

January	February	March
SMTWTFS	SMTWTFS	SMTWTFS
1 2 3 4	1	1
5 6 7 8 9 10 11	2 3 4 5 6 7 8	2 3 4 5 6 7 8
12 13 14 15 16 17 18	9 10 11 12 13 14 15	9 10 11 12 13 14 15
19 20 21 22 23 24 25	16 17 18 19 20 21 22	16 17 18 19 20 21 22
26 27 28 29 30 31	23 24 25 26 27 28	23 24 25 26 27 28 29
		30 31
April	May	June
SMTWTFS	SMTWTFS	SMTWTFS
1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
27 28 29 30	25 26 27 28 29 30 31	29 30
July	August	September
SMTWTFS	SMTWTFS	SMTWTFS
1 2 3 4 5	1 2	1 2 3 4 5 6
6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13
13 14 15 16 17 18 19	10 11 12 13 14 15 16	14 15 16 17 18 19 20
20 21 22 23 24 25 26	17 18 19 20 21 22 23	21 22 23 24 25 26 27
27 28 29 30 31	24 25 26 27 28 29 30 31	28 29 30
October	November	December
SMTWTFS	SMTWTFS	SMTWTFS
1 2 3 4	1	1 2 3 4 5 6
5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13
12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20
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 30	28 29 30 31

January	February	March
SMTWTFS	SMTWTFS	SMTWTFS
1 2 3	1 2 3 4 5 6 7	1 2 3 4 5 6
4 5 6 7 8 9 10	8 9 10 11 12 13 14	7 8 9 10 11 12 13
11 12 13 14 15 16 17	15 16 17 18 19 20 21	14 15 16 17 18 19 20
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25 26 27 28 29 30 31	29	28 29 30 31
April	May	June
SMTWTFS	SMTWTFS	SMTWTFS
1 2 3	1 2 3	1 2 3 4 5
4 5 6 7 8 9 10	8 9 10 11 12 13 14 15	6 7 8 9 10 11 12
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18 19 20 21 22 23 24	23 24 25 26 27 28 29	20 21 22 23 24 25 26
25 26 27 28 29 30	30 31	27 28 29 30
July	August	September
SMTWTFS	SMTWTFS	SMTWTFS
1 2 3	1 2 3 4 5 6 7	1 2 3 4
4 5 6 7 8 9 10	8 9 10 11 12 13 14	5 6 7 8 9 10 11
11 12 13 14 15 16 17	15 16 17 18 19 20 21	12 13 14 15 16 17 18
18 19 20 21 22 23 24	22 23 24 25 26 27 28	19 20 21 22 23 24 25
25 26 27 28 29 30 31	29 30 31	26 27 28 29 30
October	November	December
SMTWTFS	SMTWTFS	SMTWTFS
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3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11
10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18
17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25
24 25 26 27 28 29 30 31	28 29 30	26 27 28 29 30 31

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Faculty of Education
1975-76

Queens University
at Kingston

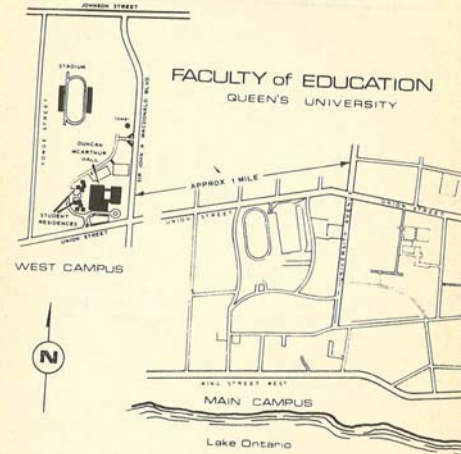
6 Sessional Dates 1975-76

2	July 1975 First day of Summer School
8	August 1975 Last day of Summer School
2-5 11, 12	September 1975 Pre-session observation in the schools Faculty Registration for B.Ed. and Dip. in Tech. Ed. candidates. General meeting of all B.Ed. and Dip. in Tech. Ed. candidates in the auditorium of Duncan McArthur Hall at 9 a.m. on Thursday, September 11, 1975 University Registration for M.Ed. candidates Alternative Registration for continuing M.Ed. candidates First day of classes, Fall Term — B.Ed., Dip. in Tech. Ed. and M.Ed. candidates 10 a.m. to 2 p.m. University Registration of B.Ed. and Dip. in Tech. Ed. candidates in Jack Hartly Arena Last day for adding a full course or Fall Term half-course
13	October 1975 Thanksgiving (no classes)
28 31	November 1975 Last day for dropping a Fall Term half-course
5 19	December 1975 Last day of classes, Fall Term M.Ed. Last day of classes, Fall Term B.Ed. and Dip. in Tech. Ed.
5 16	January 1976 First day of classes, Winter Term B.Ed., Dip. in Tech. Ed. and M.Ed. Last day for adding a Winter Term half-course

Sessional Dates 1975-76 7

8-12 26	March 1976 Winter Break Last day for dropping a full course or a Winter Term half-course
2 16 30	April 1976 Last day of classes, Winter Term M.Ed. Good Friday (no classes) Winter Term ends, B.Ed. and Dip. in Tech. Ed.
21	May 1976 Convocation — Faculty of Education (Bachelor of Education and Diploma in Technical Education), School of Graduate Studies and Research, and Theological College

Photos: Jerry Baumgaertel, Ron Fairley
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 unenrolled.

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 1966-67 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, and the administrative offices 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 gymnasium 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.

Adjacent to and physically connected to Duncan McArthur Hall is Jean Royce Hall, a co-educational residence with accommodation for 576 students. Single rooms are arranged in groups of twelve, each group having its own lounge and kitchen for light food preparation. Jean Royce Hall has twelve "houses" each named after Queen's men and women whose distinguished careers have left their stamp, more permanent than brick and stone, on the lives of young Queen's people.

Seven of the "houses" nestle around a social centre which includes coffee shops, a dining room, recreation rooms, lounges, 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.

Just north of Duncan McArthur Hall is John Orr Tower, a 16-storey high-rise containing 124 one-bedroom apartments. Most of the apartments overlook Lake Ontario, the old village of Portsmouth, and the harbour site of the 1976 sailing Olympics.

Students are able through the 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 also 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 Jean Royce Hall 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 possible.



Jean Royce Hall, Duncan McArthur Hall and the John Orr Tower-McArthur Campus

Administrative Staff — 1974-75

- Ready, V. S., B.A.(Queen's)
Dean of the Faculty of Education.
- Mallee, J. R., D.A.S.E.(Manchester), M.S.(Oregon), Ph.D.(Columbia)
Assistant to the Dean, and Acting Coordinator of the B.Ed. Program
- Markham, C. H., C.D.
Administrative Assistant
- Travers, A., B.A.(Queen's)
Administrative Assistant
- Murdock, M.
Administrative Assistant
- Mein, K. (B.A. (Queen's))
Departmental Assistant
- Okle, H. B., B.A.(Queen's)
Registrar of the Faculty of Education
- Knight, E. J., B.Sc.(St. Francis Xavier), Diploma in Education(Dalhousie), B.A.(St. George Williams), M.Ed.(Toronto)
Assistant Registrar of the Faculty of Education
- Wing, J.
Departmental Assistant
- Pieh, R. J., B.Sc.(Wisconsin), M.Sc.(California)
Coordinator of Clinical and Field Studies
- Applegate, M. W., B.A.(McMaster), M.A.(Toronto)
Coordinator of Continuing Education
- Crowe, N.
Administrative Assistant
- Crawford, D. H., B.Sc., M.A., M.Ed.(Glasgow), Ph.D.(Syracuse)
Coordinator of Graduate Studies and Research
- Johnston, C. F., B.A., B.Ed.(Toronto), M.A.(Syracuse)
Coordinator of Media Services
- Cross, H. R., B.A., M.Ed.(Toronto)
Coordinator of Student Teaching
- Loney, D. E., B.Sc.(Queen's)
Coordinator of Technical Education
- Wright, G., B.A.(Saskatchewan), B.L.S.(Toronto)
Chief Librarian
- Coffey, H., B.A.(Queen's), B.L.S.(Toronto)
Senior Librarian
- Lynch, J., B.A.(Queen's), B.L.S.(Toronto)
Senior Librarian
- Strowbridge, B., B.A.(Queen's), B.L.S.(British Columbia)
Senior Librarian.

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 falling 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 strained circumstances, the progress was steady and financial difficulties were tide 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 1920 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. On his retirement in 1974, Dr. Deutsch was succeeded by Dr. Ronald Lampman Watts, Rhodes Scholar and political scientist well known for his work in the area of federalism. He served as Dean of the Faculty of Arts and Science at Queen's from 1969 to 1974.

In 1864 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 1904, 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 M.A. 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. In 1969, the School of Graduate Studies initiated a program leading to the Master of Laws Degree; in 1970, programs leading to a Master's Degree in Public Administration and in Urban and Regional Planning; in 1971, a program leading to a Master's Degree in Education; and, in 1974, a program leading to a degree of Master of Art Conservation was implemented.

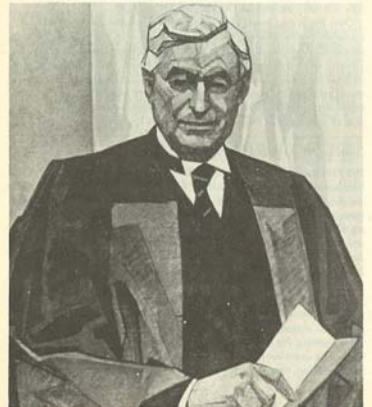
The School of Mining was founded in 1893 under an Ontario charter and was under the control of a separate Board until 1916 when it was amalgamated with the University, and now constitutes the Faculty of Applied Science.

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, and 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. New programs are continually developed within the Faculties to fill changing needs and interests, such as, for instance, the new programs leading to degrees of Bachelor of Music and Bachelor of Art Education offered by the Faculty of Arts and Science in 1969, and the program in French language, translation, and French Canadian Studies started in 1973.

Queen's has a long history of extension work in Arts and Science; correspondence courses were started in the summer of 1889, and the Summer School was formally established in 1910. In addition, extension programs during May and June were instituted in 1972. More recently, the University has been developing in the field of continuing education; several of the Faculties have started programs in this area, and the Donald Gordon Centre for Continuing Education opened in the fall of 1974 as a residential educational seminar and conference centre. The Ban King Foundation for Continuing University Education also opened in September, 1974. It was not a graduate degree, but was the purpose of which is to encourage women of all ages wishing to undertake university work at any level.

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.



Duncan McArthur

Thum, W. B.A., B.Ed.(British Columbia), B.Sc.(St. George's University), M.A.T. (Colorado College)
Professor — Cross-appointment, Physics and Medicine (Diagnostic Radiology)
 Turner, R. B., B.A.(Toronto)
Assistant Professor — English
 Watson, P. H., B.A.(Toronto), M.A.(Acadia)
Associate Professor — History, Economics and Political Studies (Chairman)
 White, W. G., B.Sc., M.Ed.(Ontario)
Special Lecturer — Elementary Education and Psychology (On leave 1974-75)
 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

The Bachelor of Education Program 21

The B.Ed. program of the Faculty of Education is a one-year program which 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.

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

The Bachelor of Education Program 23

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 are bearing on the selection of applicants for admission.

Faculty 1974-75

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 — 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 (Uxeter), B.Ed.(Calgary), Ph.D.(Alberta)
Professor — Educational Administration
 Axford, R. S., B.Sc.(Western), M.Ed.(Toronto)
Special Lecturer — Elementary Education (Science)
 Bailey, J. C., B.A.(Queen's), M.A.(Syracuse)
Professor — Elementary Education (Language Arts) (Chairman)
 Balanchuk, M. L., B.A.(Queen's), M.Ed.(Toronto)
Professor — Guidance and Counselling, (Chairman)
 Brickett, G., B.A.(Queen's)
Lecturer — Elementary Education (Language Arts)
 Bryans, D. G., B.A.(U.B.C.), M.Ed., Ph.D.(Alberta)
Special Lecturer — Educational Administration
 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
 Cross, H. R., B.A., M.Ed.(Toronto)
Coordinator of Student Teaching
 De Garis, C. M., B.A., M.Ed.(Toronto)
Special Lecturer — Elementary Education (Music)
 Downes, W. E., B.A.(Queen's), M.Ed.(Toronto), Ph.D.(Ontario)
Special Lecturer — Elementary Education — Queen's Trend Liaison

Dunn, A., B.A., M.Ed.(Toronto)
Sessional Lecturer — Guidance and Counselling
 Eastbrook, J. H. G., B.A., M.A.(Western)
Assistant Professor — Sociology
 Egit, M., B.A.(Windsor), M.A.(Toronto)
Part-time Sessional Lecturer — Man in Society
 Elkin, W. F., B.A.(York), M.A.(Calgary)
Sessional Lecturer — Sociology
 Elliott, G. J., B.A., M.Ed.(Toronto)
Special Lecturer — Elementary Education (General Methods)
 Etherington, D. G., B.A.(Toronto), Ph.D.(Toronto)
Special Lecturer — Elementary Education (Language Arts)
 Freeman, R. M., B.A.(Queen's), M.A.(Minnesota), Ph.D.(Harvard)
Associate Professor — Professional Issues in Contemporary Education, Contemporary Issues and Human Problems
 Geiger, D., B.A.(Toronto)
Part-time Sessional Lecturer — Clinical and Field Studies
 Grime, A. R., B.A.(Manchester), M.Ed.(Toronto)
Professor — Geography
 Haythornthwaite, I., B.A.(Toronto), M.A.(Columbia)
Special Lecturer — Elementary Education (Social Studies)
 Hennessy, P. H., B.A.(Queen's)
Professor (On leave 1974-75)
 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 (Language Arts)
 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)
Professor — Physical and Health Education
 Horwood, R. H., B.A., M.Sc.(Queen's)
Associate Professor — Biology (On leave 1974-75)
 Howard, F., B.A.(Ontario)
Associate Professor — French
 Hughes, M., B.A.(Wales)
Assistant Professor — Reading Education
 Johnston, C. F., B.A., B.Ed.(Toronto), M.A.(Syracuse)
Associate Professor — Educational Technology, Co-ordinator of Media Services

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

Kellway, J., B.A.(Trinity)
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
 Klensch, 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.(St. George's University), M.Ed.(Toronto)
Assistant Registrar
 Kovaloff, A. A., B.A.(McMaster), B.Ed., M.A.(Toronto)
Part-time Sessional Lecturer — Man in Society
 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
 Lynch, J., B.A.(Queen's), B.L.S.(Toronto)
Senior Librarian
 Mallea, J. R., D.A.S.E.(Manchester), M.S.(Oregon), Ph.D.(Columbia)
Associate Professor — History and Comparative Education
 Assistant to the Dean, Acting Co-ordinator of the B.Ed. Program
 Mandell, A. L., B.A.(Queen's), B.Lit.(Glasgow)
Associate Professor — Philosophy (Chairman)
 Massey, D. A., M.A.(Cambridge), M.A.T.(Vale)
Professor — French and German, (Chairman of Classical and Modern Languages)
 McDonald, H. K., B.Sc.(Queen's)
Sessional Lecturer — Chemistry
 Mellor, W. J., B.A., B.P.H.E.(Queen's), M.S.(Oregon)
Associate Professor — Physical and Health Education
 Moore, L., B.A.(Western), M.A.L.S.(Michigan)
Associate Professor — School Librarianship
 Morris, W. H., B.A.(McMaster), B.Ed.(Toronto), M.A.(Syracuse)
Special Lecturer — Elementary Education, Educational Technology and Continuing Education
 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)
Associate 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.(Trinity)
Assistant Professor — Science
 Orr, A. A., M.A.(Glasgow)
Professor, Associate Co-ordinator of Student Teaching
 Patterson, W. F., B.S.A.(Toronto)
Sessional Lecturer — Biology
 Perumali, W. S., B.A.(Queen's), M.Ed.(Toronto)
Professor, Associate Dean, Co-ordinator of B.Ed. Program (On leave 1974-75)
 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)
Associate 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
 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.B., 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 (Chairman)
 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)
Senior Librarian
 Talesnick, I., B.A., M.A.(Toronto)
Associate Professor — Chemistry (On leave 1974-75)
 Thompson, L., B.A.(Toronto), M.A.(Rochester)
Professor — English (Chairman)

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
A. Educational Studies		
1. Professional Issues (non-credit)	✓	
2. Educational Foundations	12	
3. Curriculum	12	
4. Alternative Settings for Education		8
B. The Practicum		
1. Community Service	2	
2. Student Teaching	✓	
C. Supporting Skills and Studies		
1. Teaching Skills	4-3	
2. Interest Courses		4-5
Totals	30	4-8
	2-3	3-8

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	History/Social Science*
Biology	Man in Society
Chemistry	(Psychology and/or Sociology)
Dramatic Arts	
Economics*	Mathematics
Elementary Education	Music

English
French
General Science
Geography
German
Guidance

Physical and Health Education
Physics
Political Science*
School Librarianship

Note: A full program in Elementary Education (see page 30) and in Technical Education (see page 35) 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. Teaching 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. Interest Courses (Elective)

These courses are offered sustaining the principle of individualized programs of study related to candidates' particular needs and interests. 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.

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 Transcript

A regular applicant must have been awarded, by September 1, 1975, 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-fiftieth 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 1975-76 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
General Science
Geography
German
Guidance

Physics
Political Science
School Librarianship

Note: A full program in Elementary Education (see page 30) and in Technical Education (see page 35) 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 this 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 Dramatic Arts, where no university credits are required.

Any candidate who offers less than 9 credits in his main area of curriculum 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. English Language Requirement

Candidates must be competent to communicate in both oral and written English.

Programs in Elementary Education

Two programs are available in Elementary Education leading to the Interim Elementary School Teacher's Certificate, the Full Elementary Program and the Single Option Program. Candidates who intend to begin their teaching career in the Elementary Schools are advised to select the Full Elementary Program.

Full Elementary Program

This program is designed to prepare teachers to teach in the three divisions of the elementary school — primary, junior and intermediate. In addition to the basic certificate, it is expected that in 1975-6, candidates will have the elective of completing requirements for an additional certificate such as Elementary French, Teaching English as a Second Language, Elementary Guidance. Inquiries concerning admission requirements and other details related to additional elementary certificates should be directed to the Registrar, Faculty of Education, Queen's University.

Program Components

Elementary Curriculum Areas

Communication Arts
Language Arts
Mathematics

Environmental Studies

Science
Social Studies

Expressive Arts

Art
Music
Physical and Health Education

Educational Foundations

Educational Psychology
Sociology of Elementary Education
An Elective in Foundations

Teaching Skills

Systematic Curriculum Design
Measurement and Evaluation
Educational Media
An Elective in Teaching Skills

Interest Courses

Although not a mandatory part of the program, there are a substantial number of short courses among which candidates may choose.

Practicum

See Community Service and Student Teaching

Program Organization

Phase 1. Orientation to Teaching (5 weeks) — an integrated program involving a blend of in-college and in-field experiences, focusing on the development of basic teaching competencies, and culminating in a two week student teaching practicum.

Phase 2. Foundations, Curriculum, Teaching Skills, Community Service, Student Teaching Practicum.

Courses of Study

The course offerings and requirements under Foundations, Teaching Skills and Community Service are listed under these headings in this calendar. The course descriptions under Curriculum follow.

COMMUNICATION ARTS

Language Arts

Language Arts, Primary, Junior and Intermediate levels is designed to develop understanding of the structure and development of the English language, curriculum development and methodology in the four areas — reading, writing, listening and speaking.

C. Bailey, G. Brickett, D. Etherington, R. Hill

Mathematics

The main purpose of this course is to familiarize students with the content of mathematics curricula in elementary schools and methods for effectively teaching fundamental mathematical concepts. Considerable emphasis will be placed on having students experience methods of instruction which are compatible with those commonly used in language, science and art and which are consistent with recent knowledge about child development.

The acquisition of a positive attitude toward the subject of mathematics and its teaching is seen as a high priority of the course. A large portion of the total class time will be given over to the use and analysis of a wide range of resources particularly concrete materials, for mathematics instruction.

W. Higginson, R. Ripley

SOCIAL AND ENVIRONMENTAL STUDIES

Science

This course is developed with an emphasis on the process approach, through a series of workshop sessions which stress the problem-solving level of learning. This is applied to specimen study, physical science, natural phenomena, the outdoor setting, and to integrated learning experiences.

Analysis of sample units and group practice in curriculum development are both set within the larger context of a simple pattern for curriculum design (Taba).

It should be understood that applicants may be required to provide evidence of competency in oral and written English to satisfy the Admissions Committee that their knowledge of the English language is adequate for them to pursue their professional studies successfully.

6. 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

Successful candidates are eligible for recommendation to the Ontario Ministry of Education for basic certification if:

- a. the candidate is a Canadian citizen or Landed Immigrant and;
- b. the candidate is free of active tuberculosis as evidenced by a negative tuberculin test or a normal chest X-ray administered during the program year or within one year prior to registration.

The basic teaching certificates are:

The Interim Elementary School Teacher's Certificate, Standard 60 (S.T. 4) which qualifies the holder to teach in an elementary school or in Grades 9 and 10 of a secondary school.

The Interim High School Assistant's Certificate, Type B or Type A (H.S.A.) which qualifies the holder to teach in Grades 7 and 8 of an elementary school or in a secondary school. The Type B certificate is awarded to a candidate who holds on admission a general degree. The Type A certificate is awarded to a candidate who holds on admission 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.

The specialist fields referred to above, and listed in alphabetical order, are as follows: Agriculture, Anglians, Anthropology, Art, Biology, Chemistry, Computer Science, Drama or Theatre Arts, Economics, English, Français, 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.

The Interim Vocational Certificate, Type B or Type A which qualifies the holder to teach in the technical department of a secondary school. The Type A certificate is awarded to a candidate who holds on admission an approved four year degree in engineering, architecture or nursing.

The basic teaching certificates are interim. They are valid for a period of five years. The appropriate permanent certificate may be obtained after two years of successful teaching in Ontario and the recommendation of the area superintendent. The two years do not have to be consecutive. An applicant for permanent certification must be a Canadian citizen. Holders of interim certificates who have not taught in Ontario during the five year period may apply to the Ontario Ministry of Education to have the period extended, one year at a time, in order to teach in Ontario. 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 Teacher'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 Instrumental or 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

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:

- Twelve months of accredited, accumulated work experience during, or preceding, studies toward a technology diploma.
- In addition to the above, a block of sixteen consecutive months of related work experience.
- Eight months of teacher education at the Faculty of Education, Queen's University.
- 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:

Technical Field	Name of Certificate
Electrical Technology	Applied Electronics

	Installation & Maintenance Theory & Test Electrical Drafting Elements of Computer Technology Instrumentation
Mechanical Technology	Mechanical Drafting Machine Shop Practice Welding Sheet Metal Practice Industrial Physics
Construction Technology	Architectural Drafting Building Construction Pattern Making Refrigeration & Air Conditioning Plumbing Masonry & Allied Trades Painting & Decorating
Automotive Technology	Auto Mechanics Auto Body Repair Aircraft Aero-Engine Diesel Engine Small Engines
Vocational Arts	Graphic Arts Vocational Art Vocational Music
Vocational Services	Dental Assistant Foods & Nutrition Home, Hospital & Associated Aid Services Nursing Assistant Cosmetology
Clothing	Textiles & Clothing Sewing and Dressmaking Tailoring

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.

The spring term includes an examination of commercial and professional curriculum resources for environmental studies in the elementary school.

R. Asford, J. Olson

Social Studies

The Social Studies course is designed to develop an awareness of the current philosophy and trends in designing and teaching effective social studies programs. It also aims to familiarize students with media and other resources available to teachers of social science, and to develop appropriate teaching and curriculum planning competencies to enable students to develop and teach an effective social studies program.

I. Haythornthwaite, I. Mauro, P. Watson.

EXPRESSIVE ARTS**Art**

An exploratory investigation of media, materials, technical skills, and application will be conducted during the studio sessions. An insight into painting, three dimensional form, printing and animation will be gained through participation in the studio periods. The beginning teacher will explore various teaching strategies in Art Education through live demonstrations, reading, interaction with peers and practicing artist and the participation in creative pursuits. The rudimentary tools for building a sound developmental curriculum in Art Education will be dealt with in depth.

D. Cowan.

Music

By acquiring and applying basic knowledge of the rudiments of music along with the skills of teaching classroom music, each candidate should be able to plan a simple, but effective music program for an elementary school class, and then lead the class in the enjoyment of that program with the ultimate objective that the children will develop skills in music from which they will declare lasting benefit.

M. DeGaris.

Physical and Health Education

An activity based course in which participants acting as teachers and students develop activities and skills used in Elementary school physical education. Methods and content are developed for motor skills, games skills, rhythmic activities, gymnastics and movement education.

K. Sedgewick.

SINGLE ELEMENTARY EDUCATION — A Curriculum option

Candidates may choose to be certified to teach in both elementary and secondary schools in Ontario. Elementary Education may be selected along with a secondary curriculum option.

The minimum weekly learning time for a student enrolled in the elementary option is 10 hours.

Elementary Education option	— 10 hours
Secondary Curriculum option	— 6 hours
Professional Skills	— 4 hours
Foundations	— 12 hours

Course description

The course deals with a combination of subjects in the elementary school curriculum. Communication Arts (Language Arts and Mathematics) and Social and Environmental Studies (Science and Social Studies) are the principal vehicles through which instructional strategies are studied. Some provision is made for content and methodology in the Expressive Arts (Art, Music and Physical Education). Emphasis is placed on planning and preparation for teaching and 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.

Note: Candidates choosing the single option program should realize that the practicum is divided between elementary and secondary panels.

Occupational Type B Certificate (Practical Subjects)

This Certificate is obtainable by candidates who complete a program similar to that offered to Vocational B candidates. The chief difference in the programs lies in the degree of preparation to teach the academically-weak student. The occupational certificate candidates must meet the following admission requirements:

- Ontario Grade 12 standing, or equivalent
- A total of seven years of acceptable wage-earning experience in at least two trade areas
- Successful completion of a two-day Technical Proficiency Examination (at an intermediate level) in which the candidate's theoretical and practical abilities in two trade areas are tested.

Occupational Certificates

The following is a list of practical subjects in which certification is currently possible:

Custodial Services	Personal Grooming
Electrical Appliance Repair	Retail Sales
Food Preparation & Hygiene	Rough Carpentry
Filing & Duplicating	Service Station Operation
Groundskeeping	Sewing & Alterations
Care of the Sick & Family	
Care	Small Engines
Industrial Sewing	Towel Trades
Mechanics (General)	Welder, Welding Training
Motor Vehicle Operation	Warehousing
Oil Heat Service	Welding, Brazing & Soldering
Painting & Decorating	

Science Education Program

Students who choose any two Curriculum Options from Biology (28-303, 28-304), Chemistry (28-305, 28-306) and General Science (28-328) may participate in the program. (The Curriculum Options mentioned above are also available within the regular s.s.d. program.)

The purpose of the Science Education Program is to increase the coherence of instruction in methodology, and to avoid 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 the program. Unnecessary repetition is avoided through increased instructor communication and through team presentations. In addition, students come to have very close personal and professional interactions with instructors and with each other.

The central core of the Program is a 12 credit hour Curriculum course based on a synthesis of components from each of the three Curriculum

Options. Students completing the Science Education Program, who meet the academic requirements for all three option certificates, will be granted certificates in those three 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 Course. Science Education Program students are required to take the half-course 28.458*, Philosophy of Education for Science Teachers.

Grading System

1 At the beginning of the term the instructor of each course will notify the students of the grading systems 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 s.s.d. 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 s.s.d. 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 s.s.d. 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 s.s.d. 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.

Technical Education — Duncan McArthur Hall.

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 "s.s.d. 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 s.s.d.

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.

28.444* Philosophy — 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 4 credit hours

28.446* Philosophy — 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 4 credit hours

28.447* Philosophy — 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 4 credit hours

28.449* Philosophy — 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 4 credit hours

28.450* Philosophy — 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.

J. Carbonell 4 credit hours

28.451* Philosophy — 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 4 credit hours

28.453* Philosophy — Science Curriculum:**Philosophical Perspectives**

In this course such topics as The Nature of Scientific Inquiry, Science and Technology, and Science and Social Issues will be examined in relation to contemporary science curricula. These matters will be discussed in seminars and tutorials. Students will be asked to apply the principles emerging from class discussion in analyzing or developing curriculum materials.

PREREQUISITES: 28.446* Philosophy — Principles of Scientific Inquiry or 28.459 Philosophy of Education for Science Teachers or Permission of the Instructors

G. L. C. Hills, J. Olson 4 credit hours

28.459 Philosophy of Education for Science Teachers

There are two influential and competing accounts of the nature of scientific inquiry. This course will examine 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 will include the following: the relation 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. The significance of these matters for the formulation of educational objectives and the selection of curriculum materials and classroom procedures will be explored with special attention being paid to those issues of concern to teachers of Chemistry, Biology and General Science.

G. L. C. Hills 8 credit hours

PSYCHOLOGY**28.461 Introduction to Educational Psychology (Full course)****28.463* Introduction to Educational Psychology (Half course)**

This introductory course will not assume a background in psychology. Topics from the mainstream of education and psychology will be

A Educational Studies**PROFESSIONAL ISSUES IN CONTEMPORARY EDUCATION****28.400 Professional Issues in Contemporary Education**

This non-credit course in which all candidates enrol 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 arranging 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*

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 different 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 Duber, Eric Berne, 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 4 credit hours

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 4 credit hours

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 4 credit hours

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

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)

J. Russell 8 credit hours
4 credit hours

28.469* Educational Psychology

A modularized course standing somewhere between the standard lecture course and ideal individualized instruction. The student will be able to select four out of eight units in various areas of educational psychology. Current units include: Educational Psychology and Society, Fundamentals of Development, Personal and Moral Development, The Nature of Learning, Teaching Relationships and Creativity, Individual Differences, Social Psychology and Mental Health, and Adolescent Development. In addition, the student will be encouraged to explore in depth one area of personal concern. Previous psychology courses will not be assumed. (Fall term and Winter term)

H. A. Smith 4 credit hours

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 4 credit hours

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 in-

dividual student to focus on topics that are of interest to him. (Fall term and Winter term)

J. D. Burnett 4 credit hours

28.475* Educational Psychology

This half-course will focus on child development and its implications for teaching and learning. Various theories of child development (e.g., Piaget and Erikson) will be discussed. The course will consist of weekly core lectures and smaller working groups around topics of particular interest to group members. (Fall term and Winter term)

C. A. Woodward 4 credit hours

28.476* Psychology — Exceptional Children — Who Are They?

This introductory survey half-course does not assume a background in psychology. Its purpose is to acquaint the student with a variety of special children and help them to identify these children in the classroom. Topics will include: who is exceptional, the gifted child, the slow learner, and whether special classes aid or hinder exceptional children. Students may opt to explore one area of interest in greater depth. (Fall term and Winter term)

C. A. Woodward 4 credit hours

28.477* Psychology — Problems and Issues in the Education of Exceptional Children

This course requires course 28-476* as a prerequisite. Emphasis will be placed on examining the assets and limitations of alternative educational programs for various exceptional children. Current issues in the field will be topics of seminar discussions in which each student will examine and report on one issue. It is anticipated that some field experience with various settings for exceptional children will be part of the course work. The possible roles and responsibilities to be assumed by the school, home and community in aiding the exceptional child to achieve his maximum potential will be examined critically. (Winter term)

C. A. Woodward 4 credit hours

28.478* Psychology for Individualized Instruction

Previous work in psychology is not a prerequisite for this half-course. Enrolment is open, but mandatory for those students electing to participate in LIM Pilot internship program. The content emphasis of the course is on those Psychological principles one may employ to design and maintain individualized learning environments. Such environments may be defined as those which increase the likelihood that students become personally involved in the learning process and which provide alternatives to traditional and homogeneous "teaching methods." The primary objective is that students be able to isolate and

learning which have emanated from Cuernavaca, will be critically discussed. (Winter Term)

D. C. O'Driscoll 4 credit hours

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 Winter term.

J. R. Mallin 4 credit hours

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 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. Mallin 4 credit hours

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 4 credit hours

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 4 credit hours

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. Mallin 4 credit hours

PHILOSOPHY**28.441* Philosophy — 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 4 credit hours

28.442* Philosophy — 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 4 credit hours

28.443* Philosophy — 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 4 credit hours

English	Music
French	Physical and Health Education
General Science	Physics
Geography	Political Science*
German	School Librarianship
Guidance	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) Physical and Health Education, School Librarianship, and Dramatic 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 in a variety of media and crafts.

D. A. E. Craven

6 credit hours

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.

R. H. Horwood

6 credit hours

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.

R. H. Horwood

6 credit hours

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. Tolsonick

6 credit hours

28.310 Creative Technology

Creative Technology centres on group project work. Candidates are required to select problems that have a technological solution, form cooperative teams, proceed through a formal design process, implement and test their design. The implementation stage is structured by the use of Gantt charts and Critical Path techniques.

The opportunities for learning provided by creative project work are not only multiple; they are also multi-disciplinary. Successful completion of an appropriate project (one that meets a 'real' need is not an accident, but the result of disciplined orchestration of the talents and interests of a diverse group.

By offering the candidate this form of learning context, he will be enabled to incorporate it into his repertoire of teaching strategies.

D. E. Loney, H. Saller

4 credit hours

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

define problem areas of interest regarding individualized instruction, and to propose solutions supported by evidence drawn from psychology. The course is enquiry-oriented and success will be largely dependent on student self-initiative. Students who enjoy a highly structured approach to their learning are advised not to enrol. (Winter term).

D. Campbell

4 credit hours

SOCIOLOGY

28.481 Sociology of Education for Secondary School Teachers. (Full course)

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

8 credit hours

4 credit hours

28.482 Full Course (8 credit hours)

28.494* Half Course (4 credit hours)

Sociology — Explorations in Learning Environments in the Elementary School

The work done in the first term will be the equivalent of one-half course credit (4 credit hours) and is available in the first term only.

Those taking the course will share in exploring various learning environments provided for children at our elementary school levels. We will attempt to conduct our explorations from primarily three points of view: the teachers', the parents' and most importantly the students'.

Accordingly, a major part of our energies will be spent observing and participating both in various of the school's (or schools') programs and in those non-school activities (e.g., home, community) affecting learning/not learning and assessing our experiences. (It is expected that curriculum and field study requirements can be coordinated with the activities of this course). Some time will be spent in examining innovative programs currently being attempted in Ontario schools.

My own bias (at the present time) is that schools are not doing the educational job which must be done. My concern, however, is not to lay out yet another Holt or Friedenburg or Reimer trip but to find out why a number of children learn less than they might (first term emphasis) and how the school environment(s) might become more consistent/compatible with the children's world (second term emphasis).

J. H. G. Eastbrook

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

8 credit hours

4 credit hours

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. Lakin

8 credit hours

28.486 Sociology — 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.

Staff

8 credit hours

28.488 Full Course (8 credit hours)

28.496* Half Course (4 credit hours)

Sociology of Sport, Recreation and Leisure Activities: Some Implications of Free-time

The work done in the first term will be the equivalent of one-half course credit (4 credit hours) and is available in the first term only.

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 curricular option.
- 3 Economics candidates should be prepared to teach either commercial subjects or History in their practice teaching assignments in addition to the Grade 12 and Grade 13 Economics and Consumer Economics courses.

P. H. Watson

6 credit hours

28.315 Full Elementary Education Program

A program leading to elementary certification qualifying a candidate to teach up to Grade 10. See the section Programs in Elementary Education on Page 30.

Staff

16 credit hours

28.316 Elementary Education

A Curriculum Option which is taken along with a secondary school option and leads to certification qualifying a candidate to teach in an elementary or secondary school. See the section Programs in Elementary Education on Page 30.

Staff

10 credit hours

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

6 credit hours

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. A. Massey, F. Howard

6 credit hours

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 three contact hours per week, with an additional three 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 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,

The course is for two types of students (1) those who have had little or no experience in sociology as a "discipline" particularly as it might apply to teaching in areas related to recreation such as P.H.E. and community education; (2) those who wish an applied focus as opposed to a purely theoretical or conceptual examination in the study of educational phenomena.

Our course will begin with a general exploration of various groups or types of people's activities, in the context of present trends in work and leisure patterns. The more detailed exploration may be restricted to essentially school-related issues, e.g., open physical education, pupil freedom in curriculum selection or pupil choice in topic development (project work), or may involve more societal or community related areas, e.g., three-day work week, "forced" retirement, or underemployment, depending upon class member interests. At least a third possibility exists - that of investigating the implications of these changing work-play patterns for the school and its personnel.

In addition to these more general issues, opportunities will be provided for an examination of interpersonal relationships, e.g., those involving student-teacher, youth-adult, subordinate-supervisor, peers. In other words, there will be the opportunity to look at the implications of the current trend toward egalitarianism, individual freedom, debureaucratization or whatever the specific discipline jargon might label it. In the second term provision will be made for a number of candidates to do their "field" explorations in various of the local "institutions." Methods or ways of "reading" group concerns or wants will be developed. Candidates will be assisted to make the appropriate contacts to investigate the area of their concern. As a result of this field exploration candidates (collectively or individually) will develop an activity or program (devise a strategy) to address their particular group's needs.

Full course grading will be based on two seminars or "class" presentations or reports. Half course grading will be based on one seminar or "class" presentation or report.

J. H. G. Eastbrook

28.489* Sociology — 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.

Staff

4 credit hours

28.490* Sociology — 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.

Staff

4 credit hours

CURRICULUM

The Curriculum fields are listed below. Please see the section on Certification on page 26. Candidates in the Full Elementary Education Program select 28.315. Candidates in the Secondary Education Program select two of the Curriculum Options listed below. Candidates in the Elementary-Secondary Program select the Elementary Education Option 28.316 and one of the Curriculum Options listed below. Candidates in the Technical Education Program select the three half-courses 28.310*, 28.367* and 28.368*.

Art	History/Social Science*
Biology	Man in Society
Chemistry	(Psychology and Sociology)
Dramatics Arts	
Economics*	Mathematics

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 1, Certificate in Physical and Health Education.

W. J. Mellor, A. Robertson 6 credit hours

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 leadership, 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. Holmogo, A. Robertson 6 credit hours

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. Cline, B., *The Questioners*, Crowell, 1965.

W. Thumm 6 credit hours

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.

W. Thumm 6 credit hours

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.

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) longer 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. Grims 6 credit hours

28.328 General Science

This course is designed to prepare candidates to teach science at the Intermediate Level (Grades 7 - 10).

Methods and resources for teaching science as an enquiring activity are reviewed. Students have opportunities to practice communicating with others in a variety of situations including the classroom.

Practice in designing instructional materials, managing classes, and evaluating instruction in science is given.

Students can choose activities to help them improve subject matter knowledge, learn a variety of teaching techniques, individualize instruction, and select teaching materials.

Improving one's ability to select materials wisely, use them appropriately, and evaluate the results of their use critically are basic aims of the course.

J. K. Olson 6 credit hours

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 teaching 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. A. Massey 6 credit hours

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 for 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. L. Balaschuk, R. Andersen, and Staff 6 credit hours

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 6 credit hours

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

3 Candidates are cautioned against selecting Man in Society as their second Curriculum Option.

P. H. Watson 6 credit hours

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 1 Certificate in School Librarianship.

L. Moore 6 credit hours

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. Lowy, H. Selter 4 credit hours

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 are used as a base from which curriculum development proceeds.

D. E. Lowy, H. Selter 4 credit hours

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 6 credit hours

ALTERNATIVE SETTINGS FOR EDUCATION

28.180 Seminar in Community Education

Concocting a conceptual model (or even a set of models) to represent more ideal relationships between educational authorities (e.g., school) and the various members of their communities is relatively easy. One can go so far as to label the model blocks: "sensitization," "efficacious communication," "participatory decision making," "needs assessment mechanisms," . . . Putting such models into operation is a quite different matter. Yet, the rather arrogant aim of this course is that each who elects to take the program will emerge as not only a concoctor but an effector as well.

The course will have three areas of emphasis: 1 the examination of theoretical underpinnings, conceptual orientations of the community education movement (i.e., what are the assumptions made by those who advocate or who provide various forms of "education" for the people of a community), 2 a critique of the methodologies associated with current ventures in community education, 3 developing and applying a "better" approach.

The first two weeks will include an overview of the field. During this time specific and common intentions will be identified.

Because we assume that one learns more effectively when one feels a need to learn, we have organized the course so as to permit the students to select a number of topics for detailed study.

There are, however, several "required" topics.

- 1 The concept of community education
- 2 The discovery and utilization of community resources
- 3 Investigating community needs
- 4 Planning, administering, and evaluating community based programs.

It is expected that each member will:

- 1 Actively participate in weekly seminars
- 2 Make two major seminar presentations (relevant documents, etc.) to be made available for members prior to the seminars. The first to be in December, the second to be in April.

Registration to the course will be restricted to 20 persons. The duration of the course is from September to April. Approximately four hours will be required per week: 1 hour, reading/study; 1 hour documentation, analysis; 2 hour, seminar.

J. H. G. Eastbrook, G. C. Ambury 4 credit hours

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

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.

Staff 6 credit hours

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 6 credit hours

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 may take advantage of opportunities for performance and study for credit through Private Studies (28.299), Band and String Lab Ensembles (28.228, 28.229) or Choral Lab, Ensemble (28.295)

D. C. M. Smith 6 credit hours

28.346 Music (Type B)

This course is for the student who has attained a good standard of performance through private study (approx. Grade B A.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.

Students may take advantage of opportunities for performance and study for credit through Private Studies (28.299), Band and String Lab Ensembles (28.228, 28.229) or Choral Lab, Ensemble (28.295).

D. C. M. Smith 6 credit hours

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*

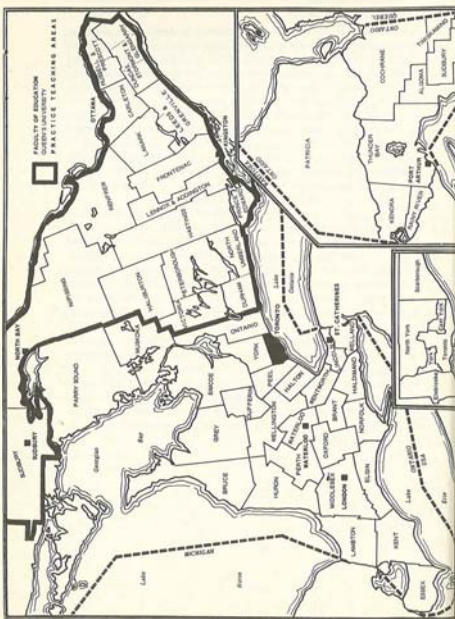
Health Education is an integral part of physical education and consists of approximately twenty-five hours of class work, labs, seminars and workshops. A heavy emphasis will be placed on methods and materials (particularly in the area of audio-visual). Participants need little background in health education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



28.160 Student Teaching

Each candidate, in order to qualify for the s.a.o. degree and an Ontario Teaching Certificate must successfully complete a minimum of eight weeks of practice teaching. This practice is done in the classrooms of selected Associate teachers in the elementary and secondary schools (including separate schools) of our teaching area. By special arrangement between Faculty of Education instructors and the Student Teaching Office, part of the practicum may be done in alternative settings: outdoor education schools, rehabilitation centres, special schools, community colleges, etc.

In preparation for the regular practicum, various instructors arrange experiences in peer teaching, videotaped micro-teaching and working with local intermediate level classes which are resident in McArthur Hall for three one month periods during the year.

Candidates must be prepared to be assigned to any school within our designated area (p.68). This will mean that they may have to travel up to 200 miles from Kingston and they should be prepared for an additional expenditure of up to \$150.00 for this purpose.

H. R. Cross, A. A. Orr.

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.

M. Klansch, R. Pish

4 credit hours

28.182 Outdoor and Affective Education

Carefully planned and effectively implemented outdoor and affective 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 brightened 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 of, and selective participation in a representative cross-section of Canadian and U.S. outdoor and affective education programs.

Module 5 two work 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.

Supporting Skills and Studies

TEACHING SKILLS

28.130 Basic Interpersonal Relations

The course will deal primarily with or focus on the reciprocal aspects of interpersonal and inter-group relationships in contexts which are applicable to classroom situations. Participants will be afforded opportunities to acquire data about their thoughts, feelings and overt actions as they become more conscious of their impact on others and their response to the behavior of others.

An expansion of awareness and perception levels and the development of skills in listening, resolving conflict, establishing interdependence and communication follow from such a focus. Participants will identify and examine those factors which facilitate or impede effective group behavior as they experience constructive feedback in structured and unstructured aspects of the course.

Participants will also design group process or leadership development or human relations lab projects suitable for elementary, secondary and community college students. Awareness will be developed of that degree of structure and direction necessary in varying situations to enhance effective learning by accommodating variety in age, sex, role flexibility, personal background, numbers, setting, etc. Both verbal and non-verbal communication will be studied. (Fall Term)

M. Klansch and R. Pish

1 credit hour

28.131 Communicating Accurately

The intent of this course is that the student will be able to explain an event or phenomenon both orally and in writing such that, in the instructor's opinion, it can be understood by typical Grade 9 pupils at the first hearing or reading.

This intent will be accomplished by having the student read material provided, watch a video-tape on the subject, play a communication awareness game, and complete oral and written exercises.

The student's success as an accurate communicator will be checked by a written test. If the required standard is met the student will receive credit for the course. If not, remedial exercises will be provided and the test may be written again.

R. H. Horwood

.5 credit hour

28.132 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, participants will

- have a working knowledge of curriculum terms and concepts
- know the basic assumptions underlying curriculum design
- know the activities preceding development of a curriculum

know the procedures for developing and implementing a curriculum

be able to read and interpret 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 experienced productive cooperation in a group.

Time Ten one-hour lectures and nine one-hour curriculum development laboratory sessions.

Staff

1 credit hour

28.133 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 techniques: 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

1 credit hour

28.134 Group Process Skills Unit

In order that students will work together in cooperative learning activities, teachers should not only understand group dynamics and be skilled in working with small groups but also be able to implement interactive activities integrated with their subject matter which will motivate their students. This group process skills unit will attempt to give student teachers in the s.a.o. program group process background to help their students work effectively together in the classroom. It is expected that having completed this course the participants will:

- 1 See the value in working in small groups to effectively meet their course objectives.
- 2 Be able to administer and interpret instruments to diagnose classroom climate.
- 3 Develop skills necessary for working in small groups.
- 4 Be familiar with a set of interactive activities and ways of implementing them in specific classroom settings.

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 stated ends and their selected means or courses. Prospects will be interviewed by Mr. Pish and Ms. Klansch.

R. Pish, M. Klansch

8 credit hours

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 irremediable 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 emotionally disturbed or physically handicapped persons, with the Children's Aid Society, with Free and Community schools and similar groups. Service efforts usually involve a blend of guidance and tutoring, and require from three to four hours each week for a period of about twelve 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.

D. Geiger M. Klansch, R. Pish

2 credit hours

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.

M. Khensch and Staff 1 credit hour

28.228 Band Lab Ensemble

Students with some ability to play a wind or percussion instrument at about an intermediate level or better may register for the Fall term Lab Ensemble. The band will meet for one two-hour rehearsal each week for ten weeks and will play band repertoire suited to the ability of the majority of the players.

D. C. M. Smith 1 credit hour

28.229 String Lab Ensemble

Students with some ability to play a violin, viola, cello or bass at an intermediate level or better may register for the Winter term Lab Ensemble. The string group will meet for one two-hour rehearsal each week for ten weeks and will play string repertoire suited to the ability of the majority of the players.

D. C. M. Smith 1 credit hour

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 joints, 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 in Chemistry. These candidates will have the opportunity to do glass blowing in the curriculum option.

D. Quinn, I. Talenick 1 credit hour

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. Lokn 1 credit hour

28.232 Communicating with Motion Pictures

This course is designed for students 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 1 credit hour

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. Southall 1 credit hour

28.239 Educational Alternatives

This course will examine current alternatives (community schools, free schools, non-schools, etc.) to the conventional school. The class will read criticism of the existing educational system and examine these alternatives in that light.

J. H. G. Eastbrook 1 credit hour

28.240 Introduction to the Teaching Profession

This ten week course will serve to introduce Student Teachers to the structure of public education. Using case studies, guest experts and problem-solving techniques, the following features of the education system will be explored:

- 1 the legal framework of the teacher (personal liability, government regulations, contracts, certificates);
- 2 the professional associations (functions, mode of decision making, current trends);
- 3 the teacher in the community (teacher-board and teacher-parent relationships);
- 4 the teacher in the marketplace (position-seeking).

Each student will be expected to select one of the four topics listed above for intensive study.

P. H. Hennessy 1 credit hour

P. H. Hennessy

P. H. Hennessy 1 credit hour

5 Understand concepts of small group behavior and operation in order to effectively work with small groups within a classroom setting.

6 Design and be able to implement at least one activity which will be integrated with course content and which will be designed to improve classroom climate. (Fall Term and Winter Term)

M. Balenchuk and A. King 1 credit hour

28.135 Measurement and Evaluation

This course will provide the student with some practical skills necessary to implement a valid testing program within the classroom. It will concern itself with such questions as: What purposes do tests serve? How are tests constructed? How are tests and assignments scored? and How are the results of such evaluation instruments interpreted?

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

R. J. Wilson 1 credit hour

28.136 Question-Response Patterns

This unit will introduce Student Teachers to a set of skills, the use of which can gain greater pupil involvement in the instructional sequence. The focus will be on questioning skills initially and then will shift to the handling of pupil responses to get maximum class participation. Though a cognitive emphasis is suggested, the unit does not exclude other types of learning.

P. H. Hennessy 1 credit hour

INTEREST COURSES**28.201 Humanistic Education and Organizational Change****Objectives**

- 1 to explore experientially the application of applied behavioral science concepts to the teaching-learning and organizational change processes.
- 2 to redefine the teacher-student relationship in terms of openness, receptivity, collaboration and risk-taking.
- 3 to study affective education theory, techniques, and materials that can be applied to a variety of teaching-learning settings.
- 4 to examine organizational change in terms of:
 - a Goal-value dilemmas and decision making in the planning of change
 - b The concept of planned change
 - c The small group in stability and change
 - d Other systems for change efforts
 - e Strategic leverage points for change
 - f Models and selected examples of the influence process.

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, time-tabling, 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 1 credit hour

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 1 credit hour

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. (Both Terms)

J. D. Burnett 1 credit hour

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 1 credit hour

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 1 credit hour

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. Thamm 1 credit hour/28.259 Typing

A half-course in the acquisition of the basic skills of typewriting and the observations of methods of teaching typing may be offered during the Winter Term. Announcement is made during the Fall Term.

Staff 1.5 credit hours

28.260 Developmental Reading

This course is designed to increase students' understanding of the reading process of both beginners and mature, efficient readers, and to relate this knowledge to classroom practice.

M. Hughes 1 credit hour

28.265 Historical Imagination

This course is intended to be of value to anyone interested in history; it should be of particular value to prospective history teachers. Meetings will be informal. Each session will focus on a particular historical episode or individual of exceptional interest which the speaker has researched in depth. Speakers will include professors from the faculty of education and from other faculties. The emphasis will be on multi-media presentations; conventional subjects and approaches will be avoided. Topics under consideration include: "The assassination of President Kennedy"; "Dr. Norman Bethune"; and "1914 and British consciousness". There will be eight or nine two hour sessions; Winter Term only. Enrolment is limited to 25.

D. Pratt and Staff 1 credit hour

28.205 Drama in Education (K-13)

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. Offered both terms.

L. Wilson 1 credit hour

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 compelling experiences outside of classroom walls powerfully influence learning for both students and teachers in addition to enhancing student-teacher relationships. Offered both terms.

M. Khensch, R. Pih 2 credit hours

28.209 Speech and Drama

The course is intended for those students who have difficulty in communicating in English and especially for those students for whom English is a second language.

Working together on a one-to-one basis with a group of Dramatic Arts students, it is hoped first of all to encourage a flow of confident conversation between the student who has difficulty in communicating and the student who is assured and confident in his oral communication. Each case will be dealt with on an individual basis, and will include watching films, listening to records of the spoken word, visiting community institutions such as the Court House, the Auction Room, and a classroom.

Enrolment in this course is limited and is subject to consultation with Professor D. Kemp, A226.

D. Kemp 1 credit hour

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. Khensch, R. J. Pih 1 credit hour

g Functions in planned change and the small group in processes of planned change.

5 to examine authority functions and orientations, being an employee and first job dilemmas as they relate to efforts to influence change and to translate humanistic values into operational norms.

6 to orient participants regarding some basic and simple instruments available for use in human relations projects and in organization planned change influence attempts.

M. Khensch, R. Pih 1 credit hour

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 1 credit hour

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.

Counsellor Education Staff 1 credit hour

28.204 Effective Written Communication

Aimed at developing proficiency in written style and expression, this course features close personal supervision and focuses on individual needs and performance in writing through a series of consultations and exercises. A review of necessary grammar basics, paragraph and essay structure, and formal rhetorical devices will be tailored to the strengths and weaknesses of each participant. Times to be individually arranged.

Enrolment in this course is limited and is subject to consultation with Professor Turner, A204.

Note: Candidates in the 2nd program who wish to act as tutors in the above course may receive one credit hour in the Interest Courses area under the heading 28.299 Private Studies. Tutors will be under the supervision of a faculty member listed below. Prospective tutors should identify themselves to Professor Turner, A204, during the Fall term.

R. Turner, A. Orr, K. Kellway, L. Thompson 1 credit hour

28.213 The Sound of Poetry

A program of poetry presentations by poets and students, making use of film and tapes, is aimed at the development of listening and speaking skills, and the exploration of the interplay of sound and sense. Offered in the Winter Term on Monday evenings from 7 to 9 pm.

R. Turner 1 credit hour

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 1 credit hour

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 1 credit hour

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. The Fall section of this course is intended only for students registered in the Dramatic Arts curriculum option. The Winter section is intended only for students not registered in Dramatic Arts.

L. O'Farrell 1 credit hour

28.295 Choral Lab Ensemble

Students may register for a one term Choral Lab Ensemble. This choir will read through and prepare for performance a varied choral repertoire best suited to the abilities of the singers. No previous choral experience is necessary but some ability to read music is recommended. The choir will meet for one two-hour rehearsal per week for ten weeks.
C. M. DeGaris 1 credit hour

28.299 Private Studies

Private study may be undertaken by a student to satisfy a particular need or to pursue a particular interest relevant to teaching. The student is to submit an outline of the proposed Private Studies to the appropriate faculty member for the faculty member's appraisal, approval, and acceptance of the responsibility for monitoring and evaluating the student's study. The faculty member must submit his written approval to the Registrar before a student may be registered for Private Studies.
1 credit hour

Continuing Education Program 85

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 1974, 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.

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. Masly 1 credit hour

28.270 Seminar in Cinema Studies

A course run in conjunction with a film series. Six major films will be seen and each of these will be followed by a seminar discussion group.
D. Kemp 1 credit hour

28.271 Practical Theatrical Production

An involvement in a major production as designer, actor, technician. Available only to those students taking Dramatic Arts as one of their curriculum options. The course will coincide with a major student production. This course is designed to run for a limited period extending into both Fall and Winter terms.
D. Kemp, L. O'Farrell, L. Wilson 1 credit hour

28.273 Religion in the Schools

What place does 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.

It is the primary objective that all participants will develop a more sympathetic understanding of the basic concepts of faiths common in Ontario classrooms and their effect upon the life and thought of their adherents, and thus be able to relate better to the spiritual natures of their pupils. Fall Term.

This course should be of particular interest to elementary candidates.
C. M. DeGaris 1 credit hour

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 1 credit hour

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 1 credit hour

28.278 Enamelling on Metal

Students will explore all aspects of enamelling including plique de jour and cloisonne. Work will be in the areas of jewellery, fine art and functional design. Enrolment is limited to 20 students. Offered each term.
D. Coates 1 credit hour

28.279 Batik

Students will explore the ancient art of Indian fabric dyeing. 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. Coates 1 credit hour

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. DeGaris 1 credit hour

86 The Master of Education Program

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 a.s.d. 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 a.s.d. 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 1974-75 session. The scale of fees and the regulations which will apply during the 1975-76 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.

General Information 87**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.
D. E. Lowy 2-4 credit hours

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.
D. E. Lowy 1 credit hour

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, liping, 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. H. Morris 1 credit hour

28.285 Teaching Science and Mathematics with Everyday Things

This course is intended primarily for students planning to teach at the elementary level. Producing simple materials for practical work in science and mathematics will be the main focus of the course. How to use these materials to develop basic concepts will also be discussed. (Winter term).
J. Olson, W. Higginson 1 credit hour

28.286 A Study of the Religious Education Program in the Roman Catholic Elementary Schools of Ontario

This course is an introduction to the central concepts which make up the Religious Education curriculum currently in use in the Catholic Schools of Ontario.

Any teachers who plan to teach in the Roman Catholic Separate Schools will find this course helpful as a basic orientation in regard to the theological and pedagogical principles underlying contemporary Catechetical teaching.

Roman Catholic Separate School boards expect their teachers to be responsible for a Religious Education curriculum. It is strongly recommended that students planning to teach in Roman Catholic Separate Schools enrol in this course.

The course is conducted by the Religious Education Consultants of the local Separate School Boards and is coordinated by the Kingston Diocesan Office of Religious Education.
C. M. DeGaris (Liaison) 2-4 credit hours

28.289 German Authors

This course will be organized on the pattern of the traditional German "Dichterabend". Each student will play the part of a German author of his or her choice, reading from selected works, answering in the first person and leading discussions on the author's attitudes, style and influences. The course will be conducted in German. (Winter term)
D. A. Massey 1 credit hour

28.293 Teaching English as a Second Language**Objectives**

- The student teacher will have an understanding of:
- 1 the problems facing the children learning English as a second language
 - 2 the language systems of English — syntactic and phonemic; and language acquisition,
 - 3 methodology of English second language teaching,
 - 4 teaching English as a second language through practical experience on a one to one basis and in a regular classroom.

Course Outline

- 1 practical experiences in learning a second language (guest speakers)
- 2 analysis of English syntax (traditional grammar, transformational and generative theories) language acquisition.
- 3 analysis of English phonology (speech sounds, stress, intonation).
- 4 contrastive analysis of English and other languages.
- 5 methodology
- 6 micro teaching and classroom teaching.
D. Etherington 2 credit hours

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 a 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.

The University Libraries

The library system at Queen's University consists of a central unit, the Douglas Library, 19 branches and three faculty libraries, of which one is the Education Library. Together these libraries contain 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.

For the purpose of library privileges students of the Faculty of Education are considered to be in the category of graduate students. 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, are made available through the interlibrary loans service.

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 80,000 documents on microfiche distributed by the Educational Resources Information Centre (ERIC) of the United States Department of Health, Education and Welfare. 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; an 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

Academic Facilities and Student Services 93

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	65.65	65.65	—
Faculty Society	7.50	7.50	—
Installation Charge	—	5.00	—
	\$653.15	\$368.15	\$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	9.65
Queen's Journal	3.00
Tricolour Yearbook	4.50
Golden Words	.25
Who's Where	.75
University Centre	5.00
Concert Fee	3.00
Legal Aid	.25
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 store room in the gymnasium.

Installation 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 installation 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 installment 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

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.

Statistics

Statistics is a subject of great importance to scientists, managers, engineers, politicians, economists and others interested in interpreting and understanding data. There is also an increasing recognition of the value of statistics at all levels of education. Because of its usefulness in so many areas, it is not unexpected to find many courses being offered in many departments at Queen's. Details on specific department offerings can be obtained from the Arts and Science and Applied Science calendars, from D. Burnett (A218, Duncan McArthur Hall) or from the Director of Queen's STATLAB, Mr. Donald Watts, Jeffery Hall.

Division of Concerts

The Division of Concerts is the office solely responsible for programming performing arts events on campus. At present, three concert series are presented. The Grant Hall series of five concerts has featured symphony orchestras as well as international soloists. The Dunning Hall series of five concerts specializes in chamber music.

The Vaghy String Quartet, artists-in-residence at Queen's University perform a number of formal and informal concerts on campus. The Division of Concerts presents these concerts to the Queen's and Kingston communities.

A number of additional concerts have been presented to satisfy the increasing audience demand for quality musical events.

The Vibrant Stage series presents the best professional theatre, dance, and mime companies touring in Canada. These events are presented in Kingston's Grand Theatre.

Since these events are an important part of the co-curricular education of the students at Queen's both the University and the Richardson Memorial Trust Fund provide subsidies so that students can buy tickets at greatly reduced prices.

Students wishing to become involved with the presentation of performing arts events can do so by participating in related committee work and in front-of-house management.

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.

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 for 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.

Radio

CFRC, (1490 kilohertz), Canada's third oldest AM radio station, was first granted a broadcast license in 1922. CFRC-FM (91.9 megahertz), Kingston's first FM radio station, was granted a broadcast license in 1953. The stations are owned by Queen's University which finances their non-commercial operations. Programming is provided year round on a voluntary basis by the CFRC Student Radio Club under the guidance of the Station Manager and the Technical Director, a professor of Electrical Engineering. The stations' format includes a wide variety of music, news, sports and public affairs. A detailed Program Guide is available 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 Students' Memorial Union, which is really a club where the men and women students of all faculties may meet in a University building designed for that particular purpose and privilege.

The facilities include club meeting rooms, student government offices, plus the student newspaper and year book offices. The offices of the Alumni Association are also located in the Union. Located in a

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 Assistance 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 which 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 Assistance 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 satisfac-

tory 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.

these difficulties may lead to nervousness, depression, physical complaints or impairment of concentration; and these symptoms in turn may result in individuals profiting less from their university experience and interfere with academic progress. 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 impair their health, academic performance or sense of well-being. Appointments are made on a personal basis, and complete confidentiality is observed.

Hours of operation

Medical Clinic: 9:00 a.m. — 11:30 a.m.
1:00 p.m. — 4:00 p.m.
Monday to Friday inclusive
Telephone: 547-6106 (24 hours)

When the service is closed, answering service will place the caller in touch with the duty physician.

Psychiatric Division: 9:00 a.m. — 5:00 p.m. by appointment
Telephone 547-2889

Ambulance Service: Telephone 544-5555

Medical and Hospital Insurance

University policy requires that all full-time students and their dependents have insurance to cover medical and hospital costs in order to protect their interests and the interests of the university community. Students are required at registration to produce evidence of hospital and medical insurance effective in Ontario throughout the academic session, or to obtain insurance at registration. Hospital and medical insurance coverage in Ontario is obtained through subscription to the provincial medical care plan — Ontario Health Insurance Plan (OHIP). The premium for this plan is \$11.00 per month for single subscribers and \$22.00 per month for couples with or without children. The plan makes provision for premium assistance when the applicant can qualify.

Further information may be obtained from the Ontario Health Insurance Commission, 2195 Yonge Street, Toronto 295, Ontario, or the Regional Office, Ontario Health Insurance Commission, P.O. Box 9000, (1055 Princess Street), Kingston, Ontario. In addition, explanatory literature may be obtained in banks, post offices, and hospitals.

A "verification of hospital and medical insurance" card is mailed to all new students and previously registered students returning for the next academic session. Details of insurance coverage must be entered on this card and the card presented at time of registration. The university accepts no responsibility for uninsured medical expenses incurred by a student.

Associate Schools and Principals 1974-75

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Colonel By Secondary School
Mr. J. L. McDonald

Confederation High School
Mr. P. J. Ivay

Earl of March Secondary School
Mr. G. B. Armstrong

Gloucester High School
Mr. T. J. Brennan

Carleton Board of Education Public Schools

Bayshore School
Mr. R. Bullock

Bell's Corners P. S.
Mr. J. M. Ferguson

Century School
Mr. T. A. Gordon

D. Aubrey Moodie Intermediate School
Mr. E. K. Murray

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Mr. P. Dupuis

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Green Bank Senior Elementary School
Mr. G. F. Berry

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Merivale High School
Mr. A. G. Peterson

Osgoode High School
Mr. W. W. Johnston

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Mr. G. M. Ferguson

South Carleton High School
Mr. P. J. R. Carroll

Henry Munro P. S.
Mr. W. M. Valentine

Meadowlands Middle School
Mr. L. A. Roth

Metcalfe P. S.
Mr. R. A. Alton

Queenswood P. S.
Mr. D. M. Brown

Robert Hopkins P. S.
Mr. J. A. Brown

Sir Winston Churchill P. S.
Mr. R. A. Fraser

new wing of the building is the International Centre. The Union has a main dining room, Wallace Hall, also a large coffee bar, billiard rooms, common rooms, and other facilities designed to meet the requirements of student activities.

Athletics

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.

Student Services

The University has established services which are available to all students in a number of major areas, to deal with a variety of student concerns and provide for their needs at Queen's. These include personal counselling in a number of areas, medical care, day care, job placement, and the provision of programs and of facilities in support of a variety of student activities of a social cultural and intellectual nature.

The Co-ordinator of Student Services, Mr. Finn Bogstad, is responsible for the active co-ordination of the Career Planning and Placement Service, Queen's Day Care Centre, the International Centre, the Student Affairs Centre, the Student Counselling Service, and the Student Health Service. His duties also include the maintenance of effective liaison with the University Chaplain, the Dean of Women and the officers of the Alma Mater Society, and in general the facilitation of effective services to meet the needs of Queen's students. Mr. Bogstad's office is located in the Student Affairs Centre, 51 Queen's Crescent, "the grey house," and he is available to all students, faculty and staff for assistance and consultation. Telephone 547-6995.

Career Planning and Placement Service

The Career Planning and Placement Service at 121 Union Street, (telephone 547-2992) offers a variety of information and services to Queen's students in the area of career decision and implementation. Part time, summer and permanent placement assistance as well as career counselling are the primary activities of the staff.

The part-time employment program operates during the regular academic year and aids students in gaining work experience and supplementing their incomes with casual work in the Kingston area. The summer employment program assists students in finding career oriented and interesting summer jobs in a variety of geographic regions. Local employment on a more casual basis is offered through the Alma

Mater Society Job Bank from mid-April to mid-August. The permanent employment program is implemented through on-campus and off-campus recruitment. Representatives of companies, industry and government agencies visit Queen's to interview students for possible employment. Companies which do not come on-campus notify to CRA Office of their hiring needs and students registered with the service are asked to contact these companies for interviews.

Another important facet of the CRA program is career counselling through career seminars, group discussions and individual counselling. This program places special emphasis on orienting the student to the non-academic or work world and to making sound career decisions. The staff maintains a large career resource centre consisting of relevant material obtained from over 800 companies, associations and government agencies. A wide selection of directories and pamphlets give students information on career opportunities in all occupational areas.

The service is available to Education Students through facilities and personnel located in Duncan McArthur Hall. Information about the service is made available during the opening days of the session.

The International Centre

The International Centre, built as a joint venture between the University and Rotary Clubs of Kingston and District, was opened in January 1966. It is located adjacent to the Students' Memorial Union and exists as a community and campus service and provides a meeting place for all with an interest in any aspect of internationalism. It is designed to help promote international understanding by providing a place where overseas students and their friends can meet. Its facilities include a pleasantly furnished lounge, fully equipped kitchen, large recreation room, meeting room and workroom.

Associated with the Centre is the International Club, various national clubs, the World University Service of Canada, the Canadian University Service Overseas, and the Canadian Bureau for International Education.

Its doors are open to the public at all times, as are all of its events. Most of the activities correspond with the academic year. In September, the Centre sponsors an orientation program for newly arriving foreign students which includes discussions on immigration, housing, health, laws, clothing and finances. Meetings with other students from the recent arrival of the country are arranged. The staff of the Centre welcome any opportunity to be of assistance to new arrivals, in particular, and to all students as their needs arise.

The Centre aims particularly at fostering the interaction of Canadian students with those from overseas; to this end it is the locale for meetings, debates, seminars and films on international affairs. Overseas students can be a tremendous resource to Queen's as a whole, and to individual Canadians in friendship or working and studying together.

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Frank Ryan Intermediate School
Mr. P. L. Gravelle

C.F.B. — Fort Henry Board of Education

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Lundy's Lane School
Mr. I. M. Ruttle

Espanola Board of Education

Espanola High School
Mr. M. P. J. Desrochers

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Outdoor Education Consultant —
Gould Lake Mr. H. J. Henderson

Bayridge Secondary School Loyalist Collegiate and
Mr. R. A. Joyce Mr. J. G. Linscott Vocational Institute

Frontenac Secondary School Queen Elizabeth Collegiate and
Mr. A. H. Foss Mr. E. A. Craighead Vocational Institute

Kingston Collegiate and Vocational Institute Sydenham High School
Mr. A. H. Fudge Mr. H. A. Montrose

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Cataragui P. S. Loughborough Public School
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J. E. Horton Public School and Annexes Welborne Avenue P. S.
Mr. C. F. Jones Mr. R. W. Parks

Joyceville Public School Winston Churchill Public School
Mrs. L. B. Jones Mrs. M. M. Clench

One of the prime functions of the Overseas Student Advisor, Mr. Kaspar Pold, is to ease the entry of students of other countries and cultures into the life of Queen's University specifically, and into life in Kingston and Canada generally. He is available all year round for private consultation with overseas students in any matter concerning which a student seeks advice or aid. The advisor will refer the student to the appropriate individual or body where necessary. He is also available for consultation to the university community at large. His office is located in the International Centre. Telephone: 547-2807.

Queen's Day Care Centre

This Centre, located on campus at 169 Union Street, provides co-operative day care for children from ten months to kindergarten age for families of students, faculty, staff, and some off-campus people. Fees are low because parents' duties include supervision, meal preparation, and cleaning up the house. The Day Care Centre is incorporated as a charitable organization whose aim is to provide the best possible day care for the children of its members and to provide a stimulating program of activities and supervised play for the development and well-being of these children. The Day Care Centre is licensed and operates under the provisions of the Day Nurseries Act for the Province of Ontario. Day Care is available for approximately 25 children from 8:00 a.m. to 5:00 p.m., Monday through Friday. The management and administration is handled entirely by three trained staff and parents. Student volunteers are welcome and needed throughout the year. Fee information is available on request. For further information, telephone 546-6955.

Student Affairs Centre

The Student Affairs Centre, which is located in 'the grey house' at 51 Queen's Crescent, operates as a co-ordination and resource centre for Student Services. It also provides support to the student-oriented University services to facilitate the provision and development of effective services to meet the needs of Queen's students. All members of the University community in need of information, direction or advice may use the facilities and services at the Centre. Students often have problems not readily handled by any of the established specialized services. In such cases, the informal home-like environment of the comfortable old house, the expertise of the staff and a cup of coffee are of special value in putting the students at ease and pointing the way towards solutions of their problems.

The Student Affairs Centre people are Finn Bogstad, Tricia Davies and Nancy Plant. They are available to all students, and staff, for discussion, consultation and help with problems of any nature. They are "hassle free" and confidential. They will put a handle on the problem for the student and then find out exactly where it should be taken for solution if they cannot take direct action themselves. They will also provide follow-up to ensure a satisfactory conclusion.

An important support function provided by the Student Affairs Centre is the provision of facilities and continuity for some student-run services; e.g., the Birth Control, Vol. and Abortion Information and Referral Service and the Centre for Drug Education and Counselling are both located here. The Student Affairs Centre offers use of its facilities for a number of university community, social cultural and intellectual activities. Discussion groups, teach-ins, dinner meetings, meditation groups are a few of the many activities supported. The Student Affairs Centre is open as long as its services and facilities are required. Telephone: 547-6995.

Student Counselling Service

The Student Counselling Service provides free, confidential psychological counselling and testing services for all students. Professional help is available for the many personal or social problems which may arise. Individual and group testing is provided for students wishing organized information concerning their vocational and educational related abilities and interests.

The service is open from Monday to Friday, from 9:00 a.m. to 5:00 p.m., at the Orr House, 32 Queen's Crescent. Appointments are made on an individual basis and can be scheduled to suit the student's convenience. Counselling at other times can be arranged. All information will be treated as confidential. For information and appointments, telephone 547-2893.

The service is also available in Duncan McArthur Hall on specified days and information about the arrangements is made available to all students at the beginning of the year.

Student Health Service

The Student Health Service, located in the St. Lawrence building with its main entrance on Queen's Crescent, offers on-campus out-patient medical care and psychiatric and counselling service to all students registered at Queen's University.

The Medical Division, besides providing medical care for students who suffer accidents or illness, also looks after the needs of students with respect to 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 a nurse. Rooms are equipped with study facilities so that the student may continue his academic work in a quiet atmosphere as his condition permits.

The Psychiatric Division of the Student Health Service offers a comprehensive range of services, including counselling, testing and psychotherapy. Difficulties in coping with the demands of the university environment are experienced by many students. If unresolved,

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Mr. L. Gauley	St. Lawrence High School Mr. R. L. Brisson
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