

SIMON FRASER UNIVERSITY

MEMORANDUM

Paper S-106

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S. M. 4/3/68

Miss M. McGinn  
Assistant Registrar - Graduate  
Studies  
Subject: Mr. Peter Weir Faris  
M.A. (Education) Candidate

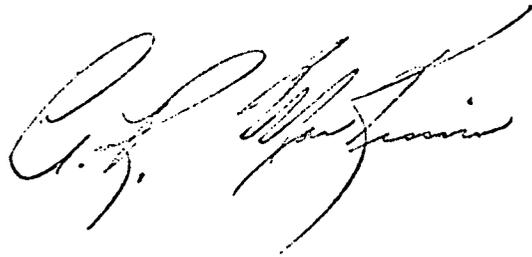
From: Dean A.R. MacKinnon  
Faculty of Education  
Date: February 21, 1968

Mr. Peter Weir Faris has just completed his program for an M.A. (Education) degree in the Faculty of Education. His program and the report of his external examiner on his thesis, "A Study of Student Teachers' Comprehending of Instructional Design", are attached. Two copies of the thesis are now lodged in the University Library.

Mr. Faris' candidacy for the degree has been reviewed and approved by the Faculty of Education Graduate Studies Committee.

It is recommended that Senate officially approve the awarding of the degree of M.A. (Education) to Mr. Faris.

Atts.



Name	FARIS Peter Weir
Home Address	530 Garrow Dr., Port Moody
Local Address	as above
Faculty	Education
Department	Social and Philosophical Foundations
Degrees Awarded at S.F.U.	

McG. 83

Colleges or Universities Attended University of Toronto, 1947-50; Queen's University, Bachelor of Arts, May 1954; Queen's Theological College 1953-56; Union Theological Seminary 1960-61; Bachelor of Divinity, Queen's University, June 13, 1967

Basis of Entrance: Provisional  M.A.  M.A.Ed.  Ph.D.   
Clear  M.Sc.  M.Sc.Ed.

Course	Description	Grade	Course	Description	Grade
<u>1965 Fall Semester</u>					
Admitted as an Unclassified Student to complete a reading program in Education. Granted clear admission to the M.A.(Educ) program.					
<u>1966 Spring Semester</u>					
SPF 811-5	Analysis of Philosophical Concepts in Education	A			
SPF 812-5	Education and Public Policy	B			
<u>1966 Summer Semester</u>					
SPF 898	Master's Thesis				
<u>1966 Fall Semester</u>					
PSA 801-5	Sociological and Anthropological Theory	A			
BSF 822-5	Education and Social Conflict	A			
SPF 898	Master's Thesis				
<u>1967 Spring Semester</u>					
SPF 898	Master's Thesis				
<u>1967 Summer Semester</u>					
SPF 898	Master's Thesis				
<u>1967 Fall Semester</u>					
SPF 898	Master's Thesis				
<u>1968 Spring Semester</u>					
SPF 898	Master's Thesis				

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TRANSCRIPT**

Not A Valid Transcript Unless Imprinted with University Seal.

S.M. 4/3/68

J.M.E.

M.A. (EDUCATION) DEGREE CANDIDATE

Peter Weir Faris

B.A. (General) and B.D.  
Queen's University, Kingston.

PROGRAM:

Supervising Committee: A.R. MacKinnon (Supervisor)  
J.F. Ellis  
R.J.C. Harper

Fall Semester, 1965: Reading Program - Education  
Teaching Assistant, Education 201  
Administrative Assistant, Dean of Education

Spring Semester, 1966: Admitted to Master's Program  
SPF 811 - Analysis of Education  
Concepts: A  
SPF 812 - Education and Public  
Policy: B  
Teaching Assistant, Education 201

Summer Semester, 1966: Teaching Assistant, Education 202  
Thesis topic established and approved:  
"A Study of Student Teachers'  
Comprehending of Instructional Design"

Fall Semester, 1966: Research award - thesis and courses  
PSA 801 - Sociological and  
Anthropological Theory: A  
BSF 822 - Education and Social  
Conflict: A

Spring Semester, 1967: Thesis  
Teaching Assistant, Education 202

Summer Semester, 1967: Thesis  
Teaching Assistant, Education 202

Fall Semester, 1967: Thesis

Spring Semester, 1968: Thesis completed and approved

Examining Committee: A.R. MacKinnon  
T.J. Mallinson  
(February 12,13, 1968) Selma Wassermann  
Marc Belth (External Examiner)

Recommended for the degree of M.A. (Education) in the Faculty of  
Education.

February 19, 1968.

S.M. 4/3/68

*Ma Ed*

REPORT OF EXTERNAL EXAMINER

"After reading the Master's thesis of Peter W. Faris and partaking of the oral examination, I should like to indicate the following:

1. I found his thesis eminently acceptable. It is a scholarly analysis of difficult materials. The study is well planned and well presented. The research provides useful insights for the employment of I.A. Richards' theories in the development of teacher comprehensions.
2. In his oral presentation he showed himself capable of grasping questions and painstakingly following their significance into unexplored areas. He showed a very promising scholar's temperament.
3. His response to an alternate interpretation of Richards' conception of the role of language in the teaching process is an especial tribute to his developing potential as a scholar.

It is my pleasure to recommend the granting of the degree of M.A. (Education) on the basis of his thesis."

Marc Belth  
Professor of Philosophy of Education  
Queen's College of the  
City University of New York  
(External Examiner)

February 13, 1968.