men's Residences . . . . . G. McGrath, B.A., M.A.

Director of Student  
Health Services . . . . . H.W. Greenidge, C.D., M.D., C.M., C.R.C.P.(C)

Director of Student Placement and Housing . . . . . G.O. Saunders, B.Sc.

Director of Concerts and  
Public Lectures . . . . . H.G. Sampson, B.A., M.A., Ph.D., A.Mus.

Conference Co-Ordinator . . . . . J.M. Brownlee, C.D.

University Campus Planner . . . . . G. Andrews, B.E., M.T.C.P.

Director of Student Employment . . . . . D.G. Wroe, B.A.

## 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

# 1970

January							February							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
25	26	27	28	29	30	31								29	30	31				

  

April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3						1	2							
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
							31													

  

July							August							September						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3							1							
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

  

October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3							1							
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

# 1971

January							February							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2						1	2	3	4	5	6			
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				

  

April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3							1							
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

  

July							August							September						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3							1							
4	5	6	7	8	9	10	2	3	4	5	6	7	8	5	6	7	8	9	10	11
11	12	13	14	15	16	17	9	10	11	12	13	14	15	12	13	14	15	16	17	18
18	19	20	21	22	23	24	16	17	18	19	20	21	22	19	20	21	22	23	24	25
25	26	27	28	29	30	31	23	24	25	26	27	28	29	26	27	28	29	30		
							30	31												

  

October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2							1							
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				