

Contents

6 Sessional Dates
8 History of the University
12 The Judy of Education
13 The Judy of Education
14 Date of Hall
15 Administrative Staff
16 Faculty
17 The 8.10 Program
18 Commitments
19 Administrative Staff
19 Faculty
10 Ur Commitments
20 Admission Information
21 Program Requirements
22 Admission Information
23 Program in Elementary Education
24 Program in Elementary Education
25 Program in Science Education
26 Program in Science Education
27 Commitments
28 Programs in Science Education
29 Programs in Science Education
20 Control Staff
20 Control Staff
20 Control Staff
21 Administrative Settings for Education
26 Educational Foundations
27 Community Service
28 Staff
29 Community Service
29 Student Teaching Staff
20 Control Staff
20 Control Staff
20 Control Staff
20 Control Staff
21 Teaching Skills
23 Interest Courses
24 Control Staff
25 Control Staff
26 Control Staff
27 Student Awards and Financial Aid
28 Associate Schools and Principals
29 Associate Schools and Principals
20 Charles
21 Advisory Committee
21 Teaching Skills
21 Advisory Committee
21 Teaching Faculties and Student Services
29 Associate Schools and Principals
21 Advisory Committee
21 Teaching Skills
22 Teaching Skills
23 Control Staff
24 Teaching Skills
25 Teaching Skills
26 Teaching Skills
27 Teaching Skills
28 Teaching Skills
29 Teaching Skills
20 Teaching Skills
20 Teaching Skills
20 Teaching Skills
20 Teaching Skills
21 Teaching Skills
21 Teaching Skills
22 Teaching Skills
23 Teaching Skills
24 Teaching Skills
25 Teaching Skills
26 Teaching Skills
27 Teaching Skills
28 Teaching Skills
28 Teaching Skills
29 Teaching Skills
20 Teaching Skills
20 Teaching Skills
20 Teaching Skills
21 Teaching Skills
22 Teaching Skills
23 Teaching Skills
24 Teaching Skills
24 Teaching Skills
25 Teaching Skills
26 Teaching Skills
27 Teaching Skills
28 Teaching Skills
29 Teaching Skills
20 Teaching Skills
20 Teaching Skills
20 Teaching Skills
20 Teaching Skills
21 Teaching Skills
22 Teaching Skills
23 Teaching Skills
24 Teaching Skills
24 Teaching Skills
25 Teaching S

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

Faculty of Education 1976-77 Queen's University at Kingston

4 1976

January	February	March
SM TW T F S	SM TW T F S	SM TW T F S
1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14	1 2 3 4 5 6 7 8 9 10 11 12 13
11 12 13 14 15 16 17	15 16 17 18 19 20 21	14 15 16 17 18 19 20
18 19 20 21 22 23 24 25 26 27 28 29 30 31	22 23 24 25 26 27 28 29	21 22 23 24 25 26 27 28 29 30 31
	May	lune
April SM TW T F S	SM TW T F S	SMTWTF
1 2 3	3.11.11.13	1 2 3 4 3
4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 13
11 12 13 14 15 16 17	9 10 11 12 13 14 15 16 17 18 19 20 21 22	13 14 15 16 17 18 1 20 21 22 23 24 25 2
18 19 20 21 22 23 24 25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30
	30 31	
July	August	September
SMTWTFS	SM TW T F S	SMTWTF
1 2 3	1 2 3 4 5 6 7	1 2 3
4 5 6 7 8 9 10	8 9 10 11 12 13 14 15 16 17 18 19 20 21	5 6 7 8 9 10 1 12 13 14 15 16 17 1
18 19 20 21 22 23 24	22 23 24 25 26 27 28	19 20 21 22 23 24 2
25 26 27 28 29 30 31	29 30 31	26 27 28 29 30
October	November	December
SM TW T F S	SM TW T F S	SM TW TF
1 2	1 2 3 4 5 6	1 2 3
3 4 5 6 7 8 9 10 11 12 13 14 15 16	7 8 9 10 11 12 13 14 15 16 17 18 19 20	5 6 7 8 9 10 1 12 13 14 15 16 17 1
17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 2
24 25 26 27 28 29 30	28 29 30	26 27 28 29 30 31

1977 s

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

Faculty of Education Calendar 1976-77

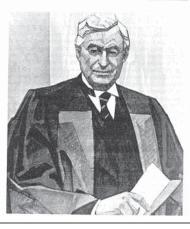
Queen's University Duncan McArthur Hall Union St. at Sir John A. Macdonald Blyd Kingston, Ontario The School of Mining was founded in 1893 under an Ontario charter and was under the control of a separate Board until 1916 when it was amalgamated with the University, and now constitutes the Faculty of 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 intro-duced and the name of the School of Commerce and Business Administration was changed to School of Business. In 1963 the Board of Trustees established a separate Faculty Board for the School of Business. The School of Nursing began in 1942, the School of Physical and Health Education in 1947, and the School of Rehabilitation Therapy in 1967. In 1958 the Faculty of Arts became the Faculty of Arts and Science. New programs are continually developed within Faculties to fill changing needs and interests, such as, for instance, the new programs leading to degrees of Bachelor of Music and Bachelor of Art Education offered by the Faculty of Arts and Science in 1969, and the program in French language, transla tion, and French Canadian Studies started in 1973.

Queen's has a long history of extension work in Arts and Science; dence courses were started in the summer of 1889, and the Summer School was formally established in 1910. In addition, intersession programs during May and June were instituted in 1972. More recently, the University has been developing in the field of continuing education; several of the Faculties have started programs in this area, and the Donald Gordon Centre for Continuing Education opened in the fall of 1974 as a residential educational seminar and conference centre. The Ban Righ Foundation for Continuing University Education also opened in Septem ber, 1974. It functions as a resource centre the purpose of which is to encourage women of all ages wishing to undertake university work at any

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



Seven of the "houses" nestle around a social centre which includes

coffee shops, a dining room, recreation rooms, lounges, tuck shop, facili-

ties for television viewing, and a music room. This has already become

the social heart of the west campus where students and staff meet infor-

mally for the social interaction which is one of the characteristic features

Just north of Duncan McArthur Hall is John Orr Tower, a 16-storey

Students are able through the integrated building complex to become

part of a very closely knit faculty where all the resources are at hand for

effective teacher education. Duncan McArthur Hall has become a little

campus in itself, a very human place which combines living and learning.

Accommodation for married students is available also in the Married Students Quarters, located on Sir John A. Macdonald Boulevard, a short

Information concerning University Residences as well as application forms can be obtained from Residence Admissions, Victoria Hall, Queen's

University, Kingston. Married students should contact the Housing and Property Management Office, Queen's University, Kingston, Ontario.

the Faculty of Education until August 1. For this reason, students who

wish accommodation in this residence should apply as soon as possible.

A set number of rooms in Jean Royce Hall will be held for students of

high-rise containing 124 one-bedroom apartments. Most of the apartments overlook Lake Ontario, the old village of Portsmouth, and the

harbour site of the 1976 sailing Olympics.

distance from Duncan McArthur Hall.

The Faculty of Education 13

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

12 The Faculty of Education

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

Duncan McArthur Hall

The Faculty of Education is housed in an impressive educational complex known as Duncan McArthur Hall. This modern, well-equipped building provides the academic teaching facilities, the supporting services, and the administrative offices under one roof. The various teaching areas are linked by closed circuit television. A production studio and several microteaching 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 gymnasia 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

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

Queen's University, though founded by a church, was dedicated to the act was passed by the Dominion Parliament removing the last vestige of

Duncan McArthur

8 History of the University

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

On 16 October, 1841, a Royal Charter was issued by Her Majesty, Queen Victoria, for the establishment of Queen's College, Kingston, and the first classes were opened in March, 1842, with the Reverend Dr. Liddell as Principal. Funds were provided in part by grants from the Presbyterian Church in Scotland and from the Canadian Government, and in part by liberal subscriptions from the friends of the young and growing University. The lack of good schools in the Province made it necessary to have at first a preparatory school in connection with the college. In spite of many difficulties and straitened circumstances, the progress was steady and financial difficulties were 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 subscrip tions 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

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

Sessional Dates 1976-77

5	First day of Summer School
	August 1976
13	Last day of Summer School
	September 1976
7-10	Pre-session observation in the schools
13	Student orientation in the Faculty of Education. All B.ED. and DIP. IN TECLED. candidates will meet in the auditorium of Duncan McArthur Hall at 9:30 a.m., Monday, September 13, 1976.
14	Selection of courses, course counselling, enrolment for Student Teaching and Community Service, and Faculty approval of courses.
15	First day of classes, Fall Term — B.ED. and DIP. IN TECH.ED. candidates.
15	Registration for M.ED. candidates
18	Alternative Registration for continuing M.ED. candidates.
20	First day of classes, Fall Term — M.ED., candidates.
21	10 a.m — 3 p.m., Registration for B.ED. and DIP. IN TECH.ED candidates in Jock Harty Arena, Division Street entrance.
	October 1976
1	Last day for adding a full course or Fall Term half-course
11	Thanksgiving (no classes).
18-29	Student Teaching
	November 1976
11	Remembrance Day (classes cancelled 10:30 — 11:30 a.m.)
26	Last day for dropping a Fall Term half-course
29-30	Student Teaching
	December 1976
1-10	Student Teaching
10	Last day of classes, Fall Term — M.ED.
21	Last day of classes, Fall Term — B.ED. and DIP. IN TECH.ED.
	January 1977
10	First day of classes, Winter Term B.ED., DIP. IN TECH.ED.,
	M.ED.
21	Last day for adding a Winter Term half-course
	February 1977
14-28	Student Teaching.

Winter break Last day for dropping a full course or a Winter Term Last day of classes, Winter Term M.FD. Good Friday (no classes) Last day of classes, Winter Term - B.ED. and DEP. IN 22 TECHLED. 25-29 Student Teaching May 1977 Convocation

March 1977

Student Teaching

1-11

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.

History of the University 9

In 1961, by Act of Parliament, the positions of Vice-Chancellor and Principal were separated and Dr. Mackintosh became Vice-Chancellor. He was succeeded as Principal by Vice-Principal J. A. Corry, who since 1936 had been the Hardy Professor of Political Science and since 1951, the Vice-Principal of the University. In 1965 on the retirement of Dr. Mackintosh, Principal Corry was named Vice-Chancellor and Principal. Principal Corry was succeeded in September 1968 by Dr. J. J. Deutsch who has had a distinguished career in Economic Research, in Government Service, in University teaching at both Queen's and the University of British Columbia, as Vice-Principal of Queen's from September 1959 to September 1963, and as Chairman of the Economic Council of Canada from October 1963 to September 1967. On his retirement in 1974, Dr. Deutsch was succeeded by Dr. Ronald Lampman Watts, Rhodes Scholar and political scientist well known for his work in the area of federalism. He served as Dean of the Faculty of Arts and Science at Queen's from 1969 to 1974.

In 1864 the Medical Faculty of Queen's was established. It was reorganized in 1866 as the Royal College of Physicians and Surgeons in affiliation with the University but in 1891 the original status was resumed.

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

with the Society's own school at Osgoode Hall.

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

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

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

Horwood, R. H., B.A., M.Sc.(Queen's) Howard, F., B.A.(Ottawa) Associate Professor - French Jensen, P., B.P.E.(U.N.B.), M.A./Alberta Part-time Sessional Lecturer - Sociology Johnston, C. F., B.A., B.Ed/Toronto), M.A.(Suracuse) Associate Professor - Educational Technology, Co-ordinator of Media Services Kellway, L., B.A.(Bristol) Part-time Lecturer — English

Kemp, D. E., B.A.(Queen's), LU.T.D.(London), LU.D.D.A.(Central School of Speech and Dramu), LT.C.L. FT.C.L.(Trinity College, London) Associate Professor - Dramatic Arts. (Chairman)

King, A. J. C., B.P.E.(British Columbia), M.Sc.(U.C.L.A.), Ed.D.(Toronto)

Professor — Sociology (On leave 1975-76)

Kluensch, M., B.A., M.A.(Queen's) Assistant Professor - Clinical and Field Studies

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

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

Loney, D. E., B.Sc (Queen's) Professor, Co-ordinator of Technical Education Lynch, J., B.A.(Queen's), B.L.S.(Toronto)

Mallea, J. R., D.A.S.E. (Manchester), M.S. (Oregon), Ph.D. (Columbia)

Associate Professor — History and Comparative Education (On leave 1975-76)

Mandell, A. L., B.A.(Queen's), B.Litt.(Glasgow)

Associate Professor — Philosophy (Chairman) (On leave 1975-76)

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

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

Miller, C., B.A.(London School of Economics), M.A.(McMaster) Part-time Sessional Lecturer - History of Education

Miller, L. A., B.A.(Thiel College), M.A.(Duquesne), Ph.D.(Alberta) Assistant Professor - Reading

Moore, L. A., B.A.(Western), M.A.L.S.(Michigan)
Associate Professor — School Librarianship

Morris, W. H., B.A.(McMaster), B.Ed.(Toconto), M.A.(Syracus Special Lecturer - Elementary Education, Educational Technology and Continuing

Munby, A. H., B.Sc(St. Andrews), M.A., Ph.D.(Toronto)

Munro, I. R. M., B.A.(McMaster) Sectional Lecturer - Economics and History

O'Driscoll, D. C., B.A.(London), B.Ed., M.Ed.(Alberta), Ph.D.(Michigan) Associate Professor - Comparative Education and History of Education

O'Farrell, L., B.A.(Queen's), Graduate of National Theatre School of Canada Assistant Professor - Dramatic Arts

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

Olson, J. K., B.A., B.Sc.(Queen's) M.Ed.(Toronto) Dip.Ed.(Bristol)

Orr. A. A., M.A.(Glasgow) Professor, Associate Co-ordinator of Student Teaching

Osser, H., B.A.(Queen's), Ph.D(Cornell) Professor - Psychology

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

Professor, Associate Dean, Co-ordinator of B.Ed. Program Pieh, R. J., B.Sc.(Wisconsin), M.Sc.(California)

Professor, Co-ordinator of Community Service Pratt, D., B.A., M.A.(Oxford), M.A., Ph.D.(Toronto)

Associate Professor — Curriculum Design (On leave 1975-76) Purinton, M. R., B.S., M.Ed.(South Carolina), Ph.D.(Florida State)

Assistant Professor — Guidance and Counselling

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

Ripley, R. D., B.A.(McMaster), M.Ed.(Toronto)

Associate Professor — Elementary Education (Mathematics and Science)

Robertson, A., B.A., B.P.H.E.(Queen's), M.A.(University of the Pacific, California)

Russell, J., Jordanhill College of Education, graduate course in Clinical Psychology

Assistant Professor — Psychology Salter, H., B.A.(York), M.Ed.(Queen's) Assistant Professor — Technical Education

Samuda, R. J., B.A., M.Ed., Ph.D.(Ottawa) Professor - Guidance and Counselline (Chairman)

Sedgewick, K. H., B.A.(McMasser), M.Ed.(Ottawa)
Special Lecturer — Elementary Education (Physical and Health Education)



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

Administrative Staff — 1975-76

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

Dean of the Faculty of Education. Peruniak, W. S., B.A.(Queen's), M.Ed.(Toronto Associate Dean and Coordinator of the B.Ed. Program Hooper, F. K., C.D. Travers, A., B.A.(Queen's)

Murduck, M. Administratine Assistant Mein, K., B.A.(Queen's)

Oikle, H. B., B.A.(Queen's) Resistrar of the Faculty of Education

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

Assistant Registrar of the Faculty of Education

Wing, J. Departmental Assistant

Pieh. R. L. B.Sc/Wisconsin), M.Sc/California). Coordinator of Community Service

Applegate, M. W., B.A.(McMaster), M.A.(Toronto) Coordinator of Continuing Education

Administration Assistant

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

Ph.D.(Alberta)
Coordinator of Graduate Studies and Research

Johnston, C. F., B.A. B.Ed/Toronto\, M.A/Syracuse

Cross, H. R., B.A., M.Ed.(Toronto) Coordinator of Student Teaching

Loney, D. E., B.Sc (Queen's) Coordinator of Technical Education

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

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

Lynch, J., B.A.(Queen's), B.L.S.(Toronto)

20 The Faculty of Education

Sharples, B., B.Sc.(Birmingham), M.Ed.(Calgary), Ph.D.(Alberta)
Associate Professor —Educational Administration Smith, D. C. M., A.R.C.T., Mus.Bac., M.M.(Toronto sor — Cross-appointment, Music and Arts and Science (Music) Smith, H. A., B.Sc.(New Brunswick), M.A., Ph.D.(Toronto) Assistant Professor - Psychology (Chairman) Stewart, I. R., B.A.(Queen's), M.Ed.(Ottawa)

Part-time Lecturer — Educational Administration Southall, G. A., B.A., B.D.(Queen's), M.A., Ph.D.(Syracuse) Assistant Professor — Cross-appointment, Educational Technology and Medicine

(Instructional Communications) Strowbridge, B., B.A.(Oueen's), B.L.S.(British Columbia)

Talesnick, L, B.A., M.A.(Toronto)

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

Thumm, W., B.A., B.Ed (British Columbia), B.Sc.(Sir George Williams),

Professor — Cross-appointment, Physics and Medicine (Diagnostic Radiology)

Turner, R. B., B.A.(Toronto Assistant Professor - English

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

White, W. G., B.Sc., M.Ed.(Ottawa)

Special Lecturer — Elementary Education and Psychology

Wilson, L., B.A.(Toronto) Lecturer - Dramatic Arts

Wilson, R. J., B.Ed.(British Columbia), M.Ed., Ph.D.(Washington) Associate Professor — Measurement and Evaluation

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

The Bachelor of Education 21 Program

The B.ED. program of the Faculty of Education is a one-year program which has been designed for the professional education of teachers in the elementary and secondary fields, and meets the requirements for certification in these fields. At the successful completion of the course, the candidate is granted the Bachelor of Education (B.ED.) degree by the University and is recommended for an interim teaching certificate, issued by the Ministry of Education.

Our Commitments

A number of assumptions underlie the Queen's approach to the task of preparing teacher candidates. The first of these is that we share the academic conviction that teachers must be masters of their subjects. We believe that the teacher who is not learning constantly is also not teaching adequately, and, therefore, all members of the Faculty, instructors and students alike, are encouraged to perservere with their private studies.

Queen's University holds the view that an institute of teacher education must foster the intellectual outlook. Recognizing the tendency for educational institutions, especially professional schools, to adopt purposes and functions which are mainly utilitarian, we will not allow education for utility to supplant education for wisdom

The Faculty of Education is committed to the traditional objectives of liberal education respecting the broad development of human personality, character, and mind. We surmise that what a teacher is may be as important as what he knows. We observe that capable teachers, through creative use of their own personalities, are able to make profound changes in the minds and behaviour of the young pupils with whom they work. Despite recent technological advances in education, we assert that the teacher himself is still the critical, indispensable element in the educational process. In this context, therefore, our strategy as a teacher training college must be to help individuals to develop their personalities and to learn ways of using themselves effectively in their teaching roles.

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

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.

16 The Faculty of Education

14 The Faculty of Education

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

Faculty 1975-76

Allen, H. A. J., B.Sc., M.A.(Toronto), Ph.D.(Waterloo) Assistant Professor - Mathematics

Ambury, G. G., B.A., B.D.(Queen's), M.A.(Syracuse) Assistant Professor - Contemporary Issues and Human Problem

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

Professor — Guidance and Counselling. Applegate, M. W., B.A.(McMaster), M.A.(Toronto) Professor, Co-ordinator of Continuing Education

Atherton, P. J., Diploma in Public Administration (I)(Exeter). B.Ed.(Calgary). Professor — Educational Administration, Coordinator of Graduate Studies and

Axford, R. S., B.Sc.(Western), M.Ed.(Toronto) Special Lecturer - Elementary Education (Science)

Bailey, J. C., B.A.(Queen's), M.A.(Syracuse) - Elementary Education (Language Arts) (Chairman of Elementary Education)

Balanchuk, M. L., B.A.(Queen's), M.Ed.(Toronto) Professor — Guidance and Counselling

Brickett, G., B.A.(Queen's) Lecturer - Elementary Education (Language Arts) Bryans, D. G., B.A.(U.B.C.), M.Ed., Ph.D.(Alberta) Special Lecturer — Educational Administration and Man in Society

Part-fime Sessional Lecturer - Art Burnett, J. D., B.Sc., Ph.D.(Alberta)

Assistant Professor - Computer Studies Butler, R., B.A.(Waterloo Luthevan) Special Lecturer — Technical Education

Campbell, D. S., B.A.(Washington and Lee), M.A.(North Carolina), Ed.D.(Indiana) Associate Professor — Educational Technology

Campbell, M. E. L., B.A.(Queen's), M.Ed.(Toronto) Special Lecturer - Elementary Education and Reading Carbonell, J., B.A.(Oxford), M.A.(Syracuse)

Assistant Professor - Philosophy Coffey, H., B.A. (Queen's), B.L.S. (Toronto)

The Faculty of Education 17

Cooke, I. H., B.A./Toronto), B.P.E.(McMaster), M.Ed., M.A./Ottawa) Sessional Lecturer - Physical and Health Education

Cousineau, D. F., B.A., M.A.(Alberta) Part-time Sessional Lecturer - Sociology

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

Special Lecturer - Art and Elementary Education (Art) Crawford, D. H., B.Sc., M.A., M.Ed.(Glasgow), Ph.D.(Syracuse) Professor - Mathematic

Cross, H. R., B.A., M.Ed.(Toronto Special Lecturer - Coordinator of Student Teaching

De Garis, C. M., B.A., M.Ed.(Toronto) Special Lecturer — Elementary Education (Music) Downes, W.E., B.A.(Queen's), M.Ed.(Toronto), Ph.D.(Ottawa)

Special Lecturer - Elementary Education - Queen's-Trent Liaison Eastabrook, J. H. G., B.A., M.A.(Western) Assistant Professor, Sociology

Elkin, W. F., B.A.(York), M.A.(Calgary) Sessional Lecturer - Sociology

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

Special Lecturer - Elementary Education (General Methods) Etherington, D. G., B.A., M.Ed.(Toronto)

Special Lecturer — Elementary Education (Language Arts)

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

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

Geiger, D., B.A.(Toronto)
Part-time Sessional Lecturer — Clinical and Field Studies Grime, A. R., B.A.(Manchester), M.Ed.(Toronto)

Haythornthwaite, I., B.A.(Toronto), M.A.(Columbia)

Special Lecturer - Elementary Education (Social Studies)

Hennessy, P. H., B.A.(Queen's) Professor - Professional Studies

Higginson, W. C., B.A.(Queen's), Certificate in Education(Cambridge), M.A.(Exeter),

Assistant Professor - Mathematics Hill, R. J., B.A.(New Brunswick), M.Ed.(Toronto)
Special Lecturer — Elementary Education (Language Arts) Hills, G. L. C., B.Ed., M.Ed.(Alberta)

Assistant Professor - Philosophy Holomego, H., B.A., B.P.H.E. (Queen's), M.A. (Western)
Professor — Physical and Health Education (On leave 1975-76)

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

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

Of course, applicants who are offered admission conditional upon their

completing their degree programs will be ineligible for admission if they have not completed them by September 1.

5 English Language Requirement

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

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

6 Oral Competence

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

Certification

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

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

The basic teaching certificates are:

- ☐ The Interim Elementary School Teacher's Certificate, Standard Four (E.S.T. 4) which qualifies the holder to teach in an elementary school or in Grades 9 and 10 of a secondary school.
- ☐ The Interim High School Assistant's Certificate, Type B or Type A (H.S.A.) which qualifies the holder to teach in Grades 7 and 8 of an elementary school or in a secondary school. The Type B certificate is awarded to a candidate who holds on admission a general degree. The Type A certificate is awarded to a candidate who holds on admission

a degree of Bachelor of Arts or Bachelor of Science from an Ontario niversity, or a degree the Minister considers equivalent thereto, in a program

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

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

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

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

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

The basic teaching certificates are interim. They are valid for a period of five years. The appropriate permanent certificate may be obtained after two years of successful teaching in Ontario and the recommendation of the area superintendent. The two years do not have to be consecutive. An applicant for permanent certification must be a Canadian citizen. Holders of interim certificates who have not taught in Ontario during the five year period may apply to the Ontario Ministry of Education to have the period extended, one year at a time, in order to teach in Ontario. Candidates may qualify for other certificates in addition to the High School Assistant's 22 The Bachelor of Education Program

Candidates in the program are Associate members of the Ontario

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 in-dividualized study plans which will meet the basic requirements of our program but, at the same time, will allow candidates the widest possible latitude of preference and selection.

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

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

Students will be informed of their progress by individual faculty mem-

bers 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 possiblities 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:

- Citizenshin Status
- Personal Statement
- Letters of Reference or Requested Interview Academic Transcripts
- English Language Requirement
- 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 requireme
- 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 re-

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

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

28 The Bachelor of Education Program

Certificate if the appropriate teaching option is completed. These are: Art, Intermediate Part I; Dramatic Arts, Intermediate Part I; Elementary School Teacher's Certificate, Standard 4; Guidance Part I; Physical and Health Education, Intermediate Part I, Intermediate Part II and Specialist; School Librarianship Intermediate Part I; and Instrumental or Vocal Music, Intermediate Part I. Courses are also available leading to the following supplementary certificates: Special Education, Part I; Teacher of English as a Second Language; and Teacher of French to English-speaking Pupils in Elementary Schools

Program Requirements

Course credit will be counted on an hour basis (replacing the former point system). Each curriculum option will carry a weight of six credit hours unless otherwise stated. Each foundations option will carry a weight of four or eight credit hours.

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

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

Course Requirements - Minimum 32 Credit Hours

		Requisite	Elective
A	Educational Studies		
	1. Professional Issues(non-credit)	/	
	2. Educational Foundations	12	
	3. Curriculum	12	
	 Alternative Settings for Education 		8
	The Practicum		
	1. Community Service	2	
	2. Student Teaching	1	
c	Supporting Skills and Studies		
	1. Teaching Skills	3	
	2. Interest Courses		3
To	tals	29	3-8

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

The Bachelor of Education Program 29

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

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

A. EDUCATIONAL STUDIES

1 Professional Issues in Contemporary Education

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

2 Educational Foundations

Twelve credit hours are to be selected from at least two of the following

Contemporary Issues and Human Problems

History and Comparative Education

Psychology

Sociology

3 Curriculum

Elementary (Full Program) Candidates take the following curriculum areas:

Communications

Primary Reading and Language Arts

Junior and Intermediate Reading and Language Arts Mathematics

Social and Environmental Studies

Social Studies

Expressive Arts Drama

Physical and Health Education

Two options are to be selected from the following areas: Man in Society

Mathematics

Political Science*

Biology — Type A Chemistry - Type A Dramatic Arts Elementary Education

Physical and Health Education Physics — Type A

Economics* English French

School Librarianship Science - Single (One of Biology,

24 The Bachelor of Education Program

Explanations for Regular Candidates Birth Certificate

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

2 Personal Statement

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

3 References

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

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 Duncar McArthur Hall.

4 Academic Transcripts

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

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

A Bachelor of Education candidate for the Interim Elementary School Teacher's Certificate can choose the Full Elementary Program which involves the following curriculum areas:

Communications

Social and Environmental Studies Expressive Arts

(See page 31 for details of the Full Elementary Program.) A candidate for both the Interim Elementary School Teacher's Certificate and the Interim High School Assistant's Certificate shall choose Single Elementary Education and a secondary school curriculum option from the list below. (An exception to this is Guidance. A candidate selecting Flementary Education and Guidance will qualify for the Interim Elementary

The Bachelor of Education Program 25

School Teacher's Certificate and Part I of the Guidance Certificate but not for the Interim High School Assistant's Certificate). A Bachelor of Education candidate for the Interim High School Assistant's Certificate shall choose any two of the following teaching options which will be offered in the 1976-77 academic sessio

Man in Society Biology - Type A Mathematics

Chemistry - Type A Dramatic Arts Physical and Health Education Economics* Physics - Type A

English Political Science' French School Librarianship

Geography Science - Single (One of Biology, Chemistry or Physics)
Science — Double (Two of Biology, Guidance

History/Social Science* as two options) Note: A full program in Technical Education (see page 35) can be se-

Chemistry or Physics - Counti

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

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

- 1 Guidance, where at least fifteen credits in Psychology and/or Soci-
- ology (nine of which are to be in Psychology) are required;

 2 Elementary Education, Physical and Health Education, School Librarianship, and Dramatic Arts, where no university credits are required. Any candidate who offers less than 9 credits in his main area of cur-

riculum will be required to take an additional, approved university course in this subject as an integral part of the Bachelor of Education course. The fee for this course will be covered by the fee for the college course. (It should be emphasized that the following are minimal requirements).

- Applicants will provide transcripts of their undergraduate studies which satisfy at least one of the following: a the current degree program, when complete, provides for academic
- eligibility for Type A certification (see below); b the current degree program must show at least a B average in 60 percent of all completed course work;

Technical Education - Duncan McArthur Hall.

Program for Diploma in Technical Education

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

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

Ceneral

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.

Cilizenskin

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.

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

Technicians

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

See Co-Ex Program for Alternative

Skilled Tradesmen

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

30 The Bachelor of Education Program

Geography Chemistry or Physics) Science - Double (Two of Biology, Guidance Chemistry or Physics - Counts

History/Social Science* as two options)

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

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

Technical Education

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

4 Alternative Settings for Education

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

B. THE PRACTICUM

1 Community Service

A program of field projects to strengthen qualities of awareness, involve-

2 Student Teaching

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

C. SUPPORTING SKILLS AND STUDIES

1 Teaching Skills (Required)

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

2 Interest Courses (Elective)

These courses are offered sustaining the principle of individualized programs of study related to candidates' particular needs and interests. Generally, there are no prerequisites for these offerings, and the candidates have a completely free selection. However, since many of these courses have enrolment quotas, students are advised to identify alternative choices

The Bachelor of Education Program 31

Programs in Elementary Education

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

This program is designed to prepare teachers to teach in the three divisions of the elementary school — primary, junior and intermediate. In addition to the basic certificate, candidates will have the elective of completing requirements for an additional certificate as Teacher of English as a Second Language or Teacher of French to English-speaking Pupils in Elementary Schools.

Elementary Curriculum Areas Communication Arts - 28.374 (6 credit hours)

Language Arts

Environmental Studies -- 28.375 (4 credit hours)

Social Studies

Expressive Arts - 28.377 (6 credit hours)

Drama

Music

Physical and Health Education

Educational Foundation

Educational Psychology

Sociology of Elementary Education An Elective in Foundations

Teaching Skills

Curriculum Design

Educational Media

An Elective in Teaching Skills

36 The Bachelor of Education Program

The Co-Ex Program

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

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

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

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

A Twelve months of accredited, accumulated work experience during. or preceding, studies toward a technology diploma. B In addition to the above, a block of sixteen consecutive months of related

C Eight months of teacher education at the Faculty of Education. Queen's University.

D Four months of industrial employment coordinated by the Faculty of Education

Admission Procedures Sequence

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

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

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

The Bachelor of Education Program 37

Technical Field Name of Certificate Electrical Technology Applied Electronics

Installation & Maintenance

Electrical Drafting

Elements of Computer Technology

Mechanical Technology Mechanical Drafting

Machine Shop Practice Welding

Sheet Metal Practice Industrial Physics

Construction Technology Architectural Drafting **Building Construction**

Pattern Making

Refrigeration & Air Conditioning Plumbing

Masonry & Allied Trades Painting & Decorating Automotive Technology

Auto Mechanics Auto Body Repair Aircraft Aero-Engine

Diesel Engine Small Engines Graphic Arts

Vocational Arts Vocational Art Vocational Music

Vocational Services

Clothing

Dental Assistant Foods & Nutrition Home, Hospital & Associated Aid

Services Nursing Assistant Cosmetology

Textiles & Clothine Sewing and Dressmaking Tailoring

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

The Interim Vocational Type A certificate may be obtained by completion of summer courses, providing the candidate has met the academic

32 The Bachelor of Education Program

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

See Community Service and Student Teaching

Program Organization

Phase 1 Orientation to Teaching (4 weeks) — an integrated program involving a blend of in-college and in-field experiences, focusing on the development of basic teaching competencies, and culminating in a two week student teaching practicum.

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

SINGLE ELEMENTARY EDUCATION - A Curriculum option

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

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

Elementary Education option - 10 hours Secondary Curriculum option - 6 hours Teaching Skills - 3 hours

Foundations

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

— 12 hours

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

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

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

The Bachelor of Education Program 33

2 Candidates choosing the single option program are asked to do part of their pre-session observation in an elementary school.

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

4 credit boors

The Fall course, Human Problems, focuses on personal liberation as related to teacher-learning. It is prerequisite for admission to the Winter course, Contemporary Issues, which focuses on social change as related to teacher-learning. Applicants for admission to contemporary Issues who have not taken Human Problems should consult with the instructors re M. Freeman, G. Ambury

HISTORY AND COMPARATIVE EDUCATION

28.414 Contemporary Education in North Atlantic Countries 4 credit hours Educational developments and problems in Canada, the United States, the British Isles and France will be studied in terms of their particular national settings and of their implications for teaching and learning. Such study will include the extent to which school organization, programme development, classroom practice and the role of the teacher are affected by such major issues as racial, ethnic and social conflicts, population trends and movements, international competition and cooperation, technological innovation, and changing attitudes towards work and leisure. (Fall Term)

28.415 Education and Socialism

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

28.416 Education and National Development The significance of education in promoting or inhibiting social change will

be considered, with particular reference to problems of emerging nations. Various strategies for educational reform, including international borrow ing, the adaptation of colonial models to meet national needs, and those proposals for a radical de-institutionalization of learning which have emanated from Cuernavaca, will be critically discussed. (Winter Term) D. C. O'Driscoll

28.417 Education in Industrial Nations

This is an introductory course in comparative education which introduces students to international and intercultural similarities and differences in educational ideas, attitudes, values and institutions. The focus of the course is the role and function of education in advanced industrial societies. Selected issues and problems such as the following will be considered in their national settings: Senior Secondary School Reform (Sweden), Education of the Gifted (USSR), Immigrant Education (UK) and Educationa Selection (Japan), (Winter term)

28.418 Education and New Canadians

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

28.432 The Separate Schools of Ontario

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

28.433 Education in Ontario and Quebec

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

28.434 Education and Modernization

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

PHILOSOPHY

28.441 Philosophy - Grading and Evaluation This course will consider theories and procedures for evaluation. Topics will include the problems involved in the identification and specification of criteria, testing and judging the "object" to be valued, and justifying evaluative standards. Theoretical insights will be applied to problems facing classroom teachers. The advantages and disadvantages of alternative grading systems e.g. Numerical Grading, Letter Grading, Two-value

38 The Bachelor of Education Program

irements established by the Ontario Ministry of Education as outlined in Memorandum 30, 1967/68. This certificate may also be made permanent after two year's successful teaching in Ontario secondary schools.

Occupational Type B Certificate (Practical Subjects)

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

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

Occupational Certificates

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

Custodial Services Personal Grooming Electrical Appliance Repair Retail Sales Rough Carpentry Food Preparation & Hygiene Filing & Duplicating Service Station Operation Groundskeeping Care of the Sick & Family Sewing & Alterations

Industrial Sewing Mechanics (General) Motor Vehicle Operation Oil Heat Service Painting & Decorating

Trowel Trades Waiter, Waitress Training Warehousing Welding, Brazing & Soldering

Small Engines

Programs in Science Education

Two programs are available in Science Education leading to the certification in teaching science grades 7 up. The Single Science Program is designed for all those who wish to combine a science curriculum option with some other non-science, option. One of four kinds of certification are normally available in the Single Science Program: H.S.A. Type A Biology (28.303), H.S.A. Type A Chemistry (28.305), H.S.A. Type A Physics (28.351), and H.S.A. Type B Science (28.327).

The Double Science Program (formerly called the Science Education Program) is designed for all those who wish to concentrate in training as

science teachers by choosing two curriculum options in sciences. The following forms of certification are normally available in the Double Science Program: Interim H.S.A. Type A or B in Biology, Chemistry and Physics as appropriate, with indication on the certificate of each of the other sciences for which the student is academically qualified.

The purpose of the Double Science Program is to increase the coherence of instruction in methodology, and to avoid unnecessary repetition between related courses.

Coherence is increased by having students take course work in methods from a panel of instructors who meet regularly to coordinate the program. Unnecessary repetition is avoided through increased instructor communication and through team presentations. In addition students come to have very close personal and professional interactions with instructors and

Double Science Program students are required to take 28.458 Philosophy of Education for Science Teachers, as part of their Educational Foun-

Grading System

- 1 At the beginning of the term the instructor of each course will notify the students of the grading systems used, a clear statement of the basis on which the final grade will be assigned, the term work expected, and the weight, if any, that it will contribute to the final grade.
- 2 The grades for all components of the B.ED. program (Educational Studies, Practicum, Supporting Skills and Studies) are: Honours - H

No Grade Assigned - N

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

- 4 Incomplete (I) is a temporary designation which is used when, in the judgment of the Instructor, a student requires an extension of time for completion of a course. Incomplete (I) is converted to Fail (F) on June 30 of the following academic year if the student has not successfully completed the course by that date. The B.ED. Program Committee has the authority to make exceptions to this rule where, because of extenuating circumstances, a student has been unable to complete the course: for example, serious illness or disability.
- 5 Instructors report interim grades for full courses or final grades for term courses by January 10 each year. As soon as possible after that date students are advised of their grades. Counselling is provided for students who have a grade of Fail (F) in any of their courses or whose progress is

44 Courses of Study

Grading and Anecdotal Reporting will be examined. The relation between systems of grading and various instruments of evaluation including tests of: academic achievement, aptitude and personal-social adjustment will be investigated. The course will be sufficiently flexible that individual students may develop applications relevant to their own special concerns with teaching and learning.

4 credit hours 28.442 Philosophy - Ethics in Education This course will examine ways in which value issues arise in teaching, and will take a stand on how they should be handled. Some of the general questions considered will be: Should teachers express in class their own views on moral, political, educational and religious issues? What is indoctrination? Is a teacher personally responsible for what he is required to teach? These and related matters will be discussed in the light of an investigation of the nature of questions, definitions and value judgments, and a critique of theories such as Relativism or Subjectivism. One aim of the course is to convince participants that (at the appropriate level) value issues must be fully and openly discussed by teachers, and to provide J. Carbonell

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

background for doing this. (Fall and Winter terms)

A. L. Mandel.

28.444 Philosophy - The Logic of Mathematical Reasoning 4 credit hours 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.

28.446 Philosophy — Principles of Scientific Enquiry There are two influential and competing accounts of the nature of science This course will examine and analyze the hypothesis-confirmation theory, and the conjecture-refutation theory, and will explore implications of these theories for teaching physical and biological sciences. Topics will include the following: the connexion between scientific investigation and scientific explanation, the relation of scientific to non-scientific explanaCourses of Study 45

tion, 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

28.447 Philosophy -- Problems in History and Social Science 4 credit hours This course will deal with the theoretical foundations, the objectives and the methods of History and the Social Sciences. Alternative and competing theories will be examined and their practical implications will be considered from the point of view of the teacher of History or Social

28.449 Philosophy - The Revolution

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

28,450 Philosophy - Language Theory and Education 4 credit hours This course will be an introduction to linguistics and the philosophy of language. It will deal with a variety of questions about language and language acquisition, the selection depending on participants.

28.451 Philosophy - Discipline and Classroom Control This course will consider the alternatives open to teachers in establishing

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

28.453 Philosophy - Science Curriculum: Philosophical Perspectives

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

PREREQUISITES 28.446 Philosophy — Principles of Scientific Inquiry or 28.459 Philosophy of Education for Science Teachers or Permis G. L. C. Hills, I. Olson

40 The Bachelor of Education Program

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

Courses of Study 41

A Educational Studies PROFESSIONAL ISSUES IN CONTEMPORARY EDUCATION

28.400 Professional Issues in Contemporary Education This non-credit course in which all candidates enrol is designed to provide an introduction to some of the significant and pressing problems current in public education. Problems selected may range from routine matters such as school law to the "big questions" of educational reform, profes-

sional integrity and alternatives to schooling.

The course takes the form of a series of weekly two-hour meetings during the Fall term in the Auditorium. The series includes guest speakers and faculty speakers, films and multi-media programs, or whatever else is appropriate for the subject under consideration. Wherever possible

there is provision for questioning and discussion.

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

EDUCATIONAL FOUNDATIONS

Each candidate must choose twelve credit hours from at least two of the following areas Contemporary Issues and Human Problems History and Comparative Education Psychology

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 strenghten the professional competence of teacher candidates by providing them with the distinctive insights and analytical perspectives peculiar to each discipline. Most of the Foundation disciplines will offer courses at more than one level to accommodate students with varying backgrounds in the subject.

CONTEMPORARY ISSUES AND HUMAN PROBLEMS 28.422 Human Problems

28.423 Contemporary Issues

4 credit hours 4 credit hours

The aim of these two different courses in sequence is to provide an opportunity for students and instructors together to consider some of the most pressing individual and social problems confronting teachers in our society. In weekly plenary sessions and weekly seminars or task groups using a variety of formats and media, attention is given to such topics as "being human," personal development, the roles of men and women,

28.490 Sociology — Social Class and Sex Role

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

three questions:

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

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

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

The Curriculum fields are listed below. Please see the section on Certification on page 26. Candidates in the Full Elementary Education Program select 28.374, 28.375 and 28.377. Candidates in the Secondary Education Program select two of the Curriculum Options listed below. Candidates in the Elementary-Secondary Program select 28.374, 28.376 and 28.378 and one of the Curriculum Options listed below. Candidates selecting Elementary Education and Guidance qualify for elementary certification only. Candidates in the Technical Education Program select 28.310, 28.367 and 28.368.

Man in Society Mathematics Biology - Type A Music

Chemistry - Type A Physical and Health Education Dramatics Arts

Physics - Type A Economics* English Political Science* School Librarianship Brench

Science - Single (One of Biology, Geography Chemistry or Physics) Science — Double (Two of Biology, Guidance History/Social Science* Chemistry or Physics - Counts as two options)

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 Soci-

ology (nine of which are to be in Psychology) are required;

(2) Physical and Health Education, School Librarianship, and Dramatic Arts, where no university credits are required.

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

28.301 Art (Type A) 28.302 Art (Type B) 6 credit hours

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

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

28.303 Single Science — Biology (Type A) 6 credit hours Four hours per week will be devoted to methods and materials common

28.458 Philosophy of Education for Science Teachers

28.459 Philosophy of Education for Science Teachers There are two influential and competing accounts of the nature of scien tific inquiry. This course will examine the hypothesis-confirmation theory and the conjecture-refutation theory, and will explore the significance of these theories for teaching physical and biological sciences. Topics to be discussed will include the following: the relation between scientific investigation and scientific explanation; the relation of scientific to nonscientific explanation; the nature and role of concepts, theories, laws and models in scientific explanation. The significance of these matters for the formulation of educational objectives and the selection of curriculum materials and classroom procedures will be explored with special attention being paid to those issues of concern to teachers of Chemistry. Biology and General Science.

A credit hours

8 credit hours

PSYCHOLOGY

46 Courses of Study

28.461 Introduction to Educational Psychology 28.463 Introduction to Educational Psychology 4 credit hours 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, and individual differences. Course emphasis and instructional format will vary from section to section.

J. D. Burnett, D. Campbell, H. Osser, J. Russell, H. A. Smith, G. White

28,478 Psychology for Individualized Instruction A credit hours

Previous work in psychology is not a prerequisite for this half-course. Enrolment is open, but mandatory for those students electing to participate in LIM Pilot internship program. The content emphasis of the course is on those Psychological principles one may employ to design and maintain individualized learning environments. Such environments may be defined as those which increase the likelihood that students become personally involved in the learning process and which provide alternatives to traditional and homogeneous "teaching methods." The primary objective is that students be able to isolate and define problem areas of interest regarding individualized instruction, and to propose solutions supported by evidence drawn from psychology. The course is enquiry-oriented and success will be largely dependent on student self-initiative. Students who enjoy a highly structured approach to their learning are advised not to rol. (Winter term).

8 credit hour

28.479 Development of Thinking 4 credit hours A discussion of the development of the processes by which the individual acquires knowledge. Several contemporary approaches to the study of the development of thinking will be analyzed and evaluated for their rele vance to education. (Winter term)

SOCIOLOGY

28.481 Sociology of Education for Secondary School Teachers 8 credit hours 28.491 Sociology of Education for Secondary

School Teachers 4 credit hours

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.

28.482 Sociology - Explorations in Learning Environments in the Elementary School 28.494 Sociology — Explorations in Learning

Environments in the Elementary School The work done in the first term will be the equivalent of 4 credit hours

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

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

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

52 Courses of Study

to all science teaching, in company with students from other natural sciences. For a description of these studies see Course 28.327, Single Science - Type B.

An additional hour per week will be devoted to study of resources and methods useful in teaching Biology at the senior level in high schools. Modern curricula will be analyzed in detail. The role of Biology as it bears on social issues will be considered.

TEXTS Collette, A. T., Science Teaching in Secondary Schools, Allyn & Bacon, 1973 (as for 28.327). Hayson and Sutton, The Art of the Science Teacher, McGraw-Hill, 1974 Staff, (Special to Biology: J. K. Olson)

28.305 Single Science — Chemistry (Type A)

Four hours per week will be devoted to methods and materials common to all science teaching, studied in company with students from other natural sciences. For a description of these studies see Course 28.327 Single Science - Type B.

An additional hour per week will be devoted to an examination of materials specifically related to chemistry in the high schools. Candidates will have the opportunity to study in depth the curricula that are presently followed as well as to examine possibilities for change in the curricula. Ample time will be available to examine and discuss the role of laboratory work in the high school chemistry program.

TEXTS Collette, A. T., Science Teaching in Secondary Schools, Allyn & Bacon, 1973 (as for 28.327). Staff, (Special to Chemistry: I. Talesnick)

28.310 Creative Technology Creative Technology centres on group project work. Candidates are required to select problems that have a technological solution, form cooper ative teams, proceed through a formal design process, implement and test

their design. The implementation stage is structured by the use of Gantt charts and Critical Path techniques. The opportunities for learning provided by creative project work are not only multiple; they are also multi-disciplinary. Successful completion of an appropriate project (one that meets a 'real' need) is not an accident. but the result of disciplined orchestration of the talents and interests of

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

D. E. Loney, H. Salter

28.313 Economics (Type A) 6 credit hours 28.314 Economics (Type B) 6 credit hours

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

Courses of Study 53

L. R. M. Munra

6 credit hours

6 credit hours

strategies, such as audiovisual aids, simulations, and small group work. Close attention will be paid to recent work on teaching Economics, including that of Fenton on Inquiry methods and Oliver Shaver on Value Clarification. Students will receive practice in instructional planning in the areas of defining objectives, lesson planning and test design. Candidates should note that:

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

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

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

28.317 English (Type A)

28.318 English (Type B) 6 credit hours

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

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

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

The goals of the course are: to maintain or improve language skills in French;

to increase knowledge about French and French-Canadian culture and

to develop and improve techniques and procedures used for modern for-

eign 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 to prepare a sample or a suitable program and materials for spectives 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 class-

to analyse available tests and examinations and to prepare sample tests

28.484 Sociology of Deviant Behaviour in the Schools 8 credit hours 28.485 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.

28.486 Sociology - Education and Society

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

28.488 Sociology of Sport, Recreation and Leisure Activities: Some Implications of Free-time 8 credit hours

28.496 Sociology of Sport, Recreation and Leisure Activities:

Some Implications of Free-time The work done in the first term will be the equivalent of 4 credit hours

and is available in the first term only.

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

Our course will begin with a general exploration of various groups or types of people's activities, in the context of present trends in work, and eisure patterns. The more detailed exploration may be restricted to essentially school-related issues, e.g., open physical education, pupil freedom in curriculum selection or pupil choice in topic development (project work), or may involve more societal or community related areas, e.g.

Courses of Study 49

4 credit hours

three-day work week, "forced" retirement, or underemployment, depending upon class member interests. At least a third possibility exists that of investigating the implications of these changing work-play patterns for the school and its personnel.

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

Eight credit hours grading will be based on two seminars or "class" presentations or reports. Four credit hours grading will be based on one seminar or "class" presentation or report.

28.489 Sociology - The Politics of Education

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

1 teachers. How do teachers exert control in the classroom? What are the implications of different teachers' strategies for maintaining order? 2 students. What rights do they have? What rights should they have? Why?

3 parents. What kind of power are they able to exercise over schools? What are the constraints on their participations?

4 teachers' organizations. What sort of power do they have? How have they used it?

5 government. How do school boards and provincial governments affect education?

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

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

77

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

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 recrea-

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 hiramurals: a variety of existing intramurals will be analyzed and an
- opportunity to build your own program will be given.

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

W. J. Mellor, A. Robertson

28.349 Physical and Health Education (Women) (Type A) 6 credit hours 28.350 Physical and Health Education (Women) (Type 8) 6 credit hours 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 report-
- 2 Health Education: Health Education is an integral part of physical education and consists of approximately twenty-five hours of class work, labs, seminars and workshops. A heavy emphasis will be placed on methods and materials (particularly in the area of audio-visual). Participants need little background in health education but courses in psychology or sociology would be helpful.

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

Two A Additional Work

Organization and Administration: problems specifically related to department headship, e.g., budgeting, purchasing, personnel Type B Additional Work

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

Skills Practice: as much time as is possible within the limits of timetable will be given over to skill improvement of the candidates.

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

H. Holomego, A. Robertson

28.351 Single Science — Physics (Type A) Four hours per week will be devoted to methods and materials commor to all science teaching, in company with students from other natural sciences. For a description of these studies see Course 28.327, Single Science - Type B.

An additional hour per week will be devoted to work involving the physics students only. A study of the history of physics will be pursued with a view to providing some background for historical sketches and so, to some extent, a more humanistic approach to the teaching of high school

TEXTS Collette, A. T., Science Teaching in the Secondary School, Allyn and Bacon, 1973 (as for 28.327). Marion, J. B., A Universe of Physics, Wiley, 1970. Staff, (History of Physics: W. Thumm)

28.353 Political Science (Type A) 28.354 Political Science (Type B)

6 credit hours

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

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

54 Courses of Study

which measure the attainment of specified objectives: to obtain information on recent and current theories of language learn

28.323 Geography (Type A) 28.324 Geography (Type B) 6 credit hours

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

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

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

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

- peer-group teaching and classroom participation
- regular assignments
- 3 curriculum unit

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

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

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

28.327 Single Science - Type B

This course examines the basic methods of instruction common to all sciences. Teaching resources and materials will be surveyed and analyzed. Methods of communication, planning and performing demonstrations, laboratory management and safety, the nature of student-teacher dia logue in sciences and the solving of numerical problems will be discussed and practiced.

One section of this course will be scheduled to be completed entirely within the first term. The other sections will run through the full academic

TEXTS Collette, A.T., Science Teaching in Secondary Schools, Allyn & Bacon 1973 (as for 28.327)

28 329 German (Tyne A) 6 credit hours 28.330 German (Type B) 6 credit hours

The goals of the course are: to maintain or improve language skills in German;

to develop and improve techniques and procedures used for modern foreign language teaching; to analyse the psychological and philosophical aims and rationale of the

to increase knowledge about German culture and civilization

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 class-

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

28.334 Guidance 6 credit hours

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

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

60 Courses of Study

- 2 Only one of History, Economics and Political Science can be selected as a curriculum option.
- 3 Candidates are cautioned against selecting Man in Society as their second Curriculum Option.

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 presenta-tions, workshops and discussions is central to the development of these

The course leads to Interim High School Assistant's Certificate, Tyne B and Intermediate, Part 1 Certificate in School Librarianship. L. Moore

28.367 Technical Subjects (Type A and B)

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

28.368 Technical Curriculum Development (Type A and B) 4 credit hours The ability to teach effectively depends to a large extent on the philosophy of the teacher and the way that the teacher plans and organizes the subject content. A philosophy of technical education is developed by each student and used as a basis for a systematic approach to curriculum development in the subject of concern. The basic concepts and principles of learning theory and adolescent development, and a total view of the role of technology in our society are used as a base from which curriculum D. E. Loney, H. Salter

28.371 Dramatic Arts (Theatre Arts) (Type A) 28.372 Dramatic Arts (Theatre Arts) (Type B)

6 credit hours 6 credit hours

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. Oppor-tunity is given for involvement with children's theatre, theatrical presentations for high schools and individual and group community drama projects. L. Wilson, L. O'Farrell, A. On

Courses of Study 61

28.373 Double Science (Type A or B)

12 credit hours

This course is designed to prepare students to teach science in grades 7 - 13. The program instruction is planned and presented by a team of

Candidates will be expected to complete a variety of optional as well as specified tasks. The sequences of lectures and subsequent tasks are organized around the following series of topics:

- Communication skills and group presentations;
- 2 Unit planning:
- Investigating Lab-Based Instruction:
- Out-of-Class Instructional Techniques
- Science as Process in the Human Context
- Alternative Teaching Techniques; Independent Study Program.

The program will deal with science teaching in a general way, but specific references will be made to each of the sciences. Candidates will have ample opportunity to examine and study the materials available for use in high school science classes. Candidates will be scheduled to do part of their student teaching in each of the science subject areas in which they meet the academic requirements for certification

Type A candidates will be required to take part in an additional one hour per week seminar program specific to their Type A specialty (see description of additional components of 28.303, 28.305, 28.351).

R. H. Horwood, J. K. Olson, I. Talesnick

28.374 Elementary Education - Communication Arts Language Arts

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

G. Brickett, D. Etheringian, R. Hill, L. Miller

Mathematics

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

The acquisition of a positive attitude toward the subject of mathematics and its teaching is seen as a high priority of the course. A large portion of the total class time will be given over to the use and analysis of a wide range of resources particularly concrete materials, for mathematics in-struction. H. A. J. Allen, D. H. Crawford, W. Higginson, R. Ripley

56 Courses of Study

28.335 History/Social Science (Type A) 28.336 History/Social Science (Type B) 6 credit hours

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

Candidates should note that:

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

as a curriculum option. P. H. Watson, I. R. M. Munro 28.341 Man in Society - (Type A)

28.342 Man in Society — (Type B) Academic Prerequisites: Sociology, Anthropology or Social Psychology.

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. D G Brunn

28,343 Mathematics (Type A) 28.344 Mathematics (Type B)

6 credit hours

6 credit hours

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. I. Allen, W. C. Hissimon

Courses of Study 57

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

The goals for this program of study are:

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

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

28.346 Music (Type 8)

28.345 Music (Type A)

6 credit hours This course is for the student who has attained a good standard of performance through private study (approx. Grade 8 к.с.м. level), has participated in a school music program, and has taken some music courses

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

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

D. C. M. Swith

28.347 Physical and Health Education (Men) — (Type A) 28.348 Physical and Health Education (Men) — (Type 8) 6 credit hours There will be a core of work common to both Type A and Type B courses.

Physical Education

Planning the curricular program

 Organization and administration of school programs
 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 eir teaching behavior in various circumstances.

K. Sedpewick.

Courses of Study 65

Organization and Schedule

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

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

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

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

Module 4 two week internships during student teaching in established outdoor and other alternate education programs; use of the final week of the year for additional professional preparation in the context of a community service workshop to be centred at the Open Country Barn; additional internship experience to be developed in accord with the candidate's overall Faculty program. It is hoped that participating students who respond fully in the Fall term to the expectations of the curriculum and foundation courses they select will be extended the privilege, if they petition and contract for it, of replacing all or parts of regular class content and participation during the winter term with equivalent experiences related to their personal and professional goals. These equivalents would require consent from cooperating faculty members and would involve specific contracts with ends, means, feedback, performance targets, production schedules and evaluation procedures clearly stated. Responsible and sanctioned students could then greatly expand the experiential and adaptive aspects of their overall professional preparation and increase the range of their internship oppor-

Evaluation

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

Student Admission, Choice and Programming

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

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

quence begin efforts to indicate clearly their personal and professional goals and be able to coherently link or articulate these aims and aspirations with their program choices. Admitted student participants will have flexibility in individual overall program design (i.e. curriculum options, foundation courses, etc.) but must present evidence of purposeful planning and specific linkages between stated ends and their selected means or courses. Prospects will be interviewed by Mr. Pieh and Ms. Kluensch.

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

8 The Practicum

COMMUNITY SERVICE

2 credit hours

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

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

D. Geiger M. Kluensch, R. Piek

Courses of Study 69

28.375 Full Elementary Program — Social and **Evironmental Science**

4 credit hours

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

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

The spring term includes an examination of commercial and professional curriculum resources for environmental studies in the elementary school. R. Axford, R. H. Horwood, I. Olson

62 Courses of Study

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

I. Haythornthogite, I. Munro, P. Watson,

28,376 Single Elementary Option - Social and **Environmental Science**

3 credit hours

See 28 375 for general description. These are the same courses but 28 376 is given on a reduced time scale

28 377 Full Flementary Program - Expressive Arts

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

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

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

Physical and Health Education

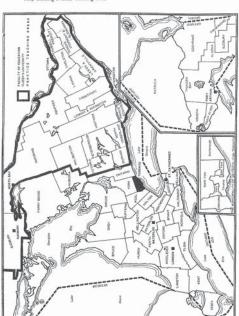
An activity based course in which participants acting as teachers and students develop activities and skills used in Elementary school physical education. Methods and content are developed for motor skills, games skills, rhythmic activities, gymnastics and movement education.

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

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

68 Courses of Study

Map Showing Practice Teaching Area



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

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

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

64 Courses of Study

ALTERNATIVE SETTINGS FOR EDUCATION 28,180 Seminar in Community Education

4 credit hours

Concocting a conceptual model (or even a set of models) to represent more ideal relationships between educational authorities (e.g., school) and the various members of their communities is relatively easy. One can go so far as to label the model blocks: "sensitization," "efficacious communication," "participatory decision making," "needs assessment mechanisms. . Putting such models into operation is a quite different matter. Yet, the rather arrogant aim of this course is that each who elects to take the

program will emerge as not only a concoctor but an effector as well. The course will have three areas of emphasis: 1 the examination of theoretical underpinnings, conceptual orientations of the community education movement (i.e., what are the assumptions made by those who advocate or who provide various forms of "education" for the people of a community), 2 a critique of the methodologies associated with current ventures in community education, 3 developing and applying a "better"

The first two weeks will include an overview of the field. During this

time specific and common intentions will be identified.

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

There are, however, several "required" topics.

- 1 The concept of community education
- 2 The discovery and utilization of community resources
- Investigating community needs
- 4 Planning, administering, and evaluating community based programs.
- It is expected that each member will: 1 Actively participate in weekly seminars
- 2 Make two major seminar presentations (relevant documents, etc., to he made available for members prior to the seminars). The first to be in December, the second to be in April.

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

28.181 ADULT BASIC EDUCATION AND RETRAINING 4 credit hours

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

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

they may effectively prepare themselves for teaching in these settings.

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

Not offered 1976-77

28.182 Outdoor and Experiential Education 8 credit hours Carefully planned and effectively implemented outdoor and experiential education may:

- 1 provide concepts of extending the boundaries of the classroom which are useful in the teaching of most types of subjects. Effective experiential learning programs can lead to changes throughout the school. Learning is often enhanced by direct confrontation with situations and problems Both student and teacher roles change. Questions of personal developnent and individual values come into the classroom
- 2 encourage teachers to further employ the concept of close interaction with their students both within the curriculum and outside the formal structure. Outdoor education and other experiential education activities can have a powerful impact on school communities by facilitating understanding within the schools and bringing a heightened sense of responsibility for concern for others to many students and teachers. There is then an increased desire to expand the curriculum to include concrete experiences as vehicles for learning.
- deepen and broaden perceptions and provide stimuli and resources for individual and group actions to influence how man conserves and develops his vast yet shrinking, interlocked pattern of potential resources.

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

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

28 213 The Sound of Poetry

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

28.219 Classroom Management

This practical course related to the concerns of the elementary teachers will include such topics as routines, school law, behavioural concerns, time-tabling, recording attendance, the teacher's contract, preparation for September

Offered each term

C. M. DeGaris, K. H. Sedeewick

1 credit hour

4 credit hours

28.220 Credibility in Science Teaching

This course is designed primarily for candidates intending to teach secondary or elementary science. The purpose of the course is to develop a systematic way to analyze one's own teaching in terms of its potential to pupils, and especially in terms of its credibility. We shall look, for example, at the sorts of teaching which have potential for making pupils distrustful of science, and features of teaching which allow pupils to engage rationally in classroom discourse. In pursuing the purpose of this course, features of science and science teaching emerge which are then incorporated into a framework for analyzing teaching — transcriptions of science lessons are used to exemplify this approach. Special attention is given to ways of making both science and science teaching credible for youngsters. One section offered in each term — enrolment limited to 25 per section A. H. Munby

28.221 Teaching French to English-Speaking Pupils

in Elementary Schools Eligibility for admission:

a Evidence of standing in French at the Ontario Secondary School Honour Graduation level or equivalent and success in an oral test in French to be administered at Duncan McArthur Hall.

b Registered in the Full Elementary Program or in the Elementary Education Option and not registered in 28.321 or 28.322 French.

This course will provide instruction in French and enable candidates to teach systematically oral and written French to English-speaking pupils in elementary schools using materials produced commercially and by the teacher. Emphasis will be placed on creating an environment through the use of games, audio-visual media and interesting activities, in which pupils will express themselves in French.

Successful candidates will be recommended for the certificate as Teacher of French to English-Speaking Pupils in Elementary Schools.

28.224 Dramatic Presentation

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

28.226 First Aid and Emergency Controls 1 credit hour

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

1 credit hour 28.228 Band Lab Ensemble

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

1 credit hour 28.229 String Lab Ensemble

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

1 credit bour 28.230 Scientific Glassblowing

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

Supporting Skills and Studies TEACHING SKILLS

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

1 credit hou Aim By the end of the course, participants will have the capabilities

necessary to be effective as curriculum decision-makers. Objections On completion of the course, participants will

have a working knowledge of curriculum terms and concepts

In know the basic assumptions underlying curriculum design

know the activities preceding development of a curriculum

know the procedures for developing and implementing a curriculum be able to read and interpret curriculum flowcharts

be able to design a complete and valid curriculum

have confidence in their ability to make curriculum decisions tend to approach educational issues from a perspective of intentions

rather than process

have experienced productive cooperation in a group.

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

28.133 Educational Media

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

5 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 transpa-

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, selfinstruction programs and individual study projects.

Available both terms. A small lab fee will be required F. Johnston, D. Campbell, G. Southall, W. Morris

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

It is expected that having completed this course the participants will: 1 See the value in working in small groups to effectively meet their

course objectives. 2 Be able to administer and interpret instruments to diagnose classroom

Develop skills necessary for working in small groups.

4 Be familiar with a set of interactive activities and ways of implementing them in specific classroom settings.
Understand concepts of small group behavior and operation in order

to effectively work with small groups within a classroom setting.

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

M. Balanchuk, A. King, M. Kluensch, M. Purinton

28.135 Measurement and Evaluation

climate.

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

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

28.136 Question-Response Patterns

Courses of Study 73

1 credit hour

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

1 credit hour 28.137 Effective Speech in the Classroom The course is specifically aimed at making the student aware of the full potential of the most valuable teaching instrument that the teacher po-

sesses - the voice.

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

76 Courses of Study

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

Evaluation in this course will be based on attendance and participation D. Quinn, I. Talesnick in the activities of the course.

28.231 Sociology of Liberation

1 credit hour

1 credit hour

A seminar on the sociology of becoming free. The class will discuss the A seminar on the sociology of occoming 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 libera-J. Loken

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

view films as models for production

become familiar with film sources

learn how to relate motion pictures to instructional objectives and

4 acquire the knowledge and skill involved with scripting, shooting and 5 design and produce a short film in the 8 mm format. F. Johnston

28.233 The Teacher as T.V. Producer

The purpose of the course is to familiarize students with the potential of television in the classroom setting. During the course students will; become familiar with various educational television systems
 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 G. A. Southall 4 produce a short television program,

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

tives in that light. 1 credit hour 28.240 Introduction to the Teaching Profession This ten week course will serve to introduce Student Teachers to the structure of public education. Using case studies, guest experts and problem-solving techniques, the following features of the education system

1 the legal framework of the teacher (personal liability, government regulations, contracts, certificates);

Courses of Study 77

1 credit hour

2 the professional associations (functions, mode of decision making, current trends);

3 the teacher in the community (teacher-board and teacher-parent relationships):

4 the changing status of the pupil

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

28.245 Computer-Assisted Instruction

The course is intended for students interested in becoming familiar with recent advances in the use of computers to assist in the instructional process across all subject areas (Mathematics, Science, English, Music, History, Man in Society...) and all levels of education (Kindergarten, Primary, Junior, Intermediate, Senior, Undergraduate, Special Education for the Handicapped...). The course will include three lectures, individual "hands on" experience at a computer terminal, individual readings, a term paper and a class discussion session.

The course does not assume any previous experience with computers, nor does it require any mathematical aptitude or interest. J. D. Burnett

28.246 Introduction to Computer Programming

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 signon at a typewriter terminal and construct simple programs in APL Prob-lems will be selected from curriculum and administrative situations likely to occur in a junior or senior high school. (Both Terms) J. D. Burnett

28.252 Developing History of Science Units

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.

28.254 Physics in Medicine

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

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

72 Courses of Study

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

The course will not seek to take anything away from the student's normal speech pattern but will add a new dimension to it.

Specific areas to be covered include relaxation, the mechanism of breathing, the development of breath control, voice projection, reading in the classroom, articulation, projection, inflection, pace and pitch. L. Wilson, L. O'Farrell, A. Orr

28,138 Values Education

This course will require students to:

1 become proficient in identifying various types of value issues which

 Become pronent in identifying various types of value issues which
 arise both within the standard curriculum and outside it,
 acquaint themselves with a number of different proposals and techniques regarding the moral education of children in schools today; for example, those based on Kohlberg's moral stages or in Value Calrification exercises (this will involve both studying the rationale given for these, and practice in employing them), and

3 develop and try out their own "moral education" materials. J. Carhonell and J. Olson INTEREST COURSES

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

28.202 Conversational French (Advanced)

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

28.203 Orientation to School Guidance Programs 1 credit hour

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

28.204 Effective Written Communication

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

and weaknesses of each participant. Times to be individually arranged. Enrolment in this course is limited and is subject to consultation with Professor Turner, A204.

Note: Candidates in the B. ED. program who wish to act as tutors in the above course may receive one credit hour in the Interest Courses area under the heading 28,299 Private Studies. Tutors will be under the supervision of a faculty member listed below. Prospective tutors should identify themselves to Professor Turner, A204, early in the Fall term.

R. Tuener, A. Oer, K. Kellway, L. Thommon

28.205 Drama in Education (K-13)

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

1 credit hour

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

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 Continu ing Teacher Education programs outside the area of concern of the Graduate Studies and Research Committee. Since its inception in the autumn of 1969, this office has performed its major role in the offering of both basic and advanced Certification Programs designed for Ontario Elementary and Secondary School teachers. These programs have included such important fields of study as the Type A Seminars in a wide variety of subject areas, Intermediate and Specialist Certificate Courses in Physical and Health Education, School Librarianship, the full four unit program in Elementary Physical and Health Education, the Guidance Program, Parts I, II, III, IV, Business Education and Dramatic Arts.

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

A third function of growing importance for this Office is the arrangement of programs of interest to the members of the Faculty of Education and also the promotion of programs which are especially designed to bring the Faculty of Education into a closer communication not only with the other Faculties within the University, but also with the community at large. During the period 1969 to 1974, a number of very significant conferences and workshops have been instituted on a co-operative basis between this Faculty and other faculties and institutions of the University

78 Courses of Study

This course is intended primarily for those students who have physics as one of their teaching options. Other students are also welcome to register provided they have a moderate acquaintance with, at least, Grade 13 physics. While the course is not analytical it does presume a knowledge of physics in order that the time be spent not on reviewing basic principles of physics but rather on its applications in medicine. One hour/week. Enrolment limited to 24. (Winter term) Not offered 1976-77.

28.255 Aspects of Integrative Education

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

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

1.5 credit hour

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

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

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

in recent United States history.

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

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

D. Pratt and Sta.

28.266 Analyzing Classroom Discourse

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

Transcriptions of lessons are used to exemplify points discussed. Candidates will be required to analyze a portion of their own teaching. Enrolment limited to twenty. (Fall term)

28.271 Practical Theatrical Production

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

28.273 Religion in the Schools 1 credit hour What place does religion have in the classrooms of Ontario? What role does the Ministry of Education expect the teacher to fulfil? How much does the religious background of the pupils affect the classroom? These and other questions raised by class members will be discussed in this

course designed for those with an interest in and a concern for this matter. It is the primary objective that all participants will develop a more sympathetic understanding of the basic concepts of faiths common in Ontario classrooms and their effect upon the life and thought of their adherents, and thus be able to relate better to the spiritual natures of their

This course should be of particular interest to elementary candidates. (Fall term)

28.278 Enamelling on Metal

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

D. Conve Students will explore the ancient art of Indian fabric dyeing. Cold water

dyes, hot water dyes and waxes will be employed. Work will be done in cotton, silk and other natural fibres. Students will have to supply their own cloth. Enrolment is limited to 20 students. Offered each term.

84 The Master of Education Program

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

Each program has a weight of 8 half courses and consists of a core of 4 (5 in Counselling) required half courses, together with 4 (3 in Counselling) electives one of which must be in the area of Educational Foundations. By suitable selection, a candidate may study in additional areas of interest and concern such as: Psychology of Education, Educational Technology, Computers in Education, Sociology of Education, History of Education, Philosophy of Education and Curriculum in Specific Teaching Areas. (Programs of study are individually planned by candidates in consultation with Program Advisors.)

Normal admission requirements to the program are:

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

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

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

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

General Information 85

The Board of Trustees reserves the right to make changes, without notice, in the published scale of fees, if in their opinion, circumstances so require.

Important Notice Concerning Fees

The scale of fees and the regulations contained in this section are those that applied during the 1975-76 session. The scale of fees and the regulations which will apply during the 1976-77 session were not available at the time of this printing but can be obtained, upon request, from the Office of the Registrar, Oueen'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 payments as detailed in the paragraph entitled Permit to Delay Payment

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

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 no be permitted to re-register until the debt is settled.
- 3 any student who has an unresolved grievance concerning fees or other charges may file an explanatory letter in the appropriate payments office for transmission to the responsible University Officer for con-

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

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

The sessional fees for the degree of B.ED. for 1975-76 were:

80 Courses of Study

28.282 Technical Skills This course is designed primarily for technical option students. After a set of diagnostic tests have been completed, each student maps out an individualized program of development involving those technical skills

which the tests have indicated are missing or weak. This activity tends to equip the prospective technical teacher with a better balanced background as required for teaching his subject.

28.283 Related Technical Subjects

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

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

/ 28.286 A Study of the Religious Education Program in the

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

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

Roman Catholic Separate School boards expect their teachers to be responsible for a Religious Education curriculum. It is strongly recomCourses of Study 81

mended that students planning to teach in Roman Catholic Separate Schools enrol in this course.

The course is conducted by the Religious Education Consultants of the

local Separate School Boards and is coordinated by the Kingston Diocesan
Office of Religious Education. Offered each term. C. M. DeGaris (Liaison)

28 289 German Authors

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

Not offered 1976-77.

1 credit hour 28,290 Language of the Classroom The application of discourse analysis to analyze the functions of student and teacher speech and their potential constraints on the learning and teaching processes. Each student will complete a field study as part of the

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

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

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

28.295 Choral Lab Ensemble

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

D C M. Smith

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

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

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

Education Library

The Faculty of Education, and the teaching profession of this area, are served by this library. The collection now consists of approximately 40,-000 volumes, and 500 journals which include the major publications in the field. An important research resource is the collection of 100,000 documents on microfiche distributed by the Educational Resources Information Centre (ERIC) of the United States Department of Health, Education and Welfare. This collection grows at the rate of approximately 12,000 microfiche per annum. The Resource Centre in the library houses a growing collection of audio-visual materials relevant to the curricula in the schools and in the Faculty.

The Computing Centre

The Queen's University Computing Centre provides three basic types of uting services for education and research.

The Express Batch Service offers rapid turnaround and comprehensive diagnostic capabilities for small batch jobs. Several languages are supported, such as warriv, based on the fortran IV language, rL/c, and sr/k based on the PL/1 language and ALCOLW, a variant of ALCOL 60. The Express Batch Service is run on an 18M 360 system which is otherwise dedicated to administrative use.

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

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

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

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

Performing Arts Office

The Performing Arts Office is responsible for programming performing arts events on campus. Three series are presented.

The Grant Hall series of five concerts features large ensembles such as symphony orchestras as well as international soloists.

The Dunning Hall series of five concerts specializes in chamber music.

The Vibrant Stage series presents the best professional theatre, dance, and mime companies touring in Canada.

The Vaghy String Quartet, artists-in-residence at Queen's University, perform a number of formal and informal concerts on campus. These events are under the sponsorship of the Performing Arts Office.

A large number of additional events are presented to satisfy the incre ing audience demand for quality performing arts events. In conjunction with the Film Studies Department four different sub-

scription film series are presented in Ellis Hall. Since these events are an important part of the co-curricular education of the students at Queen's University, both the University and the Richardson Memorial Trust Fund provide subsidies that enable students to buy tickets at greatly reduced prices.

Students wishing to become involved with the presentation of performing arts events can do so by participating in related committee work

and in front-of-house management.
For further information contact the Performing Arts Box Office in the Agnes Etherington Arts Centre (547-6194) or the Administrative Office

Installment in Full Tuition (see below) \$580.00 \$290.00 \$290.00 Student Interest 72.15 72.15 Faculty Society 7.50 7.50 Installment Charge 5.00 \$659.65

\$374.65

\$200.00

Student Interest Fees

Student interest fees consisting of the following amounts are included in

Student Health	\$6.0
Athletics	20.0
Students' Memorial Union	10.0
Bus Service	4.5
Alma Mater Society	11.9
Queen's Journal	4.5
Tricolour Yearbook	4.5
Golden Words	.2
Who's Where	.2
University Centre	5.0
Concert Fee	3.0
Legal Aid	.2
Unassignable Reserve	.2
Project Green	1.0
CFRC	.2

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

Installment Charge

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

Late Payment Charges

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

Permit to Delay Payment of Fees

Students who are unable to complete fee payments by the prescribed dates and who can produce evidence that funds will be available from Awards, Loan Funds, or other sources satisfactory to the Registrar, must apply to the Assistant Registrar (Student Awards), Queen's University, 131 Union street, for a permit to delay payment of fees for up to thirty days. If application for fee deferment is received by the prescribed fee due date, and the fees paid within the period of deferment, the late payment penalty will not apply.

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

Receipt for Income Tax Purposes

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

Student Awards and Financial Aid

Government Sponsored Financial Aid Programs

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

92 Academic Facilities and Student Services

Public Lectures

Through an endowment set up in honour of Charles A. Dunning, a past chancellor of Queen's University, a series of public lectures emphasi the supreme importance of the dignity, freedom and responsibility of the individual in human society is presented each year. Distinguished persons from around the world are invited to Queen's to deliver these lectures, which are open to members of the university community and the general public free of charge.

The Agnes Etherington Art Centre

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

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

CFRC, (1490 kilohertz), Canada's third oldest AM radio station, was first granted a broadcast license in 1922. CPRC-FM (91.9 megahertz), Kingston's first FM radio station, was granted a broadcast license in 1953. The stations are owned by Queen's University which finances their non-comoperations. Programming is provided year round on a voluntary basis by the CERC Student Radio Club under the guidance of the Station Manager and the Technical Director, a professor of Electrical Engineering. The stations' format includes a wide variety of music, news, sports and public affairs. A detailed Program Guide is available by writing to the stations.

Students' Memorial Union

The Union has been described as a place for training in human relations where students, staff, graduates, and guests may have recreation, companionship and good talk. Every student is a member of the Student's Memorial Union, which is really a club where the men and women students of all faculties may meet in a University building designed for that

particular purpose and privilege.

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

Academic Facilities and Student Services 93

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

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

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

Student Services

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

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

Career Planning and Placement Service

The Career Planning and Placement Service located in the St. Lawrence Building (telephone 547-2992) offers a variety of information and services to Queen's students in the area of career development and implementation. Part time, summer and permanent placement assistance as well as

career counselling are the primary activities of the staff.

The part-time employment program operates during the regular aca demic year and aids students in gaining work experience and supplementing their incomes with casual work in the Kingston area. The summer employment program assists students in finding career oriented and other

88 General Information

In Ontario, the Ontario Student Assistance Program, combines Ioan assistance available through the Canada Student Loans Plan with in many cases grant assistance from the Province of Ontario. The ratio of grant to loan is determined by a formula fixed periodically by the Province of Ontario. No interest or principal payments are required on the Canada Student Loan Portion of the award while the student is in full-time attendance at an approved post-secondary institution and for six months thereafter. Interest charges during this period are paid by the Federal Government which also guarantees the loan. After the interest-free period, interest charges at rates fixed periodically by the Federal Government. ment on the unpaid balance are required in regular monthly payments,

ment on the unpaid parameter are required in regular and arrangements must be made to repay the principal.

Assistance under the Ontario Student Assistance Program is available to all residents of Ontario who qualify under the terms of the Program. Application forms and further information may be obtained from the Assistant Registrar (Student Awards), Queen's University or the Ontario Ministry of Colleges and Universities. Completed application forms should be forwarded to the Assistant Registrar (Student Awards),

Queen's University, Kingston, Ontario. Non-residents of Ontario must apply to their own Province for Canada Student Loans Plan assistance as well as any provincial aid that may be

Queen's University Student Loan Funds

Queen's University, its graduates and friends have established a number of loan funds for the assistance of undergraduate and graduate students.

Loans are made on the basis of financial need, academic merit, and general integrity. An applicant for a University loan must have had at least a passing average in the Session immediately prior to application.

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

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

General Information 89

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

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

The Andrina McCulloch Prizes for Public Speaking

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

The Alexander Morton Robertson Awards

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

The F. D. Sawyer Memorial Award

The Sawyer Memorial Award was established in the memory of Frank D. Sawyer who was a member of the Provincial Executive during some of its most stirring years from 1952 to 1959 and President of o.s.s.r.s. in 1954. At the time of his death in 1960 he was principal of Petrolia District High School. Mr. Sawyer's great contribution to Federation lay in his ability to discover the basic issues in the many difficulties which arose in teacherboard relationships during his term of office and in his having a sense of

numour in periods of crisis.

The value of the award is \$100 annually. The 0.5.5.T.F. will present the Sawyer Award to the student in regular attendance during the wir session of the Faculty of Education of Queen's University, in the High School Assistant's Course, who, in the opinion of the Faculty Board of the Faculty of Education, has shown the most outstanding qualities of scholarship, teaching ability and character.

Psychiatric Division: 9:00 a.m. — 5:00 p.m. by appointment

Ambulance Service: Located at Hotel Dieu Hospital Telephone 544-5555

Medical and Hospital Insurance

University policy requires that all full-time students and their dependents have insurance to cover medical and hospital costs in order to protect their interests and the interests of the university community. Students are required at registration to produce evidence of hospital and medical insur-ance effective in Ontario throughout the academic session, or to obtain insurance at registration.

Hospital and medical insurance coverage in Ontario is obtained

through subscription to the provincial medical care plan - Ontario Health Insurance Plan (OHIP). The premium for this plan is \$11.00 per month for single subscribers and \$22.00 per month for couples with or without children. The plan makes provision for premium assistance when the applicant can qualify.

Further information may be obtained from the Ontario Health Insurance Commission, 2195 Yonge Street, Toronto 295, Ontario, or the Regional Office, Ontario Health Insurance Commission, P.O. Box 9000, (1055 Princess Street), Kingston, Ontario.

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

Associate Schools and Principals 99 1975-76

Carleton Board of Education

Cairine Wilson Secondary School Mr. W. S. lovce

J. S. Woodsworth Secondary School Dr. J. G. Thomson

Bell High School Mr. J. M. Beatty Merivale High School Mr. A. G. Peterson

Colonel By Secondary School Mr. J. L. McDonald

Osgoode High School Mr. W. W. Johnston

Confederation High School Mr. P. I. Ivav Earl of March Secondary School Sir Robert Borden High School Mr. G. M. Ferguson

Mr. G. B. Armstrons

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

Gloucester High School Mr. T. I. Brennar

Carleton Board of Education Public Schools

Bayshore School Mr. R. Bullock Rell's Corners P. S. Henry Munro P. S. Mr. D. Cliff

Mr. J. M. Ferguson Briargreen P. 5

Huntley Centennial School Mr. R. H. Turner

Mr. I. Minter Century School Mr. T. A. Gordon

Metcalfe P. S. Mr. R. Thomas Oueenswood P. S. Mr. D. M. Brown

Robert Hopkins P. S.

Mr. I. A. Brown

D. Aubrey Moodie Intermediate School Rideau Valley Middle School Mr. E. K. Murray Mr. G. Berry

Emily Carr Middle School Mr. P. Dupuis

Erskine Johnston School Sir Winston Churchill P. S. Mr. G. Becksted

Green Bank Senior Elementary School

94 Academic Facilities and Student Services

appropriate summer jobs in a variety of geographic regions. Local employt on a more casual basis is offered through the Alma Mater Society Job Bank from mid-April to mid-August. The permanent employment program consists of both on-campus and off-campus recruitment. Representatives of companies and government agencies visit Queen's to interview students for possible employment. Companies which do not come on-campus notify to crar Office of their hiring needs and students registered with the service are asked to contact these companies for interviews.

Another important facet of the cree service is career counselling

through career seminars, group discussions and individual counselling This program focuses on orienting the student to the non-academic or work world and to making sound career decisions.

The staff maintains a large career resource centre consisting of relevant material obtained from over 800 companies, associations and govern agencies. A wide selection of directories and pamphlets give students information on career opportunities in all occupational areas.

The service is available to Education Students through facilities and

personnel located in Duncan McArthur Hall. Information about the service is made available during the opening days of the session

The International Centre

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

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

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

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

The International Centre staff, with the cooperation and help of foreign and Canadian staff, faculty and students, presents programs of interest to the public: these include making foreign students available to local schools as resource people for studies and film programs of topical inter-

The International Centre concerns itself with the broad concept of "international education" and is involved particularly with the concerns of the poorer countries of the world. Programs are evolved as individuals or groups wish to make input and projects are undertaken with ramifications for education both on and off campus.

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

This Centre, located on campus at 169 Union Street, provides co-operative day care for children from six months to four years of age for families of students, faculty, staff, and some off-campus people. The Day Care Centre is incorporated as a charitable organization whose aim is to provide the best possible day care for the children of its members and to provide a stimulating program of activities and supervised play for the development and well-being of these children. The Day Care Centre is licensed and operates under the provisions of the Day Nurseries Act for the Province of Ontario. Day Care is available for approximately 40 children from 7:50 a.m. to 5:30 p.m., Monday through Friday. The management and administration is handled entirely by trained staff and parents. Student volunteers are welcome and needed throughout the year. Fee information is available on request. For further information, telephone 546-6955.

Student Affairs Centre

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

100 Associate Schools and Principals 1975-76

Carleton Roman Catholic Separate School Board

Lester B. Pearson Jr. H. S. St. Pius X High School, Ottawa Mr. M. Obee Rev. L. Lunney

C.F.B. - Fort Henry Board of Education Batoche Avenue School

Niagara Park School Mr. I. G. Hubbard

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

Esnanola Roard of Education Espanola High School Mr. M. P. J. Desrochen

Frontenac County Board of Education

Mrs. N. Pickering Home Instruction Mr. D. Reed

Outdoor Education Consultant -Gould Lake Bayridge Secondary School

Mr. R. A. Iovce Frontenac Secondary School

Mr. A. A. Martin Kingston Collegiate and Vocational Institute

Mr. D. R. Hall LaSalle Secondary School Mr. H. A. Montrose

Loyalist Collegiate and Vocational Institute Mr. I. G. Linscott

Queen Elizabeth Collegiate and Mr. E. A. Craighead

Sydenham High School Mr. J. C. Smith

Sharbot Lake High School Mr. Enn Pajur

Associate Schools and Principals 1975-76 101

Frontenac County Board of **Education Public Schools**

Bayridge P. S. Mr. I. A. Kipper

Cataraqui P. S.

Mr. A. H. Glenn

Mr. K. I. Reynolds

Calvin Park Public School Mr. J. M. H. Turner

Mr. G. A. Smith

Loughborough Public School Mr. I. C. Snider

Centennial Public School Macdonald Public School Mr D R Marriott

Central Public School Mr. W. T. Cousins

Collins Bay P. S. Mr R P Galbraith Portsmouth P. S. Duncan McArthur P. S.

Elginburg and District Public School Mr. A. C. MacFarlane

First Avenue Public School Mr. F. C. Bresee

Harrowsmith Public School Mr. L. H. Babcock Holsgrove Public School

lames R. Henderson Public School Mr. R. W. Davidson

J. E. Horton Public School Mr. C. F. Iones

Mrs. L. B. Jones

I. G. Simcoe Public School Mr. H. M. Stewart Joyceville Public School

Kingscourt P. S. Mr. R. A. Williams

Lord Stratcheona Public School

Perth Road Public School

Polson Park P. S.

Mr. I. A. Carnegie Prince Charles Public School

Mr. W. I. Sproule R. Gordon Sinclair Public School

Mr. D. M. R. Davis Rideau Heights Public School

Mr. D. F. Howes Rideau P. S. Mr. I. S. Kerr

Simcoe Island P. S. Supposide Public School

Mr. R. Harris Victoria P. S. Mr. R. W. Darling

Welborne Avenue P. S. Mr. R. W. Parks

Winston Churchill Public School Mrs M M Clench

96 Academic Facilities and Student Services

the expertise of the staff and a cup of coffee are of special value in putting the students at ease and pointing the way towards solutions of their

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

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

Student Counselling Service

The Counselling Service provides free Psychological counselling services for all students, staff and faculty. This confidential professional help is available to assist with educational, vocational, and personal problems

In addition to individual personal counselling, a number of specific group programs are available to provide training in selected areas: Students with academic difficulties may wish to join the "Reading Improvement" program as well as the "Study Skills" program. Both of these meet on a group basis but also provide for individual help to meet more specific

Prisms who experience municity to an unpleasant or disruptive degree may find help in the "Anxiety Reduction" group program designed to help deal with classroom speaking anxieties, examination fears, or interpersonal anxieties. Individual help may also be provided to complement this group

People who wish to have Relaxation Training may join the groups which meet on a regular basis for four weeks of group training, accompanied by homework practice sessions with cassette tapes.

A study group in human sexuality meets for four weekly sessions intended to provide a discussion forum in which attitudes, feelings and facts may be exchanged. Up-to-date scientific findings are incorporated into a broader discussion of their personal implications in everyday life.

Career planning and exploration may involve students in a program including psychological testing, discussion of personal goals and style, and group meetings concerning "How to Find a Job." Orienting to the world of

Academic Facilities and Student Services 97 employment may involve some extended self-evaluation as well as active

exploration of resource materials The service is open from Monday to Friday, from 9:00 a.m. to 5:00 p.m. at 32 Queen's Crescent. Appointments are made on an individual basis.

For information and appointments telephone 547-2893.

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

Student Health Service

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

The Medical Division, besides providing medical care for students who suffer accidents or illness, also looks after the needs of students with respect to such things as immunization, allergy shots and contraception. A consultant opthalmologist holds a weekly eye clinic. A six bed infirmary is operated in Victoria Hall. Students are admitted to the infirmary by the Health Service staff in cases where bed care is necessary but hospital admission is not warranted. A doctor visits once a day and a nurse twice a day. Rooms are equipped with study facilities so that the student may continue his academic work in a quiet atmosphere as his condition

The Psychiatric Division of the Student Health Service offers a comprehensive range of services, including counselling, testing and psychotherapy. Difficulties in coping with the demands of the university environment are experienced by many students. If unresolved, these difficulties may lead to nervousness, depression, physical complaints or impairment of concentration; and these symptoms in turn may result in individuals profiting less from their university experience and interfere with academic progress. The psychiatric division of the Student Health Service, while it is also able to help that small minority of students who suffer from severe emotional breakdowns, exists primarily to help those students who are not psychiatrically ill in the usual sense of the term but whose relatively minor problems of adjustment impair their health, academic performance or sense of well-being. Students are seen by appointment, 9 a.m. - 5 p.m., telephone 547-2889. Complete confidentiality is observed.

Hours of overation Medical Clinic

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

High School

High School

Mr. J. H. Merkley

Sir Wilfrid Laurie

Mr. D. B. Lynch

Mr. S. R. Berry

Mr. D. Lyons

Woodroffe High School

Mr. D. G. Hall Laurentian High School Mr. S. J. Glavin

Mr. R. W. Beck Ridgemont High School Mr. W. I. McCarthy

Lisgar Collegiate Institute Mr. R. G. McMichael McArthur High School

Nenean High School

Ottawa Technical High School Mr. I. B. Black

Ottawa Board of Education Broadview Avenue School Queen Elizabeth School

D. Roy Kennedy P. S. Vincent Massey School Mr. J. Craig Mr. D. F. Halley

Hawthorne School Woodroffe Avenue Public School Miss A. Witty Mr. A. Swerdfeger

MacSkimming School of Natural Science Mr. R. Ferguson

Mr. R. Russell

Ottawa Roman Catholic Senarate School Board Holy Rosary School

St. Peter's Junior High School Mr. D. I. Sloan

Immaculata High School Sr. Anna Clare Peterborough County

Adam Scott Collegiate Vocational Institute Mr. J. A. McCormack

Crestwood Secondary School Mr. B. Moss

Keys Public School

Mr. R. Gardner

Mr. G. C. Post

Opeongo High Schoo

Mr D P Whilland

Renfrew District Collegiate Institute

Kenner Collegiate & Vocational Inst.

& Vocational School Mr. A. B. Sweener Mr. L. James Watson Takefield District High School Thos. A. Stewart Secondary School Mr. C. W. Burge Mr. I. A. Richardson

Norwood District High School Mr. J. W. Auckland

Peterborough County Board Public Schools

Queen Elizabeth Public School **Board of Education Centre** Mrs. F. E. Doyle Mr. D. McKnight Westmount Public School Edmison Heights Public School

Mr R Brown

Mr. D. Montgomery

Highland Heights Public School Mr. L. J. Edwards

Peterborough, Victoria, Roman Catholic S.S. Board.

St. Peter's High School St. Alabaneus School Mr. R. O'Rourke Sr F Gahagan St. Anne's School

Prescott and Russell County Board of Education

Mr. G. McKeiver

Hawkesbury District High School Plantagenet High School Mr. R. J. H. Blondin Mr. F. Lortie

Prince Edward County **Board of Education** Athol and South Marysburg Schools Mr. T. O'Halloran

Kente P. S. Queen Elizabeth P. S. Mr. A. Hill Mr. D. Baldwin

102 Associate Schools and Principals 1975-76

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

Mr. A. Hunt Mr. A. Hunt Holy Family School St. Patrick School Mr. B. Reitz Mr. R. Coleman

St. Mary's School

St. Paul School

Mr. P. Larouche

Ouinte Secondary School

Trenton High School

Mr. I. R. Sisson

Mr. B. A. Wright

Mr. J. Kent

Toniata Public School

Vanier Public School

Westminster Public School

Mr. A. H. Bates

Mr. G. Clark

Mr R H Warren

Odessa Public School

The Prince Charles P. S.

Mr. B. H. Reynolds

Westdale Park P. S.

Mr. L. L. Langdon

Mr. R. J. Cherry

Thousand Islands Secondary School

John XXIII School Mr. T. W. Clifford

Our Lady of Lourdes School St. Thomas More School Sr. J. Burns Mr. P. Kennedy

Regiopolis College Mr. F. Zarichny

Hastings County Board of Education Mr. W. Brooks H. R. Frink Outdoor Cente

Bayside Secondary School Moira Secondary School Mr. L. D. Read Mr. E. J. A. Shipton Relleville Collegiate Institute North Hastings High School Mr. R. Leach

and Vocational School Mr. J. A. Walker Centennial Secondary School Mr. W. R. MacKay

Centre Hastings District Secondary School Mr. R. Henderson

Hastings County Board of Education Public Schools

104 Associate Schools and Principals 1975-76

Leeds and Grenville County

Front of Yonge Elementary School

Sweet's Corners Elementary School

Board of Education Public

South Grenville District High School

Mr. G. H. I. Allen

Mr. Robert Lawn

Mrs. D. McDougall

Mr. J. W. Willard

Macdonald P. S.

Mr. R. Abrams

Mr. R. C. Leeson

County Roard

Bath Public School

of Education

Mr. D. F. Fisher

Lennox & Addington

Schools

Linklater P. S.

Harmony Public School Madoc Public School Mr. P. W. Gariepy Mr. J. L. Murphy Hillcrest Public School Parkdale Elementary School

King George Public School Prince Charles Public School Mr. W. D. Hamblen

Sir John A. Macdonald P. S.

Mr. I. E. Burns

Rideau Public School

Smiths Falls District

Collegiate Institute

Mr. G. W. Slinger

The Stewart Public School

Mr. A. G. L. Blanchard

Mr. W. I. Widenmaier

Associate Schools and Principals 1975-76 103

Queen Flizabeth P. S., Belleville Mr. R. C. A. Walmsley

Stirling Senior P. S. Queen Elizabeth P. S., Trentor Mr. B. D. Summers

Queen Mary Public School Mr. R. W. Caswell

Kapuskasing Board of Education Kapuskasing District High School **Eastview Public School** Mr. W. J. Peacock Mr. F. I. Yacula

Lanark County **Board of Education** Almonte & District High School Mr. D. Kilpatrick

Carleton Place High School Mr. C. J. M. Dawson

Chimo Senior Flementary School Mr. R. G. Stewart

Naismith Memorial Public School

Porth & District Collegiate Institute

Mr. J. H. D. Aikman Lanark, Leeds, Grenville County R. C. S. S. Board St. Mary's School Mr. G. Clark

Leeds & Grenville County **Board of Education** Athens High School Mr. H. Irving

Gananoque Secondary School Mr. C. W. Mumford

North Grenville District Mr. G. Lamacraft Rideau District High School Mr. M. Hutchison

High School

108 Associate Schools and Principals 1975-76

Renfrew County Board of Education Amprior District High School Mr. W. H. Sly

Champlain High School Madawaska Valley District Mr. R. I. Baxter High School

Dr. C. J. MacKenzie High School Mr. H. Moffatt

Eganville Public School Palmer Rapids Public School Mr. G. H. Barrington Mr. R. A. McKone

Fellowes High School Mr. R. Wilson

Mr. J. A. Goodfellow Highview Public School Walter Zadow Public School

Mr. R. A. Carmichael Mr. D. I. Fraser

Stormont, Dundas and Glengarry County Board of Education Charlottenburgh-Lancaster D. H. S. Mr. D. M. Shaw

North Dundas District High School Mr. D. W. McGahan

Cornwall Collegiate and Osnabruck High School Vocational School Mr. L. Gauley Mr. W. J. Roddy Seaway District High School

Ecole Secondaire La Citadelle Mlle, I. Seguin St. Lawrence High School Mr. R. L. Brisson General Vanier Secondary School

Mr. L. F. Deruchie Tagwi Secondary School Glengarry District High School Mr G Metivier Mr. P. T. Lloyd

Stormont, Dundas and Glengarry County Roard of Education Berwick Public School

Mr. B. A. Leightizer

Central P. S. Mr. D. Hickey Associate Schools and Principals 1975-76 109

Prince Edward Collegiate Institute

Mr. P. Burd

Chesterville P. S. Monkland District Public School Mr W G Barton Mr. D. Anderson

Inkerman P. S. Mr. S. Peters Mr. L. Berry J. S. Macdonald Public School

Mr. T. Green Maple Ridge Senior Elementary School Mr. W. MacMillan

Sudbury Board of Education Carl A Nesbitt P. S Mr. V. lamieson

Churchill Public School Mr. G. Bildson

Lansdowne Public School Mr. R. Wasylenki Mr. N. M. Bolander

LaSalle Secondary School Mr. I. C. Stolte

Mr. L. A. Yauk

Lockerby Composite School Mr. M. K. Lawson Timiskaming Board

of Education New Liskeard Secondary School Mr. E. C. Minchir

Timmins Board of Education Timmins High and Vocational School Mr. R. Sampson

Victoria County

Mr. J. L. Martin

Board of Education

Central Senior Public School Mr. R. J. Allen I. E. Weldon Secondary School King Albert Public School Mr. F. I. Wood Lindsay Collegiate and

Mr. S. W. Howard

Morrisburg P. S.

Rothwell P. S. Mr. S. E. Jeacle

Williamstown P. S.

Lo-Ellen Park Secondary School Mr. B. L. Elliott Nickel District Secondary School

Mr. J. H. Coghlan Prince Charles Public School

Sudbury Secondary School

Ernestown Secondary School Napanee District Secondary School Mr. D. E. Thompson

> North Addington Education Centre Mr. W. W. Rowsome

Northumberland & Newcastle County Board of Education Bowmanville High School Mr. E. W. Wolfe

Campbellford District High School Mr. J. A. Jackson Coburg District Collegiat

Institute East Mr. C. A. Hagen Cobourg District Collegiate Institute West Mr. I. I. Williams

Courtice Secondary School Mr. I. E. Speers East Northumberland

Mr. D. R. Gellatly

Secondary School Mr. B. M. Todd Port Hope High School Associate Schook and Principals 1975-76 105

Kirby Centennial School

Mr. I. C. Golder

Lord Elgin P. S.

Ms. M. Couch

Merwin Greer P. S.

M. I. Hobbs Senior P. S.

Murray Centennial P. S.

Mr. I. Watkins

Mr. E. S. Taylor

Newcastle P. S.

Mr. R. E. Munro

Newtonville P. S.

Orono P. S.

Mr. F. I. Veldhuis

Spring Valley P. S.

Mr. H. I. Moore

The Pines Senior

Mr. L. R. Bolton

Public School

Northumberland & Newcastle County Board of Education **Public Schools Bowmanville Senior Public School**

Mr. R. L. Moore Brighton P. S.

Mr. W. M. Pettingill Burnham Public School

Mr. J. J. Winkworth Camborne P. S. Mr. I. A. Harris

Central P. S. & Central Anner Mr. T. Turner

Courtice North P. S. Hampton Junior P. S.

Hastings P. S. Mr. H. Kiesekamp

Mr. G. H. McCleary

Kent P. S. Mr. A. L. Whitfield

Ottawa Board of Brookfield High School

Mr G W McMahon Canterbury High School Mr. A. Wotherspoor

Eicher Park High School Mr. G. M. Pettinger

Glebe Collegiate Institute Mr. I. R. King

High School of Commerce Mr. W. R. Squire

Highland Park High School

Mr. I. I. Gillespie

Parkview Public School Mr. C. D. Watson

Queen Victoria Public School Mr. J. E. Robinson

Scollard Hall North Bay College

Rev. P. Mackan

St. Lawrence College

Retraining Kingston

Mr. S. Winters

Private Boards

Albert College, Belleville, Ontario Mr. L. L. Shewfelt

Ashbury College, Rockliffe Mr. W. A. Joyce

Boyne River Natural Science School

Project DARE, Britt Mr. G. Cardwell

Advisory Committee 111

Minister's Representatives Mrs. A. Skillings Superintendent of Curriculum Services Ministry of Education Eastern Ontario Region Kingston, Ontario Mr. Eric G. Runacres Director of Education Hastings County Board of Education Belleville, Ontario Mr. C. G. Thomson Realtor Kingston, Ontario Dr. J. Bowers Teacher Education and Certification Branch Toronto, Ontario Mr. R. Doyle Mr. R. Doyle Superintendent of Schools Frontenac, Lennox & Addington Roman Catholic Separate School Board

University Representatives Dr. W. C. Lougheed Associate Dean (Arts) Faculty of Arts & Science Mrs. Beatrice Bryce Former Dean of Women and Member of the Department of English Queen's University Dr. A. M. Fox Head of Department of Spanish and Italian Queen's University Dr. G. A. Harrower Vice-Principal (Academic) Queen's University

Kingston, Ontario

Dr. Jean L Royce Registrar Emeritus Oueen's University

Representatives from: Onlario Secondary School Headmasters' Council Mr. John D. Linscott Principal Loyalist Collegiate and Vocational Institute Kingston, Ontario Ontario Association of Education Administrative Officials Mr. K. W. Tompkins Superintendent of Education Frontenac County Board of Education Kingston, Ontario Mr. E. J. Neville Superintendent of Separate Schools Hastings-Prince Edward County RCSS Board Belleville, Ontario Ontario Teachers' Federation Mr. John D. Linscott Principal Loyalist Collegiate and Vocational Institute Kingston, Ontario Mr. W. Robert Poile Principal Simcoe Island

Simcoe Island, Ontario Mr. Don Andrychuk LaSalle Secondary School

Kingston, Ontario

112 Advisory Committee

Faculty Board Representatives (Faculty of Education) Dr. W. R. Andrews Faculty of Education Queen's University Mr. W. Morris Faculty of Education Queen's University

Ex-Officio Members Secretary to Committee Miss Margaret Hooey Secretary of the Senate Queen's University Mr. Vernon S. Ready Faculty of Education Queen's University