

Queens University at Kingston **Faculty**
of Education
1972-73

Registrar's Office

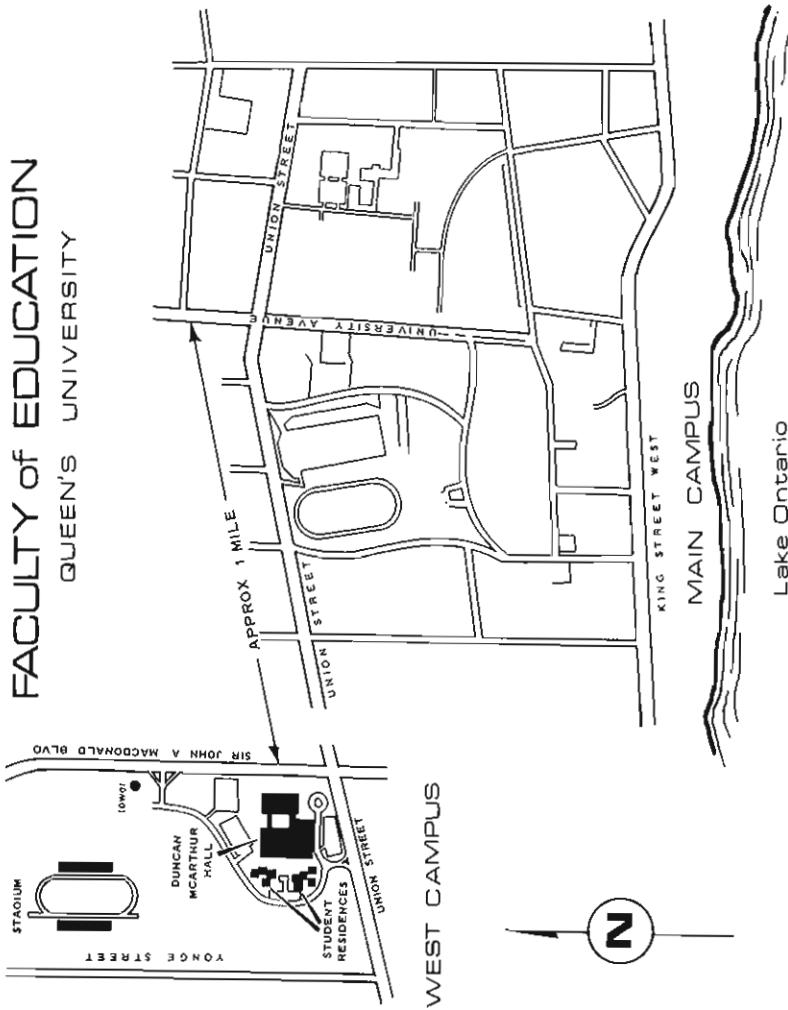


Faculty of Education

Calendar 1972-73

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

FACULTY of EDUCATION QUEEN'S UNIVERSITY



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Sessional Dates 1972-73

September 1972

- 4 Labour Day
- 13 First Day of Session
General Assembly of all candidates
Faculty of Education Registration
- 19 Classes begin
University Registration

October 1972

- 9 Thanksgiving Day – no classes

December 1972

- 15 First term ends

January 1973

- 8 Second term classes begin

March 1973

- 26-30 Winter break to coincide with O.E.A. and school holidays

April 1973

- 22 Good Friday – no classes

May 1973

- 11 End of second term
- 26 Convocation

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 tided over by the unwearied efforts of the early friends of Queen's. In 1867-68, the withdrawal of the Provincial grant and the failure of the Commercial Bank, almost brought financial disaster. The crisis was met by the determination of Principal Snodgrass and other self-denying workers, chief among whom was Professor Mackerras. The country was canvassed for subscriptions and as a result of the widespread interest aroused, \$113,000 was added to the endowment.

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

Principal Grant died in 1902 and was succeeded in the following year by the Very Reverend D. M. Gordon. In 1916, because of ill-health Principal Gordon resigned his position, but continued in

office until the autumn of 1917, which the Reverend R. Bruce Taylor was appointed his successor. In 1930 Principal Taylor resigned to live abroad and Dr. J. C. Connell was appointed Acting Principal. He held this position for four months, until October, when W. Hamilton Fyfe, Headmaster of Christ's Hospital, England, and formerly Fellow of Merton College, Oxford, was installed as Principal of the University. Dr. Fyfe resigned in 1936 to accept the Principalship of the University of Aberdeen. He was succeeded by Principal R. C. Wallace, President of the University of Alberta from 1928 to 1936. Dr. Wallace retired in September 1951 and was succeeded by Principal William A. Mackintosh, the first Queen's graduate to hold the Principalship.

In 1961, by Act of Parliament, the positions of Vice-Chancellor and Principal were separated and Dr. Mackintosh became Vice-Chancellor. He was succeeded as Principal by Vice-Principal J. A. Corry, who since 1936 had been the Hardy Professor of Political Science and since 1951, the Vice-Principal of the University. In 1965 on the retirement of Dr. Mackintosh, Principal Corry was named Vice-Chancellor and Principal. Principal Corry was succeeded in September 1968 by Dr. J. J. Deutsch who has had a distinguished career in Economic Research, in Government Service, in University teaching at both Queen's and the University of British Columbia, as Vice-Principal of Queen's from September 1959 to September 1963, and as Chairman of the Economic Council of Canada from October 1963 to September 1967.

In 1854 the Medical Faculty of Queen's was established. It was reorganized in 1866 as the Royal College of Physicians and Surgeons in affiliation with the University but in 1891 the original status was resumed.

The Faculty of Law opened in 1861 and closed in 1864; it reopened in 1880, and closed in 1883. In 1957 it was restored with the approval of the Law Society of Upper Canada under new arrangements whereby the Law Society accords to approved university faculties of law an equal position with the Society's own school at Osgoode Hall.

As early as 1870 special classes in English and other subjects were formed for women but courses leading to a degree were not opened to them until 1878-79. In 1880 co-education was extended to the medical program, and in 1883 a separate Women's Medical College was opened and affiliated with Queen's. It was closed in 1894, as similar facilities were offered in Toronto and elsewhere. In 1943, for the first time in forty-nine years women were again admitted to the Faculty of Medicine. In the same year the Faculty of Applied Science admitted women for the first time.

Graduate work at Queen's University was established formally in 1889 with the adoption of regulations for the Ph.D. and D.Sc. degrees. At that time the degree of M.A. was not a graduate degree, but was given in accordance with the old Scottish pattern on the completion of Honours work in certain programs provided the candidate had first class standing. With the introduction of a new system of undergraduate studies in 1919, however, a Master's pro-

gram was set up requiring a year of work beyond the B.A. and prescribing advanced lecture courses and a thesis or other piece of independent work.

In 1941, the Faculty of Arts organized a formal Committee on Graduate Studies and in 1943 the Senate set up a University Board of Graduate Studies. In 1963 the School of Graduate Studies was established.

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

In 1907 the Ontario Government established at Queen's a Faculty of Education for the purpose of providing professional training for teachers in the secondary schools in the Province. In 1920 the work of the Faculty was discontinued because of the decision of the Government to extend the scope of the normal schools and to create in Toronto, the Ontario College for Teachers. In 1965, by agreement with the Department of Education, it was decided to establish a Faculty of Education at Queen's University. The new building now occupied by the Faculty is named in honour of Duncan McArthur, Head of the Department of History at Queen's University from 1922 to 1934, and subsequently Minister of Education for the Province of Ontario from 1940 until his death in 1943. The Faculty of Education opened in 1968 and offers courses leading to the B.Ed. and M.Ed. Degrees; to teaching certificates valid in the secondary and elementary schools of Ontario, and such other courses leading to certification of teachers as may be determined jointly by the Minister of Education and the University.

The Commerce program was established in 1919. In 1960 the program leading to the Degree of Master of Business Administration was introduced and the name of the School of Commerce and Business Administration was changed to School of Business. In 1963 the Board of Trustees established a separate Faculty Board for the School of Business. The School of Nursing began in 1942, the School of Physical and Health Education in 1947, and the School of Rehabilitation Therapy in 1967. In 1958 the Faculty of Arts became the Faculty of Arts and Science.

Queen's University, though founded by a church, was dedicated to the nation. As its constituency expanded, its constitution was gradually broadened, until finally in 1912, as a result of an amicable arrangement between the Presbyterian Church and the Trustees of the University, an act was passed by the Dominion Parliament removing the last vestige of denominational control.

In 1971-72 Queen's University at Kingston served over 13,000 students for all of whom it had academic and administrative responsibility. Many of these, as in most universities, were part-time. The heart of the University was in the 8,500 full-time students and 700 faculty in the Faculties of Arts and Science, Medicine, Applied Science, Law, and Education; in the Schools of Business, Nursing, Physical and Health Education, and Rehabilitation

Therapy; in Graduate Studies; in a wide range of research projects; and in the closely affiliated Queen's Theological College. Students came from every county in Ontario, from every province of Canada, and from beyond.



The 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, the administrative offices, a student social centre and coeducational halls of residence, all under one roof. The various teaching areas are linked by closed circuit television. A production studio and several micro teaching studios are included in the central television services. The well-appointed library has been designed as an educational resource centre with facilities for the use of non book materials as well as an up to date educational library of books and periodicals. Associated with the library is an excellent media resource and service area where students may learn to use and to make supporting media materials. An acoustically superb theatre-auditorium provides a setting for large group lectures, concerts, and dramatic productions. The complex includes its own 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.

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

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

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

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

Information concerning University Residences as well as application forms can be obtained from the Director of Residences, Leonard Hall, Queen's University, Kingston.

Administrative Staff – 1971-72

Dean

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

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

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

Registrar

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

Assistant Registrar

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

Co-ordinator of Clinical and Field Studies

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

Co-ordinator of Continuing Education

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

Co-ordinator of Graduate Studies and Research

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

Co-ordinator of Media Services

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

Co-ordinator of Student Teaching

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

Co-ordinator of Technical Education

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

Chief Librarian

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

Senior Librarians

V. Greer, B.Com.(Saskatchewan), B.L.S.(Toronto)

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

General Librarian

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

Administrative Assistant

F. K. Hooper, C.D.

Faculty – 1971-72

Allen, H. A. J., M.A.(Toronto)

Assistant Professor – Mathematics

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

Assistant Professor – Contemporary Issues and Human Problems

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

Associate Professor – Psychology

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

Professor, Co-ordinator of Continuing Education

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

Professor – Educational Administration

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

Associate Professor – Elementary Education

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

Associate Professor – Guidance

Ball, K. L., Diploma (Faculty of Physical Education, University of Queensland,
Australia), Teacher Certification (Brisbane Teachers' College)

Lecturer – Clinical and Field Studies

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

Assistant Professor – Computer Studies

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

Assistant Professor – Educational Technology

Cleland, J. E., B.A., M.A.(New Brunswick)

Assistant Professor – English

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

Professor, Co-ordinator of Graduate Studies and Research

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

Sessional Lecturer – Sociology

Elliott, M., B.A., M.A.(Toronto), Ph.D.(London)

Associate Professor – Philosophy

Farrar, M., B.A.(Toronto)

Sessional Lecturer – Elementary Education

France, N., B.A., M.A.(Cambridge), M.Ed.(Nottingham), Ph.D.(London)
Visiting Professor – Graduate Studies

Freeman, R. M., B.A.(Queen's), M.A.(Minnesota), B.D.(Princeton Theological Seminary), Ph.D.(Harvard)
Associate Professor – Professional Issues in Contemporary Education

Gaskell, J., B.A.(Swarthmore College)
Lecturer – Sociology

Greer, V., B.Com.(Saskatchewan), B.L.S.(Toronto)
Senior Librarian

Grime, A. R., B.A.(Manchester), M.Ed.(Toronto)
Associate Professor – Geography

Hambly, M. S., B.A., M.Ed.(Toronto)
Associate Professor – Classics, Latin and Classical Studies

Harrison, R. G., B.A., M.A.(Dublin), B.Ed.(Toronto)
Professor – English and Man in Society (Psychology and Sociology)

Hennessy, P. H., B.A.(Queen's)
Professor, Co-ordinator of Student Teaching

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)
Associate Professor – Physical and Health Education

Horwood, R. H., B.A., M.Sc.(Queen's)
Associate Professor – Biology

Howard, F., B.A.(Ottawa)
Associate Professor – French

Hoxter, L., B.S., M.Ed.(Temple), Ph.D.(Alberta)
Associate Professor – Psychology (Chairman)

Johnston, C. F., B.A., B.Ed.(Toronto), M.A.(Syracuse)
Associate Professor – Educational Technology, Co-ordinator of Media Services

Keeton, A., B.A.(Sheffield), M.A.(Toronto)
Assistant Professor – Psychology

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.(Trinity College, London)
Associate Professor – Drama

Kemp, J., B.A.(Mount Allison)
Lecturer, part-time – Elementary Education

King, A. J. C., B.P.E.(British Columbia), M.S.(California), Ed.D.(Toronto)
Professor – Sociology

Kluensch, M., B.A., M.A.(Queen's)
Sessional Lecturer – Clinical and Field Studies

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

Loken, J. O., B.Ed.(Alberta), M.Ed.(Calgary), Ph.D.(Alberta)
Assistant Professor – Sociology

Loney, D. E., B.Sc.(Queen's)
Professor, Co-ordinator of Technical Education

Mallea, J. R., D.A.S.E.(Manchester), M.S.(Oregon), Ph.D.(Columbia)
Assistant Professor – History and Comparative Education

Mandell, A. L., B.A.(Queen's), B.Litt.(Glasgow)
Assistant Professor – Philosophy

Massey, D. A., M.A.(Cambridge), M.A.T.(Yale)
Associate Professor – French and German (Chairman of Classical and Modern Languages)

Mellor, W. J., B.A., B.P.H.E.(Queen's), M.S.(Oregon)
Associate Professor – Physical and Health Education

Moore, L. A., B.A.(Western), M.A.L.S.(Michigan)
Assistant Professor – School Librarianship

Mulawka, E., B.A.(Windsor), M.Ed.(Wayne State)
Assistant Professor – Sociology

Munby, A. H., B.Sc.(St. Andrews), M.A.(Toronto)
Assistant Professor – Curriculum

O'Driscoll, D. C., B.A.(London), B.Ed., M.Ed.(Alberta)
Assistant Professor – Comparative Education and History of Education

O'Farrell, L., B.A.(Queen's), Graduate of National Theatre School of Canada
Technical Lecturer – Drama

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

Olson, J. K., B.A., B.Sc.(Queen's), M.Ed.(Toronto)
Assistant Professor – Science

Orr, A. A., M.A.(Glasgow)
Professor, Associate to the Director of Student Teaching

Peruniak, W. S., B.A.(Queen's)
Associate Dean, Co-ordinator of B.Ed. Program

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

Pieh, R. J., B.Sc.(Wisconsin), M.Sc.(California)
Professor, Co-ordinator of Clinical and Field Studies

Pratt, D., B.A., M.A.(Oxford), M.A., Ph.D.(Toronto)
Assistant Professor – History and Curriculum Theory

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

Ripley, R. D., B.A.(McMaster), M.Ed.(Toronto)
Associate Professor – Elementary Education

Robertson, A., B.A., B.P.H.E.(Queen's), M.A.(University of the Pacific, California)
Assistant Professor – Health Education

Russell, J., Jordanhill College of Education, graduate course in Clinical Psychology(Glasgow)
Assistant Professor – Psychology

Salter, H.
Lecturer – Technical Education

Schulz, W. E., B.A.(Winnipeg), B.Ed.(Manitoba), M.Ed., Ph.D.(Wyoming)
Assistant Professor – Guidance

Smith, H. A., B.Sc.(New Brunswick), M.A.(Toronto)
Assistant Professor – Psychology

Southall, G. A., B.A., B.D.(Queen's), M.A., Ph.D.(Syracuse)
Assistant Professor – Cross-Appointment – Educational Technology and Medicine(Instructional Communications)

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

Talesnick, I., B.A., M.A.(Toronto)
Associate Professor – Chemistry

Thompson, L., B.A.(Toronto), M.A.(Rochester)
Associate Professor – English (Chairman)

Thumm, W., B.A., B.Ed.(British Columbia), B.Sc.(Sir George Williams), M.A.T.(Colorado College)
Professor – Physics

Turner, R. B., B.A.(Toronto)
Assistant Professor – English

Unrau, E.
Research Officer – Technical Education

Waddell, W. D., B.P.H.E.(Laurentian)
Field Assistant – Clinical and Field Studies

Watson, P. H., B.A.(Toronto), M.A.(Acadia)
Associate Professor – History and Political Studies (Chairman)

Wilson, L., B.A.(Toronto)
Sessional Lecturer – Drama and Theatre Arts

Wing, D. B., B.Sc.(London), M.S.N.S.(Seattle)
Associate Professor – Mathematics (Chairman)

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

The Bachelor of Education Program

The B.ED. program of the Faculty of Education has been designed for the professional education of teachers in the elementary and secondary fields, and meets the requirements for certification in these fields. At the successful completion of the course, the candidate is granted the Bachelor of Education (B.ED.) degree by the University and is recommended for an interim teaching certificate, issued by the Department 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 thier own personalities, are able to make profound changes in the minds and behaviour of the young pupils with whom they work. Despite recent technological advances in education, we assert that the teacher himself is still the critical, indispensable element in the educational process. In this context, therefore, our strategy as a teacher training college must be to help individuals to develop their personalities and to learn ways of using themselves effectively in their teaching roles.

Finally, regarding the proper place of instructional methodology, we see a need to be on guard against the tyranny of technique. It is obvious that practices which are grounded in research and verified by experience should be accredited. But it is also true that we are confronted by the miracle of life, which is incalculable. Patterns and procedures ought, therefore, to be suggestive, not prescriptive.

Individuality and spontaneity must have a place accorded to them, for always we perceive the mystery of growth.

To sum up, the Faculty of Education affirms its faith in scholarly competence, in the intellectual life, in total personality development, and in the efficacy of technique when tempered by reverence.

Principles of Organization

We feel that what is learned in school or university may often be derived less from formal instruction than from the experience of living and working in the institutional environment. Accordingly, we have given much thought to the question of how a Faculty of Education might best be organized, with respect to all the elements that combine to produce the climate of learning. The following paragraphs set forth the main principles that have guided our thinking.

A Person-Centred Process

It is our firm resolve to give this preparatory year a person-centred rather than prescription-centred focus. We believe that Administration can set the direction by being open, understanding, and flexible, within the limits imposed by public policy. Faculty also can assist by regarding their role to be more that of resource persons and counsellors than that of dispensers and examiners of skills and information. We would hope that the students in their turn will display the necessary curiosity and concern to profit from the opportunities and choices provided for them.

As one exemplification of this principle, the Faculty of Education envisages significant student involvement in planning, and it proposes that teacher candidates be enfranchised in their professional year, respecting a considerable range of administrative and educational matters. The year of professional preparation does not appear to us too early to begin practising professional citizenship by consensus.

Individual Study Plans

We are convinced that there is not one single curricular program which is equally suitable for all candidates. Their backgrounds, their needs, and their aspirations are so varied that to prescribe an identical course of study for all seems highly questionable. Furthermore, we may assume that university graduates have some capacity for accurate assessment of their condition and requirements. We are proposing, therefore, the use of individualized study plans, which will allow candidates the widest possible latitude of preference and selection.

Continuous Assessment Policy

Continuous assessment entails a de-emphasis of term examinations and increased attention to all aspects of application and develop-

ment over the entire school year. In this respect, it anticipates the kind of professional assessment that will prevail in the school situation, where teacher performance is gauged not by marks but by such factors as dedication, effectiveness, creativity and interpersonal relations. The object is not to make the work easier or the professional discipline less demanding, but rather to redirect motivation from the secondary consideration of meeting external requirements to the primary task of meaningful achievement.

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

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

Admission Information

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

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

These are explained below.

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

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

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

Applicants and potential applicants are welcome to visit Duncan McArthur Hall. They are encouraged to contact the Registrar's Office so that times can be arranged for some students and faculty to meet them to discuss the program. Of course, such visits are merely informative for the applicant and it is not intended that they have bearing on the selection of applicants for admission.

Explanations for Regular Candidates

1 Birth Certificate

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

2 Personal Statement

Applicants must submit a personal statement indicating their purpose in entering teacher preparation, their reasons for selecting this Faculty, their particular talents and experiences germane to the above, and any handicaps which, without remedial assistance, might prove to be an obstacle to effective teaching. Each applicant should provide this statement on page three, point one, of the application form.

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 and at a few other suitable Ontario centres during a specified period between February 15 and March 15, 1972.

4 Academic Transcripts

A regular applicant must have been awarded, by September 1, 1972, a Bachelor of Arts, Bachelor of Science, Bachelor of Physical and Health Education, Bachelor of Commerce or other acceptable university degree which has been approved by the Registrar as to admission requirements and as to content.

The degree program must contain at least forty-five credits in Arts, Science or Commerce, subsequent to Ontario Grade 13 or equivalent.

The definition of a credit is derived from the basic assumption that there are approximately sixty credits in a four-year course. From this it follows that fifteen credits are equivalent to a university year; and a credit may be defined as one-fifteenth of a university year.

A Bachelor of Education candidate for the Interim High School Assistant's Certificate shall choose any *two* of the following teaching options which will be offered in the 1972-73 academic session.

Biology	History/Social Science**
Chemistry	Latin and Classical Studies
Economics	Man in Society
Elementary Education	(Psychology and Sociology)**
English**	Mathematics

French**	Physical and Health Education
General Science	Physics
Geography**	Political Science**
German	School Librarianship
Guidance**	Technical Education*
	Theatre Arts

*Information concerning the Technical Education Program can be found on page 56.

**Subject areas in which there was an oversupply of qualified teachers in Ontario in 1971.

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

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

Any candidate who offers less than 9 credits in his main area of curriculum and instruction will be required to take an additional, approved university course in this subject as an integral part of the Bachelor of Education course. The fee for this course will be covered by the fee for the college course.

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

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

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

5 Oral Competence

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

Items 1 to 5 notwithstanding, the Faculty may require that an applicant be interviewed.

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.

Certification

- a For academic and general subjects, the basic certificate is the Interim High School Assistant's Certificate, Type B, which qualifies the holder for five years as an assistant teacher. The teacher may obtain a Permanent High School Assistant's Certificate after completing a minimum of two years' successful teaching in a secondary school in Ontario.
- b Endorsement of the High School Assistant's Certificate Type B is possible under the following conditions:

A candidate who has obtained a standing of B, second class honours or 66%, whichever is the highest, in approved university courses to a total of 15 credits in one secondary school academic subject, or 24 credits (12 credits each) in two academic subjects, and who completes a year of successful teaching subsequent to the date of his Type B certificate, is eligible for endorsement of his Type B certificate.

A candidate should apply to the Assistant Registrar, Advanced Standing, Faculty of Education, Queen's University, for approval of his academic credits, and subsequently to the Registrar, Department of Education (Mowat Block, Queen's Park, Toronto 182), for endorsement.

- c Requirements for Type A Certification

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

The new requirements are as follows:

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

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

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

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

Note 2 A teacher who has the academic requirements for the High School Assistant's Certificate, Type B, and who wishes to upgrade his academic qualifications to the Type A admission level should consult the Assistant Registrar, Advanced Standing, to find out the courses and standings required. After an applicant's qualifications have been approved for admission, he will be required to take a six week summer seminar in his area of specialization. Upon successful completion of this seminar, he will be recommended for the Interim High School Assistant's Certificate Type A.

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

The Faculty of Education Point System

Our Point System is designed to implement the double objectives of

- 1 providing individualized study plans for candidates and
- 2 ensuring that their selections satisfy graduation and certification requirements.

For graduation, a candidate will be required to complete successfully a program of studies totalling at least 135 points.

Five Main Areas

Five major areas constitute the program. Their names and minimum requirements are shown in the table below:

Major Area	Point Requirements
i Educational Foundations	40
ii Curriculum and Instruction	30
iii Observation and Student Teaching	40
iv Clinical and Field Studies	10
v Supporting or Related Studies	15

PROGRAM SUMMARY**I Educational Foundations**

- 1 Professional Issues in Contemporary Education
 2 Two of the following:
 Comparative and International Education
 Contemporary Issues and Human Problems
 Educational Psychology
 History of Education
 Philosophy of Education
 Sociology of Education

II Curriculum and Instruction

Two of the following:

Biology	Latin and Classical Studies
Chemistry	Man in Society (Psychology and Sociology)
Economics	Mathematics
Elementary Education	Physical and Health Education
English	Physics
French	Political Science
General Science	School Librarianship
Geography	Technical Education
German	Theatre Arts
Guidance	
History/Social Science	

III Observation and Student Teaching

An opportunity to become re-acquainted with the school system and to obtain practical experience in the live setting of selected classrooms. A one week pre-session observation period and up to eight weeks student teaching in schools. Micro teaching-small scale teaching encounters with groups of about four pupils.

IV Clinical and Field Studies

A program of field projects to strengthen those qualities of awareness, involvement and commitment. Three to four hours a week for about sixteen weeks.

V Supporting or Related Studies

This area of studies sustains the principle of individualized programs related to candidates' particular needs and interests.

Courses of Study

<i>I Educational Foundations</i>	<i>Points</i>
Professional Issues in Contemporary Education – an obligatory lecture seminar	10
In addition, each candidate must choose one course from each of two of the following areas:	
Comparative and International Education	15
Contemporary Issues and Human Problems	15
Educational Psychology	15
History of Education	15
Philosophy of Education	15
Sociology of Education	15
Minimum Requirements	40

1 Properly regarded, the several studies comprising Educational Foundations have an important place in the preparation of professional educators. It is not enough for the teacher to master the skills related to his work; he must also develop a conceptual framework for proper understanding and criticism of both his work and its general educational setting. These options help to strengthen the professional competence of teacher candidates by providing them with the distinctive insights and analytical perspectives peculiar to each discipline.

2 The only course at the Faculty of Education uniformly required of all candidates, Professional Issues in Contemporary Education, is designed to provide a realistic initiation into some of the significant problems of administrative and professional practice. Developed partly on a case study approach, this experimental course will seek to utilize student and faculty contributions in a joint examination of specific educational issues.

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

4 A student who presents no courses in psychology and/or philosophy will be required to choose the corresponding Foundation subject(s).

5 Students with a strong background (15 credits minimum) in any of the Foundations disciplines will be allowed to choose a minimum of 25 points in this area (instead of the standard 40).

The number in brackets is the number previously assigned to the course.

28.400 (28.100) Professional Issues in Contemporary Education

The only course in the Faculty uniformly required of all candidates, Professional Issues in Contemporary Education, is designed to provide an introduction to some of the significant and pressing problems current in public education. Problems selected range from practical matters such as school law to the "big questions" of school reform, and alternatives to schooling.

28.442 (28.105) Ethics and Education

This course will consider ways in which questions of value impinge upon the work of the classroom teacher, and will explore approaches for solving such questions. It will include examination of criteria for decision-making according to both classical and contemporary ethical theories and the "new" morality. Special attention will be given to developing defensible and productive strategies for handling classroom discussion of controversial evaluative issues, and to selecting objectives and procedures for the conduct of moral education. Particular issues examined will include the freedom of the teacher, the selection of curriculum content, and the place in education of such techniques of behavior modification as punishment and reward.

M. Elliott

28.443 (28.108) Literary Theory

Representative aesthetic and critical theories of literature will be considered. The course is intended to assist prospective teachers of English to understand more fully the variety of approaches one might attempt in considering a literary work and to help them develop some skill in adapting general theories to particular works under consideration.

A. L. Mandell

28.444 (28.162) The Logic of Mathematical Reasoning

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

G. L. C. Hills

28.445 (28.109) Planning Teaching Strategy

This course will explore such questions as the nature of teaching and the relationship between teaching and indoctrination. Because a teacher's understanding of what teaching is influences his selection of teaching methods and teaching strategies, this examination of alternative conceptions of teaching should assist students in developing clear and defensible bases for their own classroom practice. Different kinds of teaching objectives will be identified and characterized, and attention will be given to selecting appropriate strategies for teaching concepts, evaluations, procedures, and explanations. Students will analyze lesson transcripts and will prepare instructional sequences. The course will be sufficiently flexible that individual students may develop applications relevant to their own teaching fields.

M. Elliott

28.446 (28.161) Principles of Scientific Enquiry

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

G. L. C. Hills

28.447 (28.104) Problems in History and Social Science

We shall examine the theoretical foundations upon which history and the Social Sciences are grounded. An attempt will be made to arrive at conclusions of value to teachers concerning the objectives and methods of these disciplines.

A. L. Mandell

28.448 (28.106) Religion and Education

This course will investigate some central issues concerning the relation of religion to education. It will examine arguments for and against including religion both in education generally and in public education in particular. Arrangements developed in various jurisdictions will be surveyed, and practical proposals how religion might be incorporated into the curricular and/or non-curricular life of the school will be analyzed and assessed. The course will include exploration of alternative accounts of the nature of religious experience, religious belief, and religious expression. Some attention will be given to the relation between religion and morality in order to illuminate possible relations between religious and moral education.

M. Elliott

28.449 (28.107) The Revolution

This course will deal with revolutionary ideologies in the moral, social, and political spheres. The relationships between ideology and reality, and between theory and practice, will be explored and analyzed. The course is intended to assist teachers to understand more fully the theoretical bases of moral, social and political radicalism.

A. L. Mandell

28.461 (28.111) Introduction to Educational Psychology

This introductory course will not assume a background in psychology. Topics from the mainstream of education and psychology will be presented in order to achieve a comprehensive view of psychological contributions to education. The objectives will include helping student teachers acquire an understanding and working appreciation of such topics as: child and adolescent development, learning, motivation, environmental influences, evaluation and individual differences. Further details of the various class sections offered will be available at registration.

R. Andrews, J. Russell, H. Smith, A. Keeton

28.462 (28.112) Educational Psychology (for candidates with previous psychology courses, prospective school counsellors, prospective school psychologists)

Psychological foundations of the student-centred approach to teaching and learning in the classroom. The course will provide experiences for the student teacher in identifying, analysing, and evaluating pupil learning under various teaching conditions. The course objectives will include strategies for developing practical applications of psychological systems and theories to teaching, through a better understanding of behavior dynamics and the psychology of school learning.

L. Hoxter

28.481 (28.115) Sociology of Education for Secondary School Teachers

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

A. J. C. King

28.482 (28.116) Sociology in Pre- and Elementary School Education

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

J. H. G. Eastabrook

28.483 (28.117) Sociology of Deviant Behaviour in the Schools

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

J. O. Loken

28.484 (28.118) Sociological Perspectives in Guidance

This course has been designed for those who may be interested in becoming involved in the guidance program of the secondary school. School programs, timetabling procedures, and student allocation functions will be considered. Social class, ethnicity, and religion will be treated in terms of their relationship with student performance in the schools. The role of guidance counselors from the point of view of students, teachers, school administrators and parents will be analyzed and the implications considered. A brief sociology of occupations will also be undertaken.

A. J. C. King

28.485 (28.120) Seminar in Educational Anthropology

Various cultures will be examined to analyze their educational systems. Emphasis will be placed on the personality types unique to specific cultures, the nature systems inherent in the society's goals in educating youth. Special attention will be given to those educational practices which may be applicable to Canadian education. (A background in anthropology or sociology is not required.)

E. Mulawka

28.486 Education and Society

This course will develop participants' awareness of how the school is influenced by its social environment, and how it can/does maintain or alter the shape of this environment. Special emphasis will be placed on how social stratification, ethnicity and youth cultures (delinquent, athletic, radical, etc.) affect pupils, teachers, and the organization of the school. The course will explore the extent to which education can and should be used to bring about social change. The class will examine alternatives (free schools, community schools, non-schools) to the conventional school in light of the preceding analysis.

J. Gaskell

28.487 Minority Group Relations

The course will examine the nature of minority groups, their specific sub-cultures, and the conflicts that arise when educational institutions attempt to meet the needs of a pluralistic society.

E. Mulawka

II Curriculum and Instruction

Two of the following must be chosen as Curriculum fields by each candidate

Biology	History/Social Science
Chemistry	Latin and Classical Studies
Economics	Man in Society
Elementary Education	(Psychology and Sociology)
English	Mathematics
French	Physical and Health Education
General Science	Physics
Geography	Political Science
German	School Librarianship
Guidance	Technical Education
	Theatre Arts

15 Points each

Minimum Requirements 30 Points

1 From the subjects listed under Curriculum and Instruction, candidates will select at least two options which will constitute their fields of teaching specialization.

2 To elect a Curriculum option, a candidate must support it with at least 9 credits (3 full courses) in that subject field in his undergraduate degree program (except for 3 below and Guidance which requires 15 credits in Psychology).

3 Although undergraduate study is of great value in every Curriculum field, certain options in our program may with the consent of the instructors be undertaken by candidates who do not have university credits, but who have strong interests in these fields. These options are Physical and Health Education Type B Certificate, School Librarianship, and Theatre Arts.

4 Through a seminar approach, student teachers will consider such general questions as the principles of developing courses of study, the philosophical justification of particular subjects in the school curriculum, and possible interdisciplinary approaches.

5 More practical topics of concern will include principles of lesson preparation, methods of classroom presentation, handling of assignments, and evaluation procedures. Particular attention will be given to the pedagogical implications of working with classes and individuals differing markedly in maturity, motivation and competence.

6 Most of the options listed will be offered at two levels, the Type B level for High School Assistants, and the Type A level for future High School Specialists. To be eligible for Type A Certification, a candidate must have the following academic credits in his undergraduate degree. For Type A Certification in a single subject, a candidate must have 27 credits (9 full courses) in the subject concerned with an average of 2nd class honours within a four year university program. For Type A Certification in two subjects, the candidate must have a total of 42 credits (14 full courses) spread over the two subjects with an average of 2nd class honours, with a minimum of 18 credits in either subject within a four year university program.

7 In options where no specific university background is required, the time per week may be in excess of the average four hours.

The number in brackets is the number previously assigned to the course.

28.303 (28.121) Biology (Type A)

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

R. H. Horwood

28.304 (28.122) Biology (Type B)

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

R. H. Horwood

28.305 (28.123) Chemistry (Type A)**28.306 (28.124) Chemistry (Type B)**

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

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

I. Talesnick

28.310 (28.323) Creative Technology

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

The objectives are two: one, to permit student-teachers to learn and/or practise specific skills relating to equipment common in secondary school technical shops and laboratories; two, to provide the hardware resources needed for the design, fabrication and testing of multi-disciplinary projects undertaken by groups or individuals. The purpose of this latter activity is to give the teachers first-hand experience in creative problem-solving. This approach is one that he is expected to implement in his teaching career.

D. Loney, H. Salter

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

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

In addition to the content of the course, candidates will be expected by the end of the program to have a good grasp of a) the philosophy of Economics and b) the principles of curriculum development. To this end candidates are strongly recommended to take 28.447 Problems in History and Social Science and 28.215 Systematic Curriculum Design as part of their program.

P. H. Watson

28.316 (28.125) Elementary Education

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

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

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

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

J. C. Bailey, R. Ripley, M. Farrar, J. Kemp

28.317 (28.127) English (Type A)**28.318 (28.128) English (Type B)**

The course is designed to prepare prospective teachers for the teaching of English in the high school. The program stresses careful explication and imaginative presentation of literature with the primary aim of helping students to see feelingly. The methods of instruction used in the course should display a variety of approaches to the teaching of both literature and composition. The course will include micro-teaching, team-teaching, guest speakers, films, workshops and seminars.

L. Thompson, R. B. Turner, J. E. Cleland, R. G. Harrison

28.321 (28.133) French (Type A)**28.322 (28.134) French (Type B)**

The goals of the course are:

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

to analyse available tests and examinations and to prepare sample tests which measure the attainment of specified objectives; to obtain information on recent and current theories of language learning.

D. Massey, F. Howard

28.323 (28.135) Geography (Type A)

This course is designed for candidates who have honours or advanced degrees in Geography.

In addition to the material outlined in the Type B course, candidates for the Type A course will be required to undertake a special assignment involving a new approach to the teaching of Geography.

As professional geographers, Type A candidates will also be required to conduct regular seminars on geographical topics of special significance.

A. R. Grime

28.324 (28.136) Geography (Type B)

This course is designed to provide the beginning teacher with adequate training in various techniques of geographic instruction.

While the courses of study in use in Ontario secondary schools will be examined in some detail, greater emphasis will be placed on the means of their implementation.

Instruction will be provided, and practice afforded in the preparation and presentation of lessons, classroom management, effective questioning, use of audio-visual materials, field work, and such other aspects of the teaching process as time will allow.

A. R. Grime

28.328 (28.158) General Science (Type B)

This course explores ways of teaching science as an enquiring activity. The philosophy and methods of teaching science as enquiry are discussed and students are invited to plan their individual programs. Newer approaches to teaching science at the Grade 9 and 10 level are studied and students are given opportunities to practise lesson preparation, use of audiovisual aids, and class and lab management. Practice making and implementing decisions about what and how to teach based on the personality of the student teacher and the value he or she sees in teaching science is an important part of the course. It is on this basis that the activities of the course have been planned.

J. K. Olson

28.329 (28.139) German (Type A)

28.330 (28.140) German (Type B)

The goals of the course are:

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

D. Massey

28.334 (28.137) Guidance

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

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

The course leads to Part I of the Guidance Certificate, after one year of successful teaching in Ontario.

Staff

28.335 (28.141) History/Social Science (Type A)

28.336 (28.142) History/Social Science (Type B)

This course is intended to provide candidates with competence in basic classroom skills, including classroom management and moti-

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

In addition to the content of the course, candidates will be expected by the end of the program to have a good grasp of a) the philosophy of history and the social sciences, and b) the principles of curriculum development. To this end, candidates are strongly recommended to take 28.447 Problems in History/Social Science and 28.215 Systematic Curriculum Design as part of their program.

The course leads to Interim High School Assistant's Certificate, Type A or Type B.

P. H. Watson, D. Pratt

28.339 (28.143) Latin and Classical Studies (Type A)

This course will deal with the study of Latin Literature and Grammar at an advanced level, especially suited to candidates who may be teaching senior classes. Read carefully also 28.340.

It is impossible to state a rigid course outline. The desire and needs of the candidates will, to a considerable extent, dictate the type of course to be offered. Students will be expected to lead seminars and to help others in organizing special programs.

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

M. S. Hambly

28.340 (28.144) Latin and Classical Studies (Type B)

The "audio-lingual" approach to the teaching of Latin Literature will be the predominating feature of the program. However, the grammar part of the course will also be covered.

The Latin program will include presentation of content, as well as methodology. Demonstration lectures, peer group teaching, and demonstration by the professor in collaboration with some Kingston district collegiates will be featured. Professors from Queen's University will be guest lecturers, as will Regional Consultants from the Department of Education.

There will be an introduction to the study of Greek. Classical Civilization Courses will be outlined, special attention being given to the inter-disciplinary approach with English, Theatre Arts, and History.

Candidates are advised to include Educational Media as one of their short courses.

The course leads to Interim High School Assistant's Certificate, Type B.

M. S. Hambly

- 28.341 (28.153) Man in Society
(Psychology and Sociology) (Type A)**
**28.342 (28.154) Man in Society
(Psychology and Sociology) (Type B)**

Academic Prerequisites: Psychology and/or Sociology

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

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

R. G. Harrison

- 28.343 (28.145) Mathematics (Type A)**
28.344 (28.146) Mathematics (Type B)

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

H. A. H. Allen, D. B. Wing

- 28.347 (28.147) Physical and Health Education (Men) – (Type A)**
28.348 (28.148) Physical and Health Education (Men) – (Type B)

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

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

- 2 Health Education**

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

psychology or sociology would be helpful. It would also be useful if the health candidate took educational media, as a short course the first term.

Additional Type A Areas

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

Additional Type B Areas

- 1 *Foundations* an introduction to the basic principles of exercise. This section of the course will include an appraisal of personal fitness and a study of various fitness parameters.
 - 2 *Physical Skills Improvement* each candidate will have the opportunity to attend extra sessions where he will receive help in improving his skill level in various activities.
 - 3 *Coaching* an extensive unit on the principles and philosophy of coaching the high school athlete will be offered.
 - 4 *Intramurals* a variety of existing intramurals will be analyzed and an opportunity to build your own program will be given.
- 28.347 leads to Interim High School Assistant's Certificate, Type A.
 28.348 leads to Interim High School Assistant's Certificate, Type B and Intermediate, Part I, Certificate in Physical and Health Education.

W. J. Mellor

28.349 (28.147) Physical and Health Education (Women) (Type A)

28.350 (28.148) Physical and Health Education (Women) (Type B)

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

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

2 *Health Education* Health Education is an integral part of physical education and consists of approximately twenty-five hours of class work, labs, seminars and workshops. A heavy emphasis will be placed on methods and materials (particularly in the area of audio-visual). Participants need little background in health education but courses in psychology or sociology would be helpful. It would also be useful if the health candidate took educational media, as a short course the first term.

In both of these, there will be discussion about adaptions of program for four and two year students. Special practice teaching and micro-teaching, when necessary, will be available in both.

Type A Additional Work

Organization and Administration problems specifically related to department headship, e.g., budgeting, purchasing, personnel

Type B Additional Work

Foundations of Physical and Health Education an introduction to the anatomical, physiological, kinesiological, psychological and sociological aspects of physical activity and total health

Skills Practice: as much time as is possible within the limits of the timetable will be given over to skill improvement of the candidates. 28.349 leads to Interim High School Assistant's Certificate, Type A. 28.350 leads to Interim High School Assistant's Certificate, Type B and Intermediate, Part 1, Certificate in Physical and Health Education.

H. Holomego

28.351 (28.151) Physics (Type A)

In addition to the same basics as in the Type B program (28.352) this course will include two other areas:

1. Some topics in the history of physics.
2. Common misconceptions in physics and in the teaching of physics.

Both the areas above will involve students giving presentations to their colleagues.

W. Thumm

28.352 (28.152) Physics (Type B)

Such general questions as the principles involved in developing a program of study in physics and the philosophical justification of science, and physics in particular, in the school curriculum will be considered.

More practical topics of concern will include principles of lesson preparation, methods of classroom presentation, demonstration experiments, and evaluation procedures. Problems from the PSSC text, "Physics", will be considered and students will have the opportunity to engage in some of the associated laboratory work as well as to present problem solutions to their colleagues.

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

W. Thumm

28.353 (28.149) Political Science (Type A)

28.354 (28.150) Political Science (Type B)

This course is intended to provide candidates with competence in basic classroom skills, including classroom management and motivational techniques. Candidates will become familiar with a wide range of teaching strategies, such as audiovisual aids, simulations, and small group work. Close attention will be paid to recent work on teaching political science, including that of Fenton on Inquiry

methods, and Oliver and Shaver on Value Clarification. Students will receive practice in instructional planning in the areas of defining objectives, lesson planning and test design. In addition to the content of the course, candidates will be expected by the end of the program to have a good grasp of a) the philosophy of political science and b) the principles of curriculum development. To this end candidates are strongly recommended to take 28.447, Problems in History and Social Science and 28.215, Systematic Curriculum Design as part of their program.

P. H. Watson

28.362 (28.155) School Librarianship

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

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

L. Moore

28.367 (28.321) Technical Subjects (Type A)

This program is open to those who possess an acceptable university degree in engineering or architecture. It prepares the candidate for the Vocational Type A teaching certificate.

The Type A candidate must fulfil the requirements of the Type B student and, in addition, complete assignments in curriculum development, school organization, and administration.

D. Loney, H. Salter

28.368 (28.322) Technical Subjects Type B)

Prospective technical teachers are expected to enrol in this course that deals, in essence, with the philosophy, strategies, and techniques of teaching technical subjects.

The point of beginning is a study of good examples of technical curricula and courses of study. When these have been analyzed, the teacher prepares his own material which will be used, during the school year, in a variety of practice teaching situations.

Since each individual has a distinctive teaching style, attempts are made to help each candidate discover his best approach. Experimentation is encouraged without penalties attached. Student response is regarded as the criterion of success, not adherence to pre-conceived notions about methodology.

D. Loney, H. Salter

28.372 (28.156) Theatre Arts

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

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

28.160 III Student Teaching

Pre-session Observation in Schools

Controlled Clinical Experiences

Student Teaching in Area Schools

40 points 8-10 weeks

1 Practice teaching, as traditionally done by students of Ontario teacher training colleges, is undergoing critical analysis. There is a growing conviction that student teachers at an early stage, need longer and more various opportunities to

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

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

2 Controlled Clinical Experiences is a designation for a range of teaching activities that can be done on campus. They will also extend in a variety of ways into associated schools.

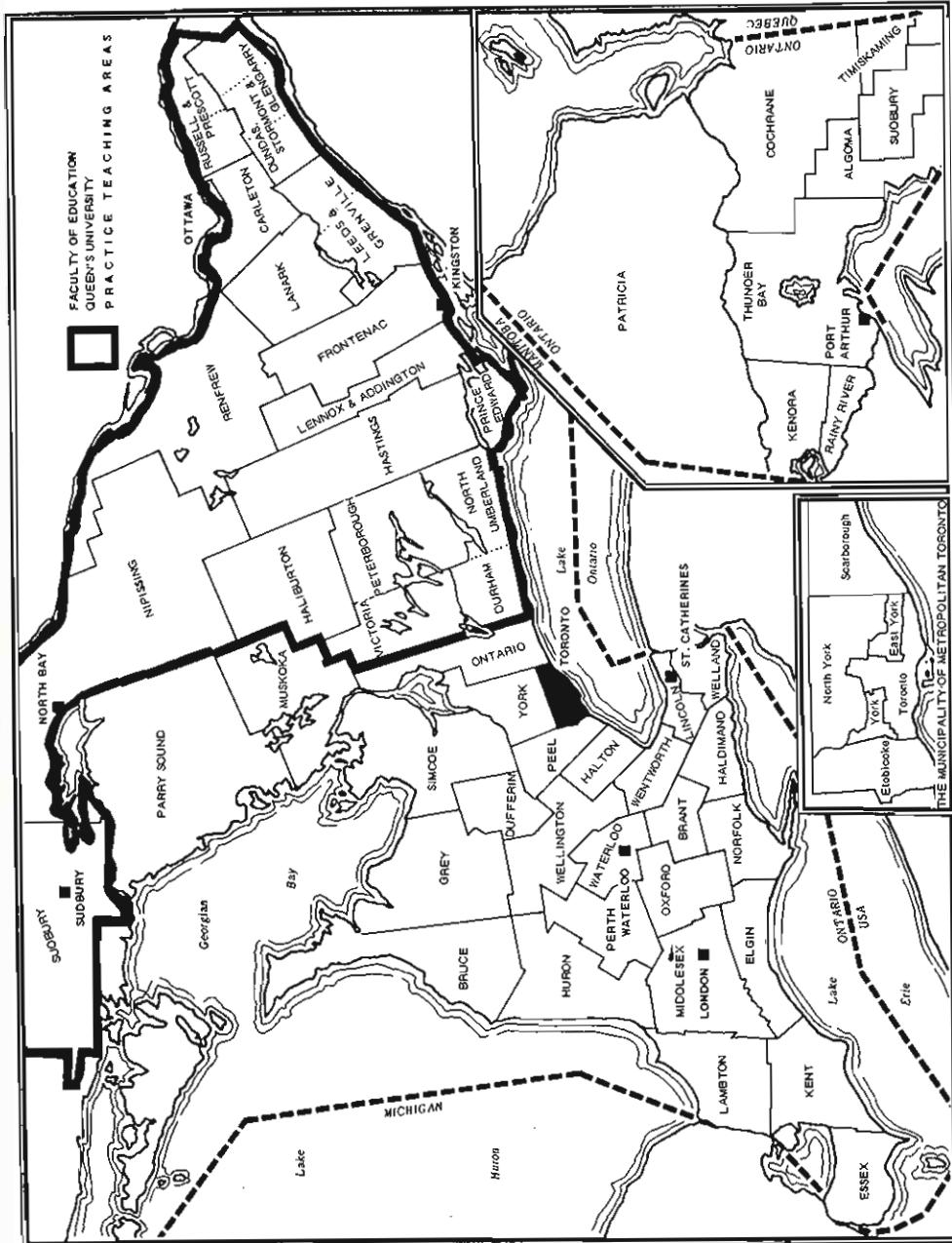
Microteaching, tutoring, small group interaction, counselling, demonstration teaching, and various simulations suggest the range of possibilities in the clinical phase. Classes of neighbourhood pupils will be located in McArthur Hall for these activities.

3 Student teaching in the classrooms of the area will continue to be an indispensable part of the training year. Because the certificate granted to all candidates is a high school certificate, a part of this practice must be done in a high school.

4 For students taking courses in another faculty as a requisite for the B.Ed. degree, special arrangements will be made during the weeks of student teaching to permit them to be released for lectures.

5 The Associate Teachers, 1971-72 session, are listed on page 68.

P. H. Hennessy



28.170 IV Clinical and Field Studies—Field Service Projects

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

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

M. Kluensch, R. Pieh

V Supporting or Related Studies

- | | |
|------------------------|-------------------|
| Adult Education | Philosophy |
| Comparative Education | Psychology |
| Computers in Education | Reading |
| Curriculum | Science Education |
| Educational Technology | Sociology |
| French | Theatre Arts |
| Growth and Leadership | Potpourri |
| Guidance | |

5 points each

Minimum requirements 15 points

¹ The area of Supporting or Related Studies sustains the principle of individualized programs of studies related to candidates' particular needs and interests.

2 This list of Supporting Courses is not the final one. Additional offerings may be announced at the time of registration. They will take the form of short courses, with a number of them being offered more than once a year, thus giving candidates greater scope for adjusting their workload to suit their particular circumstances.

3 Experience has shown that all the courses listed have much to offer to prospective teachers. Some of them relate to effective instructional techniques in special areas. Others deal with the challenge of fostering sensitivity and clarifying values. In all of them, the candidate should discover new meanings and develop new competencies.

4 If an individual candidate's needs call for it, he or she may be allowed to take Private Studies.

5 A candidate may, with the approval of his advisor and with the consent of the appropriate department, take a course in some other faculty of the University in place of the three short courses to make up his 15 points in the area of Supporting or Related Studies.

Adult Education

28.243 Teaching-Learning with Adults

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

G. Ambury

Comparative Education

28.217 (28.203) Education and National Development

The significance of education in promoting or inhibiting social change is considered, with particular reference to the problems of emerging nations. Various strategies for educational change, together with their underlying assumptions, are critically examined.

D. C. O'Driscoll

28.216 (28.201) International Models and Canadian Education

Explores the influence upon educational development in Ontario and Quebec of foreign educational institutions and systems, especially those of France, the British Isles and the United States during the nineteenth and twentieth centuries.

D. C. O'Driscoll

Computers in Education

28.244 Computer Applications in Education

General goal: to review areas in education that are likely to be affected by utilization of computer resources. Specific goal: the student will be able to (1) describe projects illustrative of computer-assisted instruction, computer-managed instruction, item analysis, branching tests, student data files, test data files, timetabling, information retrieval, computer-assisted counseling, and the computer as a subject of instruction, (2) list some of the sociological and philosophical implications of widespread computer usage in society, with particular reference to education.

J. D. Burnett

28.245 Computer-Assisted Instruction

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

J. D. Burnett

28.246 Introduction to Computer Programming

The course is intended for students with no previous programming experience. General goal: to provide a brief introduction to the writing of computer programs. Primary objectives: the student will be able to (1) prepare a flowchart showing the steps required for a solution to a simple problem, (2) sign-on at a typewriter terminal and construct simple programs in APL. Problems will be selected from curriculum and administrative situations likely to occur in a junior or senior high school.

J. D. Burnett

28.247 Introduction to Computers

The course is intended for students with no previous experience with computers. General goal: to provide a brief introduction on what a computer is and how it works. Primary objectives: the student will be able to (1) draw and label a schematic flowchart showing the 5 main components of a computer system, (2) draw and label a schematic diagram of how data are coded on a punched card or a magnetic tape, (3) draw and label a schematic diagram of a magnetic disk or drum, (4) list at least 10 I/O or storage devices that may be attached to or used by a computer.

J. D. Burnett

Curriculum

28.220 (28.206) Credibility in Science Teaching

This course is designed primarily for intending science teachers and has two related purposes: first, the development of a systematic way to analyze one's own teaching; and second, the examination of the hypothesis that the Anti-Science Movement and related phenomena may be consequences of science teaching that makes youngsters distrustful of, or hostile toward, science. In pursuing this hypothesis, a number of features of science and of science teaching emerge that are used to shed light on the potential impact of science teaching. These features are incorporated into a framework for analyzing teaching – transcriptions of science lessons being used to exemplify this approach. Special attention is given to ways of making both science and science teaching credible for youngsters. One section offered in each term – enrolment limited to 20 per section.

A. H. Munby

28.227 (28.213) Curriculum Thought: Recent Developments and their Applications.

Designed for candidates wishing to investigate alternative curricula, this course intends to compliment 28.215. The course critically examines aspects of compulsory schooling from a curriculum perspective. Scrutiny of assumptions perpetrated in devising educational experiences for youngsters and of the adequacy of current educational aims is used to yield an analytical framework for discussing and developing innovative curricula. Among topics to be discussed are: liberal and professional aims, teaching and indoctrination, behavioral and non-behavioral objectives, utility and validity of research, morality and necessity of evaluation. Efforts are made to translate outcomes of such discussions into curriculum writing. Candidates are required to critique or develop a small instructional unit. One section offered in each term – enrolment limited to 20 per section.

A. H. Munby

28.215 (28.200) Systematic Curriculum Design

During the past five years teachers have become increasingly responsible for curriculum development. At the same time there has emerged an established body of specialized working principles for the design of curricula. This course, intended for teachers of any level or subject, is a response to these trends. The objective is that by the end of the course, participants will be able to design, evaluate, and implement programs of study which are effective, efficient, and valid.

The course combines a seminar and workshop format. Two sections will be offered each term, with no enrolment limit.

D. Pratt

Educational Technology

28.248 (28.191) Educational Media

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

- 1 will learn to operate various instructional machines (slide, filmstrip, motion picture, loop, opaque and overhead projectors: reel and cassette recorders: simple t.v. system)
- 2 will learn to design and produce various instructional resources (audio and video tapes: slides and filmstrips: assorted types of overhead transparencies)
- 3 will acquire sufficient knowledge of media characteristics and utilization techniques to be able to integrate them into his/her instruction.

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

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

F. Johnston, D. Campbell, G. Southall

28.249 Developing Instructional Materials

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

Introduction to Educational Media (28.248) is a suggested prerequisite but may be taken concurrently.

D. Campbell

28.232 (28.218) Communicating with Motion Pictures

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

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

F. Johnston

28.233 (28.219) The Teacher as T.V. Producer

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

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

G. Southall

28.202 (28.182) Conversational French (Advanced)

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

D. Massey, F. Howard

Growth and Leadership**28.234 (28.220) Cultural Contrasts**

Participants will be expected to immerse themselves in unfamiliar environments. Such experiences may further their awareness, acceptance, and understanding of those forces which confront, impel, and impede others. Four weekends will be required, each beginning no later than Friday noon. Environments will include isolated wilderness, inner city and rural ghettos, and either a minority group, Indian reservation, prison, emotionally disturbed, seminary, convent or village situation. Participants will pack minimum equipment but no food for the wilderness experience. There will be 25¢ available for ghetto situations where women will be in pairs. To the extent possible participants will join family and other representative groups and share normal activities. During a summary weekend participants will establish an intentional community to discuss alternate life styles. The course will extend through both terms.

M. Kluensch, R. Pieh

28.206 (28.186) Open Country Explorations

A challenge and discovery-focused introduction to outdoor education in its broadest sense, involving a variety of natural and man-made forces in an action-centred and all-weather setting. The program is adjustable to all readiness levels. No one will be overextended. There will be opportunities for participants to be alone. Increasing evidence indicates that impelling experiences outside of

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

M. Kluensch, R. Pieh, K. Ball

28.210 (28.190) Personal Growth Workshop

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

M. Kluensch, R. J. Pieh

28.250 Small Group Leadership

This experience-based course is intended to provide practical help to faculty and students in increasing their effectiveness in working with small groups of persons in an educational setting. There will be an introduction to some current theories and ideas regarding group process, development of relevant skills, and a challenge to change the participant's attitudes in leadership roles. Areas to be dealt with could include: leadership styles, planning, group dynamics, participation, group decision making and evaluation.

G. Ambury

Guidance**28.203 (28.184) Orientation to School Guidance Programs**

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

M. Balanchuck, W. E. Schulz

Philosophy

The nine half courses in Philosophy listed in the Foundations section are also available to students as short courses. Because a student is already taking Philosophy as a foundation credit, he is not prevented from taking additional units in Philosophy for short course credit if he wishes. Similarly, a student who is not taking Philosophy as a foundation may, if he wishes, take Philosophy units for short course credit.

For convenience, the possible units are listed below. For further descriptions, see the section in Area of Educational Foundations.

- 28.441 Grading and Evaluation
- 28.442 Ethics and Education
- 28.443 Literary Theory
- 28.444 The Logic of Mathematical Reasoning
- 28.445 Planning Teaching Strategy
- 28.446 Principles of Scientific Enquiry
- 28.447 Problems in History and Social Science
- 28.448 Religion and Education
- 28.449 The Revolution

Psychology

28.251 Effects of Stress on Human Behavior

An introduction to stress and its effects on various aspects of human performance. The relationship will be drawn between stress and such areas as: learning and remembering, social behavior, psychosomatic disorders and personality factors. First term.

H. A. Smith

28.223 (28.209) Research Methods in Psychology and Education

A non-mathematical approach to principles underlying modern psychological and educational research. The objectives of the course are to acquaint prospective teachers with basic research methodology and to promote some understanding of findings which are presented in both scientific and popular literature. Topics will include simple research designs, the analysis of published results and the interpretation of several statistical procedures. This course is limited to 20, and is offered in the second term.

H. A. Smith

Reading

28.209 (28.189) Developmental Reading

A short course designed to acquaint teachers with the reading problems of high school students, to investigate diagnostic procedures, and to suggest programs for reading improvement. Opportunity will be given to become acquainted with equipment and texts used in developmental reading courses, to evaluate various reading inventories and tests, and to consider such controversial topics as speed reading.

A. A. Orr

Science Education

28.252 Developing History of Science Units

The course is designed to give candidates experience in developing fresh instructional units for science teaching using materials from

the history of science. Candidates will utilize basic principles of curriculum design for developing history of science units for general educational purposes.

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

A. H. Munby

28.230 (28.216) Scientific Glassblowing

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

I. Talesnick

28.214 (28.199) Something about Biology

The course will provide background enrichment in biology for interested persons entering the fields of science education, elementary education and library science. No prior knowledge of biology or other science is required. However, some prior knowledge would not exclude a candidate who was interested. The levels of activity and instruction will be adjusted to fit the background of individuals.

R. Horwood, J. K. Olson

Sociology

28.235 (28.221) Education in the Post-Industrial State

Readings and discussions will centre around problematical issues such as the allocation of national resources, planning, management, and research and development. Appraisals will be made of the ideas of prominent social critics.

J. Mallea

28.240 Legal Aspects of Teaching

This course will examine the role of the teacher, administrator, Board of Trustees, and student as defined by Ontario laws. Special emphasis will be devoted to the role of the teacher in respect to his duties, responsibilities, obligations, and rights.

Course requirements: a working knowledge of the various educational acts. An exam will examine this understanding.

E. Mulawka

28.229 (28.215) Minority Groups

The course will pursue some of the dynamics operating in the educational process as they relate to a pluralistic society which is com-

posed of numerous ethnic and racial groups. It will discuss the conflicts resulting from different value systems and the role of differing classes and statuses as they relate to the classroom.

E. Mulawka

28.231 (28.217) Sociology of Liberation

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

J. Loken

28.228 (28.214) Urban Schools

The course will examine the structure of the urban school as it relates to the characteristics of a *Gesellschaft* society. It will deal with the conflicts between the ideal and manifest realities, and its propensity to further discontinuity in society.

E. Mulawka

28.237 (28.223) Sex Roles and Education

This course is designed to improve participants' awareness of the influence of male/female stereotypes on themselves and on institutions in society. The seminar will choose books and articles of interest for discussion. Topics that might be covered include the training of children in appropriate sex role behavior, the implications of the predominance of women in teaching, cross cultural data on the sexual division of labour, homosexuality, biological and psychological sex differences, etc. Emphasis will be placed on the experiences of members of the seminar.

J. Gaskell

28.238 The Sociology of Teacher Training/Education Programs

The course will analyze the teacher training program in terms of (1) needs and expectations of the schools' publics and clients; (2) the resources presently allocated to education. There will be an opportunity to develop, operationally, modes of teacher training/education which might address more efficaciously these needs and expectations.

G. Eastabrook

28.239 Educational Alternatives

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

G. Eastabrook, R. Pieh et al

28.241 Educational Futures

(While in some ways this course is an extension of Educational Alternatives, that course need not be perceived as a pre-requisite.) During this semester the course participants will address the issue of educational futures under (1) methods of identifying societal needs and of operationalizing these needs; (2) strategems for implementing new programs; (3) accountability in terms of program evaluation or measurement of individual attainments.

Staff

Theatre Arts

28.205 (28.185) Drama in Education

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

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

28.224 (28.210) Play Production

An introduction to the process of staging a play; choosing the material, analysing the scene, acting, design, technical work and organization, a laboratory course.

Not for students in the Theatre Arts curriculum option.

L. O'Farrell

Potpourri

28.212 (28.194) Speech Workshop

The course is designed to give practical help to students who are aware that they themselves have speech problems, e.g. of voice projection, modulation, or of articulation. For such students the course is conducted on an individual basis by listening to tapes of outstanding speakers, by making their own tapes and analyzing their difficulties.

This workshop is conducted on an individual basis, primarily, with times being arranged to suit the student and the professor. Although the course is intended for the first term only, students needing help, as evidenced by their practice teaching, may enrol when need warrants.

Students who have had undergraduate training in Speech Therapy may enrol in this workshop if they wish to utilize their skills, under the direction of the professor.

M. S. Hambly

28.213 (28.198) The Sound of Poetry

A program of poetry readings by poets and students is designed to develop listening skills, and to increase awareness of the inseparability of the sound and sense of poetry.

R. G. Harrison

28.218 (28.204) Technology and Culture

What is technology? What has been its history, its present state, its obvious trends? Can a person consider himself educated while remaining ignorant of the technological environment upon which his life style – even his survival – depends? What is the relationship between technology and education and what are the implications of this to programs offered in the elementary and secondary schools?

The course is described primarily for technological illiterates who, through a variety of activities, should be enabled to develop answers to the above and related questions. One form of activity involves "hands-on" use of equipment in the technology laboratory; another consists of a self-selected research assignment relating to some facet of technology.

D. E. Loney, H. Salter

28.222 (28.208) Simulation, Gaming and Affective Education

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

M. Kluensch

28.225 (28.211) Communications in Education

A seminar-discussion course to examine aspects of society and culture which influence man's reception and communication of information about the world, and to relate our findings to the impact of teachers in a classroom environment. Topics will include mass media, kinesics, animal communication, advertising, art and propaganda. Offered in both terms.

A. Keeton

28.226 (28.212) First Aid and Emergency Controls

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

M. Kluensch and staff

28.236 (28.222) The Teacher and the School Library

Rapid and continuing innovation in classroom teaching has created demands for materials of all types. The accessibility of the library gives it unique advantages as the store-house of the wide variety of educational materials now available in all formats, both print and non-print.

This course will attempt to delineate the services that may be expected of a school library as well as to suggest some strategies for obtaining the. The teacher's role in the operations of the library and the librarian's role in the operations of the classroom will be discussed with an eye to establishing realistic limits for both.

L. Moore

28.253 Water Safety Controls

Participants will have opportunities to qualify for instructor level and other certification. The learning experiences will be intensive in order to help participants effectively prepare for the difficult stresses involved in aquatic emergencies. Applications will be made to a representative variety of situations.

K. Ball and staff

28.299 (28.195) Private Studies

Private study is undertaken by a student to satisfy a particular need or to pursue a particular interest relevant to teaching. The student submits an outline of his 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.

Technical Education Program

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

Although the program taken by all technical candidates is similar to that in which teachers of academic subjects are enrolled, only those who possess a recognized University degree are eligible for the B.ED. In other words, graduates of four-year University programs in engineering, architecture and nursing may obtain technical teacher certification and the B.ED. degree.

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 and 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 and 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.

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.

Admission Procedures Sequence

The successful candidate to the technical teacher education program will proceed through the steps outlined below: 1. 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. 2. 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, he 3. will be sent self-assessment forms which he will complete and return to the Faculty of Education, along with a formal application to the Registrar. 4. A personal interview will be held with the Faculty of Education representatives. If all goes well, the candidate 5. will attempt a technical proficiency evaluation prior to enrolment. This test will be tailored to the individual, based upon the results of the self-assessment forms. 6. Successful completion of the technical proficiency tests will normally lead to acceptance by the Faculty of Education and preparation 7. 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 Department of Education are as follows:

Technical Field	Name of Certificate
Elements of Electrical Technology	Applied Electronics Installation and Maintenance Theory and Test Electrical Drafting Elements of Computer Technology
Elements of Mechanical Technology	Mechanical Drafting Machine Shop Practice Welding
Elements of Construction Technology	Architectural Drafting Building Construction Refrigeration Airconditioning and Heating Plumbing

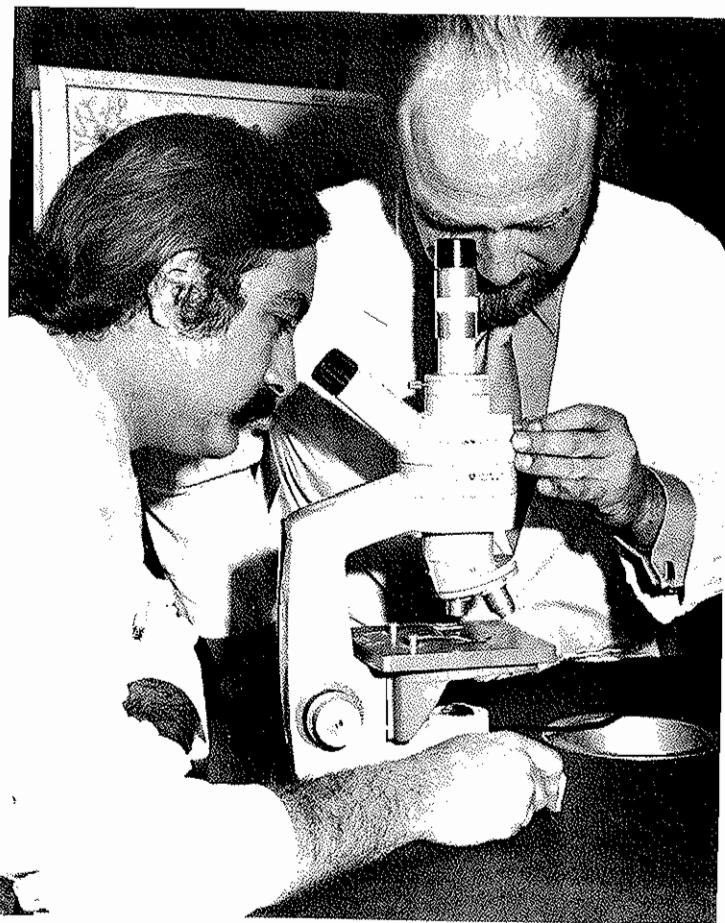
**Elements of
Automotive Technology**

Auto Mechanics
Auto Body Repair
Aircraft
Aero-Engine
Diesel Engine
Industrial Physics
Industrial Chemistry
Graphic Arts
Vocational Arts
Vocational Music

**Elements of
Industrial Technology**
**Elements of
Vocational Arts**

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

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



Continuing Education Program

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, the Initial and Completing Courses for Mature Candidates, Units of Study Related to the Principals' Certificates, Intermediate and Specialist Certificate Courses in Physical and Health Education, School Librarianship, the full four unit program in Elementary Physical and Health Education, and the Guidance Program, Parts I, II, III, IV.

A second major concern of the Office of Continuing Education lies in the promotion of a broad program of in-service professional development courses and workshops. During the past two years, workshops have been offered in widely varying areas, such as Physics, Canadian Studies, Women's Gymnastics, Teaching Behaviour, Film Making and Appreciation, Open Country Explorations, and Creative Writing. There has been a steadily increasing emphasis placed by this Office upon professional development programs in response to the 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 1971, 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.

The Master of Education Program

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

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

Normal admission requirements to the program are:

- 1 4 year Honours degree with 1st or 2nd class standing or equivalent
- 2 B.Ed. degree or equivalent teacher preparation
- 3 Two or more years of successful teaching experience
or
- 1 General Bachelor's degree with at least second class standing
- 2 B.Ed. degree or equivalent teacher preparation
search, Faculty of Education.
- 3 Four or more years of successful teaching experience.

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

Academic Sessional Dates for M.Ed. Program

1972-1973

July 3, 1972 – August 11, 1972
September 18, 1972 – December 9, 1972
January 8, 1973 – April 7, 1973
February 19 – 24, 1973
July 2, 1973 – August 10, 1973

Summer School
Fall Term
Winter Term
Winter Break
Summer School

General Information

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 1971-72 session. The scale of fees and the regulations which will apply during the 1972-73 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.

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 payment as detailed in the paragraph entitled Permit to Delay Payment of Fees under other information in this chapter.

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

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

Regulations concerning non-payment of fees and charges: 1. All information concerning academic results of any student having an overdue debt owing to the University shall be withheld until the debt is settled; 2. Any student who has an overdue debt owing to the University will not be permitted to register until the debt is settled; 3. Any student who has an unresolved grievance concerning fees or other charges may file an explanatory letter in the appropriate payments office for transmission to the responsible University officer for consideration.

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

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

Sessional Fees

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

	<i>Payment in Full</i>	<i>Payment by Installment</i>	
		<i>First</i>	<i>Second</i>
Tuition (see below)	\$480.00	\$240.00	\$240.00
Student Interest	58.50	58.50	
Faculty Society	7.50	7.50	
Installment Charge		5.00	
	\$546.00	\$311.00	\$240.00

Student Interest Fees

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

Student Health	\$ 6.00
Athletics	20.00*
Students' Memorial Union	10.00
Alma Mater Society	6.50
Queen's Journal	3.00
Tricolour Yearbook	4.00
Who's Where	.75
University Centre	5.00
Concert Fee	3.00
Unassignable Reserve	.25

*Upon presentation of your student identification card at the administration office in the gymnasium you will be issued with a book of four tickets. These tickets give admission to all home football games except exhibition games and play-offs. Your identification card will also permit you 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.

Other Information

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, may apply to the Assistant Registrar (Student Awards), Queen's University, 90 Queen's Crescent, 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 tuition 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 tuition 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.

Awards and Financial Aid

The Teacher Education Awards

For the academic year 1971-72 and earlier, students of the Faculty of Education who were in full-time attendance for two semesters and were either Canadian citizens or had Landed Immigrant status, and whose course of studies qualified them for an Ontario Teacher's Certificate automatically received the Teacher Education Award of \$500 from the Department of Colleges and Universities, Province of Ontario. Because the decision to grant the Award is made annually, the Department of Colleges and Universities has not yet confirmed that the Award will be available for 1972-73.

Ontario Student Awards Program

The Ontario Student Awards Program combines loan assistance available through the Canada Student Loans Plan and grant assistance available from the Province of Ontario. It is designed to supplement the resources of a student and/or the parents, where in the absence of such aid, a student would be unable to pursue a post secondary education.

Assistance under this plan takes the form of a Canada Student Loan, guaranteed by the Government of Canada, plus, in most cases, a free grant awarded by 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 institution and for six months thereafter. Interest charges during this period are paid by the Federal Government. After the interest-free period, interest charges at rates fixed periodically by the Federal Government on the unpaid balance are required in regular monthly payments, and arrangements must be made to repay the principal.

Assistance under the Ontario Student Awards Program is available to all residents of Ontario who qualify under the terms of the program.

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. Recent arrivals in Ontario are advised to consult with one of the officers named in the next paragraph concerning their eligibility.

Application forms and further information may be obtained from the Assistant Registrar (Student Awards), Queen's University, or the Ontario Department of Colleges and Universities. Completed application forms should be forwarded to the Assistant Registrar (Student Awards), Queen's University, 90 Queen's Crescent, Kingston, Ontario.

Academic Facilities

The University Libraries

The library system at Queen's University consists of a central unit, the Douglas Library, of approximately 762,000 volumes, and some twenty branch libraries of which one is the Education library.

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

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

Education Library

The Faculty of Education, and the teaching profession of this area, are served by this library. The collection now consists of approximately 30,000 volumes, and 400 journals which include the major publications in the field. An important research resource is the collection of 50,000 documents on microfiche distributed by the Educational Resources Information Centre (ERIC) of the United States Office of Education. This collection grows at the rate of approximately 12,000 microfiche per annum.

Computing Centre

The Queen's University Computing Centre, located in the North Wing of Dupuis Hall, houses a complex of computer equipment for use by faculty, staff, and students. The equipment reflects the latest advances in computer design and is adaptable to scientific, business, and non-numeric applications.

Computing Centre staff conduct seminars on topics in computing and provide a variety of services to computer users. Program advisors are on duty during normal working hours to assist staff and students in the use of the computer. Consultants in simulation, statistics, numerical methods, and computing systems are also available. A computer program library and a reference library are maintained, and keypunching and related services are available.

The Computing Centre maintains an Installation Membership in the SHARE organization on behalf of Queen's University, and is closely allied with the Department of Computing and Information Science which offers credit courses at both graduate and undergraduate levels.

The International Centre

The International Centre, located in the Students' Memorial Union, provides advice and information to students who come from other countries. Each September the Centre runs a reception program for meeting, and obtaining lodging for, in-coming overseas students; in addition, it sponsors an orientation program which includes discussions on immigration, housing, health, laws, clothing, and finance. Meetings with other students from the recent arrival's country are arranged and there is a session on academic counselling. During the academic year the Centre staff and the International Club arrange social and cultural events.

The Agnes Etherington Art Centre

The Agnes Etherington Art Centre was established in 1957 at the corner of University Avenue and Queen's Crescent. In 1962 an extensive addition was built which now houses exhibition galleries, and a studio. The Centre houses the permanent University collections, the Department of Art History and the Photographic Reference section.

A varied exhibition program, ranging from traditional to contemporary, is offered throughout the year as are series of illustrated lectures, panel discussions, films on art and studio courses in painting, drawing, crafts and design which are open to the community as a whole.

Divisions of Concerts and Public Lectures

The Division is responsible for the organizing and management of various series of concerts on campus. At present two major series are presented. The Grant Hall Series, has featured such soloists as Marian Anderson, Philippe Entremont, and Andres Segovia, as well as a number of the major orchestras of the world. The Dunning Hall Series of concerts has featured distinguished string quartets, instrumentalists, and chamber ensembles. Because these concerts are an important part of the co-curricular education of the students at Queen's, both the University and the Richardson Memorial Trust Fund subsidize each series so that students can buy tickets at greatly reduced rates.

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 person in human society is presented each year. Distinguished men from around the world are invited to Queen's to deliver these lectures, which are open to members of the university community and the general public free of charge.

Radio

Queen's Radio Station CFRC, founded in 1922, is owned and operated by Queen's University. CFRC is licensed for non-commercial, educational broadcasting with a power of 100 watts at 1,490 kilohertz AM and with 1,270 watts at 91.9 megahertz FM.

The Radio Station is operated by the Student Radio Club under the supervision of the Station Manager and a Professor of Electrical Engineering. CFRC broadcasts Thursday to Sunday inclusive during the University session, and Friday to Sunday inclusive for the balance of the year.

Students' Memorial Union

Every student is a member of the Students' Memorial Union where students, staff, graduates and guests may relax and meet in congenial surroundings.

The facilities include the main dining room, Wallace Hall, Common Rooms, a Coffee Shop, billiard rooms and club meeting rooms and the offices of the Alma Mater Society (student government).

Student Health Service

The Student Health Service is located at 187 Stuart Street. The primary role of the Health Service is the maintenance of the physical and mental well being of the students. To this end the Health Service makes available the following facilities: A Medical Clinic is conducted daily, with medical service provided by specialists in internal medicine, family physicians and nurses. A telephone answering service makes the services of a physician available when necessary after the Clinic is closed and on weekends and holidays. Psychiatric consultation and Psychological services are available by appointment. Infirmarys are provided in both Men's and Women's Residences for students who require bed rest, minor treatment or convalescent care on a short-term basis.

Athletics

Queen's University provides opportunities for students to compete in intramural sports for men and women. There is presently a 10,000 capacity football stadium, a running track, rugby field, and large green areas for soccer, etc. A new gymnasium, in the University Physical Education Complex, holds among other facilities, a large modern pool and roof-top tennis courts.

Associate Teachers, 1971-72

Carleton Board of Education

Bell High School
Mr. F. W. MacLean
Principal
Mr. R. Parliament
Chemistry
Mr. K. Poutanen
Mathematics
Mr. C. Wadehra
Physics

Colonel By Secondary School
Mr. J. L. McDonald
Principal
Mr. T. Blank
English
Mr. K. Haycock
Library
Mr. J. Jerome
English
Mr. S. A. Smith
Guidance

Confederation High School

Mr. W. S. Joyce
Principal
Miss D. Clipsham
Library
Mr. J. D. Connelly
Geography
Mrs. J. Fenton
Biology
Mrs. M. Harrod
Phys. Ed. (Girls)
Mr. J. Jaimet
Physics
Mr. R. McAskin
Phys. Ed. (Boys)
Mrs. M. McGee
Library

Mr. R. McSheffrey
English
Mr. P. Norman
History
Mr. E. M. Penton
Man in Society
History
Mr. D. Wyatt
Chemistry

Earl of March Secondary School
Mr. G. B. Armstrong
Principal
Mr. J. Barnes
Mathematics
Mr. W. Edwards
Phys. Ed. (Boys)
Mr. R. Laventure
Physics
Miss B. McCabe
English
Mr. K. Murphy
English
Mr. B. Nicol
Mathematics
Mrs. S. Pfaus
Phys. Ed. (Girls)
Mr. H. Urback
Phys. Ed. (Boys)
Mrs. J. Urbach
Phys. Ed. (Girls)

Gloucester High School
Mr. T. Brennan
Principal
Mr. J. Botman
Science
Mr. J. Brennan
History
Miss M. Church
Phys. Ed. (Girls)

Mr. W. Harback
Guidance
Mr. R. Hiscox
Biology
Mr. M. Jordan
Geography
Mrs. I. Kink
German
Miss S. Megill
Latin
Mrs. E. Shipley
Man in Society
History

Merivale High School

Mr. A. G. Peterson
Principal
Mrs. D. Baird
Guidance
Mr. M. Bedard
Chemistry
Mr. R. Bender
Mathematics
Mr. N. Boudreau
French
Mrs. D. Carson
Guidance
Mr. R. Chamberlain
Guidance
Mr. D. Dougherty
Mathematics
Mr. D. Earl
Chemistry
Mr. T. Edwards
Phys. Ed. (Boys)
Mr. D. George
English
Mr. J. Girot
French

Miss M. E. Heighes
Phys. Ed. (Girls)
Mr. A. Hoogenraad
History
Mr. B. Huebner
History
Mr. C. Hunt
Geography
Mr. G. Lemke
English
Mr. T. McDonald
Biology

Mr. W. McLennan
Mathematics
Mr. W. Mitchell
Phys. Ed. (Boys)
Mr. B. Mulvihill
Phys. Ed. (Boys)
Mr. B. Nordquist
History
Mr. M. Rodrigue
Phys. Ed. (Boys)
Mr. E. Routhier
French
Mr. B. Simpson
Geography
Mrs. G. Sims
French
Mr. P. Stark
Biology
Mrs. J. Sturgeon
Phys. Ed. (Girls)
Mr. D. Wiseman
Physics

Sir Robert Borden High School

Mr. G. M. Ferguson
Principal
Mr. F. Baele
French
Mr. B. Brown
Geography
Mr. L. Butt
Chemistry
Mr. B. Cathcart
English
Mr. R. Deering
History
Mr. G. Gauthier
History
Mr. H. Gibson
Biology
Mrs. M. Gillick
Phys. Ed. (Girls)
Mrs. H. Hackett
Guidance
Mrs. J. Hornby
Geography
Mrs. B. Lloyd
Latin
Mr. B. McLean
History

Mr. B. Moar	Mrs. R. M. Batley
<i>Science</i>	<i>Mathematics</i>
Mr. N. Monforton	Mr. F. M. Hirst
<i>Phys. Ed. (Boys)</i>	<i>Geography</i>
Mrs. M. M. Monnelly	Mrs. M. House
<i>Library</i>	<i>English</i>
Mr. F. Neal	Mrs. M. Landry
<i>History</i>	<i>Theatre Arts</i>
Mrs. M. Reynolds	Mr. R. Lighhart
<i>English</i>	<i>Chemistry</i>
Mr. P. E. Shea	Mrs. L. McCoy
<i>Man in Society</i>	<i>Library</i>
Mr. G. Wilson	Mr. M. C. Neill
<i>English</i>	<i>Science</i>
<i>Theatre Arts</i>	Mr. J. Prebble
South Carleton High School	<i>English</i>
Mr. J. P. Carroll	Mr. R. M. Ritchie
<i>Principal</i>	<i>English</i>

Carleton Board of Education	Mrs. R. Kimmel
Public Schools	<i>Guidance</i>
Bayshore School	Mr. S. Nicol
Mr. K. Hanton	<i>El Ed. - Int.</i>
<i>Principal</i>	<i>El Ed. - Junior</i>
Mr. D. Greenham	<i>Phys. Ed. (Boys)</i>
<i>Guidance</i>	Mr. D. Sutherland
Mrs. E. Martin	<i>El Ed. - Int.</i>
<i>El Ed. - Primary</i>	<i>Science</i>
Century School	Henry Munro Public School
Mr. T. A. Gordon	Mr. W. M. Valentine
<i>Principal</i>	<i>Principal</i>
Mrs. F. Hunter	Mrs. N. Goulet
<i>El Ed. - Junior</i>	<i>History</i>
	<i>El Ed. - Int.</i>
Erskine Johnston School	Sir Winston Churchill P. S.
Mr. G. Fossey	Mr. R. A. Fraser
<i>Principal</i>	<i>Principal</i>
Mr. R. Brown	Mr. V. Vanwinkle
<i>El Ed. - Int.</i>	<i>Guidance</i>
	Mrs. V. Wright
	<i>Theatre Arts</i>

Carleton Roman Catholic Separate School Board

Frank Ryan Intermediate School	Mr. P. Gravell
	<i>Principal</i>
	Mrs. E. McGrath
	<i>Phys. Ed. (Girls)</i>
	<i>El Ed. - Int.</i>

St. John The Apostle School

Mr. T. Murphy
<i>Principal</i>

Mr. G. Mellor
<i>Phys. Ed. (Boys)</i>
<i>El Ed. - Int.</i>

Thomas D'Arcy McGee School	Mr. Wm. Roach
	<i>Principal</i>
	Mrs. D. Antonucci
	<i>Phys. Ed. (Girls)</i>
	<i>El Ed. - Int.</i>

Espanola Board of Education

Espanola High School	Mr. M. P. J. Desrochers
	<i>Principal</i>

Mr. J. Purificati
<i>Library</i>
Miss L. Van Volkenburg

Frontenac County Board of Education	Mr. W. Jackson
	<i>Political Sc.</i>
	<i>History</i>
	Mr. G. Kellway
	<i>English</i>
	Mr. K. Leigh-Wood
	<i>German</i>
	<i>French</i>
	Mr. G. MacLean
	<i>English</i>
	Mr. C. McMullen
	<i>History</i>
	Mrs. C. Murphy
	<i>French</i>
	Mr. S. Parker
	<i>Geography</i>
	Mr. B. Robertson
	<i>Mathematics</i>
	Mr. J. C. Towgood
	<i>Biology</i>
	Mr. J. Walmsley
	<i>Mathematics</i>
	Mr. D. Woodill
	<i>History</i>

Kingston Collegiate and Vocational Institute

Mr. A. H. Fudge
Principal

Mrs. M. Allen
Chemistry

Mrs. C. Bruce
Phys. Ed. (Girls)

Mr. H. Connell
Phys. Ed. (Boys)

Mr. G. A. Dillon
History

Mrs. K. Dreiziger
Phys. Ed. (Girls)

Mrs. M. Ellis
Phys. Ed. (Girls)

Mr. W. Garrett
Geography

Mr. H. J. Garsch
German

Miss J. Graves
Guidance

Mr. T. Hicks
Mathematics

Mr. R. G. Hudson
Guidance

Mr. A. Langlois
Phys. Ed. (Boys)

Mr. T. Parson
Geography

Mr. N. Pickering
Geography

Mr. J. H. Ritchie
History

Mrs. M. Shortliffe
Theatre Arts

English

Mrs. M. K. Smith
English

LaSalle Secondary School

Mr. H. J. Henderson
Principal

Mr. D. Andrychuk
Guidance

Mr. R. Atkinson
Theatre Arts

Mr. C. Benford
Technical Subj.

Mr. J. Boone
Political Sc.

History

Mrs. S. M. Caspary
English

Mr. D. Cosh
Mathematics

Mr. R. Duff
Geography

Miss M. A. Hale
Library

Mr. J. Jacques
Science

Mrs. S. Johns
Phys. Ed. (Girls)

Mr. W. Lesslie
Geography

Mr. H. Makepeace
French

Mr. R. Morrison
Phys. Ed. (Boys)

Mrs. S. Patterson
Guidance

Miss S. Rodd
French

Mr. D. Smith
Technical Subj.

Mrs. M. Sproule
English

Mr. R. Taite
Geography

Mr. P. Twiddy
Science

Mr. L. Veysey
English

Mr. T. Waugh
Geography

Loyalist Collegiate and Vocational Institute

Mr. J. G. Linscott
Principal

Mr. R. Anderson
English

Mr. W. Anderson
English

Mr. R. Ballow
English

Mr. J. Boyd
Mathematics

Miss A. Burbidge
Mathematics

Mr. A. Bush
Guidance

Mr. D. Caskey
Chemistry

Mr. J. Chapman
Mathematics

Mr. E. R. Chisamore
Mathematics

Mr. R. Clarke
Phys. Ed. (Boys)

Mr. J. Coenraads
Physics

Mrs. M. J. Cotton
Phys. Ed. (Girls)

Mrs. E. Fahey
Phys. Ed. (Girls)

Mr. J. H. Hillen
Biology

Mrs. J. Kitchen
Man in Society

History

Mr. J. Lawlor
Mathematics

Mr. G. Love
English

Mr. R. Mansfield
Geography

Mr. V. Matthews
Science

Dr. M. McClung
English

Mrs. I. McLeod
Library

Mrs. G. McTague
English

Mr. R. Pain
Phys. Ed. (Boys)

Mr. C. Parcher
Technical Subj.

Mr. W. Porter
Geography

Mr. M. Robinson
Guidance

Miss B. J. Rodgers
Phys. Ed. (Girls)

Mr. J. Ruskay
Phys. Ed. (Boys)

Mr. K. Stewart
History

Mr. P. G. Hider
Guidance

Queen Elizabeth Collegiate and Vocational Institute

Mr. E. A. Craighead
Principal

Mr. N. Dunstan
Phys. Ed. (Boys)

Miss L. Flink
French

Mr. D. Grass
History

Mr. V. Holman
French

Mrs. L. Locke
Mathematics

Mrs. F. MacDonald
Guidance

Mrs. E. Springle
English

Mr. J. Stoness
Chemistry

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