Sessions Dates 1976-77

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1976</td>
<td>First day of Summer School</td>
</tr>
<tr>
<td>August 1976</td>
<td>Fall Term</td>
</tr>
<tr>
<td>September 1976</td>
<td>Fall Term</td>
</tr>
<tr>
<td>November 1976</td>
<td>Fall Term</td>
</tr>
<tr>
<td>December 1976</td>
<td>Winter Term</td>
</tr>
<tr>
<td>January 1977</td>
<td>Winter Term</td>
</tr>
</tbody>
</table>

Convocation

- May 1977

History of the University

Queen's University at Kingston owes its origin to the Synod of the Presbyterian Church in Canada for a ministry trained within its own church. In 1866, Dr. W. B. Balliol, a graduate of Queen's College, proposed the establishment of a theological seminary at Kingston. In 1869, Dr. Balliol was appointed to the Chair of Divinity and later became the first President of Queen's University. In 1873, Queen's University was chartered by the Province of Ontario, and instruction began in 1874.

Teaching Staff

- Duncan McArthur
- Henry Osmond

Teaching Method

- Lectures
- Seminars
- Laboratory Work
- Field Trips

Institutional Development

- Queen's University has continuously expanded its facilities and programs, becoming a leading institution in Canada and internationally.

The Faculty of Education

The Faculty of Education is housed in a new instructional complex known as the Education Building. The building includes state-of-the-art teaching spaces, laboratories, and administrative offices. It is designed to support the innovative teaching and research activities of the faculty.

Convocation

- May 1977

The Bachelor of Education Program

The University of Georgia offers a Bachelor of Education Program, which is designed to prepare future educators for the field of education. This program is geared towards students who are interested in becoming teachers or educators at various levels, including elementary, secondary, and post-secondary education. The program is designed to provide students with a strong foundation in educational theory and practice, as well as hands-on experience in the classroom. The program includes coursework in pedagogy, curriculum design, and classroom management, as well as opportunities for student teaching and internship experiences. Graduates of the program are well-prepared to meet the challenges of the modern education landscape and are equipped with the skills and knowledge necessary to succeed in the field of education.

The Faculty of Education

The Faculty of Education is committed to providing a high-quality education to all students. The faculty includes a diverse group of educators, researchers, and professionals who are dedicated to the improvement of education at all levels. The faculty members are actively involved in research, teaching, and service, and are committed to creating a dynamic and engaging learning environment for all students. The faculty is dedicated to fostering a culture of excellence, innovation, and collaboration, and is committed to providing students with the skills and knowledge necessary to succeed in the field of education.

Administrative Staff

The administrative staff is responsible for the day-to-day operations of the faculty, including personnel management, budgeting, and facilities management. The staff includes a variety of positions, including administrative assistants, secretaries, and support staff. The administrative staff is dedicated to providing excellent service to all members of the faculty, including students, faculty, and staff. They work closely with the faculty to ensure that the needs of the faculty are met, and they are committed to providing a positive and supportive environment for all members of the faculty.
52 Courses of Study

58 Courses of Study

63 Courses of Study

68 Courses of Study

73 Courses of Study

28.406 Sociology — Social Class and the State
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. How do children of different social classes distinguish what is important? Are these differences in knowledge, behavior, abilities, and ambitions?

2. What are the effects of social class on one's ability to achieve?

3. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.407 Sociology — Social Class and the State
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.408 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.409 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.410 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.411 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.412 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.413 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.414 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.415 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.416 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.417 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.418 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.419 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.420 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.421 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.422 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.423 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.424 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.425 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.

28.426 Psychology — Social Psychology
4 credit hours
A student's achievement in school is better predicted by three social class characteristics than by any other behavior, including grade change or school organization. For others we will try to understand why this is. We will also want to know whether this difference is due to a change in these questions.

1. What are the effects of social class on one's ability to achieve?

2. How do schools respond to these different social classes?

The methods and techniques of answering these questions will vary. Students will be expected to conduct interviews with students and teachers in an effort to answer these questions.
which measure the attainment of specified objectives; student information on recent and current research and development. B. Human.

Profs. 28. Geography (Type A) 6 credit hours
Profs. 29. Geography (Type B) 6 credit hours

This course, which covers both the human and environmental aspects of geography, provides the student with the tools to understand and analyze the spatial distribution of natural and human-made features on the Earth. The course offers an in-depth study of geographic principles and techniques, including the use of maps and geographical information systems (GIS) to study and analyze patterns of human and natural phenomena.

28.510 Cultural Studies (Type A) 6 credit hours
28.511 Cultural Studies (Type B) 6 credit hours

This course introduces students to the study of cultural theories, practices, and institutions, focusing on the ways in which culture shapes and is shaped by different historical, social, and political contexts. It covers a wide range of topics, including mass media, visual culture, and popular culture.

28.512 Critical Race Theory (Type A) 6 credit hours
28.513 Critical Race Theory (Type B) 6 credit hours

This course introduces critical race theory and explores the ways in which racial hierarchies are constructed and reproduced. It examines the intersections of race, gender, class, and sexuality in various social and political contexts.

28.514 Environmental Studies (Type A) 6 credit hours
28.515 Environmental Studies (Type B) 6 credit hours

This course provides an interdisciplinary approach to environmental issues, focusing on the interactions between humans and the natural environment. It covers topics such as climate change, sustainability, and the ethical implications of environmental decisions.

28.516 Energy and Environmental Policy (Type A) 6 credit hours
28.517 Energy and Environmental Policy (Type B) 6 credit hours

This course examines the political, social, and economic factors that influence energy and environmental policies. It explores the role of international organizations, NGOs, and advocacy groups in shaping these policies.

28.519 Feminist Studies (Type A) 6 credit hours
28.520 Feminist Studies (Type B) 6 credit hours

This course introduces students to the study of feminism, exploring the ways in which gender and power are constructed and reproduced. It covers a wide range of topics, including the history of feminist thought, the role of women in social movements, and the challenges facing contemporary feminism.

28.521 Gay, Lesbian, and Bisexual Studies (Type A) 6 credit hours
28.522 Gay, Lesbian, and Bisexual Studies (Type B) 6 credit hours

This course provides an introduction to the study of gay, lesbian, and bisexual identities and cultures. It covers a wide range of topics, including the history and politics of LGBTQ+ movements, the experiences of people who identify as gay, lesbian, and bisexual, and the challenges facing LGBTQ+ communities.

28.523 Gender and Sexuality Studies (Type A) 6 credit hours
28.524 Gender and Sexuality Studies (Type B) 6 credit hours

This course introduces students to the study of gender and sexuality, exploring the ways in which gender and sexuality are constructed and reproduced. It covers a wide range of topics, including the history of gender and sexuality studies, the experiences of people who identify as gender non-binary, and the challenges facing LGBTQ+ communities.

28.525 Globalization and Development (Type A) 6 credit hours
28.526 Globalization and Development (Type B) 6 credit hours

This course examines the processes of globalization and explores the ways in which they shape the world economy, politics, and culture. It covers topics such as international trade, foreign investment, and the role of international organizations.

28.527 Human Rights (Type A) 6 credit hours
28.528 Human Rights (Type B) 6 credit hours

This course introduces students to the study of human rights, exploring the ways in which they are defined, protected, and enforced. It covers a wide range of topics, including the Universal Declaration of Human Rights, the role of international organizations, and the challenges facing human rights activists.

28.529 International Relations (Type A) 6 credit hours
28.530 International Relations (Type B) 6 credit hours

This course provides an introduction to the study of international relations, exploring the ways in which states interact with each other. It covers topics such as international law, diplomacy, and the role of international organizations.

28.531 Political Science (Type A) 6 credit hours
28.532 Political Science (Type B) 6 credit hours

This course introduces students to the study of political science, exploring the ways in which governments are organized and how they make decisions. It covers topics such as the political process, the role of political parties, and the relationship between government and the public.

28.533 Psychology (Type A) 6 credit hours
28.534 Psychology (Type B) 6 credit hours

This course provides an introduction to the study of psychology, exploring the ways in which the mind and behavior are shaped by biological, cognitive, and social factors. It covers topics such as sensation and perception, learning and memory, and social psychology.

28.535 Sociology (Type A) 6 credit hours
28.536 Sociology (Type B) 6 credit hours

This course provides an introduction to the study of sociology, exploring the ways in which society is shaped by social, economic, and political factors. It covers topics such as social stratification, social change, and social inequality.

28.537 Women's Studies (Type A) 6 credit hours
28.538 Women's Studies (Type B) 6 credit hours

This course introduces students to the study of women's studies, exploring the ways in which gender and sexuality are constructed and reproduced. It covers a wide range of topics, including the history of women's studies, the experiences of people who identify as gender non-binary, and the challenges facing LGBTQ+ communities.

28.539 African American Studies (Type A) 6 credit hours
28.540 African American Studies (Type B) 6 credit hours

This course provides an introduction to the study of African American studies, exploring the ways in which African American culture and history are shaped by social, economic, and political factors. It covers topics such as the history of African American culture, the experiences of people who identify as African American, and the challenges facing African American communities.

28.541 Asian American Studies (Type A) 6 credit hours
28.542 Asian American Studies (Type B) 6 credit hours

This course provides an introduction to the study of Asian American studies, exploring the ways in which Asian American culture and history are shaped by social, economic, and political factors. It covers topics such as the history of Asian American culture, the experiences of people who identify as Asian American, and the challenges facing Asian American communities.

28.543 Latino/a Studies (Type A) 6 credit hours
28.544 Latino/a Studies (Type B) 6 credit hours

This course provides an introduction to the study of Latino/a studies, exploring the ways in which Latino/a culture and history are shaped by social, economic, and political factors. It covers topics such as the history of Latino/a culture, the experiences of people who identify as Latino/a, and the challenges facing Latino/a communities.

28.545 Native American Studies (Type A) 6 credit hours
28.546 Native American Studies (Type B) 6 credit hours

This course provides an introduction to the study of Native American studies, exploring the ways in which Native American culture and history are shaped by social, economic, and political factors. It covers topics such as the history of Native American culture, the experiences of people who identify as Native American, and the challenges facing Native American communities.

28.547 Women and Gender Studies (Type A) 6 credit hours
28.548 Women and Gender Studies (Type B) 6 credit hours

This course provides an introduction to the study of women and gender studies, exploring the ways in which gender and sexuality are constructed and reproduced. It covers a wide range of topics, including the history of women and gender studies, the experiences of people who identify as gender non-binary, and the challenges facing LGBTQ+ communities.
The course will operate selecting this alternating route of professional preparation so as to allow them to gain experience in teaching children and to develop their own professional practice and to become familiar with the national curriculum and its implementation.
The Master of Education Program

Program leading to a Master of Education degree with specialization in Curriculum and Instruction or Educational Administration are available as a full-time or part-time program. These programs include the following:

- 36 hours of coursework
- 48 hours of coursework
- 52 hours of coursework
- 60 hours of coursework

Each program has a workload of 6 hours of coursework, and a total of 12 hours of coursework is required. Students must choose one of the above options to complete the program. Additional coursework may be required to meet the program's requirements.

General Information

- The Board of Trustees reserves the right to make changes, without notice, to the Board's policies, as its officers, committees, or boards may determine.
- Important Notice Concerning Fees
- The Board of Trustees reserves the right to change the fee for any course at any time.
- Payment of Fees
- Students may pay their fees in full at the beginning of the semester, or in two installments, payable at the beginning of each term. Students who enrol in terms that require more than one installment may be subject to a late fee of $50 for each installment.
- Financial Aid
- Financial aid is available to eligible students.
- Employment
- Employment opportunities are available to eligible students.
- Student Life
- Student life is vibrant and includes a variety of activities.
- Academic Programs
- The academic programs offered are diverse and cater to a wide range of interests.
- Library and Learning Resources
- The library and learning resources are available to support student learning.
- Facilities
- The facilities available to students are designed to support student learning.
- Athletics
- Athletics programs are available to students.
- Student Services
- Student services are available to support student life.
- Community Engagement
- Community engagement is a key component of the university's mission.
- Research
- Research opportunities are available to students.
- Graduate Programs
- Graduate programs are available to eligible students.
- Master of Science in Education
- The Master of Science in Education program is designed to prepare students for leadership roles in educational settings. The program offers a variety of courses, including courses in educational administration, curriculum and instruction, and educational psychology.
- Master of Arts in Education
- The Master of Arts in Education program is designed to prepare students for roles in educational leadership and administration. The program offers a variety of courses, including courses in educational administration, curriculum and instruction, and educational psychology.
- Master of Education in Education
- The Master of Education in Education program is designed to prepare students for roles in educational leadership and administration. The program offers a variety of courses, including courses in educational administration, curriculum and instruction, and educational psychology.
- Master of Education in Educational Administration
- The Master of Education in Educational Administration program is designed to prepare students for roles in educational leadership and administration. The program offers a variety of courses, including courses in educational administration, curriculum and instruction, and educational psychology.
- Master of Education in Educational Psychology
- The Master of Education in Educational Psychology program is designed to prepare students for roles in educational leadership and administration. The program offers a variety of courses, including courses in educational administration, curriculum and instruction, and educational psychology.
- Master of Education in Special Education
- The Master of Education in Special Education program is designed to prepare students for roles in educational leadership and administration. The program offers a variety of courses, including courses in educational administration, curriculum and instruction, and educational psychology.

Continuing Education Program

The Office of Continuing Education, working in close cooperation with the continuing education programs of the Columbia School of Business, has established a number of workshops and seminars to meet the needs of professionals in the field of education. The workshops are designed to offer a range of courses, from introductory to advanced, in various areas of education, including special education, adult education, and school administration.

28.2.306 Analyzing Classroom Behavior
- The course is designed for teachers of head start where students are required to understand the behavior of children in a classroom setting.
- The course will cover various topics, including the use of positive reinforcement, the use of negative reinforcement, and the use of consequences.
- The course will also cover the use of behavior charts, the use of behavior modification techniques, and the use of behavior management strategies.

28.2.307 Practical Teaching Techniques
- The course is designed for students who are interested in teaching and who want to learn practical teaching techniques.
- The course will cover various topics, including the use of technology in the classroom, the use of group work, and the use of individual work.
- The course will also cover the use of classroom management techniques, the use of assessment techniques, and the use of evaluation techniques.

28.2.308 Introduction to Special Education
- The course is designed for students who are interested in teaching students with special needs.
- The course will cover various topics, including the identification of special needs, the development of individualized education programs, and the use of assistive technologies.
- The course will also cover the use of behavior management techniques, the use of communication strategies, and the use of educational strategies.

28.2.309 Cultural and Linguistic Diversity
- The course is designed for students who are interested in teaching in multicultural settings.
- The course will cover various topics, including the identification of cultural and linguistic diversity, the development of cultural awareness, and the use of culturally responsive teaching strategies.
- The course will also cover the use of communication strategies, the use of educational strategies, and the use of evaluation techniques.

28.2.310 Curriculum and Instruction
- The course is designed for students who are interested in teaching and who want to learn about the development of curriculum and instruction.
- The course will cover various topics, including the use of technology in the classroom, the use of group work, and the use of individual work.
- The course will also cover the use of classroom management techniques, the use of assessment techniques, and the use of evaluation techniques.
Medical and Hospital Insurance
University police are required to inform all full-time students and their dependents of insurance they may have through the medical and hospital insurance options available to students in the academic year 1976-77.

Hospital and medical insurance coverage is obtained through the University's Health Insurance Program. The premium for this plan is $18.00 per month for single coverage and $22.00 per month for couple coverage.

This plan provides for hospitalization in a network of hospitals and doctor's offices. The plan includes hospitalization for up to $20,000 per person per year.

Associate Schools and Principals 1976-77

- Carrie H. Smith
- Eastern Caribbean
- Elizabeth High School
- Francesca Edwards
- Harrison High School
- Jamaica High School
- John A. Knox
- Labrador High School
- Louis D. Hull
- Mainita

Academic Facilities and Student Services

The Student Affairs Office is responsible for the overall coordination of student affairs and services. This includes registration, financial aid, housing, dining services, and student life. The Office also provides support services such as academic advising, career development, and cultural programming.

Student Health Services

The Student Health Service, located in the Student Health Center, provides a wide range of services for students. These include health education, counseling, and various health-related services. The Center offers a comprehensive health care program that addresses physical, mental, and emotional health concerns.

Academic Facilities and Student Services
Parallel Public School
Mr. C. D. Wurns

Private Boards:
Albert College, Belleville, Ontario
Mr. L. L. Showel

Brockville College, Brockville
Mr. W. A. Joyce

Bonnechere River Public School
Mr. C. Hughes

Project CARE, BRH
Mr. G. Corbeil

Queen Victoria Public School
Mr. J. J. Robinson

ScotiaMinto High School
Rev. P. MacIn

Lawrence College
Rev. H. Hughes

Napanee Public School
Mr. S. Warden

Advisory Committee

Minister's Representatives
Mrs. A. Shillings
Superintendent of
Curriculum Services
Ministry of Education
1050 Parliament St.
Kingston, Ontario
Mr. G. McRae
Superintendent of
Vocational Education
Ontario Department of
Education
1967 Queen's Park
Toronto, Ontario
Mr. G. C. Thomson
Superintendent
Kingston, Ontario
Mr. J. Brown
Superintendent of
Education
Saugeen County Board of
Education
124 Queen St.
Innisfil, Ontario
Mr. C. J. Thompson
Superintendent
Kingston, Ontario
Mr. R. Doyle
Superintendent of
Schools
Kingsville, Ontario

University Representatives
Dr. W. C. Longhead
Chairman of the
Board of Trustees
Queen's University
Mrs. S. V. Brown
Dean of Women
Queen's University
Mr. A. M. Fox

dChairman of the
Department of
English
Queen's University

Ex-Officio Members
Secretary to the President
Queen's University
Dean
Queen's University
Mr. Vernon S. Reddy
Dean
Queen's University

Advisory Committee

Queens University Board of Governors

Dr. J. I. Smith
Chairman

Queens University

Advisory Committee

111