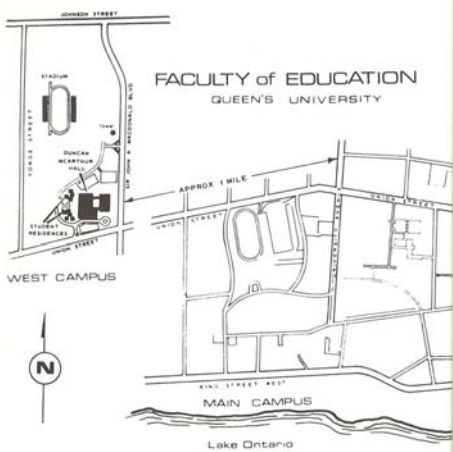


Photos: Jerry Baumgaertel, Ron Fairley  
Maps: Frank Cerisano



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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 under-enrolled.



### 1976

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

### 1977

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

### Faculty of Education Calendar 1976-77

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.

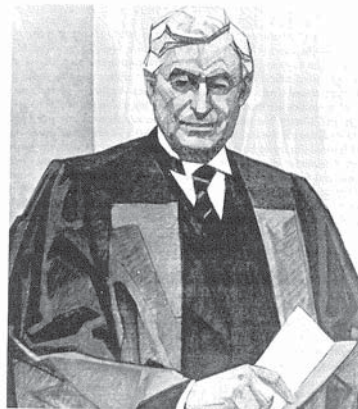
The Commerce program was established in 1919. In 1960 the program leading to the Degree of Master of Business Administration was introduced and the name of the School of Commerce and Business Administration was changed to School of Business. In 1963 the Board of Trustees established a separate Faculty 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 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, intercession programs during May and June were instituted in 1972. More recently, the University has been developing in the field of continuing education; sev-

eral 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 Righ Foundation for Continuing University Education also opened in September, 1974. It functions as a resource centre 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



## 12 The Faculty of Education

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

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

### Duncan McArthur Hall

The Faculty of Education is housed in an impressive educational complex known as Duncan McArthur Hall. This modern, well-equipped building provides the academic teaching facilities, the supporting services, 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 976 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.

## 6 Sessional Dates 1976-77

	<b>July 1976</b>		<b>March 1977</b>
5	First day of Summer School		1-11 Student Teaching.
			14-18 Winter break.
	<b>August 1976</b>		<b>April 1977</b>
13	Last day of Summer School		1 Last day for dropping a full course or a Winter Term half-course
	<b>September 1976</b>		7 Last day of classes, Winter Term M.Ed.
7-10	Pre-session observation in the schools		8 Good Friday (no classes)
13	Student orientation in the Faculty of Education. All B.Ed. and M.Ed. candidates will meet in the auditorium of Duncan McArthur Hall at 9:30 a.m., Monday, September 13, 1976.		22 Last day of classes, Winter Term — B.Ed. and M.Ed. in T.C.H.E.D.
14	Selection of courses, course counselling, enrolment for Student Teaching and Community Service, and Faculty approval of courses.		25-29 Student Teaching
15	First day of classes, Fall Term — B.Ed. and M.Ed. in T.C.H.E.D. candidates.		<b>May 1977</b>
15	Registration for M.Ed. candidates		20 Convocation
18	Alternative Registration for continuing M.Ed. candidates.		
20	First day of classes, Fall Term — M.Ed. candidates.		
21	10 a.m. — 3 p.m., Registration for B.Ed. and M.Ed. in T.C.H.E.D. candidates in Jock Hartly Arena, Division Street entrance.		
	<b>October 1976</b>		
1	Last day for adding a full course or Fall Term half-course.		
11	Thanksgiving (no classes).		
18-29	Student Teaching		
	<b>November 1976</b>		
11	Remembrance Day (classes cancelled 10:30 — 11:30 a.m.)		
26	Last day for dropping a Fall Term half-course		
29-30	Student Teaching		
	<b>December 1976</b>		
1-10	Student Teaching		
10	Last day of classes, Fall Term — M.Ed.		
21	Last day of classes, Fall Term — B.Ed. and M.Ed. in T.C.H.E.D.		
	<b>January 1977</b>		
10	First day of classes, Winter Term B.Ed., M.Ed. in T.C.H.E.D., M.Ed.		
21	Last day for adding a Winter Term half-course		
	<b>February 1977</b>		
14-28	Student Teaching.		

## 8 History of the University

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

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

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

Principal Grant died in 1902 and was succeeded in the following year by the Very Reverend D. M. Gordon. In 1916, because of ill-health Principal Gordon resigned his position, but continued in office until the autumn of 1917, when the Reverend R. Bruce Taylor was appointed his successor. In 1930 Principal Taylor resigned to live abroad and Dr. J. C. Connell was appointed Acting Principal. He held this position for four months, until October, when W. Hamilton Fyfe, Headmaster of Christ's Hospital, England, and formerly Fellow of Merton College, Oxford, was installed as Principal of the University. Dr. Fyfe resigned in 1936 to accept the Principalship of the University of Aberdeen. He was succeeded by

Principal R. C. Wallace, President of the University of Alberta from 1928 to 1936. Dr. Wallace retired in September 1951 and was succeeded by Principal William A. Mackintosh, the first Queen's graduate to hold the Principalship.

In 1961, by Act of Parliament, the positions of Vice-Chancellor and Principal were separated and Dr. Mackintosh became Vice-Chancellor. He was succeeded as Principal by Vice-Principal J. A. Cory, 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 Cory was named Vice-Chancellor and Principal. Principal Cory 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 1894, as similar facilities were offered in Toronto and elsewhere. In 1943, for the first time in forty-nine years women were again admitted to the Faculty of Medicine. In the same year the Faculty of Applied Science admitted women for the first time.

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

In 1941, the Faculty of Arts organized a formal Committee on Graduate

- Horwood, R. H., B.A., M.Sc.(Queen's)  
Associate Professor — Biology
- Howard, F., B.A.(Ottawa)  
Associate Professor — French
- Jensen, P., B.P.E.(U.N.B.), M.A.(Alberta)  
Part-time Seasonal Lecturer — Sociology
- Johnston, C. F., B.A., B.Ed.(Toronto), M.A.(Syracuse)  
Associate Professor — Educational Technology, Co-ordinator of Media Services
- Kellway, J., B.A.(Bristol)  
Part-time Lecturer — English
- Kemp, D. E., B.A.(Queen's), L.U.T.D.(London), L.U.D.D.A.(Central School of Speech and Drama), L.T.C.L., F.T.C.L.(Trinity College, London)  
Associate Professor — Dramatic Arts, (Chairman)
- King, A. J. C., B.P.E.(British Columbia), M.Sc.(U.C.L.A.), Ed.D.(Toronto)  
Professor — Sociology (On leave 1975-76)
- Kluensch, M., B.A., M.A.(Queen's)  
Associate Professor — Clinical and Field Studies
- Knight, E. J., B.Sc.(St. Francis Xavier), Diploma in Education(Dalhousie), B.A.(St. George Williams), M.Ed.(Toronto)  
Assistant Registrar
- 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 (On leave 1975-76)
- Mandell, A. L., B.A.(Queen's), B.Lit.(Glasgow)  
Associate Professor — Philosophy (Chairman) (On leave 1975-76)
- Massey, D. A., M.A.(Cambridge), M.A.T.(Yale)  
Professor — French and German, (Chairman of Classical and Modern Languages)
- Mellor, W. J., B.A., B.P.H.E.(Queen's), M.S.(Oregon)  
Associate Professor — Physical and Health Education
- Miller, C., B.A.(London School of Economics), M.A.(McMaster)  
Part-time Seasonal Lecturer — History of Education
- Miller, L. A., B.A.(Thiel College), M.A.(Duquesne), Ph.D.(Alberta)  
Assistant Professor — Reading
- Moore, L. A., 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)  
Associate Professor — Curriculum
- Munro, I. R. M., B.A.(McMaster)  
Seasonal 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  
Assistant Professor — Dramatic Arts
- Ojkle, H. B., B.A.(Queen's)  
Registrar
- Olson, J. K., B.A., B.Sc.(Queen's), M.Ed.(Toronto), Dip.Ed.(Bristol)  
Assistant Professor — Science
- Orr, A. A., M.A.(Glasgow)  
Professor, Associate Co-ordinator of Student Teaching
- Osser, H., B.A.(Queen's), Ph.D.(Cornell)  
Professor — Psychology
- Peruniak, W. S., B.A.(Queen's), M.Ed.(Toronto)  
Professor, Associate Dean, Co-ordinator of B.Ed. Program
- Pieh, R. J., B.Sc.(Wisconsin), M.Sc.(California)  
Professor, Co-ordinator of Community Service
- Pratt, D., B.A., M.A.(Oxford), M.A., Ph.D.(Toronto)  
Associate Professor — Curriculum Design (On leave 1975-76)
- Purinton, M. R., B.S., M.Ed.(South Carolina), Ph.D.(Florida State)  
Assistant Professor — Guidance and Counselling
- 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), M.Ed.(Queen's)  
Assistant Professor — Technical Education
- Samuda, R. J., B.A., M.Ed., Ph.D.(Ottawa)  
Professor — Guidance and Counselling (Chairman)
- Sedgewick, K. H., B.A.(McMaster), M.Ed.(Ottawa)  
Special Lecturer — Elementary Education (Physical and Health Education)



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

## Administrative Staff — 1975-76

- Ready, V. S., B.A.(Queen's)  
Dean of the Faculty of Education
- Peruniak, W. S., B.A.(Queen's), M.Ed.(Toronto)  
Associate Dean and Coordinator of the B.Ed. Program
- Hooper, F. K., C.D.  
Administrative Assistant
- Travers, A., B.A.(Queen's)  
Administrative Assistant
- Murdock, M.  
Administrative Assistant
- Mein, K., B.A.(Queen's)  
Departmental Assistant
- Ojkle, 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 Community Service
- Applegate, M. W., B.A.(McMaster), M.A.(Toronto)  
Coordinator of Continuing Education
- Crowe, N.  
Administrative Assistant
- Atherton, P. J., Diploma in Public Administration (I)(Exeter), B.Ed.(Calgary), Ph.D.(Alberta)  
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

- Sharples, B., B.Sc.(Birmingham), M.Ed.(Calgary), Ph.D.(Alberta)  
Associate Professor — Educational Administration
- Smith, D. C. M., A.R.C.T., Mus.Bac., M.M.(Toronto)  
Associate Professor — Cross-appointment, Music and Arts and Science (Music)
- Smith, H. A., B.Sc.(New Brunswick), M.A., Ph.D.(Toronto)  
Assistant Professor — Psychology (Chairman)
- Stewart, I. R., B.A.(Queen's), M.Ed.(Ottawa)  
Part-time Lecturer — Educational Administration
- Southall, G. A., B.A., B.D.(Queen's), M.A., Ph.D.(Syracuse)  
Assistant Professor — Cross-appointments, 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
- Thompson, L., B.A.(Toronto), M.A.(Rochester)  
Professor — English (Chairman)
- Thumm, W., B.A., B.Ed.(British Columbia), B.Sc.(St. George Williams), 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.(Ottawa)  
Special Lecturer — Elementary Education and Psychology
- Wilson, L., B.A.(Toronto)  
Lecturer — Dramatic Arts
- Wilson, R. J., B.Ed.(British Columbia), M.Ed., Ph.D.(Washington)  
Associate Professor — Measurement and Evaluation
- Wright, G., B.A.(Saskatchewan), B.L.S.(Toronto)  
Chief Librarian

The Bachelor of Education 21  
Program

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 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.

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

## Faculty 1975-76

- 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)  
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 (I)(Exeter), B.Ed.(Calgary), Ph.D.(Alberta)  
Professor — Educational Administration, Coordinator of Graduate Studies and Research
- Axford, R. S., B.Sc.(Western), M.Ed.(Toronto)  
Special Lecturer — Elementary Education (Science)
- Bailey, J. C., B.A.(Queen's), M.A.(Syracuse)  
Professor — Elementary Education (Language Arts) (Chairman of Elementary Education)
- Balanuchuk, M. L., B.A.(Queen's), M.Ed.(Toronto)  
Professor — Guidance and Counselling
- Briccetti, G., B.A.(Queen's)  
Lecturer — Elementary Education (Language Arts)
- Bryans, D. G., B.A.(U.R.C.), M.Ed., Ph.D.(Alberta)  
Special Lecturer — Educational Administration and Man in Society
- Bull, D.  
Part-time Seasonal Lecturer — Art
- Burnett, J. D., B.Sc., Ph.D.(Alberta)  
Assistant Professor — Computer Studies
- Butler, R., B.A.(Waterloo Lutheran)  
Special Lecturer — Technical Education
- Campbell, D. S., B.A.(Washington and Lee), M.A.(North Carolina), Ed.D.(Indiana)  
Associate 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
- Cooke, J. H., B.A.(Toronto), B.P.E.(McMaster), M.Ed., M.A.(Ottawa)  
Seasonal Lecturer — Physical and Health Education
- Cousineau, D. F., B.A., M.A.(Alberta)  
Part-time Seasonal Lecturer — Sociology
- Cowan, D. A., B.A., M.Ed.(Bilborno State College)  
Special Lecturer — Art and Elementary Education (Art)
- Crawford, D. H., B.Sc., M.A., M.Ed.(Glasgow), Ph.D.(Syracuse)  
Professor — Mathematics
- Cross, H. R., B.A., M.Ed.(Toronto)  
Special Lecturer — 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.(Ottawa)  
Special Lecturer — Elementary Education — Queen's-Trent Liaison
- Eastbrook, J. H. G., B.A., M.A.(Western)  
Assistant Professor, Sociology
- Elkin, W. F., B.A.(York), M.A.(Calgary)  
Seasonal Lecturer — Sociology
- Elliott, G. J., B.A., M.Ed.(Toronto)  
Special Lecturer — Elementary Education (General Methods)
- Etherington, D. G., B.A., M.Ed.(Toronto)  
Special Lecturer — Elementary Education (Language Arts)
- Freeman, R. M., B.A.(Queen's), M.A.(Minnesota), B.D.(Pittsboro), Ph.D.(Harvard)  
Associate Professor — Professional Issues in Contemporary Education, Contemporary Issues and Human Problems
- Geiger, D., B.A.(Toronto)  
Part-time Seasonal 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 — Professional Studies
- 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
- Holomego, H., B.A., B.P.H.E.(Queen's), M.A.(Western)  
Professor — Physical and Health Education (On leave 1975-76)

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.

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 Four (E.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 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, Anglais, Anthropology, Art, Biology, Chemistry, Computer Science, Drama or Theatre Arts, Economics, English, 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

Candidates in the program are Associate members of the Ontario Teachers' Federation.

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 meet the basic requirements of our program but, at the same time, will allow candidates the widest possible latitude of preference and selection.

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

effectiveness, creativity and interpersonal relations. The object is not to make the work easier or the professional discipline less demanding, but rather to redirect motivation from the secondary consideration of meeting external requirements to the primary task of meaningful achievement.

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

In light of the distinctive features described above, we dare to hope that this year of professional preparation will be a most satisfying experience in a truly educational sense and a stimulating surprise for those with outdated preconceptions about the possibilities in such a course.

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

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

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

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

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

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

Certificate if the appropriate teaching option is completed. These are: Art, Intermediate Part I; Dramatic Arts, 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; and Instrumental or Vocal Music, Intermediate Part I. Courses are also available leading to the following supplementary certificates: Special Education, Part I; Teacher of English as a Second Language; and Teacher of French to English-speaking Pupils in Elementary Schools.

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 unless otherwise stated. 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-TWO CREDIT HOURS.

The credit hour system is intended to reflect the notion of "learning time", that is, the study time spent by the student both in class and out-of-class. Thus, six credit hours implies that the total "learning time" for that option will approximate six hours per week while the student is on campus. Three major areas constitute the program. The credit hours, either requisite or elective, are according to the following table.

Table with columns: Course Requirements — Minimum 32 Credit Hours, Requisite, Elective. Rows include Educational Studies, The Practicum, Supporting Skills and Studies, and Totals.

To make up the required thirty-two credit hours, all candidates not enrolled in Elementary Education must select three credit hours from the area headed Interest Courses. Any additional credits under Teaching

Skills may be used to meet the Interest Course requirement as may a selection from Alternative Settings for Education. No other areas may be credited toward meeting the Interest Course requirement.

Candidates may select Interest Courses which bring their total program in excess of thirty-two credit hours.

A. EDUCATIONAL STUDIES
1 Professional Issues in Contemporary Education
A series of special two-hour programs presented on a non-credit basis. (See 28-40)

2 Educational Foundations
Twelve credit hours 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
Elementary (Full Program)
Candidates take the following curriculum areas:
Communications

Primary Reading and Language Arts
Junior and Intermediate Reading and Language Arts
Mathematics
Social and Environmental Studies
Science
Social Studies
Expressive Arts
Art
Drama
Music
Physical and Health Education

Secondary

Two options are to be selected from the following areas:

- Art
Biology — Type A
Chemistry — Type A
Dramatic Arts
Economics\*
Elementary Education
English
French
Man in Society
Mathematics
Music
Physical and Health Education
Physics — Type A
Political Science\*
School Librarianship
Science — Single (One of Biology,

Explanations for Regular Candidates

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

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

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

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

4 Academic Transcripts
A regular applicant must have been awarded, by September 1, 1976, a Bachelor of Arts, Bachelor of Science, Bachelor of Physical and Health Education, Bachelor of Commerce or other acceptable university degree which has been approved by the Registrar as to admission requirements and as to content.

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

A Bachelor of Education candidate for the Interim Elementary School Teacher's Certificate can choose the Full Elementary Program which involves the following curriculum areas:
Communications
Social and Environmental Studies
Expressive Arts

(See page 31 for details of the Full Elementary Program.)
A candidate for both the Interim Elementary School Teacher's Certificate and the Interim High School Assistant's Certificate shall choose Single

Elementary Education and a secondary school curriculum option from the list below. (An exception to this is Guidance. A candidate selecting Elementary Education and Guidance will qualify for the Interim Elementary School Teacher's Certificate and Part I of the Guidance Certificate but not for the Interim High School Assistant's Certificate).

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 1976-77 academic session.

Table with columns: Art, Biology — Type A, Chemistry — Type A, Dramatic Arts, Economics\*, English, French, Geography, German, Guidance, History/Social Science\*. Rows include Man in Society, Mathematics, Music, Physical and Health Education, Physics — Type A, Political Science\*, School Librarianship, Science — Single (One of Biology, Chemistry or Physics), Science — Double (Two of Biology, Chemistry or Physics — Counts as two options).

Note: A full program in Technical Education (see page 35) can be selected.

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

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

- 1 Guidance, where at least fifteen credits in Psychology and/or Sociology (nine of which are to be in Psychology) are required;
2 Elementary Education, Physical and Health Education, School Librarianship, and 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;



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 "a.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 **a.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.

Geography	Chemistry or Physics)
German	Science — Double (Two of Biology,
Guidance	Chemistry or Physics — Counts
History/Social Science*	as two options)
	*No more than one can be selected from Economics, History/Social Science and Political Science.

**Note:** Candidates selecting the Elementary Education Option as one of their curriculum choices for the Interim High School Assistant's Certificate will, upon successful completion of the program, be recommended for the Interim Elementary School Teacher's Certificate as well. Candidates selecting Elementary Education and Guidance qualify for elementary certification only. For details of the single option program in Elementary Education see Programs in Elementary Education on page 30.

#### Technical Education

Candidates take Creative Technology, Technical Subjects and Technical Curriculum Development. For further details about the program see page 35.

#### 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 courses.

#### 8. 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.

### 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, candidates will have the elective of completing requirements for an additional certificate as Teacher of English as a Second Language or Teacher of French to English-speaking Pupils in Elementary Schools.

#### Program Components

##### Elementary Curriculum Areas

Communication Arts — 28.374 (6 credit hours)

Language Arts

Mathematics

Environmental Studies — 28.375 (4 credit hours)

Science

Social Studies

Expressive Arts — 28.377 (6 credit hours)

Art

Drama

Music

Physical and Health Education

##### Educational Foundations

Educational Psychology

Sociology of Elementary Education

An Elective in Foundations

Teaching Skills

Curriculum Design

Educational Media

An Elective in Teaching Skills

### The Co-Ex Program

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

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

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

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

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

#### Admission Procedures Sequence

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

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

#### Certification

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

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

### 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 (4 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.

#### 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
Teaching Skills	— 3 hours
Foundations	— 12 hours

#### Course description

The program deals with a combination of subjects in the elementary school curriculum. 28.374 Communication Arts (Language Arts and Mathematics) and 28.376 Social and Environmental Studies (Science and Social Studies) are the principal courses through which instructional strategies are studied. Provision is made for content and methodology in 28.378 Expressive Arts (Art, Drama, 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.

**Notes:** 1 Because of time constraints and large enrolments, the orientation to teaching phase of the single option program will provide limited exposure to schools and will be offered on a reduced time scale.

- 2 Candidates choosing the single option program are asked to do part of their pre-session observation in an elementary school.
- 3 Candidates choosing the single option program should realize that the practicum is divided between elementary and secondary panels.









### 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 curriculum development, 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 skills and the judgement necessary for adapting outdoor and experiential education programming to the perceived needs of individuals and groups.

**Module 4** two week internships during student teaching in established outdoor and other alternate education programs; use of the final 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 exceed the experiential and adaptive aspects of their overall professional preparation and increase the range of their internship opportunities.

### Evaluation

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

### Student Admission, Choice and Programming

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

It will be necessary that students seeking admission to the OEE se-

quence 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. Pieh and Ms. Klumensch.

This course will not be offered in the regular manner during the 1976-77 session. Candidates with a keen interest in Outdoor and Experiential Education who wish further information about the course should write to Professor R. J. Pieh before June 30, 1976. R. Pieh, M. Klumensch.

## B The Practicum

### COMMUNITY SERVICE

#### 28.170 Community Service 2 credit hours

Projects provide opportunities for in depth contact 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 irrefragable forces which drive less fortunate individuals. Such perceptions expand one's capacity to help others help themselves.

Projects begin at an expanding variety of entry points. Individuals and groups who seek help indicate problems which concern them and kinds of help they feel they need. Projects now exist in public and separate elementary and secondary schools, in community colleges, with Boy Scout and Girl Guide organizations, in churches and prisons, with particular hospital departments, with Board of Education services for retarded or accelerated or emotionally disturbed or physically handicapped persons, with the Children's Aid Society, with Free and Community schools and similar groups. Service efforts 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. Griger, M. Klumensch, R. Pieh

#### 28.375 Fall Elementary Program — Social and Environmental Science 4 credit hours

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 (Tabs).

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

R. Axford, R. H. Horwood, 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. Munro, P. Watson

#### 28.376 Single Elementary Option — Social and Environmental Science 3 credit hours

See 28.375 for general description. These are the same courses but 28.376 is given on a reduced time scale.

#### 28.377 Full Elementary Program — Expressive Arts 6 credit hours

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 practising 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. Coates

### Drama

This course offers opportunities 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.

L. Wilson

### 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

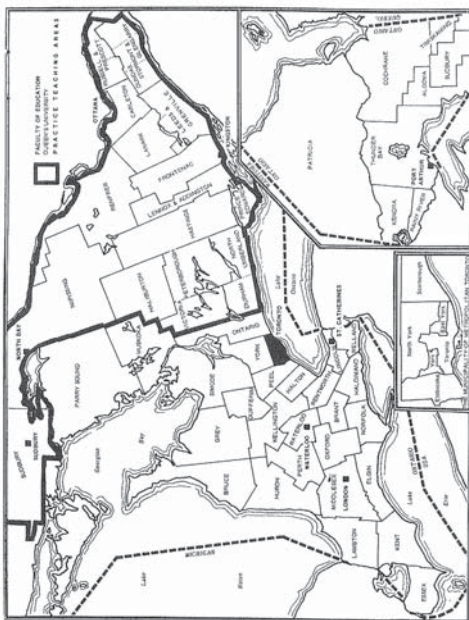
An activity based course in which participants acting as teachers and students develop activities and skills used in Elementary school physical education. Methods and content are developed for motor skills, games skills, rhythmic activities, gymnastics and movement education.

K. Selgevic

Note: Three of the four Expressive Arts units are required for credit for 28.377.

28.378 Single Elementary Option — Expressive Arts 3 credit hours  
See 28.377 for general description. Candidates in the single elementary option take two of the four offerings in the Expressive Arts area. Also, these two units will be offered on a reduced time scale.

### Map Showing Practice Teaching Area



#### 28.160 Student Teaching

Each candidate, in order to qualify for the B.Ed. 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

### ALTERNATIVE SETTINGS FOR EDUCATION

#### 28.180 Seminar in Community Education 4 credit hours

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 conceiver 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. G. Ambury

#### 28.181 ADULT BASIC EDUCATION AND RETRAINING 4 credit hours

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

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

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

M. Klumensch, R. Pieh

Not offered 1976-77

#### 28.182 Outdoor and Experiential Education 8 credit hours

Carefully planned and effectively implemented outdoor and experiential education may:

- 1 provide concepts of extending the boundaries of the classroom which are useful in the teaching of most types of subjects. Effective experiential learning programs 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 other experiential education activities can have a powerful impact on school communities by facilitating understanding within the schools and bringing a heightened sense of responsibility for concern for others to many students and teachers. There is then an increased desire to expand the curriculum to include concrete experiences as vehicles for learning.

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

The proposed course will offer a series of experiential modules specifically designed for candidates who wish to intensively explore the educational possibilities of the outdoor and other forms of 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.

**28.206 Open Country Explorations** 2 credit hours  
A challenge and discovery-focused introduction to outdoor education in its broadest sense, involving a variety of natural and manmade forces in an action-centred and all-weather setting. The program is adjustable to all readiness levels. No one will be overextended. There will be opportunities for participants to be alone. Increasing evidence indicates that impelling experiences outside of classroom walls powerfully influence learning for both students and teachers in addition to enhancing student-teacher relationships. Offered both terms.  
*M. Klensch*

**28.213 The Sound of Poetry** 1 credit hour  
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*

**28.219 Classroom Management** 1 credit hour  
This practical course related to the concerns of the elementary teachers will include such topics as routines, school law, behavioural concerns, time-tabling, recording attendance, the teacher's contract, preparation for September.  
*C. M. DeGaris, K. H. Sedgewick*  
Offered each term.

**28.220 Credibility in Science Teaching** 1 credit hour  
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—enrollment limited to 25 per section.  
*A. H. Munby*

**28.221 Teaching French to English-Speaking Pupils in Elementary Schools** 4 credit hours  
*Eligibility for admission:*  
a Evidence of standing in French at the Ontario Secondary School Honorary Graduation level or equivalent and success in an oral test in French to be administered at Duncan McArthur Hall.  
b Registered in the Full Elementary Program or in the Elementary Education Option and not registered in 28.321 or 28.322 French.

This course will provide instruction in French and enable candidates to teach systematically oral and written French to English-speaking pupils in elementary schools using materials produced commercially and by the teacher. Emphasis will be placed on creating an environment through the use of games, audio-visual media and interesting activities, in which pupils will express themselves in French.  
Successful candidates will be recommended for the certificate as Teachers of French to English-Speaking Pupils in Elementary Schools.  
*F. Housard*

**28.224 Dramatic Presentation** 1 credit hour  
An introduction to the process of dramatic presentation. Emphasis will be placed on the development and exploration of creative theatre forms with a progression from creative drama to the interpretation of scripted materials. The Fall section of this course is intended only for students registered in the Dramatic Arts curriculum option, who will work in some capacity on a stage production. The Winter section is intended only for students who are not registered in Dramatic Arts.  
*A. A. Orr*

**28.226 First Aid and Emergency Controls** 1 credit hour  
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. Klensch and Staff*

**28.228 Band Lab Ensemble** 1 credit hour  
Students with some ability to play a wind or percussion instrument at about an intermediate level or better may register for a one 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*

**28.229 String Lab Ensemble** 1 credit hour  
Students with some ability to play a violin, viola, cello or bass at an intermediate level or better may register for a one 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*

**28.230 Scientific Glassblowing** 1 credit hour  
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.

### Supporting Skills and Studies

#### TEACHING SKILLS

Each candidate will select courses from the Teaching Skills area having a total weight of three credit hours.

**28.132 Curriculum Design** 1 credit hour  
*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*

**28.133 Educational Media** 1 credit hour  
This course is designed to assist the student to utilize educational media-effectively and creatively in the teaching-learning environment. In this course the student:

- 1 will learn to operate various instructional machines (slide, filmstrip, motion picture, loop, opaque and overhead projectors; reel and cassette recorders; simple t.v. system)
  - 2 will learn to design and produce various instructional resources (audio and video tapes; slides and filmstrips; assorted types of overhead transparencies)
  - 3 will acquire sufficient knowledge of media characteristics and utilization techniques to be able to integrate them into his/her instruction.
- This course is team taught and uses a variety of instructional strategies: lectures, lab demonstrations, workshops, seminars, simulation, self-instruction programs and individual study projects.  
Available both terms. A small lab fee will be required.  
*F. Johnston, D. Campbell, G. Southall, W. Morris*

**28.134 Group Process** 1 credit hour  
In order that students will function 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 a.s. 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.
  - 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. Balanchuk, A. King, M. Klensch, M. Paridon*

**28.135 Measurement and Evaluation** 1 credit hour  
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*

**28.136 Question-Response Patterns** 1 credit hour  
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*

**28.137 Effective Speech in the Classroom** 1 credit hour  
The course is specifically aimed at making the student aware of the full potential of the most valuable teaching instrument that the teacher possesses—the voice.

Part of the course will be concerned with discovery while other areas of the course will concentrate on allowing the student to use the voice effectively. Common faults which arise in speech will be discussed and suggested remedies to overcome these faults will be given.

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.  
*D. Quinn, I. Talonick*

**28.231 Sociology of Liberation** 1 credit hour  
A seminar on the sociology of becoming free. The class will discuss the theories of Fromm, Marcuse, Rollo May, Goffman, Garfinkel, Holl, Illich, A. S. Neil, Postman, Fanon, Norman Brown, Frankl, R. D. Laing, George A. Leonard, Hesse, and other writers who are concerned about human liberation.  
*J. Loken*

**28.232 Communicating with Motion Pictures** 1 credit hour  
This course is designed for teachers in all subject areas who wish to use film, and have students use film, as a medium for communication. During the course students will:

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

**28.233 The Teacher as T.V. Producer** 1 credit hour  
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*

**28.239 Educational Alternatives** 1 credit hour  
This course will examine current alternatives (community schools, free schools, non-schools, etc.) to the conventional school. The class will read criticisms of the existing educational system and examine these alternatives in that light.  
*J. H. G. Eastbrook*

**28.240 Introduction to the Teaching Profession** 1 credit hour  
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 changing status of the pupil
- Each student will be expected to select one of the four topics listed above for intensive study.  
*P. H. Hennessy*

**28.245 Computer-Assisted Instruction** 1 credit hour  
The course is intended for students interested in becoming familiar with recent advances in the use of computers to assist in the instructional process across all subject areas (Mathematics, Science, English, Music, History, Man in Society...) and all levels of education (Kindergarten, Primary, Junior, Intermediate, Senior, Undergraduate, Special Education for the Handicapped...). The course will include three lectures, individual "hands on" experience at a computer terminal, individual readings, a term paper and a class discussion session.  
The course does not assume any previous experience with computers, nor does it require any mathematical aptitude or interest.  
*J. D. Burnett*

**28.246 Introduction to Computer Programming** 1 credit hour  
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 ALGOL. Problems will be selected from curriculum and administrative situations likely to occur in a junior or senior high school. (Both Terms)  
*J. D. Burnett*

**28.252 Developing History of Science Units** 1 credit hour  
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 enrollment is restricted to 15. The course is available only to candidates enrolled in one or more science curriculum options.  
*A. H. Munby*

**28.254 Physics in Medicine**  
The object of the course is to provide sufficient insight into physics in contemporary medicine to permit teachers to employ examples from the realm of medicine in teaching general physics.  
Current applications of physics in the field of medicine, will be considered. Among the topics to be treated are radiation and its effect on living tissue, radiodiagnosis, radiodiagnosis, radiodiagnosis therapy, ultrasonography, diagnostic radiology, thermography, medical lasers, pace-makers, and electrical hazards in patient care areas.

The terminal objective of the course will be to ensure that the student can read and speak effectively in a lively manner and will not be troubled by the minor, and even major, afflictions of the voice which can arise from mis-use.

The course will not seek to take anything away from the student's normal speech pattern but will add a new dimension to it.  
Specific areas to be covered include relaxation, the mechanism of breathing, the development of breath control, voice projection, reading in the classroom, articulation, projection, inflection, pace and pitch.  
*L. Wilson, L. O'Farrell, A. Orr*

**28.138 Values Education** 1 credit hour  
This course will require students to:

- 1 become proficient in identifying various types of value issues which arise both within the standard curriculum and outside it,
- 2 acquaint themselves with a number of different proposals and techniques regarding the moral education of children in schools today; for example, those based on Kohlberg's moral stages or in Value Clarification exercises (this will involve both studying the rationale given for these, and practice in employing them), and
- 3 develop and try out their own "moral education" materials.  
*J. Carhounell and J. Olson*

### INTEREST COURSES

Each candidate in the Full Secondary Program will select offerings from the Interest Courses area having a total weight of three credit hours. Candidates in Elementary Education are not required to take any Interest Courses. Candidates may take Interest Courses in excess of the total weight requirement of their program. Candidates selecting an Alternative Setting will not be required to take any Interest Courses.

**28.202 Conversational French (Advanced)** 1 credit hour  
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.  
*F. Housard*

**28.203 Orientation to School Guidance Programs** 1 credit hour  
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*

**28.204 Effective Written Communication** 1 credit hour  
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 a.s. 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, early in the Fall term.  
*R. Turner, A. Orr, K. Kellway, L. Thompson*

**28.205 Drama in Education (K-13)** 1 credit hour  
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.  
*A. Orr*

**28.299 Private Studies** 1 credit hour  
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.

## Continuing Education Program 83

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, the Guidance Program, Parts I, II, III, IV, Business Education and Dramatic Arts.

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.

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. (Winter term)  
Not offered 1976-77. *W. Thamm*

**28.255 Aspects of Integrative Education** 1 credit hour  
Integrative Education is an attempt to provide an alternative to the present structure of education which is based on discrete academic disciplines. Central to the idea of Integrative Education is the premise that a few carefully chosen conceptual principles such as symmetry, boundary, equilibrium, duality, continuity, system and isomorphism can serve as the basis for curricula at all levels which is transdisciplinary rather than interdisciplinary.

Much of the class time in this lecture-seminar course will be devoted to the examination of the ideas of seminal thinkers in the area. Included in this number are Whitehead, Margenau, Pythagoras, Taylor, Kunz, Thompson and von Bertalanffy. Another major source of material for the course will be the journal, *Main Currents in Modern Thought*. Enrolment limited to 15. (Winter Term) *W. C. Higginson*

**28.259 Typing** 1.5 credit hours  
A course in the acquisition of the basic skills of typewriting and the observations of methods of teaching typing will be offered during the Winter Term. Announcement is made during the Fall Term. *Staff*

**28.260 Developmental Reading** 1 credit hour  
This course is designed to increase students' awareness of the reading process. In addition it attempts to offer the students a framework for translating reading theory into practice. *L. Miller*

**28.265 Historical Imagination** 1 credit hour  
This course is intended for teachers in search of stimulating approaches and topics in history teaching. It may also appeal to others with an interest in recent United States history.

Eight topics will be examined in depth. They will probably include: Who killed President Kennedy? The assassination of Martin Luther King; R.F.K.; Unanswered questions; J. Edgar Hoover and the F.B.I.; The political role of the Mafia; The Cuban connection; The C.I.A.; Richard Nixon and his friends.

Student responsibility will be limited to a) attendance; b) collaborating in preparation of one topic. Audiovisual media will be used extensively in presentations. Class limit 25. (Winter term) *D. Pratt and Staff*

**28.266 Analyzing Classroom Discourse** 1 credit hour  
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. Enrolment limited to twenty. (Fall term) *A. H. Manly*

**28.271 Practical Theatrical Production** 1 credit hour  
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. *L. O'Farrell, L. Wilson, A. Orr*

**28.273 Religion in the Schools** 1 credit hour  
What place does religion have in the classrooms of Ontario? What role does the Ministry of Education expect the teacher to fulfill? 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.

This course should be of particular interest to elementary candidates. (Fall term) *C. M. DeGaris*

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

**28.279 Batik** 1 credit hour  
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. Cassin*

## 84 The Master of Education Program

Programs leading to a Master of Education degree with specialization in Curriculum, Educational Administration or Counselling 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 (5 in Counselling) required half courses, together with 4 (3 in Counselling) 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, 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.\*

In addition, candidates wishing to specialize in Counselling must have as a prerequisite a minimum of five courses in Psychology or a related area and should have completed the Guidance option of the a.s.d. Program or its equivalent.

\*Where teacher training is not a prerequisite for employment, equivalence for teacher training may be granted on the basis of an additional two years of professional or related 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.

## General Information 85

### 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 1975-76 session. The scale of fees and the regulations which will apply during the 1976-77 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

- All information concerning academic results of any student having an overdue debt owing to the University shall be withheld until the debt is settled;
- any student who has an overdue debt owing to the University will not be permitted to re-register until the debt is settled;
- any student who has an unresolved grievance concerning fees or other charges may file an explanatory letter in the appropriate payments office for transmission to the responsible University Officer for consideration.

Students registering for the first time are requested to pay fees after registration, but they must pay at least the first installment by September 30. Students who fail to complete payment, or who do not obtain a Permit to Delay Payment by September 30 will be assessed a late payment penalty.

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

### Sessional Fees

The sessional fees for the degree of a.s.d. for 1975-76 were:

**28.282 Technical Skills** 1 credit hour  
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. Loney*

**28.283 Related Technical Subjects** 1 credit hour  
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. Loney*

**28.284 Speeches Normal and Abnormal Development** 1 credit hour  
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, lipping, 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*

**28.286 A Study of the Religious Education Program in the Roman Catholic Elementary Schools of Ontario** 2 credit hours  
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 recom-

mended 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. Offered each term. *C. M. DeGaris (Liaison)*

**28.289 German Authors** 1 credit hour  
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) Not offered 1976-77. *D. A. Massey*

**28.290 Language of the Classroom** 1 credit hour  
The application of discourse analysis to analyze the functions of student and teacher speech and their potential constraints on the learning and teaching processes. Each student will complete a field study as part of the course work. *H. Oser*

**28.293 Teaching English as a Second Language** 2 credit hours  
This course is designed to prepare teachers to function effectively in classrooms where some or all of the pupils need E.S.L. Through a variety of ways such as discussions, workshops, case studies, films, video tapes, and community resources, students will explore the nature of language with special emphasis on Canadian English and the theories of language acquisition and language teaching. Sensitivity to awareness of the unique cultural, linguistic, and educational backgrounds of immigrant children, adolescents and adults will be an important aspect of study. Offered each term. Enrolment limited to thirty students each term.

Candidates can qualify for the supplementary certificate, Teacher of English as a Second Language by completing, along with this course, the Foundations course 28.418 - Education and New Canadians and their Community Service (28.170) related to the course.

Applicants with a strong interest in English as a Second Language and who wish to enrol in the courses leading to the supplementary certificate should write as soon as possible to Professor Doris Etherington, Faculty of Education, Queen's University, Kingston, Ontario, K7L 3N6. Enrolment is limited to thirty students. *D. G. Etherington*

**28.295 Choral Lab Ensemble** 1 credit hour  
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. *D. C. M. Smith*

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 100,000 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 three basic types of computing services for education and research.

The Express Batch Service offers rapid turnaround and comprehensive diagnostic capabilities for small batch jobs. Several languages are supported, such as WATFIV, based on the FORTRAN IV language, PL/C, and SP/C based on the PL/I language and ALGOLW, a variant of ALGOL 60. The Express Batch Service is run on an IBM 360 system which is otherwise dedicated to administrative use.

All other academic computing is carried out on a Burroughs B6700 processor system. Batch computing is accessible through remote job entry terminals at several locations around the campus. The principle languages are ALGOL, BASIC COBOL, FORTRAN and PL/I. Specialized languages such as SNOBOL and LTR are also available. Mass storage of magnetic disk and tape devices is available to all users. A comprehensive library of applications programs is maintained on-line.

Time-sharing computing is available via key-driven terminals distributed around the campus. Service offered to time-sharing users are APL, a specifically interactive language, and the CANDE system through which time-sharing users can gain access to practically all the facilities of the computer system available to batch users.

All services are provided at terminal sites supervised by full-time staff members. Great emphasis is placed on convenience of access to the power of the computer.

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.

Performing Arts Office

The Performing Arts Office is responsible for programming performing arts events on campus. Three series are presented. The *Grand Hall* series of five concerts features large ensembles such as symphony orchestras as well as international soloists. The *Dawning Hall* series of five concerts specializes in chamber music. The *Vibrant Stage* series presents the best professional theatre, dance, and mime companies touring in Canada. The Vaghy String Quartet, artists-in-residence at Queen's University, perform a number of formal and informal concerts on campus. These events are under the sponsorship of the Performing Arts Office. A large number of additional events are presented to satisfy the increasing audience demand for quality performing arts events.

In conjunction with the Film Studies Department four different subscription film series are presented in Ellis Hall.

Since these events are an important part of the co-curricular education of the students at Queen's University, both the University and the Richardson Memorial Trust Fund provide subsidies that enable students to 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.

For further information contact the Performing Arts Box Office in the Agnes Etherington Arts Centre (547-6194) or the Administrative Office (547-5786).

	Payment by		
	Installment	Installment	
	First	Second	
Tuition (see below)	\$580.00	\$290.00	\$290.00
Student Interest	72.15	72.15	—
Faculty Society	7.50	7.50	—
Installment Charge	—	5.00	—
	\$659.65	\$374.65	\$290.00

Student Interest Fees

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

Student Health	\$6.00
Athletics	20.00*
Students' Memorial Union	10.00
Bus Service	4.50
Alma Mater Society	11.90
Queen's Journal	4.50
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
Project Green	1.00
CRB	.25

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

Installment Charge

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

Late Payment Charges

Students who have not paid at least the first 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 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.

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 on frequent exhibition and provide original source material for students of Art History. Admission to the exhibitions is free.

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

Radio

CRBC, (1490 kilohertz), Canada's third oldest AM radio station, was first granted a broadcast license in 1922. CRBC-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 CRBC 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 Student's Memorial Union, which is really a club where the men and women students of all faculties may meet in a University building designed for that particular purpose and privilege.

The facilities include club meeting rooms, student government offices, plus a student newspaper and year book offices. The offices of the

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

Athletics

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 Service, 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 located in the St. Lawrence Building (telephone 547-2992) offers a variety of information and services to Queen's students in the area of career development 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 other

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 satisfactory evidence that they will have sufficient money to make repayment on or before the due date. There is an administrative charge of 1% on loans of this kind, with a minimum charge of \$2.00. A short term loan may not exceed the value of a term's tuition fee.

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

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

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

The Andrina McCulloch Prizes for Public Speaking

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

The Alexander Morton Robertson Awards

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

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.



Hillcrest High School Mr. D. G. Hall	Rideau High School Mr. R. W. Beck
Laurentian High School Mr. S. J. Glavin	Ridgmont High School Mr. W. J. McCarthy
Lisgar Collegiate Institute Mr. R. G. McMichael	Sir John A. Macdonald High School Mr. J. H. Merkle
McArthur High School Mr. Y. A. Loubert	Sir Wilfrid Laurier High School Mr. D. B. Lynch
Nepean High School Mr. N. E. Sliter	Woodroffe High School Mr. S. R. Berry
Ottawa Technical High School Mr. J. B. Black	
<b>Ottawa Board of Education Public Schools</b>	
Broadview Avenue School Mr. R. Russell	Queen Elizabeth School Mr. D. Lyons
D. Roy Kennedy P. S. Mr. J. Craig	Vincent Massey School Mr. D. E. Halley
Hawthorne School Miss A. Witty	Woodroffe Avenue Public School Mr. A. Sverdfeger
MacSkimming School of Natural Science Mr. R. Ferguson	
<b>Ottawa Roman Catholic Separate School Board</b>	
Holy Rosary School Mr. E. D'Errico	St. Peter's Junior High School Mr. D. J. Sloan
Immaculate High School Sr. Anna Clare	
<b>Peterborough County Board of Education</b>	
Adam Scott Collegiate Vocational Institute Mr. J. A. McCormack	Crestwood Secondary School Mr. B. Moss

Kenner Collegiate & Vocational Inst. Mr. A. B. Sweeney	Peterborough Collegiate & Vocational School Mr. L. James Watson
Lakefield District High School Mr. C. W. Burge	Thos. A. Stewart Secondary School Mr. J. A. Richardson
Norwood District High School Mr. J. W. Auckland	
<b>Peterborough County Board of Education Public Schools</b>	
Board of Education Centre Mrs. F. E. Doyle	Queen Elizabeth Public School Mr. D. McKnight
Edmison Heights Public School Mr. D. Montgomery	Westmount Public School Mr. R. Brown
Highland Heights Public School Mr. L. J. Edwards	
<b>Peterborough, Victoria, Northumberland and Newcastle Roman Catholic S.S. Board.</b>	
St. Alphonsus School Sr. E. Gabagan	St. Peter's High School Mr. R. O'Rourke
St. Anne's School Mr. G. McKeiver	
<b>Prescott and Russell County Board of Education</b>	
Hawkesbury District High School Mr. F. Lortie	Plantagenet High School Mr. R. J. H. Blondin
<b>Prince Edward County Board of Education</b>	
Athol and South Marysburg Schools Mr. T. O'Halloran	Prince Edward Collegiate Institute Mr. P. Burd
Kente P. S. Mr. D. Baldwin	Queen Elizabeth P. S. Mr. A. Hill

Frontenac, Lennox and Addington County Roman Catholic Separate School Board	
Cathedral School Mr. A. Hunt	St. Mary's School Mr. A. Hunt
Holy Family School Mr. B. Reitz	St. Patrick School Mr. R. Coleman
John XXIII School Mr. T. W. Clifford	St. Paul School Mr. P. Larouche
Our Lady of Lourdes School Sr. J. Burns	St. Thomas More School Mr. P. Kennedy
Regiopolis College Mr. E. Zarichny	
<b>Hastings County Board of Education</b>	
Mr. W. Brooks H. R. Frink Outdoor Centre	
Bayside Secondary School Mr. L. D. Read	Moir Secondary School Mr. E. J. A. Shipton
Belleville Collegiate Institute and Vocational School Mr. J. A. Walker	North Hastings High School Mr. R. Leach
Centennial Secondary School Mr. W. R. MacKay	Quinte Secondary School Mr. J. S. Hayman
Centre Hastings District Secondary School Mr. R. Henderson	Trenton High School Mr. J. R. Sisson
<b>Hastings County Board of Education Public Schools</b>	
Harmony Public School Mr. P. W. Gariepy	Madoc Public School Mr. J. L. Murphy
Hillcrest Public School Mr. G. H. J. Allen	Parkdale Elementary School Mr. B. A. Wright
King George Public School Mr. W. A. Lott	Prince Charles Public School Mr. W. D. Hamblen

Queen Elizabeth P. S., Belleville Mr. R. C. A. Walmley	Sir John A. Macdonald P. S. Mr. J. E. Burns
Queen Elizabeth P. S., Trenton Mr. B. D. Summers	Stirling Senior P. S. Mr. G. H. Patton
Queen Mary Public School Mr. R. W. Caswell	
<b>Kapuskasing Board of Education</b>	
Eastview Public School Mr. F. J. Yacula	Kapuskasing District High School Mr. W. J. Peacock
<b>Lanark County Board of Education</b>	
Almonde & District High School Mr. D. Kilpatrick	Rideau Public School Mr. W. J. Widenmaier
Carleton Place High School Mr. C. J. M. Dawson	Smiths Falls District Collegiate Institute Mr. G. W. Slinger
Chimo Senior Elementary School Mr. R. G. Stewart	The Stewart Public School Mr. A. G. L. Blanchard
Naimith Memorial Public School Mr. M. R. Scott	
Perth & District Collegiate Institute Mr. J. H. D. Aikman	
<b>Lanark, Leeds, Grenville County R. C. S. S. Board</b>	
St. Mary's School Mr. G. Clark	
<b>Leeds &amp; Grenville County Board of Education</b>	
Athens High School Mr. H. Irving	North Grenville District High School Mr. G. Lamcraft
Gananoque Secondary School Mr. C. W. Mumford	Rideau District High School Mr. M. Hutchinson

<b>Renfrew County Board of Education</b>	
Anrprior District High School Mr. W. H. Sly	Keys Public School Mr. R. Gardner
Champlain High School Mr. R. J. Baxter	Madawaska Valley District High School Mr. G. C. Post
Dr. C. J. MacKenzie High School Mr. H. Moffatt	Opeongo High School Mr. D. P. Whillans
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