



Faculty  
of Education  
1974-75

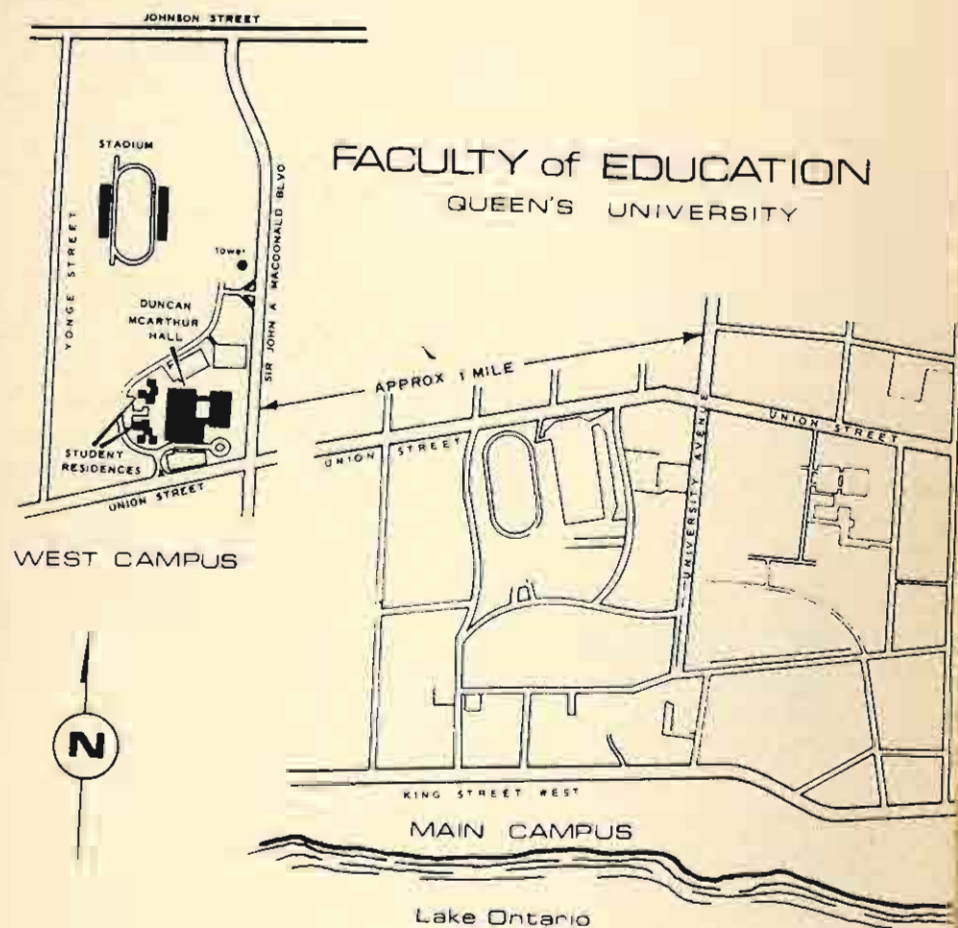
Queen's  
University  
at Kingston

**Faculty of Education  
Calendar 1974-75**

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Queen's University  
Duncan McArthur Hall  
Union St. at Sir John A. Macdonald Blvd  
Kingston, Ontario

Photos: Jerry Baungaertel  
Maps: Frank Cerisano




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The Faculty of Education reserves the right to change programs and regulations at any time, and to withdraw courses which are under-enrolled.

January	February	March
<i>S M T W T F S</i>	<i>S M T W T F S</i>	<i>S M T W T F S</i>

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13 14 15 16 17 18 19	10 11 12 13 14 15 16	10 11 12 13 14 15 16
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27 28 29 30 31	24 25 26 27 28	24 25 26 27 28 29 30
		31

April	May	June
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14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15
21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22
28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29
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July	August	September
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21 22 23 24 25 26 27	18 19 20 21 22 23 24	22 23 24 25 26 27 28
28 29 30 31	25 26 27 28 29 30 31	29 30

October	November	December
<i>S M T W T F S</i>	<i>S M T W T F S</i>	<i>S M T W T F S</i>

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January	February	March
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April	May	June
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July	August	September
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October	November	December
<i>S M T W T F S</i>	<i>S M T W T F S</i>	<i>S M T W T F S</i>

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5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13
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19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27
26 27 28 29 30 31	23 24 25 26 27 28 29	28 29 30 31
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**September 1974**

- 5-6 Faculty Registration for B.ED. candidates.  
General Meeting of all B.ED. candidates in the auditorium of Duncan McArthur Hall at 10 a.m. on Thursday, September 5, 1974.
- 9 First day of classes, Fall Term - B.ED.
- 11 University Registration Day for M.ED. candidates.
- 14 Alternate Registration Day for Continuing M.ED. candidates.
- 16 First day of classes, Fall Term - M.ED.
- 17 10 a.m. to 2 p.m., University Registration of B.ED. candidates in Jock Harty Arena.

**October 1974**

- 4 Last day for adding a full course or a Fall Term half-course.
- 7 Thanksgiving (No classes)

**November 1974**

- 29 Last day for dropping a Fall Term half-course.

**December 1974**

- 6 Last day of classes, Fall Term - M.ED.
- 13 Last day of classes, Fall Term - B.ED.

**January 1975**

- 6 First day of classes, Winter Term - B.ED. and M.ED.
- 17 Last day for adding a Winter Term half-course.

**March 1975**

- 14 Last day for dropping a full course or a Winter Term half-course.
- 28 Good Friday (No classes)

**April 1975**

- 4 Last day of classes, Winter Term - M.ED.
- 30 Winter Term ends - B.ED.

**May 1975**

- 24 Convocation - Faculty of Education (Bachelor of Education), School of Graduate Studies and Research, and Theological College.



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 foundations 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. The new building now occupied by the Faculty is named 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. The Faculty of Education opened in 1968 and offers courses leading to the B.ED. and M.ED. Degrees; to teaching certificates valid in the secondary and elementary 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 program 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 1972-73 Queen's University at Kingston served over 13,000 students for all of whom it had academic and administrative responsibility. Many of these, as in most universities, were part-time. The heart of the University was in the 8,500 full-time students and 700 faculty 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 came from every county in Ontario, from every province of Canada, and from beyond.



The origins of the present Faculty of Education date from an agreement in 1965 between the University and the Province, establishing a professional school to be known as McArthur College of Education. The first teacher candidates were enrolled for the 1968-69 academic year. To symbolize the full integration of the College into the University structure, it was soon decided to alter the nomenclature; in the spring of 1971, the College was formally designated as the Faculty of Education, Queen's University. The name, "McArthur", which honours a distinguished Queen's historian and public servant, was reserved for the new academic-residential complex housing the Faculty, now officially known as Duncan McArthur Hall.

Over the years Queen's has made a distinguished contribution to the academic preparation of teachers for service in the schools of this province. Additionally, for a period of thirteen years, 1907-1920, Queen's offered professional preparation as well, under the auspices of its first Faculty of Education. When the training of high school teachers was centralized in Toronto in 1919, the Faculty was forced to close. The establishment of the new Faculty of Education revives, then, the tradition of professional teacher preparation at Queen's University.

### Duncan McArthur Hall

The Faculty of Education is housed in an impressive educational complex known as Duncan McArthur Hall. This modern, well-equipped building provides the academic teaching facilities, the supporting services, the administrative offices, a student social centre and coeducational halls of residence, all under one roof. The various teaching areas are linked by closed circuit television. A production studio and several micro-teaching studios are included in the central television services. The well-appointed library has been designed as an educational resource centre with facilities for the use of non-book materials as well as an up-to-date educational library of books and periodicals. Associated with the library is an excellent media resource and service area where students may learn to use and to make supporting media materials. An acoustically superb theatre-auditorium provides a setting for

large group lectures, concerts, and dramatic productions. The complex includes its own gymnasias for teaching as well as for recreation, for both day and resident students. Modern labs, an observation studio, a language laboratory, drama studios, technical shops, and special workrooms for most subjects round out the teaching facilities.

Further down the Student Street is a fine social centre. This includes coffee shops, a dining room, recreation rooms, lounges, a tuck shop, facilities for television viewing and a music room. This has already become the social heart of the west campus where students and staff meet informally for the social interaction which is one of the characteristic features of this faculty.

Adjacent and physically connected to the social centre is residence accommodation for 576 students. Single rooms are arranged in groups of twelve, each unit having its own lounge and kitchen for light food preparation.

Students are able through this integrated building complex to become part of a very closely knit faculty where all the resources are at hand for effective teacher education. Duncan McArthur Hall has become a little campus in itself, a very human place which combines living and learning.

Accommodation for married students is available in the Married Students Quarters, located on Sir John A. Macdonald Boulevard, a short distance from Duncan McArthur Hall.

Information concerning University Residences as well as application forms can be obtained from Residence Admissions, Victoria Hall, Queen's University, Kingston. Married students should contact the Housing and Property Management Office, Clark Hall, Queen's University, Kingston, Ontario.

A set number of rooms in the McArthur Residence will be held for students of the Faculty of Education until August 1. For this reason, students who wish accommodation in this residence should apply as soon as possible.

### Administrative Staff — 1973-74

#### Dean

V. S. Ready, B.A.(Queen's)

#### Associate Dean, and Co-ordinator of B.Ed. Program

W. S. Peruniak, B.A.(Queen's), M.Ed. (Toronto)

#### Registrar

H. B. Oikle, B.A.(Queen's)

#### Assistant Registrar

E. J. Knight, B.Sc.(St. Francis Xavier), Diploma in Education(Dalhousie), B.A.(Sir George Williams), M.Ed.(Toronto)

#### Co-ordinator of Clinical and Field Studies

R. J. Pieh, B.Sc.(Wisconsin), M.Sc.(California)



*Co-ordinator of Continuing Education*

M. W. Applegate, B.A.(McMaster), M.A.(Toronto)

*Acting Co-ordinator of Graduate Studies and Research*

P. J. Atherton, Diploma in Public Administration(I). (Exeter), B. Ed. (Calgary), Ph.D.(Alberta).

*Co-ordinator of Media Services*

C. F. Johnston, B.A., B.Ed.(Toronto), M.A.(Syracuse)

*Co-ordinator of Student Teaching*

P. H. Hennessy, B.A.(Queen's)

*Co-ordinator of Technical Education*

D. E. Loney, B.Sc.(Queen's)

*Chief Librarian*

G. Wright, B.A.(Saskatchewan), B.L.S.(Toronto)

*Senior Librarians*

J. Pethick, B.A., B.Paed.(Manitoba), A.L.A.

H. Coffey, B.A.(Queen's), B.L.S.(Toronto).

*General Librarian*

B. Strowbridge, B.A.(Queen's), B.L.S.(British Columbia)

*Administrative Assistant*

F. K. Hooper, C.D.

**Faculty 1973-74**

Allen, H. A. J., B.Sc., M.A.(Toronto), Ph.D.(Waterloo)

*Assistant Professor — Mathematics*

Ambury, G. G., B.A., B.D.(Queen's), M.A.(Syracuse)

*Assistant Professor — Contemporary Issues and Human Problems*

Andrews, W. R., B.A., M.Ed.(U.B.C.), B.D.(Union College of B.C.), B.Ed.,

Ph.D.(Alberta)

*Associate Professor — Psychology, and Guidance and Counselling.*

Applegate, M. W., B.A.(McMaster), M.A.(Toronto)

*Professor, Co-ordinator of Continuing Education*

Atherton, P. J., Diploma in Public Administration (I)(Exeter). B.Ed.(Calgary),

Ph.D.(Alberta)

*Professor — Education Administration, Acting Co-ordinator of Graduate Studies and Research*

Axford, R. S., B.Sc.(Western), M.Ed.(Toronto)

*Special Lecturer — Elementary Education (Science)*

Bailey, J. C., B.A.(Queen's), M.A.(Syracuse)

*Associate Professor — Elementary Education (English and Social Studies) (Chairman)*

Balanchuk, M. L., B.A.(Queen's), M.Ed.(Toronto)

*Associate Professor — Guidance and Counselling, (Chairman)*

Ball, K. L., Diploma(Faculty of Physical Education, University of Queensland,

Australia), Teacher Certification(Brisbane Teachers' College)

*Lecturer — Clinical and Field Studies*

Brickett, G., B.A.(Queen's)

*Lecturer — Elementary Education (Primary)*

Burnett, J. D., B.Sc., Ph.D.(Alberta)

*Assistant Professor — Computer Studies*

Campbell, D. S., B.A.(Washington and Lee), M.A.(North Carolina), Ed.D.(Indiana)

*Assistant Professor — Educational Technology*

Campbell, M.E.L., B.A.(Queen's), M.Ed.(Toronto)

*Special Lecturer — Elementary Education and Reading*

Carbonell, J., B.A.(Oxford), M.A.(Syracuse)

*Assistant Professor — Philosophy*

Coffey, H., B.A.(Queen's), B.L.S.(Toronto)

*Senior Librarian*

Cowan, D.A., B.A., M.Ed.(Edinboro State College)

*Special Lecturer — Elementary Education (Art)*

Crawford, D. H., B.Sc., M.A., M.Ed.(Glasgow), Ph.D.(Syracuse)

*Professor, Co-ordinator of Graduate Studies and Research**(On leave 1973-74)*

Cross, H. R., B.A., M.Ed.(Toronto)

*Special Lecturer — Elementary Education and Continuing Education*

De Garis, C. M., B.A., M.Ed.(Toronto)

*Special Lecturer — Elementary Education (Music)*

Downes, W.E., B.A.(Queen's), M.Ed.(Toronto)

*Special Lecturer — Elementary Education (On leave 1973-74)*

Eastabrook, J. H. G., B.A., M.A.(Western)

*Assistant Professor, Sociology*

Elliott, G. J., B.A., M.Ed.(Toronto)

*Special Lecturer — Elementary Education (General Methods)*

Etherington, D. G., B.A.(Toronto)

*Special Lecturer — Elementary Education (English)*

Freeman, R. M., B.A.(Queen's), M.A.(Minnesota), B.D.(Princeton), Ph.D.(Harvard)

*Associate Professor — Professional Issues in Contemporary Education,**Contemporary Issues and Human Problems*

Gaskell, J., B.A.(Swarthmore College, Pennsylvania), Ed.D.(Harvard)

*Assistant Professor, Sociology*

Geiger, D., B.A.(Toronto)

*Part-time Sessional Lecturer — Clinical and Field Studies*

Grime, A. R., B.A.(Manchester), M.Ed.(Toronto)

*Professor — Geography*

Hambly, M. S., B.A., M.Ed.(Toronto)

*Associate Professor — Classics, Latin and Classical Studies*

- Harrison, R. G., B.A., M.A.(Dublin), B.Ed.(Toronto)  
*Professor — English and Man in Society (Psychology and Sociology) (on leave 1973-74)*
- Haythornthwaite, I., B.A.(Toronto), M.A.(Columbia)  
*Special Lecturer — Elementary Education (Social Studies)*
- Hendren, R. T., B.A.(Queen's), M.Ed.(Toronto)  
*Special Lecturer — Elementary Education (Mathematics)*
- Hennessy, P. H., B.A.(Queen's)  
*Professor, Co-ordinator of Student Teaching*
- Higginson, W. C., B.A.(Queen's), Certificate in Education(Cambridge), M.A.(Exeter), Ph.D.(Alberta)  
*Assistant Professor — Mathematics*
- Hill, R. J., B.A.(New Brunswick), M.Ed.(Toronto)  
*Special Lecturer — Elementary Education and Man in Society*
- Hills, G. L. C., B.Ed., M.Ed.(Alberta)  
*Assistant Professor — Philosophy*
- Hodgson, J. T., National Diploma in Design (Lancaster) Art Teacher's Certificate (London)  
*Associate Professor — Cross appointment, Art and Arts and Science (Art)*
- Holomego, H., B.A., B.P.H.E.(Queen's), M.A.(Western)  
*Associate Professor — Physical and Health Education*
- Horwood, R. H., B.A., M.Sc.(Queen's)  
*Associate Professor — Biology*
- Howard, F., B.A.(Ottawa)  
*Associate Professor — French*
- Hoxter, L., B.S., M.Ed.(Temple), Ph.D.(Alberta)  
*Professor — Psychology, (Chairman)*
- Johnston, C. F., B.A., B.Ed.(Toronto), M.A.(Syracuse)  
*Associate Professor — Educational Technology, Co-ordinator of Media Services*
- Keeton, A., B.A.(Sheffield), M.A. Ph.D.,(Toronto)  
*Assistant Professor — Psychology*
- Kellway, J., B.A.(Bristol)  
*Part-time Lecturer — English*
- Kemp, D. E., B.A.(Queen's), L.U.T.D.(London), L.U.D.D.A.(Central School of Speech and Drama), L.T.C.L., F.T.C.L.(Trinity College, London)  
*Associate Professor — Drama and Theatre Arts, (Chairman)*
- King, A. J. C., B.P.E.(British Columbia), M.Sc.(U.C.L.A.), Ed.D.(Toronto)  
*Professor — Sociology*
- Kluensch, M., B.A., M.A.(Queen's)  
*Assistant Professor — Clinical and Field Studies*
- Knight, E. J., B.Sc.(St. Francis Xavier), Diploma in Education(Dalhousie), B.A.(Sir George Williams), M.Ed.(Toronto)  
*Assistant Registrar*

- Latham, R. O. M., B.A.(Western Australia), M.A.C.E., Ph.D.(Alberta)  
*Associate Professor — Reading Education*
- Loken, J. O. B.Ed.(Alberta), M.Ed.(Calgary), Ph.D.(Alberta)  
*Assistant Professor — Sociology*
- Loney, D. E., B.Sc.(Queen's)  
*Professor, Co-ordinator of Technical Education*
- Mallea, J. R., D.A.S.E.(Manchester), M.S.(Oregon), Ph.D.(Columbia)  
*Associate Professor — History and Comparative Education*
- Mandell, A. L., B.A.(Queen's), B.Litt.(Glasgow)  
*Assistant Professor — Philosophy (Chairman)*
- Massey, D. A., M.A.(Cambridge), M.A.T.(Yale)  
*Associate Professor — French and German, (Chairman of Classical and Modern Languages)*
- Mellor, W. J., B.A., B.P.H.E.(Queen's), M.S.(Oregon)  
*Associate Professor — Physical and Health Education*
- Moeller, V. E., B.S., M.S.(Northern Illinois), Ed.D.(Wyoming)  
*Associate Professor — Psychology, Guidance and Counselling*
- Moore, L. A., B.A.(Western), M.A.L.S.(Michigan)  
*Associate Professor — School Librarianship*
- Moore, P. A., B.A.(McMaster), M.A.(Columbia)  
*Special Lecturer — Elementary Education (Primary)*
- Morris, W. H., B.A.(McMaster), B.Ed.(Toronto), M.A.(Syracuse)  
*Special Lecturer — Elementary Education, Educational Technology and Student Teaching*
- Mulawka, E. J., B.A.(Windsor), M.Ed., Ph.D.(Wayne State)  
*Assistant Professor — Sociology*
- Munby, A. H., B.Sc.(St. Andrews), M.A., Ph.D.(Toronto)  
*Assistant Professor — Curriculum*
- Munro, I. R. M., B.A.(McMaster)  
*Sessional Lecturer — Economics and History*
- O'Driscoll, D. C., B.A.(London), B.Ed., M.Ed.(Alberta), Ph.D.(Michigan)  
*Assistant Professor — Comparative Education and History of Education*
- O'Farrell, L., B.A.(Queen's), Graduate of National Theatre School of Canada  
*Lecturer — Drama*
- Oikle, H. B., B.A.(Queen's)  
*Registrar*
- Olson, J. K., B.A., B.Sc.(Queen's) M.Ed.(Toronto) Dip. E.(Bristol)  
*Assistant Professor — Science*
- Orr, A. A., M.A.(Glasgow)  
*Professor, Associate Co-ordinator of Student Teaching*
- Peruniak, W. S., B.A.(Queen's), M.Ed.(Toronto)  
*Professor, Associate Dean, Co-ordinator of B.Ed. Program*



- Pethick, J., B.A., B.Paed.(Manitoba), A.L.A.  
*Senior Librarian*
- Pieh, R. J., B.Sc.(Wisconsin), M.Sc.(California)  
*Professor, Co-ordinator of Clinical and Field Studies*
- Pratt, D., B.A., M.A.(Oxford), M.A., Ph.D.(Toronto)  
*Associate Professor — Curriculum Design*
- Ready, V. S., B.A.(Queen's)  
*Professor, Dean of Faculty*
- Ripley, R. D., B.A.(McMaster), M.Ed.(Toronto)  
*Associate Professor — Elementary Education(Mathematics and Science)*
- Robertson, A., B.A., B.P.H.E.(Queen's), M.A.(University of the Pacific, California)  
*Assistant Professor — Health Education*
- Russell, J., Jordanhill College of Education, graduate course in Clinical Psychology(Glasgow)  
*Assistant Professor — Psychology*
- Salter, H., B.A.(York)  
*Lecturer — Technical Education*
- Schulz, W. E., B.A.(Winnipeg), B.Ed.(Manitoba), MEd., Ph.D.(Wyoming)  
*Assistant Professor — Guidance and Counselling*
- Sedgewick, K. H., B.A.(McMaster)  
*Special Lecturer — Elementary Education (Physical and Health Education)*
- Sharples, B., B.Sc.(Birmingham), M.Ed.(Calgary), Ph.D.(Alberta)  
*Assistant Professor — Educational Administration*
- Smith, D. C. M., A.R.C.T., Mus.Bac., M.M.(Toronto)  
*Associate Professor — Cross-Appointment, Music and Arts and Science (Music)*
- Smith, H. A., B.Sc.(New Brunswick), M.A., Ph.D.(Toronto)  
*Assistant Professor — Psychology*
- Southall, G. A., B.A., B.D.(Queen's), M.A., Ph.D.(Syracuse)  
*Assistant Professor — Cross-appointment, Educational Technology and Medicine(Instructional Communications).*
- Strowbridge, B., B.A.(Queen's), B.L.S.(British Columbia)  
*General Librarian*
- Talesnick, I., B.A., M.A.(Toronto)  
*Associate Professor — Chemistry*
- Thompson, L., B.A.(Toronto), M.A.(Rochester)  
*Professor — English(Chairman)*
- Thumm, W., B.A., B.Ed.(British Columbia), B.Sc.(Sir George Williams), M.A.T.(Colorado College)  
*Professor — Cross-appointment, Physics and Medicine(Diagnostic Radiology)*
- Turner, R. B., B.A.(Toronto)  
*Assistant Professor — English*
- Unrau, E. B.A.(McMaster)  
*Research Officer — Technical Education*

- Watson, P. H., B.A.(Toronto), M.A.(Acadia)  
*Associate Professor — History, Economics and Political Studies(Chairman)*
- White, W. G., B.Sc., M.Ed.(Ottawa)  
*Special Lecturer — Elementary Education and Psychology*
- Wilson, L., B.A.(Toronto)  
*Lecturer — Drama and Theatre Arts*
- Wilson, R. J., B.Ed.(British Columbia), M.Ed., Ph.D.(Washington)  
*Assistant Professor — Measurement and Evaluation*
- Wright, G., B.A.(Saskatchewan), B.L.S.(Toronto)  
*Chief Librarian*



*Professor David Kemp (left) and students participate in a dramatic arts production*



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The B.ED. program of the Faculty 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 Ministry of Education.

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### **Our Commitments**

A number of assumptions underlie the Queen'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 Faculty, instructors and students alike, are encouraged to persevere with their private studies.

Queen's University 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.

The Faculty of Education 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, the Faculty of Education 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 school or university 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 Faculty 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 Person-Centred Process**

It is our firm resolve to give this preparatory year a person-centred rather than 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, the Faculty of Education envisages significant student involvement in planning, and it proposes that teacher 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 program 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.

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.

**Admission Information**

An applicant for admission to the B.ED. program in the Faculty of Education should apply to the Registrar, Faculty of Education, Duncan McArthur Hall, Queen's University, Kingston, on an official form to be obtained from the Registrar. The applicant must submit, or have submitted documents according to the following headings:

- 1 Citizenship Status
- 2 Personal Statement
- 3 Letters of Reference or Requested Interview
- 4 Academic Transcripts
- 5 Oral Competence

These are explained below.

All applicants will be divided into two categories; regular and special. Included in the special category are those applicants who evidence one of the following characteristics:

- a Canadian International Development Agency applicants who do not meet regular admission requirements.
- b Applicants who, by the nature of their background and culture, are bound to work in special educational fields, such as the education of Eskimos and Indians or education outside Canada and whose academic background does not meet regular Ontario Certification requirements.

The Faculty recognizes the need for a special category in order to respond humanely and sensitively to applicants presenting unusual credentials and experience.

Applicants and potential applicants are welcome to visit Duncan McArthur Hall to meet with students and faculty and to discuss the program. Of course, such visits are merely informative for the applicant and it is not intended that they have bearing on the selection of applicants for admission.

**Explanations for Regular Candidates****1 Birth Certificate**

A photocopy of the applicant's birth certificate is to be provided. If the applicant was not born in Canada, proof of Canadian citizenship or of Landed Immigrant Status is to be submitted.

**2 Personal Statement**

Applicants must submit a personal statement indicating their purpose in entering teacher preparation, their reasons for selecting this Faculty, their particular talents and experiences germane to the above, and any handicaps which, without remedial assistance, might prove to be an obstacle to effective teaching.

**3 References**

Applicants will be required to ask at least two referees to submit confidential assessments directly to the Registrar on their behalf. At least one of these referees must be a teacher or professor with a minimum of two years' experience. Reference letter forms are included with the application form.

It is assumed that most applicants would be ready to provide for references in this way, but this requirement may be replaced by an interview requested by the applicant. Such requests should be addressed to the Registrar in writing as soon as possible. Normally, these requests will be met by interviews conducted by professors and students at Duncan McArthur Hall.

**4 Academic Transcripts**

A regular applicant must have been awarded, by September 1, 1974, a Bachelor of Arts, Bachelor of Science, Bachelor of Physical and Health Education, Bachelor of Commerce or other acceptable university degree which has been approved by the Registrar as to admission requirements and as to content.

The degree program must contain at least forty-five credits in Arts, Science or Commerce, subsequent to Ontario Grade 13 or equivalent. The definition of a credit is derived from the basic assumption that there are approximately sixty credits in a four-year course. From this it follows that fifteen credits are equivalent to a university year; and a credit may be defined as one-fifteenth of a university year.



A Bachelor of Education candidate for the Interim High School Assistant's Certificate shall choose any *two* of the following teaching options which will be offered in the 1974-75 academic session.

Art	History/Social Science
Biology	Man in Society
Chemistry	(Psychology and Sociology)
Dramatic Arts	
Economics	Mathematics
Elementary Education	Music
English	Physical and Health Education
French	Physics
General Science	Political Science
Geography	School Librarianship
German	
Guidance	

**Note:** A full program in Elementary Education (see course 28.315) and in Technical Education (see page 30) can be selected.

To elect a curriculum option, applicants must support their first choice with at least nine credits of the degree program in this subject area and their second choice with at least six credits of the degree program in this subject area. Exceptions to this are:

- 1 Guidance, where at least fifteen credits in Psychology and/or Sociology (nine of which are to be in Psychology) are required;
- 2 Elementary Education, Physical and Health Education, School Librarianship, and Theatre Arts, where no university credits are required.

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.

(It should be emphasized that the following are minimal requirements).

Applicants will provide transcripts of their undergraduate studies which satisfy at least one of the following:

- a the current degree program, when complete, provides for academic eligibility for Type A certification (see below);
- b the current degree program must show at least a B average in 60 percent of all completed course work;
- c the current degree program, when complete, will not meet either of a or b above, but the application is accompanied by personal data showing evidence of compensating factors, such applicants will be given consideration by the Admissions Committee.

An official University transcript showing proof of degree must be submitted as soon as it is available. Applicants taking a continuing year must submit official transcripts showing completion of this work.

**Note:** Official transcripts submitted in support of an application for admission become the property of Queen's University and are neither returned nor made available for copying.

Of course, applicants who are offered admission conditional upon their completing their degree programs will be ineligible for admission if they have not completed them by September 1.

#### 5 *Oral Competence*

Candidates applying for one or more Modern Language curriculum options will be required, before admission, to provide evidence of oral competence in such language(s). (Remedial work may then be indicated). Forms for this purpose will be sent to the applicant after the application is received.

### 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 years' successful teaching in a secondary school in Ontario.

#### b *Requirements for Type A Certification*

The new requirements for Type A certification in Ontario are effective immediately. Previous provisions for Type A certification contained in Circular 649 of 1966 will be extended to September, 1976, to permit candidates now committed to a Type A program to complete their qualifications under the previous regulations.

The new requirements are as follows:

- 1 Where the dean of a college or faculty of education at an Ontario university reports to the Deputy Minister that a candidate,
  - a has complied with admission requirements;
  - b holds a degree of Bachelor of Arts or Bachelor of Science from an Ontario university, or a degree the Minister considers equivalent thereto, in a program
    - i that requires four years of university study, or the equivalent thereof, beyond Grade 13, to a total of at least sixty university credits, and
    - ii in which the candidate has obtained at least second class or equivalent standing in each of one or two specialist fields including, in the case of two specialist fields, at least forty-two university credits with not fewer than eighteen university credits in each of the specialist fields or, in the case of one specialist field, at least twenty-seven university credits; and



c has successfully completed a program of teacher education leading to an interim High School Assistant's Certificate, Type A,

the Minister may grant to the candidate the appropriate Interim Type A certificate.

2 The specialist fields referred to above, and listed in alphabetical order, are as follows: Agriculture, Anglais, Anthropology, Art, Biology, Chemistry, Computer Science, Drama or Theatre Arts, Economics, English, Francais, French, Geography, Geology, German, Greek, History, Home Economics, Italian, Latin, Mathematics, Music, Physical and Health Education, Physics, Political Science, Psychology, Russian, Sociology, Spanish.

*Note 1* To interpret the above, a university credit means a unit of recognition in respect of the successful completion of a university course such that sixty such university credits are required to complete a four-year university degree program beyond Grade 13.

*Note 2* 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.

Candidates may qualify for other certificates in addition to the High School Assistant's Certificate if the appropriate teaching option is completed. These are: Art, Intermediate Part I; Elementary School Teachers's Certificate, Standard 4; Guidance Part I; Physical and Health Education, Intermediate Part I, Intermediate Part II and Specialist; School Librarianship Intermediate Part I; Theatre Arts, and Vocal Music, Intermediate Part I.

### Program Requirements

Course credit will be counted on an hour basis (replacing the former point system). Each curriculum option will carry a weight of six credit hours (Exceptions: 28.316 Elementary Education – ten credit hours and 28.315 Full Elementary Education Program – sixteen credit hours). Each foundations option will carry a weight of four or eight credit hours.

TO SATISFY THE REQUIREMENTS OF THE FULL PROGRAM A CANDIDATE MUST ACQUIRE A MINIMUM OF THIRTY-FOUR CREDIT HOURS.

The credit hour system is intended to reflect the notion of "learning time", that is, the study time spent by the student both in class and out-of-class. Thus, six credit hours implies that the total "learning time" for that option will approximate six hours per week while the student is on campus.

Three major areas constitute the program. The credit hours, either requisite or elective, are according to the following table.

### Course Requirements – Minimum 34 Credit Hours

	Requisite	Elective
<b>A Educational Studies</b>		
1. Professional Issues(non-credit)	✓	
2. Educational Foundations	(12)	
3. Curriculum	(12)	
4. Alternative Settings for Education		8
<b>B The Practicum</b>		
1. Community Service	(2)	
2. Student Teaching	✓	
<b>C Supporting Skills and Studies</b>		
1. Professional Skills	(4)	
2. Professional Interests		(4)
<b>Totals</b>	30	4 - 8

### A. EDUCATIONAL STUDIES

#### 1 Professional Issues in Contemporary Education

A series of special two-hour programs presented on a non-credit basis. (See 28.400)

#### 2 Educational Foundations

One and one-half courses (or equivalent) are to be selected from at least two of the following areas:

- Contemporary Issues and Human Problems
- History and Comparative Education
- Philosophy
- Psychology
- Sociology

#### 3 Curriculum

Two options are to be selected from the following areas:

- Art
- Biology
- Chemistry
- Dramatic Arts
- Economics\*
- Elementary Education
- English
- French
- General Science
- Geography
- German
- Guidance
- History/Social Science\*
- Man in Society (Psychology and/or Sociology)
- Mathematics
- Music
- Physical and Health Education
- Physics
- Political Science\*
- School Librarianship



**Note:** A full program in Elementary Education (see course 28.315) and in Technical Education (see page 30) can be selected.

\*No more than one can be selected from Economics, History/Social Science and Political Science.

#### 4 Alternative Settings for Education

This elective is intended to prepare candidates for professional service in certain specialized areas, such as Pre-School Education, Free School Education, Penal Education, Outdoor Education, and so forth. It is anticipated that these offerings will be developed on a composite pattern, integrating elements from Educational Studies, Community Service, and Professional Interest courses.

### B. THE PRACTICUM

#### 1 Community Service

A program of field projects to strengthen qualities of awareness, involvement and commitment.

#### 2 Student Teaching

An opportunity to become re-acquainted with the school system and to obtain practical experience in the live setting of selected classrooms.

### C. SUPPORTING SKILLS AND STUDIES

#### 1 Professional Skills (Required)

This part of the program reflects a movement by the Faculty toward consolidating those skill elements of generic professional importance into a division separate from content-specific courses. Candidates will engage in skill development in such areas as Educational Media, Curriculum Design, and Measurement and Evaluation.

#### 2 Professional Interest (Elective)

By and large, electives in this section fall into one of two categories: 2.1 special teaching skills, such as Developmental Reading, Speech Therapy, TV production, and Computer-Assisted Instruction; 2.2 personal enrichment opportunities, such as, Open Country Explorations, Cinema Studies, Practical Theatre Production, and Private Studies.

Generally, there are no prerequisites for these offerings, and the candidates have a completely free selection. However, since many of these courses have enrolment quotas, students are advised to identify alternative choices.



*Technical Education - Duncan McArthur Hall.*



## Program for Diploma in Technical Education

This section provides information for candidates who are seeking certification as teachers of technical subjects in Ontario Secondary Schools. *It deals only with admission requirements and certification; for details regarding the teacher education program, refer to the explanations and course descriptions in the section B.ED. Program.*

The program taken by all technical candidates is similar to that in which teachers of academic subjects are enrolled. Those candidates who do not possess a university degree are eligible for a Diploma in Technical Education. Those who have a university degree are eligible for the B.ED.

### Admission Requirements

#### General

##### Age

The applicant shall show proof of date of birth. Male applicants shall be at least 23 years of age, and female applicants at least 21.

##### Citizenship

The applicant must be a Canadian citizen or show proof of landed immigrant status.

### Academic and Work Experience Requirements

#### University Graduates

Graduates of approved four-year degree programs in engineering, architecture or nursing must have, subsequent to graduation, a minimum of two years \* of acceptable wage-earning experience.

#### Technologists

Graduates of approved three-year programs at an Ontario College of Applied Arts & Technology or Polytechnical Institute must have, subsequent to graduation, a minimum of three years \* of acceptable wage-earning experience.

#### Technicians

Graduates of approved programs at an Ontario College of Applied Arts & Technology or Polytechnical Institute must have, subsequent to graduation, a minimum of five years of acceptable wage-earning experience if a graduate of an approved two-year diploma program, or a minimum of six years of acceptable wage-earning experience if a graduate of a one-year diploma program.

\* See Co-Ex Program for Alternative

#### Skilled Tradesmen

For applicants who have Ontario Grade 12 standing, or equivalent, seven years of acceptable wage-earning experience or, six years of acceptable wage-earning experience in the case of an applicant who graduated from an Ontario Secondary School technical program with a major credit in the subject concerned.

### The Co-Ex Program

Among our most promising candidates are technology graduates from Colleges of Applied Arts & Technology whose aptitude and qualifications relate to a particular Secondary School technical subject.

To attract more of these candidates, entry requirements for applicants in this category have been modified through a plan of co-ordinated employment experience (CO-EX).

By taking into account the candidate's accumulated work experience during and prior to his education period, and by integrating co-ordinated summer employment sessions with his teacher education, CO-EX enables the candidate to enter the profession earlier than through the regular route, which requires three years of employment experience subsequent to graduation.

A typical sequence of study and related employment might be achieved as follows:

- A Twelve months of accredited, accumulated work experience during, or preceding, studies toward a technology diploma.
- B In addition to the above, a block of sixteen *consecutive* months of related work experience.
- C Eight months of teacher education at the Faculty of Education, Queen's University.
- D Four months of industrial employment coordinated by the Faculty of Education.

### Admission Procedures Sequence

The successful candidate to the technical teacher education program will proceed through the following steps. The candidate will make enquiries to the Co-ordinator of Technical Education at the Faculty of Education whereupon he will be sent forms relating to his academic qualifications and work experience. After completing these, the candidate will be informed of his apparent acceptability, or non acceptability, to the Faculty of Education.

If his qualifications are obviously deficient in some way, he will be told exactly how to overcome this deficiency; if his qualifications appear to be adequate, a personal interview will be arranged with Faculty of Education representatives. If all goes well, the candidate will attempt a technical proficiency evaluation prior to enrolment. Successful completion of the technical proficiency tests will normally result in acceptance by the Faculty of Education and preparation of an individualized program of studies which leads to a teaching certificate, the Interim Vocational Type A or B.

### Certification

Some of the teaching certificates granted, at present, by the Ontario Ministry of Education are as follows:

<i>Technical Field</i>	<i>Name of Certificate</i>
Electrical Technology	Applied Electronics Installation and Maintenance



	Theory and Test
	Electrical Drafting
	Elements of Computer Technology
	Mechanical Drafting
Mechanical Technology	Machine Shop Practice
	Welding
	Architectural Drafting
Construction Technology	Building Construction
	Refrigeration
	Airconditioning and Heating
	Plumbing
Automotive Technology	Auto Mechanics
	Auto Body Repair
	Aircraft
	Aero-Engine
	Diesel Engine
	Industrial Physics
Industrial Technology	Industrial Chemistry
	Graphic Arts
Vocational Arts	Vocational Arts
	Vocational Music

The basic technical certificate is the Interim Vocational Type B which qualifies the holder on an interim basis for five years. The Permanent Vocational Type B may be obtained after two year's successful teaching in a secondary school in Ontario.

The Interim Vocational Type A certificate may be obtained by completion of summer courses, providing the candidate has met the academic requirements established by the Ontario Ministry of Education as outlined in Memorandum 30, 1967/68. This certificate may also be made permanent after two year's successful teaching in Ontario secondary schools.

### Grading System

1 At the beginning of the term the instructor of each course will notify the students of the grading system used, a clear statement of the basis on which the final grade will be assigned, the term work expected, and the weight, if any, that it will contribute to the final grade.

2 The grades for all components of the B.ED. program (Educational Studies, Practicum, Supporting Skills and Studies) are:

Honours - H

Pass - P

No Grade Assigned - N

Incomplete - I

Fail - F

3 No Grade Assigned (N) is recorded for the components of the program which the B.ED. Program Committee has determined are not formally graded.

4 Incomplete (I) is a temporary designation which is used when, in the judgment of the Instructor, a student requires an extension of time for completion of a course. Incomplete (I) is converted to Fail (F) on June 30 of the following academic year if the student has not successfully completed the course by that date. The B.ED. Program Committee has the authority to make exceptions to this rule where, because of extenuating circumstances, a student has been unable to complete the course; for example, serious illness or disability.

5 Instructors report interim grades for full courses or final grades for term courses by January 10 each year. As soon as possible after that date students are advised of their grades. Counselling is provided for students who have a grade of Fail (F) in any of their courses or whose progress is otherwise reported as unsatisfactory.

6 To be eligible for the B.ED. degree, the Diploma in Technical Education, and any teaching certificate, a student must have grades of Honours, Pass, or No Grade Assigned in all the minimum required components of the program.

### Science Education Program (Experimental Project)

The Science Education Program is an experimental program operating for its second year in 1973-4 and projected to continue in 1974-5. Students who choose any two Curriculum and Instruction Options from Biology (28.303, 28.304), Chemistry (28.305, 28.306) and General Science (28.328) may participate in the full program. The Curriculum and Instruction Options mentioned above are also available within the regular B.ED. program. Interested students who select one of those options plus *Physics* or *Mathematics* may be accommodated within the Science Education Program.

The main aims of the Science Education Program are to increase the coherence of instruction in methodology, and to reduce unnecessary repetition between related courses.

Coherence is increased by having students take course work in methods from a panel of instructors who meet regularly to coordinate their work. Redundancy is controlled through increased instructor communication and through team presentations. In addition, students come to have very close personal and professional interactions with instructors and each other.

The central core of the Program is a single combined Curriculum and Instruction course for a normal total of 8 hours weekly. The combined course includes basic components from each of the three Curriculum and Instruction options with the three Instructors collaborating. Students completing the Science Education Program, who meet the academic requirements for all three option certificates will be granted certificates in those options. Otherwise, students completing the Program will be granted certificates in the two options for which they hold qualification. In either case students registered in the Program are

expected to participate in the full Curriculum and Instruction course. Adjustments may be made to meet individual subject matter needs.

In 1973-4 the program included:

Professional Issues (28.400) as in the regular program.

Educational Philosophy (28.459) for one Philosophy course, other courses from Educational Foundations chosen by the student.

Combined Course in Curriculum and Instruction (described above) and including components of the short course "Scientific Glassblowing".

Student Teaching (28.160) and

Field Studies (28.170) as in the regular program.

Supporting and Related Courses

Educational Media (28.248)

Developing Instructional Materials (28.249)

Plus at least one other chosen by the student as in the regular program.

The precise program for 1974-5 could not be organized at the time of calendar preparation. It may include a teaching skills component which will comprehend the Supporting and Related courses dealing with Educational Media, Curriculum Development, and Measurement and Evaluation. Other modifications may be made in light of the experience gained with the 1973-74 program.

Interested applicants should seek current information through the Office of the Registrar, Faculty of Education.

## **A Educational Studies**

### **PROFESSIONAL ISSUES IN CONTEMPORARY EDUCATION**

#### **28.400 Professional Issues in Contemporary Education**

This non-credit course which is required of all candidates is designed to provide an introduction to some of the significant and pressing problems current in public education. Problems selected range from routine matters such as school law to the "big questions" of educational reform, professional integrity and alternatives to schooling.

The course takes the form of a series of two-hour meetings convened by announcement every second week on the average, in the Auditorium. The series includes guest speakers and faculty speakers, films and multi-media programs, or whatever else is appropriate for the subject under consideration. Wherever possible there is provision for questioning and discussion.

Both students and faculty members are invited to assist the coordinator in carrying out the series to make it most useful.

*R. M. Freeman*

### **EDUCATIONAL FOUNDATIONS**

Each candidate must choose one and one-half courses or equivalent from at least two of the following areas:

Contemporary Issues and Human Problems

History and Comparative Education

Philosophy

Psychology

Sociology

Properly regarded, the several studies comprising Educational 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.



Most of the Foundation disciplines will offer courses at more than one level to accommodate students with varying backgrounds in the subject.

**Note:** Half-courses are designated by the course number followed by an asterisk; e.g. 28.414\*

#### **HISTORY AND COMPARATIVE EDUCATION**

##### **28.414\* Contemporary Education in North Atlantic Countries**

Educational developments and problems in Canada, the United States, the British Isles and France will be studied in terms of their particular national settings and of their implications for teaching and learning. Such study will include the extent to which school organization, programme development, classroom practice and the role of the teacher are affected by such major issues as racial, ethnic and social conflicts, population trends and movements, international competition and cooperation, technological innovation, and changing attitudes towards work and leisure. (Fall Term)

*D. C. O'Driscoll*

##### **28.415\* Education and Socialism**

A consideration of socialist theories of education and their application, especially in Soviet Union and the People's Republic of China. Arrangements for pre-school socialization, moral education, youth mobilization, work-study programs continuing education, community participation and manpower allocation will be among the features examined. (Winter Term)

*D. C. O'Driscoll*

##### **28.416\* Education and National Development**

The significance of education in promoting or inhibiting social change will be considered, with particular reference to problems of emerging nations. Various strategies for educational reform, including international borrowing, the adaptation of colonial models to meet national needs, and those proposals for a radical de-institutionalization of learning which have emanated from Cuernavaca, will be critically discussed. (Winter Term)

*D. C. O'Driscoll*

##### **28.417\* Education in Industrial Nations**

This is an introductory course in comparative education which introduces students to international and intercultural similarities and differences in educational ideas, attitudes, values and institutions. The focus of the course is the role and function of education in advanced industrial societies. Selected issues and problems such as the following

will be considered in their national settings: Senior Secondary School Reform (Sweden), Education of the Gifted (USSR), Immigrant Education (UK) and Educational Selection (Japan). This is a half-course and is offered in the Fall term.

*J. R. Mallea*

##### **28.418\* Education and New Canadians**

Each year thousands of children of New Canadians enter Canada's schools. Many young teachers will experience the challenges, problems, and enrichment which teaching them in their new environment involves. The aim of this course is to introduce students to basic questions of cultural differences, assimilation, and integration. Specific teaching concerns including reading skills, English as a second language, school - family values, and parent-teacher relationships will be considered. This is a half-course and is offered in Fall and Winter terms.

*J. R. Mallea*

##### **28.432\* The Separate Schools of Ontario**

An outline of the development of separate schools within the publicly-supported sector of Ontario education, the controversies which have accompanied this, the problems which confront the schools today, and their prospects for the future. (Winter Term)

*D. C. O'Driscoll*

##### **28.433\* Education in Ontario and Quebec**

A parallel study of educational development in Ontario and Quebec. Comparing the ideals, goals, procedures and institutions in these provinces, and the response of the different systems to social, economic, religious and political pressures. (Fall Term)

*D. C. O'Driscoll*

##### **28.434\* Education and Modernization**

The aim of this course is to provide students with a comparative historical background of the growth and development of contemporary forms of elementary and secondary schooling and their relationship to the process of modernization. Material is drawn from Japan and Canada to help students: appreciate the nature of educational change over time; gain a broader understanding of the development of modern educational policy, thought and practice; and illuminate the role and function of educational institutions and teachers in modern society. This is a half-course and is offered in the Winter term.

*J. R. Mallea*



**CONTEMPORARY ISSUES AND HUMAN PROBLEMS****28.422\*** Human Problems (half course, fall term)**28.423\*** Contemporary Issues (half course, winter term)

The aim of these two courses in sequence is to provide an opportunity for students and instructors together to consider some of the most pressing individual and social problems confronting teachers in our society. In weekly plenary sessions and seminars or task groups using a variety of formats and media, attention is given to such topics as "being human," personal development, the role of women, humanistic education, countercultures, "consciousness-raising," etc. Basic to the exploration are the writings of Rollo May, Victor Frankl, Martin Buber, Eric Berne, Theodore Roszak, Paulo Freire and others. It is assumed that students electing either course or both take an active part in educating themselves according to personal needs and interests.

The prerequisite for admission to the winter half course is completion of the first or permission of the instructors.

*M. Freeman, G. Ambury*

**PHILOSOPHY****28.441\*** Grading and Evaluation

This course will consider theories and procedures for evaluation. Topics will include the problems involved in the identification and specification of criteria, testing and judging the "object" to be valued, and justifying evaluative standards. Theoretical insights will be applied to problems facing classroom teachers. The advantages and disadvantages of alternative grading systems e.g. Numerical Grading, Letter Grading, Two-value Grading and Anecdotal Reporting will be examined. The relation between systems of grading and various instruments of evaluation including tests of: academic achievement, aptitude and personal-social adjustment will be investigated. The course will be sufficiently flexible that individual students may develop applications relevant to their own special concerns with teaching and learning.

*G. L. C. Hills*

**28.442\*** Ethics in Education

This course will examine ways in which value issues arise in teaching, and will take a stand on how they should be handled. Some of the general questions considered will be: Should teachers express in class their own views on moral, political, educational and religious issues? What is indoctrination? Is a teacher personally responsible for what he is required to teach? These and related matters will be discussed in the light of an investigation of the nature of questions, definitions and value judgments, and a critique of theories such as Relativism or Subjectivism. One aim of the course is to convince participants that (at the appropriate level) value issues must be fully and openly discussed by teachers, and to provide background for doing this. This is a half-course and is offered in Fall and Winter terms.

*J. Carbonell*

**28.443\*** 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.

*A. L. Mandell*

**28.444\*** The Logic of Mathematical Reasoning

This course will introduce certain basic questions about the nature of mathematics, and will investigate the practical significance of these issues for the teaching of mathematics. Topics examined will include the following: the nature of truth in mathematics, the character of evidence and of the evidence-conclusion relationship in a mathematical demonstration, the relation of mathematics to the world of experience, and the relation of mathematics to both formal logic and the empirical sciences.

*G. L. C. Hills*

**28.446\*** Principles of Scientific Enquiry

There are two influential and competing accounts of the nature of science. This course will examine and analyze the hypothesis-confirmation theory, and the conjecture-refutation theory, and will explore implications of these theories for teaching physical and biological sciences. Topics will include the following: the connexion between scientific investigation and scientific explanation, the relation of scientific to non-scientific explanation, the nature and role of concepts, theories, principles, laws, and models in scientific explanation. The significance of these matters for formulating educational objectives and selecting classroom procedures will be probed.

*G. L. C. Hills*

**28.447\*** Problems in History and Social Science

This course will deal with the theoretical foundations, the objectives and the methods of History and the Social Sciences. Alternative and competing theories will be examined and their practical implications will be considered from the point of view of the teacher of History or Social Science.

*A. L. Mandell*

**28.449\*** 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.

*A. L. Mandell*

**28.450\* Language Theory and Education**

This course will be an introduction to linguistics and the philosophy of language. It will deal with a variety of questions about language and language acquisition, the selection depending on participants. Suggested topics will include: a review of theories of reading, the new grammars, Chomsky's major hypotheses, and the work of contemporary philosophers in semantics. Winter term.

*J. Carbonell*

**28.451\* Discipline and Classroom Control**

This course will consider the alternatives open to teachers in establishing the patterns of authority within their classroom and will consider the moral, institutional and prudential reasons which are used to defend particular patterns of authority. Examples ranging from the "anarchy" of the "free" classroom to the "tyranny" of the "regimented" classroom will be studied. Students will be helped to establish their aims and objectives, to choose the patterns of organization most appropriate to those objectives and to decide upon the most efficient and appropriate discipline and control techniques for successful teaching.

*A. L. Mandell*

**28.452\* Logic, Rhetoric and Education**

This course will deal with techniques of persuasion that are rational or pseudo-rational. Participants will be encouraged to investigate advertising in all its forms, distortion or omission in textbooks and elsewhere, and educational, political and religious rhetoric. These and related inquiries will lead to the identification of devices and fallacies of various kinds, and require learning (or recalling) some elementary logic. The main aim of the course will be to sensitize participants to the nature and range of techniques of persuasion at large in contemporary society, and (in project work) to devise effective ways of passing these insights on in schools. Fall term.

*J. Carbonell*

**28.459 Philosophy of Education for Science Teachers**

There are two influential and competing accounts of the nature of science. This course will examine and analyze the hypothesis — confirmation theory, and the conjecture — refutation theory, and will explore the significance of these theories for teaching physical and biological sciences. Topics to be discussed in the first term include the following: the connexion between scientific investigation and scientific

explanation, the relation of scientific to non-scientific explanation, the nature and role of concepts, theories, laws, and models in scientific explanation. In the second term, topics in the philosophy of education will be investigated in accordance with the interests of the class. The significance of these matters for the formulation of educational objectives and the selection of classroom procedures will be explored. This is a full course for students in the Science Education Program.

*G. L. C. Hills*

**28.463\* Introduction to Educational Psychology**

This introductory course will not assume a background in psychology. Topics from the mainstream of education and psychology will be presented in order to achieve a comprehensive view of psychological contributions to education. The objectives will include helping student teachers acquire an understanding and working appreciation of such topics as: child and adolescent development, learning, motivation, environmental influences, evaluation and individual differences. (Fall term and Winter term)

*V. Moeller, J. Russell*

**28.464\* The Psychology of Elementary School Classrooms**

Previous background in psychology is not necessary. Foundations half-course credit. (Two sections limited to 30 students per section). Prior to the November teaching round, students will observe and annotate classroom dynamics, including phenomena of children's development and thinking processes. Findings will be discussed in small group seminars. Following the teaching round the course will focus on problem situations in teaching (personal and case studies) involving classroom management and planning, evaluation, discipline, behavior modification, motivating children to learn and the influence of the teacher's personality and leadership on the development of children's self concept. (Half-course, Fall Term)

*A. Keeton*

**28.467\* Children Who Fail: Canadian Inner-city Schools**

Intermediate level course for students with some previous or first term courses in psychology. Intended for teacher candidates with a special interest in teaching inner-city, or rural schools which serve the lower income population. (Two sections limited to 30 students per section. Foundations half-course credit.) A seminar - discussion course involving observation in the schools, and instruction from curriculum and foundations staff on characteristics of "disadvantaged" children and techniques for teaching them. Topics will include learning ability, language, intelligence and motivation, social and home environments; the ability of the teacher and school to provide an opportunity for learning and school success equal to that of privileged children. Pre-



school and early school enrichment programs will be focused. (Half course, Winter Term)

*A. Keeton*

**28.468 Educational Psychology (full course)**

**28.469\* Educational Psychology (half course)**

An individualized course in which the student will be able to self-select a prescribed number of units in various areas of educational psychology. The current units include: Adolescence, Human Development, Learning, Motivation, Student in the Classroom, Teacher in the Classroom, and Tests and Grading. In addition, the student will be encouraged to explore in depth one area of personal concern. Previous psychology courses will not be assumed. The course will be available in both full-course and half-course formats.

*H. A. Smith*

**28.471\* Learning Theory, Emphasizing Behaviour Modification**

A consideration of learning as a cognitive process and as a process of respondent and operant conditioning. Theory will be brought to bear on teaching practice through a study of the discovery method and through extensive work on the principles and application of behaviour modification techniques. Enrolment limited to 25 students per section. Background in psychology is not necessary. (Fall term and Winter term)

*R. Andrews*

**28.472\* Human Development, Emphasizing Piaget**

A consideration of theories of human development, with an emphasis on the theory of Jean Piaget. The objective of the course will be to show how an understanding of human development, and of Piaget's theories in particular, will improve a teacher's work. Enrolment limited to 25 students each term. Background in psychology is not necessary. (Fall term and Winter term)

*R. Andrews*

**28.473\* Educational Psychology — Theory and Practice — Elementary School.**

The main objective of this course is to reinforce and extend the "orientation to teaching program" provided for candidates taking the elementary option. A previous background in psychology is not necessary. Early theories, associationist theories, and field theories of motivation, learning and transfer will be examined as well as their implications for modern classroom practice. A combination of lectures and seminars will be used to examine the material presented in this course. Each candidate either working alone or in conjunction with others will be responsible for the preparation and presentation of one seminar

dealing with an aspect of classroom practice based on the learning theory examined. Half Course. Fall term and Winter term.

*W. G. White*

**28.474\* Educational Psychology — An Introduction**

This introductory half-course does not assume a background in psychology. A set of readings focusing on the relationships among psychology, educational psychology, teaching and learning will be followed by student selection of topics such as child development, cultural effects, adolescent psychology, nature of intelligence, motivation, personality and classroom discipline. The course permits the individual student to focus on topics that are of interest to him. (Fall term and Winter term)

*J. D. Burnett*

**28.481 Sociology of Education for Secondary School Teachers.**

**28.491\* Sociology of Education for Secondary School Teachers (Half Course — Each Term)**

The major emphasis in this course will be given to the dynamics of interaction within the classroom setting. Disciplinary practices and teaching methods will be analyzed. The impact of adolescent subcultures, social class, ethnicity and other social forces influencing education will also be studied within this context. Some time will be spent on innovative practices in the schools and the essential characteristics of the Ontario educational system.

*A. J. C. King*

**28.482 Sociology in Pre- and Elementary School Education**

**28.494\* Sociology in Pre- and Elementary School Education (Half Course — Each Term)**

Early socialization (child-rearing) processes will be examined in light of their implications for early education programs. Attention will be given to the roles of the family, the peer group, the school and the larger community in this process. Various interaction processes which influence learning in the classroom will be examined. The course will conclude with an examination of the implications of current changes in elementary programs.

*J. H. G. Eastabrook*

**28.483 Sociology of Education for School Counsellors**

**28.493\* Sociology of Education for School Counsellors (Half Course — Each Term)**

This course has been designed as a support course for students enrolled in the guidance curriculum option. Operational aspects of the secondary school system will be examined including: timetabling procedures,



house systems, credit system, unstructured time and the evaluation of student achievement. The influence of social class, ethnicity, and religion on the academic and social adjustment of children in schools will be considered. Roles of school counsellors, teachers, students, and administrators will be viewed from various perspectives and the areas of conflict and accord analyzed.

*A. J. C. King*

#### 28.484 Sociology of Deviant Behaviour in the Schools

An outline of the theories of deviant behaviour will be accompanied by an examination of different types of behaviour labelled as deviant. Various forms of social deviance, such as drug taking, sexual nonconformity, student activism, alienation, and delinquency that particularly affect teaching and learning will be given special attention. The major emphasis will be on possible types of accommodation that are made and can be made by students, teachers, and school administrators. The role of deviant subcultures which affect the ongoing process of education will also be considered.

*J. O. Loken*

#### 28.486 Education and Society

This course will explore the role of the teacher in social change. The Primary question will be whether the school simply reflects and ensures the survival of the present social structure, or whether it can have an independent impact on the shape of the future. The class will look at social inequality, ethnic differences, sex role stereotyping and youth cultures and examine their impact on the school, and the school's impact on them. The possibilities of change through alternative school structures (free schools, community schools, non-schools) will also be examined.

*J. Gaskell*

#### 28.488 Sociology of Physical Education and Leisure Activities

#### 28.496\* Sociology of Physical Education and Leisure Activities (Half Course — Each Term)

*Description* A combination field-lecture-seminar course based on an investigation of the implications of increased leisure time. Both inside and outside the school perspectives will be used. Sport, recreation and the use of "freed" time in general will be discussed. Student needs and societal expectations for physical education activities will be examined in light of current trends in (1) forms of peer and youth-adult or student-teacher interpersonal relationships; (2) types of educational organization; (3) the nature of school-community interaction. Opportunity will be provided for students to identify specific needs in the school community and to develop and test appropriate models or programs in the field.

This foundation option is structured in such a way that the students' curricular activities and projects can be closely coordinated with its requirements. As well, it is integrated with community service.

*Rationale* Currently Type B physical education and health people, unlike their Type A counterparts, have little or no experience in Sociology, particularly as it relates to their field. Because of increased enrolments the physical education subject area personnel find it difficult to meet this group's needs. The above course is intended to do this.

As well, a final feature of the course is that it begins with the concrete world rather than with an abstract conceptualization of reality, hopefully meeting two of the criticisms by certain of our current students re the existing pattern.

*J. H. G. Eastabrook*

#### 28.489\* Who Controls Education?

This course will examine issues of power and control in the school. We will ask what sort of power, how it is maintained and what its effects are. We will focus primarily on the following groups:

- 1 teachers. How do teachers exert control in the classroom? What are the implications of different teachers' strategies for maintaining order?
- 2 students. What rights do they have? What rights should they have? Why?
- 3 parents. What kind of power are they able to exercise over schools? What are the constraints on their participations?
- 4 teachers' organizations. What sort of power do they have? How have they used it?
- 5 government. How do school boards and provincial governments affect education?

We will examine some proposals for redistributing power in order to change the educational system. Voucher systems, performance contracting, community schools, student run schools and "open" classrooms will be discussed.

Students will be expected to interview people in different positions in the school system, and to do relevant reading. Winter term.

*J. Gaskell*

#### 28.490\* Social Class and Sex: Their Effect on Schools

A student's achievement in school is better predicted by his/her social class and sex than it is by any teacher behaviour, curriculum change or school organization. In this course we will try to understand why this is, and what, if anything, can and should be done about it. We will focus on three questions:

- 1 How are children of different sexes and social classes brought up differently? Are there biological differences, intellectual differences, differences in self esteem, in achievement drive, in response to authority figures etc.



2 How do schools respond to these real or imagined differences? The attitudes and expectations of teachers, the images in textbooks, the use of testing, the structure of the school environment will be examined to see how children are treated by the school.

3 What are the prospects for change? Do we want to eliminate social class and sexual differences in achievement? If so, is it possible? How? If not, why are these differences in achievement useful for the society? Students will be expected to conduct interviews with students and teachers and parents, as well as to do library work. Classes will be run as seminar discussions or task groups. Fall Term.

*J. Gaskell*

#### 28.492\* Sociology of Student Alienation and Dissent

The school alienates certain people and creatively engages others. The reasons for the varied responses of students to the school will be discussed by the instructor and guest students who typify various student behaviours and attitudes. (Half-course, Fall and Winter Terms)

*J. O. Loken*

#### 28.495 Learning in Schools (Experimental Project)

This course will examine what is learned in schools from the point of view of psychology, philosophy and sociology. It will ask what children actually do learn in schools, how they learn it, and whether it is useful to learn it. The assumption of the course is that what students learn is not necessarily what teachers think they are teaching. They learn a much broader range of social skills and attitudes than teachers are usually aware of.

*J. Carbonell, J. Gaskell, J. Russell*

#### CURRICULUM AND INSTRUCTION

The Curriculum fields are listed below. Candidates can select Curriculum options leading to basic Ontario teacher certification. Two subjects are to be selected for the High School Assistant's Certificate. One subject and Elementary Education (28.316) will lead to the High School Assistant's Certificate and the Elementary School Teacher's Certificate, Standard Four. Selection of Elementary Education (28.315) will lead to the Elementary School Teacher's Certificate, Standard Four only. Selection of Technical Education (28.310\*, 28.367\* and 28.368\*) will lead to the Vocational Certificate.

Art	History/Social Science *
Biology	Man in Society
Chemistry	(Psychology and Sociology)
Dramatics Arts	
Economics *	Mathematics
Elementary Education	Music
English	Physical and Health Education

French  
General Science  
Geography  
German  
Guidance

Physics  
Political Science\*  
School Librarianship  
Technical Education

To elect a curriculum option, applicants must support their first choice with at least nine credits of the degree program in this subject area and their second choice with at least six credits of the degree program in this subject area. Exceptions to this are:

- (1) Guidance, where at least fifteen credits in Psychology and/or Sociology (nine of which are to be in Psychology) are required;
- (2) Elementary Education, Physical and Health Education, School Librarianship, and Theatre Arts, where no university credits are required.

\*No more than one can be selected from Economics, History/Social Science and Political Science.

#### 28.301 Art (Type A)

#### 28.302 Art (Type B)

A course concerned with the theory and practice of Art in education. Students will explore the philosophy and ideas related to visual creativity in education through seminars and informal lectures.

Although it is expected that the student will already have an extensive background in studio activities, additional classes will be available to further extend the knowledge of a variety of media and crafts.

*J. T. Hodgson, D. A. E. Cowan*

#### 28.303 Biology (Type A)

There are two major goals, one affecting personal attributes, another relating to the knowledge and skills required for effective biology teaching throughout grades 7 to 13. The first goal includes objectives such as gaining self-confidence, practising critical judgement, accepting and using criticism, displaying independence and responsibility, conducting an independent, self-directed study. The second goal includes objectives such as practising the Spectrum of Teaching Styles, using a wide variety of resources, testing laboratory exercises and field work, interpreting curricula, analysing BSCS materials, practising instructional techniques, improving such weaknesses in content, speech or laboratory skills as may appear. A large degree of flexibility is built into the course to permit adjustment to the interests and needs of students.

*W. F. Patterson*



**28.304 Biology (Type B)**

There are two major goals, one affecting the student's personal attributes, the other relating to the knowledge and skills required for teaching biology in grades under 13. The first goal includes objectives such as gaining self-confidence, practising critical judgment, accepting and using criticism, displaying independence and responsibility, conducting an independent, self-directed study. The second goal includes objectives such as practising the Spectrum of Teaching Styles, planning for use of a variety of resources, and courses of study, practising specific instructional techniques, improving such weaknesses in subject matter, speech or laboratory skills etc. that may appear. A large degree of flexibility is built into the course to permit adjustment to the interests and needs of students.

*W. F. Patterson*

**28.376\* Biology (Half Course)**

The half-course in Curriculum and Instruction in Biology will follow a similar set of major objectives as in the full-course (28.304). A change of emphasis will be made to take into account the students' needs in the area of subject matter by increasing the study of subject matter content and the method of teaching it; and in a similar way the amount of work relating to basic curriculum concerns which may overlap the students' principal teaching interest will be reduced. In any case, the type of reduction from the full-course will be based upon the requirements of the students registering in the half-course.

*W. F. Patterson*

**28.305 Chemistry (Type A)****28.306 Chemistry (Type B)**

This course is designed to provide students with the opportunity to examine a variety of teaching styles as they apply to the teaching of science. Considerable time will be spent in discussing and evaluating the role of the laboratory in teaching science. Students will have time to examine a number of different curricula, and to evaluate the laboratory exercises associated with these curricula.

Students enrolled in the Type A program will be allowed additional time to become familiar with the organization of science courses and science departments.

*I. Talesnick*

**28.310\* Creative Technology**

Since this course consists almost entirely of "hands-on" experience with equipment and materials, all related activity takes place in the technical laboratory.

The objectives are two: one, to permit student-teachers to learn and/or practise specific skills relating to equipment common in sec-

ondary school technical shops and laboratories; two, to guide groups into the design, fabrication and testing of multi-disciplinary projects. The purpose of this latter activity is to give the teachers first-hand experience in creative problem-solving. This approach is one that they are expected to implement in their teaching careers.

*D. E. Loney, H. Salter*

**28.313 Economics (Type A)****28.314 Economics (Type B)**

This course is intended to provide candidates with competence in basic classroom skills, including classroom management and motivational techniques. Candidates will become familiar with a wide range of teaching strategies, such as audiovisual aids, simulations, and small group work. Close attention will be paid to recent work on teaching Economics, including that of Fenton on Inquiry methods and Oliver Shaver on Value Clarification. Students will receive practice in instructional planning in the areas of defining objectives, lesson planning and test design.

Candidates should note that:

- 1 History, Economics and Political Science candidates will take the same instructional model but will use their respective discipline as the knowledge and skill base for the completion of their required competencies.
- 2 Only one of History, Economics and Political Science can be selected as a curriculum option.

*P. H. Watson*

**28.315 Elementary Education (Full Program)**

For candidates wishing elementary school teacher certification only. The program is designed to prepare candidates to teach in the elementary school. The areas of language arts, mathematics, science and social studies are the principal vehicles through which instructional strategies are studied. Provision is made as well for content and methodology in art, music, physical education and health.

Emphasis is placed on planning and preparation for teaching; analysis and development of curriculum units; current trends in school organization and classroom administration.

Workshops, classroom observation, field work, simulated teaching experiences and microteaching are used as the laboratory through which students, in planned activities, relate theory to practice.

The course leads to Interim Elementary School Teacher's Certificate, Standard 4 only.

*J. C. Bailey, R. Ripley, and Staff*



**28.316 Elementary Education**

The program is designed to prepare candidates to teach in the elementary school. The areas of language arts, mathematics, science and social studies are the principal vehicles through which instructional strategies are studied. Provision is made as well for content and methodology in art, music, physical education and health.

Emphasis is placed on planning and preparation for teaching; analysis and development of curriculum units; current trends in school organization and classroom administration.

Workshops, classroom observation, field work, simulated teaching experiences and microteaching are used as the laboratory through which students, in planned activities, relate theory to practice.

The course leads to Interim Elementary School Teacher's Certificate, Standard 4.

*J. C. Bailey, R. Ripley, and Staff*

**28.317 English (Type A)****28.318 English (Type B)**

The course is designed to prepare prospective teachers for the teaching of English in the high school. The program 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.

*L. Thompson, R. B. Turner, J. Kellway*

**28.321 French (Type A)****28.322 French (Type B)**

The goals of the course are:

- to maintain or improve language skills in French;
- to increase knowledge about French and French-Canadian culture and civilization;
- to develop and improve techniques and procedures used for modern foreign language teaching;
- to analyse the psychological and philosophical aims and rationale of the systems and methods advocated for learning and teaching modern foreign languages;
- to examine and use materials published for learning and teaching modern foreign languages;
- to prepare a sample of a suitable program and materials for specified groups of pupils studying French language, culture and civilization;
- to pursue comparative linguistic studies and to apply the results of such studies to the solving of problems in the modern foreign language classroom;
- to analyse available tests and examinations and to prepare sample tests which measure the attainment of specified objectives;

to obtain information on recent and current theories of language learning.

*D. Massey, F. Howard*

**28.323 Geography (Type A)****28.324 Geography (Type B)**

This course, which covers both terms of the academic year, is designed to prepare candidates to teach Geography at the high school level. The program will provide instruction and practice in lesson planning, lesson presentation, different types of lessons, different methods of instruction, the development of curriculum units, effective questioning, the use of various instructional materials, and basic skills in classroom management.

The program will also provide for an examination of those guidelines issued by the Ministry of Education which relate to the teaching of Geography in Ontario Secondary Schools.

Throughout the course, efforts will be made to strengthen those personal qualities that enhance the teaching process and to eliminate those that do not.

There will be four contact hours per week, with an additional four hours required for reading and the preparation of assignments. Evaluation will be based on the following areas of performance:

- 1 peer-group teaching and classroom participation
- 2 regular assignments
- 3 January test
- 4 curriculum unit

Type A candidates, in addition to the requirements outlined above must attend a weekly seminar on a rotational basis.

Each weekly seminar will be attended by five or six Type A candidates. Matters of individual interest will be discussed and individual long-term projects will be selected. On completion of these projects, of which there are two, candidates may be required to make suitable presentations to their colleagues.

The evaluation of Type A candidates will be based equally on the following areas of performance: (1) seminar participation, (2) long-term projects. In arriving at a candidate's final standing, the results of the Type A Seminar and the regular course will be combined.

*A. R. Grime*

**28.328 General Science (Type B)**

This course explores ways of teaching science as an enquiring activity. The philosophy and methods of teaching science as enquiry are discussed and students are invited to plan their individual programs. Newer approaches to teaching science at the Grade 9 and 10 level are



studied and students are given opportunities to practice lesson preparation, use of audiovisual aids, and class and lab management. Practice making and implementing decisions about what and how to teach based on the personality of the student teacher and the value he or she sees in teaching science is an important part of the course. It is on this basis that the activities of the course have been planned.

*J. K. Olson*

**28.329 German (Type A)**

**28.330 German (Type B)**

The goals of the course are:

- to maintain or improve language skills in German;
- to increase knowledge about German culture and civilization;
- to develop and improve techniques and procedures used for modern foreign language teaching;
- to analyse the psychological and philosophical aims and rationale of the systems and methods advocated for learning and teaching modern foreign languages;
- to examine and use materials published for learning and teaching modern foreign languages;
- to prepare a sample of a suitable program and materials for specified groups of pupils studying German language, culture and civilization;
- to pursue comparative linguistic studies and to apply the results of such studies to the solving of problems in the modern foreign language classroom;
- to analyse available tests and examinations and to prepare sample tests which measure the attainment of specified objectives;
- to obtain information on recent and current theories of language learning.

*D. Massey*

**28.334 Guidance**

Students who elect to take the Guidance option (leading to Part I of the Guidance Certificate) may be admitted providing they have completed a strong concentration in the behavioral sciences, in their undergraduate work and show evidence of sound scholarship in the area as well. The minimum requirement which will be considered is *five* full courses in the behavioral sciences, of which three must be in psychology and should include work in Child, Adolescent and/or Developmental Psychology.

This course will provide candidates aspiring to work as counsellors in the schools with an opportunity of studying and discussing the philosophy, principles and practices of school guidance programs. Throughout the course, considerable emphasis will be placed on the practicum so that students can develop effective counselling techniques. Role playing, audio-tapes, video-tapes, simulation exercises, etc., will be utilized as a means of providing necessary feedback to the counsellor trainees. The course leads to Part I of the Guidance Certificate, after one year of successful teaching in Ontario.

*M. Balanchuk, W. Schulz, R. Andrews, V. Moeller*

**28.335 History/Social Science (Type A)**

**28.336 History/Social Science (Type B)**

This course is intended to provide candidates with competence in basic classroom skills, including classroom management and motivational techniques. Candidates will become familiar with a wide range of teaching strategies, such as audiovisual aids, simulations, and small-group work. Close attention will be paid to recent work on teaching history/social science, including that of Fenton on Inquiry methods and Oliver and Shaver on Value Clarification. Students will receive practice in instructional planning in the areas of defining objectives, lesson planning, and test design.

Candidates should note that:

- 1 History, Economics and Political Science candidates will take the same instructional model but will use their respective discipline as the knowledge and skill base for the completion of their required competencies.
- 2 Only one of History, Economics and Political Science can be selected as a curriculum option.

*P. H. Watson*

**28.341 Man in Society**

(Psychology and Sociology) (Type A)

**28.342 Man in Society**

(Psychology and Sociology) (Type B)

Academic Prerequisites: Psychology and/or Sociology. Prospective teachers of Man in Society will study the means by which students



may acquire an understanding of social behavior by adopting social science perspectives. Selected substantive areas and resource materials, including excerpts from literature, will serve for illustration and demonstration. Curriculum organization will be considered, and the relationship of Man in Society to other secondary school subjects.

The course leads to Interim High School Assistant's Certificate, Type A in Psychology and/or Sociology or to Interim High School Assistant's Certificate, Type B.

*R. J. Hill*

**28.343 Mathematics (Type A)**

**28.344 Mathematics (Type B)**

The main aim will be to develop an attitude toward Mathematics and its teaching. The course is designed to ensure that the student is quite familiar with most areas of high school mathematics and to prepare the student to develop the variety of mathematics programs to meet the needs of his future students in the light of the recent evolution of Ontario high school mathematics. In addition to the emphasis on doing mathematics, the course will examine a variety of teaching philosophies and instructional techniques appropriate to mathematics. The course will consist of lectures, discussions, student presentations and activity approaches.

*H. A. J. Allen, W. C. Higginson*

**28.345 Music (Type A)**

This course is for students who have satisfied the academic requirements for Type A in Music. Since candidates will normally have had previous experience in music education through a Bachelor of Music program, emphasis will be upon the practical application of previously acquired skills.

The goals for this program of study are:

- to develop and improve techniques and procedures for music teaching in elementary and secondary schools
- to develop a working knowledge of effective methods, materials and facilities for music instruction
- to become acquainted with school patterns, procedures and professional relationships in music
- to maintain and improve music skills

Students will be able to take advantage of opportunities for performance and study in Queen's department of Music while pursuing their professional training at the Faculty of Education as music specialists in elementary and secondary schools.

*D. C. M. Smith*

**28.346 Music (Type B)**

This course is for the student who has attained a good standard of performance through private study (approx. Grade 8 R.C.M. level), has participated in a school music program, and has taken some music courses at the university level.

Graduates of this course may assist the secondary school music program in teaching and with extra-curricular music activities. If Elementary Education is taken in conjunction with the music option then the candidate will be prepared to teach general classroom music in the elementary school. Upon successful completion of the program he will receive a Ministry of Education Intermediate Certificate, Part I in Vocal music.

*D. C. M. Smith*

**28.347 Physical and Health Education (Men) — (Type A)**

**28.348 Physical and Health Education (Men) — (Type B)**

There will be a core of work common to both Type A and Type B courses.

**1 Physical Education**

- a Planning the curricular program
- b Organization and administration of school programs
- c An analysis of teaching behavior as it relates to the teaching of physical activities. A study will be made of Mosston's Spectrum of Teaching Styles. Students will have opportunity to practice and analyze their teaching behavior in various circumstances.

**2 Health Education**

Health Education is an integral part of physical education and consists of approximately twenty-five hours of class work, labs, seminars and workshops. A heavy emphasis will be placed on methods and materials (particularly in the area of audio-visual). Participants need little background in health education but courses in psychology or sociology would be helpful.

*Additional Type A Areas*

- 1** A study of problems related to the organization and administration of a school's Physical and Health Education Department: budgeting, evaluation, policy matters, personnel
- 2** Assisting in the program designed to help the Type B candidate improve his physical skills and competencies in a number of physical and health activities
- 3** Assisting in the over-all administration of the Faculty's total recreation program

*Additional Type B Areas*

- 1 Foundations** an introduction to the basic principles of exercise. This section of the course will include an appraisal of personal fitness and a study of various fitness parameters.



2 *Physical Skills Improvement* each candidate will have the opportunity to attend extra sessions where he will receive help in improving his skill level in various activities.

3 *Coaching* an extensive unit on the principles and philosophy of coaching the high school athlete will be offered.

4 *Intramurals* a variety of existing intramurals will be analyzed and an opportunity to build your own program will be given.

28.347 leads to Interim High School Assistant's Certificate, Type A.

28.348 leads to Interim High School Assistant's Certificate, Type B and Intermediate, Part I, Certificate in Physical and Health Education.

*W. J. Mellor, A. Robertson*

**28.349 Physical and Health Education (Women) (Type A)**

**28.350 Physical and Health Education (Women) (Type B)**

Core program common to the Type A and Type B courses are:

1 *Physical Education* planning the curricular program; planning the extracurricular program; teaching methods; lesson planning; organization and administration of secondary school program; evaluation and reporting to parents.

2 *Health Education* Health Education is an integral part of physical education and consists of approximately twenty-five hours of class work, labs, seminars and workshops. A heavy emphasis will be placed on methods and materials (particularly in the area of audio-visual). Participants need little background in health education but courses in psychology or sociology would be helpful.

In both of these, there will be discussion about adaptations of program 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 timetable will be given over to skill improvement of the candidates.

28.349 leads to Interim High School Assistant's Certificate, Type A.

28.350 leads to Interim High School Assistant's Certificate, Type B and Intermediate, Part 1, Certificate in Physical and Health Education.

*H. Holomego, A. Robertson*

**28.351 Physics (Type A)**

Three hour/week will be devoted to pedagogical basics. Such general questions as the principles involved in developing a program of study

in physics and the philosophical justification of science, and physics in particular, in the school curriculum will be considered.

More practical topics of concern will include principles of lesson preparation, methods of classroom presentation, demonstration experiments, and evaluation procedures. Usually each student will be expected to present one or more "lessons" on a topic in physics to his colleagues.

A wide variety of laboratory equipment will enable students to gain experience with experimental work related to physics at various levels, from elementary general science upward.

The fourth hour/week will be devoted to a study of the history of physics with a view to providing the occasional historical flavour to the teaching of high school physics.

TEXTS Collette, A.T., *Science Teaching in the Secondary School*, Allyn and Bacon, 1973. Gamow, G., *Biography of Physics*, Harper Torchbooks, 1961.

4 hours per week

*W. Thumm*

**28.352 Physics (Type B)**

In addition to the same 3 hour/week pedagogical basics as in the Type A program (28.351) this course will include a review of basic physics (1 hour/week) to ensure candidates are prepared to assume responsibilities for Grade 13 as well as Grade 11 physics.

TEXTS Collette, A.T., *Science Teaching in the Secondary School*, Allyn and Bacon, 1973. Tilley, D. E. and W. Thumm, *College Physics*, Cummings, 1971.

4 hours per week.

*W. Thumm*

**28.353 Political Science (Type A)**

**28.354 Political Science (Type B)**

This course is intended to provide candidates with competence in basic classroom skills, including classroom management and motivational techniques. Candidates will become familiar with a wide range of teaching strategies, such as audiovisual aids, simulations, and small group work. Close attention will be paid to recent work on teaching political science, including that of Fenton on Inquiry methods, and Oliver and Shaver on Value Clarification. Students will receive practice in instructional planning in the areas of defining objectives, lesson planning and test design.

Candidates should note that:

1 History, Economics and Political Science candidates will take the same instructional model but will use their respective discipline as the knowledge and skill base for the completion of their required competencies.

2 Only one of History, Economics and Political Science can be selected as a curriculum option.

*P. H. Watson*

#### **28.362 School Librarianship**

An intensive introduction to the philosophy and operation of school media centres. Particular emphasis is placed upon the nature of the user and the creative role of the librarian in constructing curricular, cultural and administrative programs. Heavy personal involvement in presentations, workshops and discussions is central to the development of these concepts.

The course leads to Interim High School Assistant's Certificate, Type B and Intermediate, Part I Certificate in School Librarianship.

*L. Moore*

#### **28.367\* Technical Subjects (Type A and B)**

This course is designed to help technical teacher trainees develop a personal style of teaching which is consistent with basic concepts and principles of the teaching/learning process. Techniques, strategies and skills in relation to lesson preparation, questioning, evaluation, interpersonal relationships, and motivation are discussed and practised with peers and adolescents. Each student is also encouraged to develop abilities in the areas of multi-disciplinary techniques, group work, use of audio-visual systems, simulation, and role playing.

*D. E. Loney, H. Salter*

#### **28.368\* Technical Curriculum Development (Type A and B)**

The ability to teach effectively depends to a large extent on the philosophy of the teacher and the way that the teacher plans and organizes the subject content. A philosophy of technical education is developed by each student and used as a basis for a systematic approach to curriculum development in the subject of concern. The basic concepts and principles of learning theory and adolescent development, and a total view of the role of technology in our society is used as a base from which curriculum development proceeds.

*D. E. Loney, H. Salter*

#### **28.371 Dramatic Arts (Theatre Arts) (Type A)**

#### **28.372 Dramatic Arts (Theatre Arts) (Type B)**

A course concerned with the theory and practice of drama in education. Students will explore the imaginative use of voice, movement, light, sound and costume through improvisation and group project work leading to an understanding of the nature of the theatrical experience. Opportunity is given for involvement with children's theatre, theatrical presentations for high schools and individual and group community drama projects.

*D. Kemp, L. Wilson, L. O'Farrell*

#### **ALTERNATIVE SETTINGS FOR EDUCATION**

#### **28.180 Seminar in Community Education**

The seminar is seen as providing a central point of reference for a group of not more than twenty students who wish to establish for themselves, in consultation with a faculty team of instructors, a total program in Community Education. Since the students will take the full complement of curriculum and foundations courses they will gain, in addition to classroom competencies, a broader range of skills which will be useful in a wide range of educational settings.

The seminar will not only provide an opportunity to discuss ideas, concepts and theories relevant to community education but also to examine their applicability in specific fields.

It is anticipated that the seminar will be led by a team of faculty members and will normally meet for two hours each week with one additional hour to writing and transcribing a log of field activities. The seminar will be developmental in nature and will be guided by the needs and interests of the participants.

More detailed information is available from the office of the Registrar.

*J. H. G. Eastabrook, J. Gaskell, G. Ambury*

#### **28.181 ADULT BASIC EDUCATION AND RETRAINING**

Adult basic education and retraining programs exist in all major cities in Canada (and the U.S.A.) with outreach programs penetrating most small towns. Staffing these centres with teachers who have had some experience in the field of adult education is a problem. The challenges of teaching disadvantaged adult learners are very different from those which arise when dealing with secondary students.

The seminar will attempt to help students integrate the teaching methodology derived from curriculum fields and the insights gained from foundation areas, as well as their theoretical knowledge about adult education, with practical experience in the field. It proposes to help students achieve the tools for critical insight into the aims and practices of retraining programs and other efforts dealing with adult basic education, so that they may effectively prepare themselves for teaching in these settings.



The course emphasis will be on those concerns unique to adult education for skill development programs in Canada. Individualized contracts, taking into consideration their needs and curriculum expertise, will be worked out with students. The course is based on a weekly two hour seminar combined with a weekly field component of one hour. Students may choose to increase the clinical aspect of the course by electing a Community Service project in the St. Lawrence Retraining Program. It is desirable that students undertake two weeks of Student Teaching in a retraining centre. (4 credit hours)

*M. Kluensch, R. Pieh*

### 28.182 Outdoor and Affective Education

Carefully planned and effectively implemented outdoor and effective education may:

1 provide concepts of extending the boundaries of the classroom which are useful in the teaching of most types of subjects. A good outdoor and affective education program can lead to changes throughout the school. Learning is often enhanced by direct confrontation with situations and problems. Both student and teacher roles change. Questions of personal development and individual values come into the classroom.

2 encourage teachers to further employ the concept of close interaction with their students both within the curriculum and outside the formal structure. Outdoor education and related affective experiential education activities can have a powerful impact on school communities by facilitating understanding within the schools and bringing a *heightened* sense of responsibility for concern for others to many students and teachers. There is then an increased desire to expand the curriculum to include concrete experiences as vehicles for learning.

3 deepen and broaden perceptions and provide stimuli and resources for individual and group actions to influence how man conserves and develops his vast yet shrinking, interlocked pattern of potential resources.

The proposed course will offer a series of experiential modules specifically designed for candidates who wish to intensively explore the educational possibilities of the outdoor and affective education, including the adventure component, as they experience a CORE program personally. There will be opportunities for participants to develop those attitudes and skills which they feel may stimulate their personal growth and enhance their professional efforts.

#### Organization and Schedule

The course will operate throughout both terms, culminating in an intentional community living and service experience during the final week of school. There will be several inter-related modules:

*Module 1* participation in a first term Open Country course coupled with two extended solo experiences, one in the fall - the other in winter.

*Module 2* participation in a series of seminars and other communication efforts scheduled regularly at an established time throughout both terms and focused on program, purpose, design and implementation; process considerations and staff development; underlying philosophies; evaluation - feedback procedures; equipment and facility needs, development and care.

*Module 3* participation in a series of skill labs centred on perceived needs and intended to help participants develop the technology and the judgement necessary for adapting outdoor and affective education programming to the perceived needs of individuals and groups.

*Module 4* direct observation and of selective participation in a representative cross-section of Canadian and U.S. outdoor and affective education programs.

*Module 5* two week internships during student teaching in established outdoor and affective education programs; use of the final service week of the year for additional professional preparation in the context of a community service workshop to be centred at the Open Country Barn; additional internship experiences to be developed in accord with the candidate's overall Faculty program.

It is hoped that participating students who respond fully in the Fall term to the expectations of the curriculum and foundation courses they select will be extended the privilege, if they petition and contract for it, of replacing all or parts of regular class content and participation during the winter term with equivalent experiences related to their personal and professional goals. These equivalents would require consent from cooperating faculty members and would involve specific contracts with ends, means, feedback, performance targets, production schedules and evaluation procedures clearly stated. Responsible and sanctioned students could then greatly expand the experiential and adaptive aspects of their overall professional preparation and increase the range of their internship opportunities.

#### Evaluation

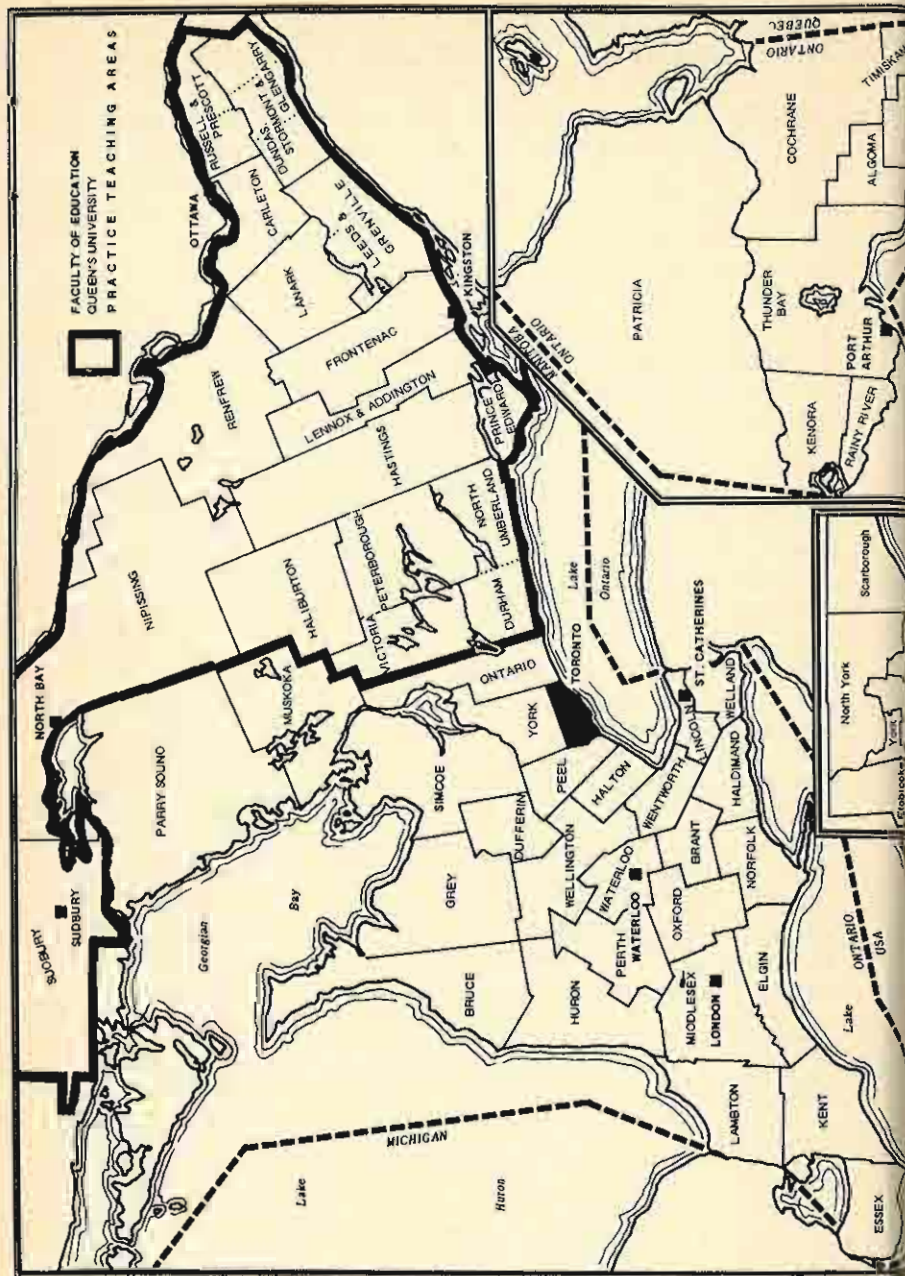
All procedures will be continuous, open, informal, instrumented and both internal and external.

#### Student Admission, Choice and Programming

It is assumed that students selecting this alternate mode of professional preparation see possibilities of integrating what they may gain with curriculum, foundation and community service learning opportunities of their choice. The relevance potential is broad.

It will be necessary that students seeking admission to the OAE sequence begin efforts to indicate clearly their personal and professional goals and be able to coherently link or articulate these aims and





aspirations with their program choices. Admitted student participants will have flexibility in individual overall program design (i.e. curriculum options, foundation courses, etc.) but must present evidence of purposeful planning and specific linkages between slated ends and their selected means or courses. Prospects will be interviewed by Mr. Pieh and Ms. Kluensch. 8 credit hours.

*R. Pieh, M. Kluensch.*

## B The Practicum

### COMMUNITY SERVICE

#### 28.170 Community Service

Projects provide opportunities for contact in depth with children, youth and others who need and want help. In such relationships some of the realities which face schools, social agencies, and various other helping efforts are relatively inescapable. The controls established in student teaching do not exist. Participants who respond may explore, test, and strengthen their capacities for awareness, acceptance, involvement, and commitment. These attributes may then enable them to cope more effectively with those periodic waves of discouragement which confront most teachers, particularly in their beginning years. In field service projects of a one-to-one nature more fortunate teacher candidates may begin to feel the impact of those basically irrepressible forces which drive less fortunate individuals. Such perceptions expand one's capacity to help others help themselves.

Projects begin at an expanding variety of entry points. Individuals and groups who seek help indicate problems which concern them and kinds of help they feel they need. Projects now exist in public and separate elementary and secondary schools, in community colleges, with Boy Scout and Girl Guide organizations, in churches and prisons, with particular hospital departments, with Board of Education services for retarded or accelerated or emotionally disturbed or physically handicapped persons, with the Children's Aid Society, with Free and Community schools and similar groups. Service efforts begin in October, usually involve a blend of guidance and tutoring, and require from three to four hours each week for a period of about sixteen weeks. Participants often create their own projects. It is necessary that student created projects be action-centred, observing the principles of felt need and self-help in clients, and present a strong measure of personal and professional challenge. Many projects can be effectively integrated with regular foundation and curriculum option courses. The requirement extends through both terms.

*M. Kluensch, R. Pieh*



**Student Teaching****28.160 Controlled Clinical Experiences****Student Teaching in Area Schools**

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

- a relate personally to school pupils,
- b see and hear themselves as others do,
- c perceive and experiment with a personal teaching style,
- d experience separately the wide range of skills that blend in a typical teaching act,
- e share instructional planning tasks with their peers.

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

2 Controlled Clinical Experiences is a designation for a range of teaching activities that can be done on campus. They will also 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 clinical phase. Classes of neighbourhood pupils will be located in McArthur Hall for these activities.

3 **Student teaching in the classroom will be an indispensable part of the training year. All students may be expected to do practice teaching in places up to 200 miles from Kingston (see map on page 62) and should be prepared in this regard for additional personal expenditures of approximately \$100. All assignments for practice teaching must finally be determined by the Coordinator of Student Teaching.**

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 from lectures. In such circumstances students should understand that there may well be an attendant loss in both the richness and the variety of their teaching experience.

*P. H. Hennessy, A. A. Orr*

**C Supporting Skills and Studies****PROFESSIONAL SKILLS****28.248 Educational Media**

This course is designed to assist the student to utilize educational media-effectively and creatively-in the teaching-learning environment. In this course the student:

1 will learn to operate various instructional machines (slide, filmstrip, motion picture, loop, opaque and overhead projectors: reel and cassette recorders: simple t.v. system)

2 will learn to design and produce various instructional resources (audio and video tapes: slides and filmstrips: assorted types of overhead transparencies)

3 will acquire sufficient knowledge of media characteristics and utilization techniques to be able to integrate them into his/her instruction.

This course is team taught and uses a variety of instructional strategies: lectures, lab demonstrations, workshops, seminars, simulation, self-instruction programs and individual study projects.

Available both terms. A small lab fee will be required.

*F. Johnston, D. Campbell, G. Southall, W. Morris*

**28.207 Measurement and Evaluation**

This course will provide the student with the practical skills necessary to carrying on a valid testing program within a classroom. It will concern itself with such questions as: How are tests constructed? How can I measure all of my objectives? How do I make consistently valid items and tests? How should I grade my students? How should I report test results to parents? How can evaluation and individualized instruction be carried on simultaneously? How can I involve students in their own evaluation?

The lack of mathematics background will not be a handicap. Classes will tend to follow a laboratory format with students practicing what they read and hear about in realistic situations.

*R. J. Wilson*

**28.215 Systematic Curriculum Design**

**Aim.** By the end of the course, participants will have the capabilities necessary to be effective as curriculum decision-makers.

**Objectives.** On completion of the course, students will

- have a working knowledge of basic curriculum and systems terms and concepts
- know the basic assumptions underlying systematic curriculum design
- know the activities preceding development of a curriculum
- know the procedures for developing and implementing a curriculum
- be able to read, interpret, and draw curriculum flowcharts
- be able to design a complete and valid curriculum
- have confidence in their ability to make curriculum decisions
- tend to approach educational issues from a perspective of intentions rather than process
- have had the experience of designing a complete curriculum
- have experienced productive cooperation in a group time commitment. One two-hour lecture and one one-hour curriculum develop-



ment laboratory/week for eight weeks; some outside reading. 1½ hours credit. As many sections as needed.

*D. Pratt and staff*

#### PROFESSIONAL INTERESTS

##### *Special Teaching Skills*

#### 28.202 Conversational French (Advanced)

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

*D. Massey, F. Howard*

#### 28.203 Orientation to School Guidance Programs

This course will attempt to provide teacher candidates not enrolled in the Guidance option with a basic knowledge of the role of guidance in our schools so that they may make more effective use of the guidance resources. Discussions will revolve around such topics as: the role of the teacher in guidance, group dynamics, areas of concern to students, etc.

*M. Balanchuk, W. E. Schulz, V. Moeller*

#### 28.205 Drama in Education

This course offers opportunity to interested students to explore the imaginative use of drama in the classroom and its place in the school in general. Suggestions will be given on how to use dramatic techniques in teaching various subjects.

*D. Kemp, L. Wilson, L. O Farrell*

#### 28.214 Something About Biology

This course is intended for those who wish to improve their knowledge of modern biology. No prior knowledge of biology is needed. Teachers can develop skills in using the microscope and carrying out investigations in the lab. By means of the series of labs, the use of self-instruction materials and discussion a limited number of major concepts in modern biology are developed. Topics are selected from the following areas: cells, vertebrates and invertebrate structures, ecology, heredity and animal behaviour. Resources for science teaching will be displayed and discussed.

*J. K. Olson*

#### 28.220 Credibility in Science Teaching

This course is designed primarily for candidates intending to teach secondary or elementary science. The purpose of the course is to develop a systematic way to analyze one's own teaching in terms of its

potential to pupils, and especially in terms of its credibility. We shall look, for example, at the sorts of teaching which have potential for making pupils distrustful of science, and features of teaching which allow pupils to engage rationally in classroom discourse. In pursuing the purpose of this course, features of science and science teaching emerge which are then incorporated into a framework for analyzing teaching — transcriptions of science lessons are used to exemplify this approach. Special attention is given to ways of making both science and science teaching credible for youngsters. One section offered in each term — enrolment limited to 25 per section.

*A. H. Munby*

#### 28.222 Simulation, Gaming and Affective Education

An introduction to adaptations of simulation, gaming and affective educational innovations. Participants will explore processes which attempt to merge cognitive and affective learning and will examine the application of gestalt principles to the development of learning situations. An effort will be made to involve participants in the creation and the development of experiences which may enable them to help others effectively integrate affective and cognitive learning.

*M. Klusch*

#### 28.227 Curriculum Thought: Recent Developments and their Applications.

Designed for candidates wishing to investigate alternative curricula, this course intends to complement 28.215. The course critically examines aspects of compulsory schooling from a curriculum perspective. Scrutiny of assumptions perpetrated in devising educational experiences for youngsters and of the adequacy of current educational aims is used to yield an analytical framework for discussing and developing innovative curricula. Among topics to be discussed are: liberal and professional aims, teaching and indoctrination, behavioral and non-behavioral objectives, utility and validity of research, morality and necessity of evaluation. Efforts are made to translate outcomes of such discussions into curriculum writing. Candidates are required to critique or develop a small instructional unit. Offered in the second term only.

*A. H. Munby*

#### 28.230 Scientific Glassblowing

A laboratory course designed to meet the needs of teachers of science in the care and repair of laboratory glassware. The main concern of the course will be to enable candidates to work with glass and prepare joins, bends, and simple apparatus for special use.

The skills developed in this course will be of maximum use to those candidates enrolled in one or more of the science curriculum options.



Evaluation in this course will be based on attendance and participation in the activities of the course.

This course is NOT open to candidates who elect as one of their options — Curriculum and Instruction in Chemistry. These candidates will have the opportunity to do glass blowing in the curriculum option.

*D. Quinn, I. Talesnick*

#### 28.232 Communicating with Motion Pictures

This course is designed for teachers in all subject areas who wish to use film, and have students use film, as a medium for communication. During the course students will:

- 1 view films as models for production
- 2 become familiar with film sources
- 3 learn how to relate motion pictures to instructional objectives and strategies
- 4 acquire the knowledge and skill involved with scripting, shooting and editing
- 5 design and produce a short film in the 8 mm format.

*F. Johnston*

#### 28.233 The Teacher as T.V. Producer

The purpose of the course is to familiarize students with the potential of television in the classroom setting. During the course students will;

- 1 become familiar with various educational television systems
- 2 learn how to utilize television in an instructional setting
- 3 acquire the knowledge and skills involved with scripting, directing, preparing television graphics, and operating equipment
- 4 produce a short television program.

*G. A. Sou/hall*

#### 28.243 Teaching-Learning with Adults

Increasing numbers of teachers are becoming involved in adult educational endeavors. In order to help interested persons in being more effective teachers of adults this course will focus on the unique elements of adult teaching-learning. Areas to be dealt with include: basic concepts of adult learning, current literature and research, new trends, program design, and evaluation. Experience will also be provided in some relevant skills.

*G. Ambury*

#### 28.244 Computer Applications in Education

General goal: to review areas in education that are likely to be affected by utilization of computer resources. Specific goal: the student will be able to (1) describe projects illustrative of computer-assisted instruction, computer-managed instruction, item analysis, branching tests, student data files, test data files, timetabling, information retrieval,

computer-assisted counselling and the computer as a subject of instruction, (2) list some of the sociological and philosophical implications of widespread computer usage in society, with particular reference to education. (Winter Term)

*J. D. Burnett*

#### 28.245 Computer-Assisted Instruction

The course is intended for students with some previous programming experience (this could be the short course, Introduction to Computer Programming). General goal: to provide experience in the construction of a CAI lesson. Specific goals: the student will be able to (1) describe at least two CAI projects at other universities or schools, (2) write a program, in APL, that presents information, asks a question about the information, accepts a student response, analyzes the response, and prints an appropriate message. (Winter Term)

*J. D. Burnett*

#### 28.246 Introduction to Computer Programming

The course is intended for students with no previous programming experience. General goal: to provide a brief introduction to the writing of computer programs. Primary objectives: the student will be able to sign-on at a typewriter terminal and construct simple programs in APL. Problems will be selected from curriculum and administrative situations likely to occur in a junior or senior high school. (Fall Term)

*J. D. Burnett*

#### 28.247 Introduction to Computers

The course is intended for students with no previous experience with computers. General goal: to provide a brief introduction to what a computer is, how it works and what it can do. (Fall term)

*J. D. Burnett*

#### 28.249 Developing Instructional Materials

Not a traditional AV course, but a course in educational technology. Students will examine a systematic model for developing instructional materials and review literature on some of the more important variables related to instruction. Each student or team will apply an instructional development process for the purpose of producing a validated instructional unit with appropriate materials.

Introduction to Educational Media (28.248) is a suggested prerequisite.

*D. Campbell*

#### 28.250 Small Group Leadership

This experience-based course is intended to provide practical help to faculty and students in increasing their effectiveness in working with small groups of persons in educational settings. There will be an intro-

duction to some current theories and ideas regarding group process, development of relevant skills, and a challenge to change the participant's attitudes in leadership roles. Areas to be dealt with could include: leadership styles, planning, group dynamics, participation, group decision making and evaluation.

*G. Ambury*

#### 28.252 Developing History of Science Units

The course is designed to give candidates experience in developing fresh instructional units for science teaching using materials from the history of science. Candidates will utilize basic principles of curriculum design for developing history of science units for general educational purposes.

The course will be offered in the second term only, and enrolment is restricted to 15. The course is available only to candidates enrolled in one or more science curriculum options.

*A. H. Munby*

#### 28.254 Physics in Medicine

The object of the course is to provide sufficient insight into physics in contemporary medicine to permit teachers to employ examples from the realm of medicine in teaching general physics.

Current applications of physics in the field of medicine, will be considered. Among the topics to be treated are radiation and its effect on living tissue, radioisotope scanning, radioisotope therapy, ultrasonography, diagnostic radiology, thermography, medical lasers, pace-makers, and electrical hazards in patient care areas.

This course is intended primarily for those students who have physics as one of their teaching options. Other students are also welcome to register provided they have a moderate acquaintance with, at least, Grade 13 physics. While the course is not analytical it does presume a knowledge of physics in order that the time be spent not on reviewing basic principles of physics but rather on its applications in medicine. One hour/week. Enrolment limited to 24. Term 2 only.

*W. Thumm*

#### 28.256 The Dynamics of Groups and Change

Some aspects of this course about creative group cooperation, not 'leadership', will be structured but content or medium of learning will be provided by what happens when participants meet and interact each week. Regular participation and a willingness to confront realities and to risk change are necessary. The process involved will be group-centered and will focus on members' attitudes and behaviors only from the standpoint of how these affect the group.

Efforts will be made to encourage participants to identify with some precision those behaviors and functions which invite and augment

creative cooperation and those which tend to discourage and impede it. The cycle of participation, observation, feedback and appropriate modification will be regularly practised. Such traditional problems as inability to define a problem, incomplete listening, ineffective offering-responding transaction, competition-aggression, role confusion ("leadership", "expertise" etc.), apathy, and incomplete use of personal and emotional experience will be considered. Organizational problems such as innovation, decision-making and the function of and response to authority will also be explored with a repeated effort to stimulate personal and organizational effectiveness.

*R. Pich*

#### 28.265 Historical Imagination

This course is intended to be of value to anyone with a vigorous interest in history; it may be of particular value to prospective history teachers in search of innovation. Meetings will be informal. Each session will begin with the presentation by a professor or guest of a historical topic or episode which the speaker finds exceptionally interesting and has researched in depth, and will continue with open discussion. The emphasis will be on multi-media presentations; conventional subjects and approaches will be avoided. Probable topics include "1914 and European consciousness"; "Dr. Bethune, China's Canadian hero"; and "Who killed J. F. Kennedy?" Two short essays will be required of participants. Eight two-hour sessions, winter term only. Enrolment limited to 25.

*D. Pratt*

#### 28.266 Analyzing Classroom Discourse

This course is designed for teachers of academic curriculum subjects at elementary and secondary levels. The purpose of the course is to familiarize candidates with various ways of analyzing teaching which draw on theoretical perspectives. Once a useful way of analyzing classroom discourse is established, it will be used to focus on aspects of teaching such as potential consequences for pupils, disruptive behaviors, and the supervision of teaching.

Transcriptions of lessons are used to exemplify points discussed. Candidates will be required to analyze a portion of their own teaching. One section offered in the Fall Term only. Enrolment limited to twenty.

*A. H. Munby*

#### 28.269 Use of Standardized Tests

A laboratory course designed to familiarize candidates with some of the standardized tests used by counsellors in the secondary schools of Ontario. Opportunity will be provided to administer and interpret specific tests and inventories such as the following: Kuder General Interest Inventory, Strong Vocational Interest Blank, Differential Apti-



tude Tests, Allport Vernon Lindzey Scale of Values, Survey of Study Habits and Attitudes, Safran, etc. One section offered in the Fall term — enrolment limited to 20 students.

*W. E. Schulz*

#### 28.263 Introduction to School Psychology

The role of the professional school psychologist in the elementary and secondary school setting. Topics to be covered will include: Diagnosis of learning disability, individual appraisal of intelligence, personality and school achievement, and working with teachers and parents of atypical children. The course will give the future teacher a working understanding of the activities and responsibilities of the school psychologist.

*A. L. Hoxter*

#### 28.273 Religion in the Schools

What place should religion have in the classrooms of Ontario? What role does the Ministry of Education expect the teacher to fulfil? How much does the religious background of the pupils affect the classroom? These and other questions raised by class members will be discussed in this course designed for those with an interest in and a concern for this matter. Fall term.

*C. M. De Garis*

#### 28.274 The Teacher as T.V. Performer

An opportunity for students to learn about television production as seen from a performer's point of view. Students will work as members of the production team as well as perform and each student will have the opportunity to produce at least one videotape production.

*G. A. Southall, L. Wilson*

#### 28.277 On Teaching High School Psychology

This course is open to students with a psychology background. The course will examine ways in which psychology courses may be offered, together with the sources and types of materials available to the high school teacher of psychology. Winter term.

*H. Smith*

#### 28.280 World Religions

This short course has as its primary purpose the preparation of teachers who might be asked to teach this comparatively new option in the secondary school curriculum. Although some time will be spent in familiarization of participants with its content, most of the emphasis will be upon methodology. The short course, "Religion in the Schools" should be helpful to the student intending to enrol in this course, but it is certainly not a prerequisite. Winter term.

*C. M. De Garis*

#### 28.282 Technical Skills

This course is designed primarily for technical option students. After a set of diagnostic tests have been completed, each student maps out an individualized program of development involving those technical skills which the tests have indicated are missing or weak. This activity tends to equip the prospective technical teacher with a better balanced background as required for teaching his subject.

#### 28.283 Related Technical Subjects

This course is intended to increase a technical candidate's competence to teach technical subjects (other than his own field) at the intermediate level. Since teaching in a related area is commonly required in secondary schools, instruction and skill-development in other areas may genuinely benefit the candidate in his adaptation to various school situations.

#### 28.284 Speech: Normal and Abnormal Development

Through consideration of the development of normal and abnormal speech patterns students will become aware of the role of speech in the academic progress of children and of its influence on the growth of personality. The development and functions of speech mechanisms such as respiration, phonation and articulation will be surveyed. The course will trace childhood development of speech from first reflex sounds, babbling, socialized vocal play and "jargon" to the two-year stage. Language growth in terms of syntax, vocabulary and symbolization will be briefly reviewed. Common disorders of speech such as baby talk, lalling, lisping, stuttering, cleft palate speech and delayed speech development will be studied. The role of the teacher in early recognition, referral, and supportive classroom activity and emotional problems of the speech handicapped will be discussed. Students who, themselves, have communication problems related to their speech will be encouraged to arrange private study sessions related to the course and their individual problem.

*W. F. Morris*

#### PERSONAL ENRICHMENT OPPORTUNITIES

##### 28.206 Open Country Explorations

A challenge and discovery-focused introduction to outdoor education in its broadest sense, involving a variety of natural and manmade forces in an action-centred and all-weather setting. The program is adjustable to all readiness levels. No one will be overextended. There will be opportunities for participants to be alone. Increasing evidence indicates that impelling experiences outside of classroom walls powerfully influence learning for both students and teachers in addition to enhancing student-teacher relationships. Offered both terms.

*M. Kluensch, R. Pieh*



**28.210 Personal Growth Workshop**

A core approach drawn from several methods of facilitating the efforts of individuals and groups to further actualize their potentials. The workshops will have both structured and unstructured aspects and are designed to help participants to become more genuinely and openly themselves, to accept themselves and others more fully and affirmatively, and to become more able to communicate that they are aware of and accept the feelings and experiences of others. Offered both terms.

*M. Kluensch, R. J. Pieh*

**28.224 Dramatic Presentation**

An introduction to the process of communication through dramatic presentation; choosing the material, analysing the scene, acting, design, technical work and organization, participational course.

Not intended for students registered in the Dramatic Arts curriculum option.

*L. O'Farrell*

**28.226 First Aid and Emergency Controls**

Participants will have opportunity to qualify for instructor level first aid certification. The simulation and stress-centred preparation will be intensive with the aid of cooperating staff from various local and regional agencies established to help individuals and community groups cope effectively with major first aid problems and community disasters. Applications will also be made to classroom and other school situations. There will be some peer group teaching.

*M. Kluensch and Staff*

**28.231 Sociology of Liberation**

A seminar on the sociology of becoming free. The class will discuss the theories of Fromm, Marcuse, Rollo May, Goffman, Garfinkel, Holt, Illich, A. S. Neil, Postman, Fanon, Norman Brown, Frankl, R. D. Laing, George Leonard, Hesse, and other writers who are concerned about human liberation.

*J. Loken*

**28.237 Sex Roles and Education**

This course is designed to improve participants' awareness of the influence of male/female stereotypes on themselves and on education. The seminar will choose books and articles of interest for discussion. Topics that might be covered include the training of children in appropriate sex role behaviour, the implications of the predominance of women in teaching, sexual stereotyping in textbooks, sex differences in course

selection and career development, homosexuality, biological and psychological sex differences, etc. Emphasis will be placed on the ways teachers can challenge rigid sex role stereotypes.

*J. Gaskell*

**28.257 Outdoor Education Field Lab**

This short course will operate during the winter term, culminating in additional practical experience during the final one-week community and/or school service round.

There will be three phases:

**Phase 1** A series of seminars, discussions and presentations on outdoor education program possibilities with particular reference to underlying philosophy, content and structure.

**Phase 2** Direct observation of a representative cross-section of Ontario & Quebec outdoor education sites and programs.

**Phase 3** Each student will have a choice between two final one-week assignments:

**a** Assignment to a school outdoor education program for teaching practice and total involvement as directed by the school.

**b** Participation in one of several model outdoor education residential experiences with representative primary, junior and secondary students. Candidates will provide all program instruction under the supervision of course faculty.

Credit for the course will depend on active and effective participation in all phases as assessed by school personnel and course faculty.

No University funds are available for this project. Each student will be responsible for a \$50 Lab fee to cover overall expenses, including travel costs, for Phase 2. No costs will be incurred for Phase 3, except when a student chooses to be placed in a school remote from his or her housing, in which case the student will be required to arrange and finance required transportation.

*M. Kluensch, R. Pieh*

**28.275 Activity Approaches to the Learning and Teaching of Mathematics.**

The course will largely be concerned with the active investigation of mathematics topics using a wide range of materials. The topics investigated will generally be at the secondary school level. Mathematics "amateurs" are particularly welcome. Fall term - 2 hours per week.

*W. C. Higginson*

**28.276 Topics in the History of Mathematics**

A lecture-seminar course designed for students who have not had a previous course in the history of mathematics. The course will include topics such as: the origin and development of specific mathematical



concepts, the life and work of certain famous mathematicians and their schools, the influence and relationship of developments in mathematics to Western civilization. Although the course will be of particular interest to students having mathematics as one of their teaching options, other interested students are welcome to enrol provided they have a reasonable background in mathematics (about the Grade 13 level). Winter term.

*H. A. J. Allen*

#### **28.278 Enamelling on Metal**

Students will explore all aspects of enamelling including plique de jour and cloisyne. Work will be in the areas of jewellery, fine art and functional design. Enrolment is limited to 20 students. Offered each term.

*D. Cowan*

#### **28.279 Batik**

Students will explore the ancient art of Indian fabric dying. Cold water dyes, hot water dyes and waxes will be employed. Work will be done in cotton, silk and other natural fibres. Students will have to supply their own cloth. Enrolment is limited to 20 students. Offered each term.

*D. Cowan*

The office of Continuing Education, working in close co-operation with the Continuing Education Committee of the Faculty Board, has as one of its most important functions, the promotion and presentation of Continuing Teacher Education programs outside the area of concern of the Graduate Studies and Research Committee. Since its inception in the autumn of 1969, this office has performed its major role in the offering of both basic and advanced Certification Programs designed for Ontario Elementary and Secondary School teachers. These programs have included such important fields of study as the Type A Seminars in a wide variety of subject areas, Intermediate and Specialist Certificate Courses in Physical and Health Education, School Librarianship, the full four unit program in Elementary Physical and Health Education, and the Guidance Program, Parts I, II, III, IV.

A second major concern of the Office of Continuing Education lies in the promotion of a broad program of in-service professional development courses and workshops. During the past four years, workshops have been offered in widely varying areas. There has been a steadily increasing emphasis placed by this Office upon professional development programs in response to needs perceived by teachers and school administrations.

A third function of growing importance for this Office is the arrangement of programs of interest to the members of the Faculty of Education and also the promotion of programs which are especially designed to bring the Faculty of Education into a closer communication not only with the other Faculties within the University, but also with the community at large. During the period 1969 to 1973, a number of very significant conferences and workshops have been instituted on a co-operative basis between this Faculty and other faculties and institutions of the University and the community.

Programs leading to a Master of Education degree in either Curriculum or Educational Administration are available on a part-time or full-time basis. These programs include course work only, or course work plus a thesis.

Each program has a weight of 8 half courses and consists of a core of 4 required half courses, together with 4 electives one of which must be in the area of Educational Foundations. By suitable selection, a candidate may study in additional areas of interest and concern such as: Psychology of Education, Guidance, Educational Technology, Computers in Education, Sociology of Education, History of Education, Philosophy of Education and Curriculum in Specific Teaching Areas. (Programs of study are individually planned by candidates in consultation with Program Advisors.)

Normal admission requirements to the program are:

- 1 4 year Honours degree with 1st or 2nd class standing or equivalent
- 2 B.Ed. degree or equivalent teacher preparation
- 3 Two or more years of successful teaching experience

or

- 1 General Bachelor's degree with at least second class standing
- 2 B.Ed. degree or equivalent teacher preparation
- 3 Four or more years of successful teaching experience.

Further details may be obtained by consulting the Calendar of the School of Graduate Studies & Research, Queen's University or by contacting the office of the Coordinator of Graduate Studies and Research, Faculty of Education.

## **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 1973-74 session. The scale of fees and the regulations which will apply during the 1974-75 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.

### **Payment of Fees**

Students may pay their fees in full at the beginning of the session, or in two installments, 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 payments as detailed in the paragraph entitled Permit to Delay Payment of Fees.

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

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

### **Regulations Concerning Non-Payment of Fees and Charges**

- 1 All information concerning academic results of any student having an overdue debt owing to the University shall be withheld until the debt is settled;
- 2 any student who has an overdue debt owing to the University will not be permitted to re-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 installment by September 30. Students who fail to complete payment, or who do not obtain a Permit to Delay Payment by September 30 will be assessed a late payment penalty.

The preceding paragraph applies to all students registering at the Faculty of Education.

#### Sessional Fees

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

	Payment in Full	Payment by Installment	
		First	Second
Tuition (see below)	\$580.00	\$290.00	\$290.00
Student Interest	62.25	62.25	—
Faculty Society	7.50	7.50	—
Installment Charge	—	5.00	—
	\$649.75	\$364.75	\$290.00

#### Student Interest Fees

Student interest fees consisting of the following amounts are included in the sessional fees:

Student Health	\$ 6.00
Athletics	20.00*
Students' Memorial Union	10.00
Bus Service	3.00
Alma Mater Society	6.50
Queen's Journal	3.00
Tricolour Yearbook	4.50
Golden Words	.25
Who's Where	.75
University Centre	5.00
Concert Fee	3.00
Unassignable Reserve	.25

\*Football admission tickets can be obtained at the Athletics and Physical Education Administration Office upon presentation of the student identification card. These tickets admit the student to all home games excluding exhibition and play-off games. The student identification card also permits the student to draw any athletic equipment from the general storeroom in the gymnasium.

#### Installment Charge

This charge is included in the first installment if the student elects to pay in two installments. Accounts not paid in full by September 30 will be assessed the installment charge. If payment is made by installments, the second installment must be paid by January 31 without further notice. Students failing to complete payments by January 31 will be assessed the late payment penalty.

#### Late Payment Charges

Students who have not paid at least the first instalment of the prescribed fees by September 30 will be assessed a late payment charge of \$15.00. A second charge of \$15.00 will be assessed against students who have an unpaid balance at January 31. An additional charge of \$10.00 will be applied against accounts not paid by February 28.

#### 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 sources satisfactory to the Registrar, must apply to the Assistant Registrar (Student Awards), Queen's University, 131 Union street, for a permit to delay payment of fees for up to thirty days. If application for fee deferment is received by the prescribed fee due date, and the fees paid within the period of deferment, the late payment penalty will not apply.

#### Refund of Fees

If after paying the prescribed fees, a student finds it impossible to attend the University and notifies the University of the situation before September 30, a full refund of fees will be made. Students withdrawing after Registration are required to complete a Withdrawal Form and return the form, together with Student Cards, to the Registrar's Office, Faculty of Education. Refunds of fees are calculated at the rate of one-eighth for each month of the session remaining to April 30. Refunds will be calculated from the first of the month following date of receipt of the completed Withdrawal Form and Student Identification Cards in the Registrar's Office, Faculty of Education, or the Registrar's Office, Queen's University, not from the date of withdrawal. Students withdrawing in January will be refunded one-half of the prescribed tuition fees. No refund of fees will be made for withdrawal after February 28.

#### Receipt for Income Tax Purposes

A special certificate, in a form acceptable to Income Tax authorities is required in order that the student may claim tuition fees as a deduction for income tax purposes. This certificate will be mailed to the student in mid-February by the Accountant's Office, Richardson Hall. Student interest fees are not an allowable deduction for income tax purposes and, consequently, are not included in the certificate.



## **Student Awards and Financial Aid**

### **Government Sponsored Financial Aid Programs**

Supplementary financial assistance is available in varying degrees on a need-assessment basis in each province of Canada to both undergraduate and graduate students. These government aid programs are the major source of funds for students who have limited financial resources but it should be noted that in each province they are based on the assumption that it is primarily the responsibility of the student and his parents to provide for post-secondary education.

In Ontario, the Ontario Student Awards Program, combines loan assistance available through the Canada Student Loans Plan with in many cases grant assistance from 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 post-secondary institution and for six months thereafter. Interest charges during this period are paid by the Federal Government who also guarantees the loan. 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 Program is available to all residents of Ontario who qualify under the terms of the Program. Application forms and further information may be obtained from the Assistant Registrar (Student Awards), Queen's University or the Ontario Ministry of Colleges and Universities. Completed application forms should be forwarded to the Assistant Registrar (Student Awards), Queen's University, Kingston, Ontario.

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.

### **Queen's University Student Loan Funds**

Queen's University, its graduates and friends have established a number of loan funds for the assistance of undergraduate and graduate students. Loans are made on the basis of financial need, academic merit, and general integrity. An applicant for a University loan must have had at least a passing average in the Session immediately prior to application.

Short term loans of ninety days or fewer may be granted to students who are temporarily in need of funds and who can produce satisfactory evidence that they will have sufficient money to make repayment on or before the due date. There is an administrative charge of 1% on loans of this kind, with a minimum charge of \$2.00. A short term loan may not exceed the value of a Term's tuition fee.

For the most part, long-term loans at simple interest rates of approximately 8% are made only after the first term. Under ordinary circumstances students are expected to have enough money to carry them through the first half of the year. Those eligible for assistance from the Government sponsored financial aid programs are expected to obtain the maximum assistance possible from this source before applying for a long-term University loan. Before a long-term loan is approved, the loan committee must be satisfied that the applicant has exhausted all other sources of assistance. A long-term loan may not exceed the value of a Session's tuition fee and the applicant must be in at least his second year of full-time attendance at Queen's University.

Although long-term loans may be extended for as long as two years after graduation, the due date is usually 30 September immediately following the granting of the loan. The student is expected to repay the loan on this date and may, if the need arises, apply for another loan for the forthcoming year. Only by the prompt repayment of loans is the University able to assist the greater number of students.

Applications for assistance from the University's student loan funds are dealt with in the order that they are received. These funds are limited in size and the University cannot guarantee to meet every application for assistance that is received. Students contemplating an application for University loan assistance should determine their income and expenditures for the Session and apply at least two weeks in advance of the actual need. Application for a University loan is made through the Assistant Registrar (Student Awards), 131 Union Street.

### **The Andrina McCulloch Prizes for Public Speaking**

These prizes are awarded annually for the promotion and encouragement of public speaking in the University. Awards have been made in the following fields: presentation of thesis and research projects, drama, poetry reading, broadcasting, and debating. The categories of the awards and the cash value of the prizes in any year are determined by a committee of the Senate; value \$50 to \$100.

### **The Alexander Morton Robertson Awards**

Established in memory of Alexander Morton Robertson, M.A. '96. Awarded annually on the basis of merit and need to a student enrolling in a program in the Faculty of Education leading to a teaching certificate in the Sciences.

*Value: Variable.*

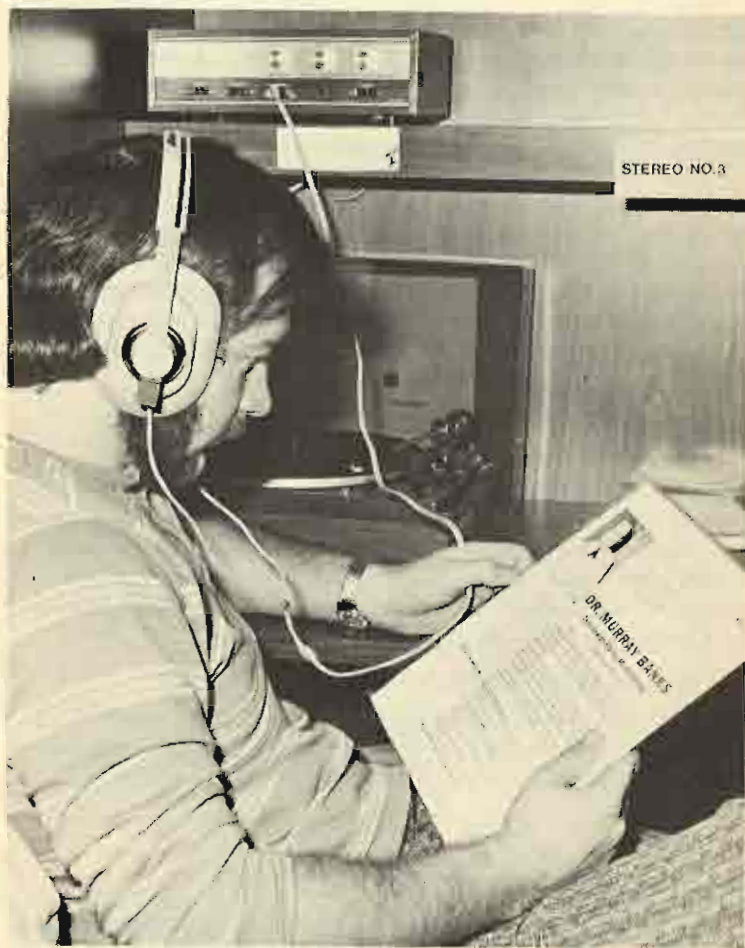
### **The F. D. Sawyer Memorial Award**

The Sawyer Memorial Award was established in the memory of Frank D. Sawyer who was a member of the Provincial Executive during some of its most stirring years from 1952 to 1959 and President of o.s.s.t.f. in 1954. At the time of his death in 1960 he was principal of Petrolia



District High School. Mr. Sawyer's great contribution to Federation lay in his ability to discover the basic issues in the many difficulties which arose in teacher-board relationships during his term of office and in his having sense of humour in periods of crisis.

The value of the award is \$100 annually. The O.S.S.T.F. will present the Sawyer Award to the student in regular attendance during the winter session of the Faculty of Education of Queen's University, in the High School Assistant's Course, who, in the opinion of the Faculty Board of the Faculty of Education, has shown the most outstanding qualities of scholarship, teaching ability and character.



*A student uses a listening carrel in Education Technology*

#### **The University Libraries**

The library system at Queen's University consists of a central unit, the Douglas Library, and some twenty branch libraries of which one is the Education library, together containing over 1,000,000 volumes.

The Douglas Library building as well as housing the major holdings of the humanities and social sciences and the university archives, contains the administrative offices and other related library services.

Facilities which are available to graduate students and other researchers include study carrels, microfilm readers, photocopy equipment and bibliographic training courses. Holdings of other Ontario University Libraries, the National Science Library and the National Library are made available through the interlibrary loan and the Inter-University Transit Service. For the purpose of library privileges students of the Faculty of Education are considered to be in the category of graduate students.

#### **Education Library**

The Faculty of Education, and the teaching profession of this area, are served by this library. The collection now consists of approximately 40,000 volumes, and 500 journals which include the major publications in the field. An important research resource is the collection of 50,000 documents on microfiche distributed by the Educational Resources Information Centre (ERIC) of the United States Office of Education. This collection grows at the rate of approximately 12,000 microfiche per annum. The Resource Centre in the library houses a growing collection of audio-visual materials relevant to the curricula in the schools and in the Faculty.

#### **The Computing Centre**

The Queen's University Computing Centre provides general computer services to meet the needs of education, research and administration. The equipment reflects the latest advances in computer design and technology.

Two main computer systems are available; and IBM System 360 Model 50 and a Burroughs B6700 dual processor system. Both computer systems have the usual peripheral equipment such as high speed



card readers, printers, mass disk storage, and magnetic tape units. A high-speed terminal offering student oriented processors, and two medium speed remote job entry stations are attached to the IBM system. The Burroughs system has two high speed, and two low speed remote job entry stations located throughout the campus. Comprehensive program libraries are available for both systems.

Complementing the main computers are support equipment including an analog to digital converter, an optical mark sense reader, a Calcomp incremental plotter system, and a Digitizer to convert graphical data to punched cards. Many keypunches are available and a keypunching service is provided.

Time-sharing service, in the form of APL, is available through typewriter terminals installed in Jeffery Hall and other buildings on campus.

Advisors and consultants are available to all users of Computing Centre Equipment. A complete programming service is available to researchers not wishing to write their own programs.

#### **The International Centre**

The International Centre, located in the Students' Memorial Union, provides advice and information to students who come from other countries. Each September the Centre runs a reception program for meeting and obtaining lodging for in-coming overseas students; in addition, it sponsors an orientation program which includes discussions on immigration, housing, health, laws, clothing, and finance.

During the academic year the Centre staff and the International Club arrange social and cultural events, as well as travel and tours in Ontario and Quebec. There are programs aimed at interpreting other cultures to campus and community. A number of national and ethnic clubs, such as Indian, Chinese, African, West Indian, Ukrainian and Filipino also actively plan and sponsor events throughout the academic year.

#### **The Agnes Etherington Art Centre**

The Agnes Etherington Art Centre offers to students in all faculties a varied program of specially prepared art exhibitions, ranging from the traditional to the contemporary, throughout the year. It also houses the permanent collection of art of the University, which includes many important gifts. Selections from the collection are on frequent exhibition and provide original source material for students of Art History. Admission to the exhibitions is free.

Supplementing the exhibition program are public lectures on art, film programs, studio workshop sessions, music recitals and other special and experimental events. The Art Centre serves not only the whole University but also the Kingston and region community and is helped by an active Gallery Association. Membership in the Association is open to all and students are specially welcome. A monthly Bulletin of Art Centre events is published and is mailed to members.

#### **Division of Concerts**

The Division of Concerts is responsible for the organizing and management of a number of performing arts events on campus. At present, two major series are presented. The Grant Hall Series has featured such soloists as Marian Anderson, Philippe Entrement, and Andres Segovia, as well as a number of the major orchestras of the world. Distinguished string quartets, chamber ensembles, and soloists are presented in the more intimate Dunning Hall Series. 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. In addition to the two concert series, a number of special events are presented throughout the year including poetry, music, drama, and dance.

#### **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 in human society is presented each year. Distinguished persons 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.

#### **Radio**

Queen's Radio Station *CFRC*, founded in 1922, is owned and operated by Queen's University. *CFRC* is licensed for non-commercial, educational broadcasting 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 the Technical Director, a professor of Electrical Engineering.

*CFRC* and *CFRC-FM* broadcast separately during the academic year Thursday to Sunday. For the balance of the year they broadcast less extensively during the same four days. A copy of a detailed schedule, the *CFRC Program Guide* is available free, by writing to the stations.

#### **Students' Memorial Union**

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 Student's 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.

#### **Student Health Service**

*Director* – H. W. Greenidge, C.D., M.D., C.M., F.R.C.P. (C)

The Student Health Service is located on campus at 187 Stuart Street (next to Chown Hall). The Service provides comprehensive outpatient medical care and psychiatric and counselling service to all students registered at Queen's University. It is the aim of the Health Service to maintain the physical and mental well being of students, with the minimum disruption of studies, thereby assisting in the achievement of academic success.

The Medical Division, besides providing medical care for students who suffer accidents or illness, also looks after the needs of the healthy in respect of such things as immunization, allergy shots, and contraception. A consultant ophthalmologist holds a weekly Eye Clinic. A six bed infirmary is operated in each of Leonard and Victoria Halls. Students are admitted to the infirmary by the Health Service staff in cases where bed care is necessary but hospital admission is not warranted. Patients are cared for by a physician and nurse. Rooms are equipped with study facilities so that the student can continue his academic work in a quiet atmosphere as his condition permits.

Difficulties in coping with the demands of the university environment are experienced by a great many students. If unresolved, these difficulties may lead to nervousness, depression, physical complaints or impairment of concentration; and these symptoms in turn result in the individual profiting less from his university experience than he has the right to expect. The Psychiatric Division of the Student Health Service, while it is also able to help that small minority of students who suffer from severe emotional breakdowns, exists primarily to help those students who are not psychiatrically ill in the usual sense of the term, but whose relatively minor problems of adjustment are impairing their health, academic performance, or sense of well being. The psychiatric Division of the Student Health Service offers a comprehensive range of services, including counselling, testing, and psychotherapy. Complete confidentiality is observed. Appointments may be made by calling 547-2889, or in person at 187 Stuart Street.

The Health Service is open week days from 8:45 to 5:00 p.m., with the Medical Clinic hours from 9:00 to 11:30 a.m. and 1:30 to 3:30 p.m. When the Service is closed, telephone answering service puts the student in contact with the duty physician. The telephone number is 547-6106, 24 hours daily.

#### **Athletics**

Queen's University provides opportunity for students to compete in competitive intramural and intercollegiate sports for men and women, as well as varied recreational activities, including clubs and instructional programs.

The new stadium and track, four illuminated fields, the pool, arena, three gymnasiums, indoor track, squash and handball courts, and other athletic and recreational facilities afford the interested student many choices of activities revolving around the Physical Education Centre.



*The patio outside the cafeteria of Duncan McArthur Hall*

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**Carleton Board  
of Education**
**Bell High School**

Mr. F. W. MacLean  
*Principal*

**Colonel By Secondary School**

Mr. P. J. Ivay  
*Principal*

**Confederation High School**

Mr. W. S. Joyce  
*Principal*

**Earl of March Secondary School**

Mr. G. B. Armstrong  
*Principal*

**Gloucester High School**

Mr. T. J. Brennan  
*Principal*

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

Mr. K. Hanton  
*Principal*

**Bell's Corners P. S.**

Mr. G. E. Becksted  
*Principal*

**Century School**

Mr. T. A. Gordon  
*Principal*

**Erskine Johnston School**

Mr. G. Fossey  
*Principal*

**J. S. Woodsworth Secondary School**

Dr. J. G. Thomson  
*Principal*

**Merivale High School**

Mr. A. G. Peterson  
*Principal*

**Osgoode High School**

Mr. W. W. Johnston,  
*Principal*

**Sir Robert Borden High School**

Mr. G. M. Ferguson  
*Principal*

**South Carleton High School**

Mr. P. J. R. Carroll  
*Principal*

**Meadowlands Middle School**

Mr. L. A. Roth  
*Principal*

**Queenswood P. S.**

Mr. J. M. Ferguson  
*Principal*

**Robert Hopkins P. S.**

Mr. J. A. Brown  
*Principal*

**Sir Winston Churchill P. S.**

Mr. R. A. Fraser  
*Principal*

**Carleton Roman Catholic  
Separate School Board****St. John The Apostle School**

Mr. T. Murphy  
*Principal*

**Thomas D'Arcy McGee School**

Mr. Wm. Roach  
*Principal*

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**C.F.B. – Fort Henry  
Board of Education**
**Lundy's Lane School**

Mr. I. M. Ruttle  
*Principal*

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

Mr. M. P. J. Desrochers  
*Principal*

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**Frontenac County Board  
of Education**

Mr. D. Reed  
*Outdoor Education Consultant —  
Gould Lake*

**Frontenac Secondary School**

Mr. A. H. Foss  
*Principal*

**Kingston Collegiate and  
Vocational Institute**

Mr. A. H. Fudge  
*Principal*

**LaSalle Secondary School**

Mr. H. J. Henderson  
*Principal*

**Loyalist Collegiate and  
Vocational Institute**

Mr. J. G. Linscott  
*Principal*

**Queen Elizabeth Collegiate and  
Vocational Institute**

Mr. E. A. Craighead  
*Principal*

**Sharbot Lake High School**

Mr. J. H. Jensen  
*Principal*



**Frontenac County Board of Education Public Schools****Calvin Park Public School**

Mr. R. W. Darling  
*Principal*

**Centennial Public School**

Mr. G. A. Smith  
*Principal*

**Central Public School**

Mr. D. L. Pruner  
*Principal*

**First Avenue Public School**

Mr. F. Bresee  
*Principal*

**Macdonald Public School**

Mrs. M. Alport  
*Principal*

**Hastings County Board of Education****Mr. W. Brooks**

*Outdoor Education Consultant*

**Centre Hastings District Secondary School**

Mr. W. C. Beevor  
*Principal*

**North Hastings High School**

Mr. F. S. Beckley  
*Principal*

**Trenton High School**

Mr. J. R. Sisson  
*Principal*

**Harry J. Clarke Public School**

Mr. Lawrence Moore  
*Principal*

**Portsmouth P. S.**

Mr. J. S. Kerr  
*Principal*

**Rideau P. S.**

Mr. J. C. Butterill  
*Principal*

**Victoria P. S.**

Mr. D. F. Howes  
*Principal*

**Winston Churchill Public School**

Mrs. M. Clench  
*Principal*

**King George Public School**

Mr. William Lott  
*Principal*

**Parkdale Elementary School**

Mr. B. Wright  
*Principal*

**Sir John A. Macdonald P. S.**

Mr. David Boyd  
*Principal*

**Sir MacKenzie Bowell P. S.**

Mr. Lyle Sutherland  
*Principal*

**Lanark County Board of Education****Almonte & District High School**

Mr. D. Kilpatrick  
*Principal*

**Carleton Place High School**

Mr. C. J. M. Dawson  
*Principal*

**Perth & District****Collegiate Institute**

Mr. J. H. D. Aikman  
*Principal*

**Smiths Falls District****Collegiate Institute**

Mr. G. W. Slinger  
*Principal*

**Leeds & Grenville County Board of Education****Athens High School**

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*Principal*

**Gananoque Secondary School**

Mr. C. W. Mumford  
*Principal*

**North Grenville District High School**

Mr. G. Lamacraft  
*Principal*

**Rideau District High School**

Mr. L. K. MacLennan  
*Principal*

**South Grenville District High School**

Mr. Robert Lawn  
*Principal*

**Commonwealth Public School**

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*Principal*

**Front of Yonge Elementary School**

Mrs. D. McDougall  
*Principal*

**Sweet's Corners Elementary School**

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*Principal*

**Toniata Public School**

Mr. H. Bates  
*Principal*

**Westminster Public School**

Mr. B. Warren  
*Principal*

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*Principal*

**Ernestown Secondary School**

Mr. R. F. Sams  
*Principal*

**North Addington Education Centre**

Mr. W. W. Rowsome  
*Principal*

**Odessa Public School**

Mr. R. J. Cherry  
*Principal*

**Northumberland & Durham  
County Board of Education****Bowmanville High School**

Mr. E. Wolfe  
*Principal*

**Campbellford District  
High School**

Mr. J. A. Jackson  
*Principal*

**Central Area Consultant's  
Office (Outdoor Education)**

Miss Audrey Wilson  
*Outdoor Education Consultant*

**Coburg District Collegiate  
Institute East**

Mr. C. A. Hagen  
*Principal*

**Ottawa Board of  
Education****Brookfield High School**

Mr. G. W. McMahon  
*Principal*

**Champlain High School**

Mr. Russell S. Jackson  
*Principal*

**Ecole Secondaire Champlain**

Mr. M. O. Deslauriers  
*Principal*

**Fisher Park High School**

Mr. G. Pettinger  
*Principal*

**The Prince Charles P. S.**

Mr. B. H. Reynolds  
*Principal*

**Westdale Park P. S.**

Mr. G. H. Fresque  
*Principal*

**Cobourg District Collegiate  
Institute West**

Mr. J. Williams  
*Principal*

**Courtice Secondary School**

Mr. J. E. Speers  
*Principal*

**East Northumberland  
Secondary School**

Mr. B. Todd  
*Principal*

**Port Hope High School**

Mr. D. R. Gellatly  
*Principal*

**Glebe Collegiate Institute**

Mr. J. R. King  
*Principal*

**High School of Commerce**

Mr. W. M. Stewart  
*Principal*

**Highland Park High School**

Mr. J. J. Gillespie  
*Principal*

**Hillcrest High School**

Mr. D. G. Hall  
*Principal*

**Laurentian High School**

Mr. S. J. Glavin  
*Principal*

**Lisgar Collegiate Institute**

Mr. R. G. McMichael  
*Principal*

**McArthur High School**

Mr. Y. A. Loubert  
*Principal*

**Nepean High School**

Mr. N. E. Sliter  
*Principal*

**Ottawa Technical High School**

Mr. J. B. Black  
*Principal*

**Rideau High School**

Mr. R. W. Beck  
*Principal*

**Ottawa Board of Education  
Public Schools****Alta Vista School**

Mr. R. R. Andrew  
*Principal*

**Broadview Avenue School**

Mr. R. Russell  
*Principal*

**Featherston Drive School**

Mr. D. Forrest  
*Principal*

**Hawthorne School**

Miss A. Witty  
*Principal*

**Ottawa Roman Catholic  
Separate School Board****Immaculata High School**

Sr. Anna Clare  
*Principal*

**Ridgemont High School**

Mr. W. J. McCarthy  
*Principal*

**Sir John A. Macdonald  
High School**

Mr. J. H. Merkley  
*Principal*

**Sir Wilfrid Laurier  
High School**

Mr. D. Lynch  
*Principal*

**St. Joseph's High School**

Fr. R. Sheehan  
*Principal*

**Woodroffe High School**

Mr. S. R. Berry  
*Principal*

**MacSkimming School of  
Natural Science**

Mr. D. Coburn  
*Principal*

**Pinecrest School**

Mr. R. Brown  
*Principal*

**Woodroffe Avenue Public School**

Mr. A. Swerdfeger  
*Principal*

**St. Peter's Junior High School**

Mr. D. J. Sloan  
*Principal*



**Peterborough County  
Board of Education**Adam Scott Collegiate  
Vocational InstituteMr. J. A. McCormack  
*Principal*

Crestwood Secondary School

Mr. B. Moss  
*Principal*Peterborough Collegiate  
& Vocational SchoolMr. L. James Watson  
*Principal*Kenner Collegiate &  
Vocational Inst.Mr. A. B. Sweeney  
*Principal***Peterborough County Board  
of Education  
Public Schools**

Edmison Heights Public School

Mr. D. Montgomery  
*Principal*

Highland Heights Public School

Mr. L. J. Edwards  
*Principal*

Queen Alexandra Educational Centre

Mrs. Fern E. Doyle  
*Principal***Peterborough, Victoria,  
Northumberland and Durham  
Roman Catholic S.S. Board.**

St. Alphonsus School

Mr. D. Alderson  
*Principal*

St. Anne's School

Mr. A. Brownson  
*Principal*

Lakefield District High School

Mr. C. W. Burge  
*Principal*

Norwood District High School

Mr. J. W. Auckland  
*Principal*Thos. A. Stewart  
Secondary SchoolMr. J. A. Richardson  
*Principal*

Queen Elizabeth Public School

Mr. D. McKnight  
*Principal*

Queen Mary Public School

Mr. P. Bailey  
*Principal*

Westmount Public School

Mr. R. Brown  
*Principal*

St. Peter's High School

Mr. P. DeSouza  
*Principal***Prescott and Russell County  
Board of Education**

Plantagenet High School

Mr. R. J. H. Blondin  
*Principal***Renfrew County  
Board of Education**

Champlain High School

Mr. R. J. Baxter  
*Principal*

Dr. C. J. MacKenzie High School

Mr. H. Moffatt  
*Principal*

Fellowes High School

Mr. R. Wilson  
*Principal*Madawaska Valley District  
High SchoolMr. G. C. Post  
*Principal***Stormont, Dundas and  
Glengarry County  
Board of Education**Cornwall Collegiate and  
Vocational SchoolMr. C. C. Hart  
*Principal*

Ecole Secondaire La Citadelle

Mr. J. Seguin  
*Principal*

General Vanier Secondary School

Mr. L. F. Deruchie  
*Principal*

Glengarry District High School

Mr. P. T. Lloyd  
*Principal*

Opeongo High School

Mr. D. P. Whillans  
*Principal*

Renfrew District Collegiate Institute

Mr. J. A. Goodfellow  
*Principal*

North Dundas District High School

Mr. D. W. McGahan  
*Principal*

Osnabruck High School

Mr. L. Gauley  
*Principal*

Seaway District High School

Mr. A. J. Bray  
*Principal*

St. Lawrence High School

Mr. R. L. Brisson  
*Principal*

**Sudbury Board of Education****Copper Cliff High School**

Mr. R. W. B. Dingle  
*Principal*

**Garson-Falconbridge  
Secondary School**

Mr. J. Sporer  
*Principal*

**LaSalle Secondary School**

Mr. J. C. Stolte  
*Principal*

**Lively District Secondary School**

Mr. C. A. Tuttle  
*Principal*

**Timmins County  
Board of Education****Timmins High and Vocational School**

Mr. E. D. Anderson  
*Principal*

**Victoria County  
Board of Education****Lindsay Collegiate and  
Vocational Institute**

Mr. S. W. Howard  
*Principal*

**Private Boards****Albert College, Belleville, Ontario**

Mr. L. L. Shewfelt  
*Principal*

**Ashbury College, Rockliffe, Ontario**

Mr. W. A. Joyce  
*Principal*

**Lockerby Composite School**

Mr. M. K. Lawson  
*Principal*

**Nickel District Secondary School**

Mr. J. H. Coghlan  
*Principal*

**Sheridan Technical School  
(Sudbury High School Complex)**

Mr. L. A. Yauk  
*Principal*

# Portal Schools 1973-74

## Frontenac County Board of Education

**Sydenham High School**

Mr. H. A. Montrose  
*Principal*

**Duncan McArthur P. S.**

Mr. K. J. Reynolds  
*Principal*

**Elginburg and District  
Public School**

Mr. K. Keyes  
*Principal*

**Frontenac Public School**

Mr. R. W. Davidson  
*Principal*

**Harrowsmith Public School**

Mr. A. F. Timpson  
*Principal*

**Holsgrove Public School**

Mr. D. R. Saunders  
*Principal*

**James R. Henderson Public School**

Mr. R. Galbraith  
*Principal*

**Frontenac, Lennox and  
Addington County  
Roman Catholic  
Separate School Board****Cathedral School**

Mr. A. Hunt  
*Principal*

**John XXIII School**

Mr. T. Clifford  
*Principal*

**J. E. Horton Public School  
and Annexes**

Mr. C. F. Jones  
*Principal*

**Joyceville Public School**

Mrs. L. Jones  
*Principal*

**Loughborough Public School**

Mr. I. C. Snider  
*Principal*

**Lord Strachcona Public School**

Mr. J. Carnegie  
*Principal*

**Perth Road Public School**

Mr. W. T. Cousins  
*Principal*

**Prince Charles Public School**

Mr. J. M. Turner  
*Principal*

**R. Gordon Sinclair Public School**

Mr. I. R. Stewart  
*Principal*

**Our Lady of Lourdes School**

Sr. J. Burns  
*Principal*

**Sacred Heart School**

Mr. J. J. Meagher  
*Principal*



**St. Patrick School**  
Mr. E. F. Evans  
*Principal*

**St. Thomas More School**  
Mr. R. Coleman  
*Principal*

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

**Bayside Secondary School**  
Mr. L. D. Read  
*Principal*

**Moira Secondary School**  
Mr. E. J. A. Shipton  
*Principal*

**Belleville Collegiate Institute and Vocational School**  
Mr. J. A. Walker  
*Principal*

**Quinte Secondary School**  
Mr. J. S. Hayman  
*Principal*

**Centennial Secondary School**  
Mr. W. R. MacKay  
*Principal*

### **Leeds and Grenville County Board of Education**

**Brockville Collegiate Institute and Vocational School**  
Mr. J. T. Graham  
*Principal*

**Thousand Islands Secondary School**  
Mr. W. J. Countryman  
*Principal*

### **Lennox-Addington County Board of Education**

**Napanee District Secondary School**  
Mr. D. E. Thompson  
*Principal*

**Amherstview Public School**  
Mr. D. G. Helliwell  
*Principal*

### **Prince Edward County Board of Education**

**Prince Edward Collegiate Institute**  
Mr. P. Burd  
*Principal*

### **Minister's Representatives**

Mr. R. W. Froats  
Regional Superintendent  
Ministry of Education  
Eastern Ontario Region  
Kingston, Ontario

Mr. Eric G. Runacres  
Director of Education  
Hastings County Board  
of Education  
Belleville, Ontario

Mr. C. G. Thomson  
Realtor  
Kingston, Ontario

Dr. J. Bowers  
Teacher Education and  
Certification Branch  
Toronto, Ontario

Mr. R. Doyle  
Superintendent of Schools  
Frontenac, Lennox &  
Addington Roman Catholic  
Separate School Board  
Kingston, Ontario

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Dr. W. C. Lougheed  
Associate Dean (Arts)  
Faculty of Arts & Science  
Queen's University

Mrs. Beatrice Bryce  
Former Dean of Women  
and Member of the  
Department of English

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

Dr. G. A. Harrower  
Vice-Principal (Academic)  
Queen's University  
Dr. Jean I. Royce  
Registrar Emeritus  
Queen's University

### **Representatives from:**

*Ontario Secondary School  
Headmasters' Council*

Mr. John D. Linscott  
Principal

Loyalist Collegiate and  
Vocational Institute  
Kingston, Ontario

*Ontario Association of  
Education Administrative Officials*

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Director of Education  
Leeds & Grenville County  
Board of Education  
Brockville, Ontario

Mr. E. J. Neville  
Superintendent of  
Separate Schools

Hastings-Prince Edward  
County RCSS Board  
Belleville, Ontario

*Ontario Teachers' Federation*

Mr. John D. Linscott  
Principal

Loyalist Collegiate and  
Vocational Institute  
Kingston, Ontario

Mrs. Maureen Clench  
Principal

Winston Churchill P. S.  
Kingston, Ontario

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**(Faculty of Education)**

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Faculty of Education  
Queen's University

Mr. M. W. Applegate  
Faculty of Education  
Queen's University

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Miss Margaret Hooey  
Secretary of the Senate  
Queen's University

Dean  
Mr. Vernon S. Ready  
Faculty of Education  
Queen's University