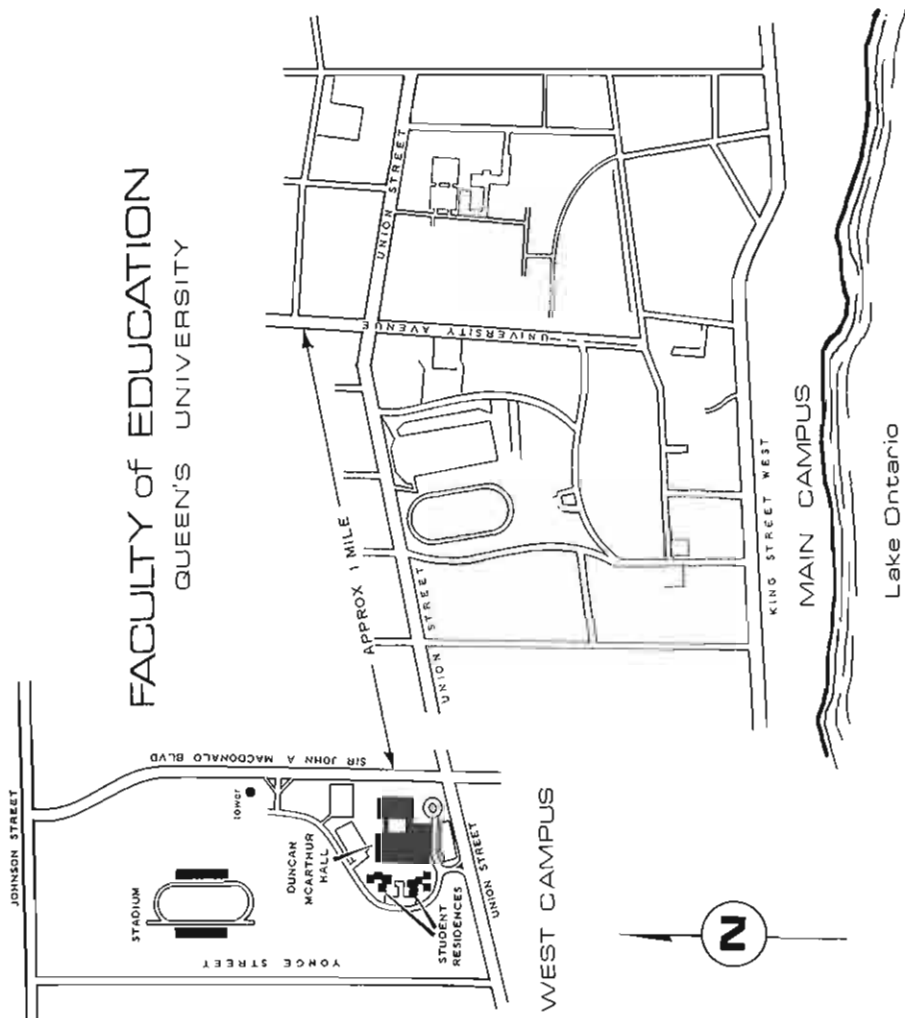


Queens University at Kingston **Faculty
of Education**
1973-74



**Faculty of Education
Calendar 1973-74**

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



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

Sessional Dates 1973-74

September 1973

- 4-7 Pre-session observation period
- 12 University Registration Day for M.ED. candidates
Faculty Registration begins for B.ED. candidates
10:00 a.m. to 12 noon – General meeting of all B.ED. candidates in the Auditorium of Duncan McArthur Hall
1:30 p.m. to 3:30 p.m. – Orientation Seminars for B.ED. candidates
- 13-14 Individual program timetabling and orientation meetings for B.ED. candidates
- 15 Alternate Registration Day for Graduate Students
- 17 First day of classes, Fall Term – B.ED. and M.ED.
- 18 11:00 a.m. to 3:30 p.m., University Registration of B.ED. candidates in Jock Hartly Arena

October 1973

- 8 Thanksgiving Day – no classes

December 1973

- 8 Last day of classes, Fall Term – M.ED.
- 14 Last day of classes, Fall Term – B.ED.

January 1974

- 7 First day of classes, Winter Term – B.ED. and M.ED.

April 1974

- 6 Last day of classes, Winter Term – M.ED.
- 12 Good Friday

May 1974

- 3 Last day of classes, Winter Term – B.ED.
- 10 Last day of Winter Term – B.ED.
- 24 Convocation – Faculty of Education – Bachelor of Education
- 25 Convocation – School of Graduate Studies and Research

NOTE The Winter Break is under study within the Faculty Board.

History of the University

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In 1972-73 Queen's University at Kingston served over 13,000 students for all of whom it had academic and administrative responsibility. Many of these, as in most universities, were part-time. The heart of the University was in the 8,500 full-time students and 700 faculty in the Faculties of Arts and Science, Medicine, Applied Science, Law, and Education; in the Schools of Business, Nursing, Physical and Health Education, and Rehabilitation

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



The Faculty of Education

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

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

Duncan McArthur Hall

The Faculty of Education is housed in an impressive educational complex known as Duncan McArthur Hall. This modern, well-equipped building provides the academic teaching facilities, the supporting services, the administrative offices, a student social centre and coeducational halls of residence, all under one roof. The various teaching areas are linked by closed circuit television. A production studio and several micro teaching studios are included in the central television services. The well-appointed library has been designed as an educational resource centre with facilities for the use of non book materials as well as an up to date educational library of books and periodicals. Associated with the library is an excellent media resource and service area where students may learn to use and to make supporting media materials. An acoustically superb theatre-auditorium provides a setting for large group lectures, concerts, and dramatic productions. The complex includes its own gymnasias for teaching as well as for recreation, for both day and resident students. Modern labs, an observation studio, a language laboratory, drama studios, technical shops, and special

workrooms for most subjects round out the teaching facilities.

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

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

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

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

Information concerning University Residences as well as application forms can be obtained from the Director of Residences, Leonard Hall, Queen's University, Kingston. Married students should contact the Housing and Property Management Office, Clark Hall, Queen's University, Kingston, Ontario.

Administrative Staff – 1972-73

Dean

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

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

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

Registrar

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

Assistant Registrar

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

Co-ordinator of Clinical and Field Studies

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

Co-ordinator of Continuing Education

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

Co-ordinator of Graduate Studies and Research

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

Co-ordinator of Media Services

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

Co-ordinator of Student Teaching

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

Co-ordinator of Technical Education

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

Chief Librarian

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

Senior Librarians

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

General Librarian

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

Administrative Assistant

F. K. Hooper, C.D.

Faculty 1972-73

Allen, H. A. J., B.Sc., M.A.(Toronto), Ph.D.(Waterloo)

Assistant Professor – Mathematics

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

Assistant Professor – Contemporary Issues and Human Problems

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

Associate Professor – Psychology, and Guidance and Counselling.

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

Professor, Co-ordinator of Continuing Education

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

Professor – Education Administration, Assistant Co-ordinator of Graduate Studies and Research

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

Associate Professor – Elementary Education

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

Associate Professor – Guidance and Counselling (Chairman)

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

Lecturer – Clinical and Field Studies

Boyd, J. L., B.Sc., B.A.(Queen's)

Part-time Lecturer – Mathematics

Brickett, G.

Lecturer – Elementary Education

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

Assistant Professor – Computer Studies

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

Assistant Professor – Educational Technology

Carbonell, J., B.A.(Oxford), M.A.(Syracuse)

Assistant Professor – Philosophy

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

Assistant Professor – English

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

Professor, Co-ordinator of Graduate Studies and Research

Dunbar, R., B.A.(Otterbein), M.S.(Syracuse)

Lecturer – Educational Technology

- Eastabrook, J. H. G., B.A., M.A. (Western)
Sessional Lecturer – Sociology
- 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
- Gaskell, J., B.A. (Swarthmore College, Pennsylvania)
Lecturer – Sociology
- Grime, A. R., B.A. (Manchester), M.Ed. (Toronto)
Associate Professor – Geography
- Hambly, M. S., B.A., M.Ed. (Toronto)
Associate Professor – Classics, Latin and Classical Studies
- Harrison, R. G., B.A., M.A. (Dublin), B.Ed. (Toronto)
Professor – English and Man in Society (Psychology and Sociology) (on leave 1972-73)
- Hennessy, P. H., B.A. (Queen's)
Professor, Co-ordinator of Student Teaching
- Heyes, B., B.A. (McMaster)
Lecturer – Man in Society
- Hills, G. L. C., B.Ed., M.Ed. (Alberta)
Assistant Professor – Philosophy
- Holomego, H., B.A., B.P.H.E. (Queen's), M.A. (Western)
Associate Professor – Physical and Health Education
- Horwood, R. H., B.A., M.Sc. (Queen's)
Associate Professor – Biology
- Howard, F., B.A. (Ottawa)
Associate Professor – French
- Hoxter, L., B.S., M.Ed. (Temple), Ph.D. (Alberta)
Associate Professor – Psychology, (Chairman)
- Johnston, C. F., B.A., B.Ed. (Toronto), M.A. (Syracuse)
Associate Professor – Educational Technology, Co-ordinator of Media Services
- Jones, L., B.A. (Queen's)
Lecturer – History
- Keeton, A., B.A. (Sheffield), M.A. Ph.D. (Toronto)
Assistant Professor – Psychology
- Kellway, J., B.A. (Bristol)
Part-time Lecturer – English
- Kemp, D. E., B.A. (Queen's), L.U.T.D. (London), L.U.D.D.A. (Central School of Speech and Drama), L.T.C.L. (Trinity College, London)
Associate Professor – Drama and Theatre Arts, (Chairman)
- Kemp, J., B.A. (Mount Allison)
Lecturer – Elementary Education
- King, A. J. C., B.P.E. (British Columbia), M.Sc. (U.C.L.A.), Ed.D. (Toronto)
Professor – Sociology
- 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
- Latham, R. O. M., B.A. (Western Australia), M.A.C.E., Ph.D. (Alberta)
Associate Professor – Reading Education
- Loken, J. O., B.Ed. (Alberta), M.Ed. (Calgary), Ph.D. (Alberta)
Assistant Professor – Sociology
- Loney, D. E., B.Sc. (Queen's)
Professor, Co-ordinator of Technical Education
- Mallea, J. R., D.A.S.E. (Manchester), M.S. (Oregon), Ph.D. (Columbia)
Associate Professor – History and Comparative Education
- Mandell, A. L., B.A. (Queen's), B.Litt. (Glasgow)
Assistant Professor – Philosophy (Chairman)
- Massey, D. A., M.A. (Cambridge), M.A.T. (Yale)
Associate Professor – French and German, (Chairman of Classical and Modern Languages)
- Mellor, W. J., B.A., B.P.H.E. (Queen's), M.S. (Oregon)
Associate Professor – Physical and Health Education
- Moeller, V. E., B.S., M.S. (Northern Illinois), Ed.D. (Wyoming)
Associate Professor – Psychology, Guidance and Counselling
- Moore, L. A., B.A. (Western), M.A.L.S. (Michigan)
Assistant Professor – School Librarianship
- Mulawka, E. J., B.A. (Windsor), M.Ed., Ph.D. (Wayne State)
Assistant Professor – Sociology
- Munby, A. H., B.Sc. (St. Andrews), M.A., Ph.D. (Toronto)
Assistant Professor – Curriculum
- O'Driscoll, D. C., B.A. (London), B.Ed., M.Ed. (Alberta)
Assistant Professor – Comparative Education and History of Education
- O'Farrell, L., B.A. (Queen's), Graduate of National Theatre School of Canada
Sessional Lecturer – Drama
- Oikle, H. B., B.A. (Queen's)
Registrar
- Olson, J. K., B.A., B.Sc. (Queen's), M.Ed. (Toronto)
Assistant Professor – Science
- Orr, A. A., M.A. (Glasgow)
Professor, Associate Co-ordinator of Student Teaching
- Peruniak, W. S., B.A. (Queen's)
Professor, Associate Dean, Co-ordinator of B.Ed. Program
- Pethick, J., B.A., B.Paed. (Manitoba), A.L.A.
Senior Librarian
- Pieh, R. J., B.Sc. (Wisconsin), M.Sc. (California)
Professor, Co-ordinator of Clinical and Field Studies
- Pratt, D., B.A., M.A. (Oxford), M.A., Ph.D. (Toronto)
Associate Professor – History and Curriculum Theory
- Ready, V. S., B.A. (Queen's)
Professor, Dean of Faculty

- Ripley, R. D., B.A.(McMaster), M.Ed.(Toronto)
Associate Professor – Elementary Education
- Robertson, A., B.A., B.P.H.E.(Queen's), M.A.(University of the Pacific, California)
Assistant Professor – Health Education
- Russell, J., Jordanhill College of Education, graduate course in Clinical Psychology(Glasgow)
Assistant Professor – Psychology
- Salter, H., B.A.(York)
Lecturer – Technical Education
- Schulz, W. E., B.A.(Winnipeg), B.Ed.(Manitoba), M.Ed., Ph.D.(Wyoming)
Assistant Professor – Guidance and Counselling
- Sharples, B., B.Sc.(Birmingham), M.Ed.(Calgary), Ph.D.(Alberta)
Assistant Professor – Educational Administration
- Smith, D. C. M., A.R.C.T., Mus.Bac., M.M.(Toronto)
Associate Professor – Cross-Appointment, Music and Arts and Science (Music)
- Smith, H. A., B.Sc.(New Brunswick), M.A., Ph.D.(Toronto)
Assistant Professor – Psychology
- Southall, G. A., B.A., B.D.(Queen's), M.A., Ph.D.(Syracuse)
Assistant Professor – Cross-appointment, Educational Technology and Medicine(Instructional Communications).
- Stowbridge, B., B.A.(Queen's), B.L.S.(British Columbia)
General Librarian
- Talesnick, I., B.A., M.A.(Toronto)
Associate Professor – Chemistry
- Thompson, L., B.A.(Toronto), M.A.(Rochester)
Associate Professor – English(Chairman)
- Thumm, W., B.A., B.Ed.(British Columbia), B.Sc.(Sir George Williams), M.A.T.(Colorado College)
Professor – Cross-appointment, Physics and Medicine(Diagnostic Radiology)
- Turner, R. B., B.A.(Toronto)
Assistant Professor – English
- Unrau, E.
Research Officer – Technical Education
- Watson, P. H., B.A.(Toronto), M.A.(Acadia)
Associate Professor – History, Economics and Political Studies(Chairman)
- Wilson, L., B.A.(Toronto)
Lecturer – Drama and Theatre Arts
- Wilson, R. J., B.Ed.(British Columbia), M.Ed., Ph.D.(Washington)
Assistant Professor – Measurement and Evaluation
- Wright, G., B.A.(Saskatchewan), B.L.S.(Toronto)
Chief Librarian

The Bachelor of Education Program

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

Our Commitments

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

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

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

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

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

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

Principles of Organization

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

A Person-Centred Process

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

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

Individual Study Plans

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

Continuous Assessment Policy

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

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

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

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

Admission Information

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

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

These are explained below.

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

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

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

Applicants and potential applicants are welcome to visit Duncan McArthur Hall 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.

Explanations for Regular Candidates**1 Birth Certificate**

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

2 Personal Statement

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

3 References

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

It is assumed that most applicants would be ready to provide for references in this way, but this requirement may be replaced by an interview requested by the applicant. Such requests should be addressed to the Registrar in writing as soon as possible. Normally these requests will be met by interviews conducted by professors and students at Duncan McArthur Hall and at a few other suitable Ontario centres during a specified period between February 15 and March 15, 1973.

4 Academic Transcripts

A regular applicant must have been awarded, by September 1, 1973, a Bachelor of Arts, Bachelor of Science, Bachelor of Physical and Health Education, Bachelor of Commerce or other acceptable university degree which has been approved by the Registrar as to admission requirements and as to content.

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

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

A Bachelor of Education candidate for the Interim High School Assistant's Certificate shall choose any *two* of the following teaching options which will be offered in the 1973-74 academic session.

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

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

*Information concerning the Technical Education Program can be found on page 69.

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

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

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

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

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

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

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.

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 Oral Competence

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

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

Certification

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

b Endorsement of the High School Assistant's Certificate Type B is possible under the following conditions:

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

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

c *Requirements for Type A Certification*

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

The new requirements are as follows:

1 Where the dean of a college or faculty of education at an Ontario university reports to the Deputy Minister that a candidate,

a has complied with admission requirements;

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

i that requires four years of university study, or the equivalent thereof, beyond Grade 13, to a total of at least sixty university credits, and

ii in which the candidate has obtained at least second class or equivalent standing in each of one or two specialist fields including, in the case of two specialist fields, at least forty-two university credits with not fewer than eighteen university credits in each of the specialist fields or, in the case of one specialist field, at least twenty-seven university credits; and

c has successfully completed a program of teacher education leading to an interim High School Assistant's Certificate, Type A,

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

2 The specialist fields referred to above, and listed in alphabetical order, are as follows: Agriculture, Anglais, 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, Spanish.

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

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

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

The Faculty of Education Point System

Our Point System is designed to implement the double objectives of

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

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

Five Main Areas

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

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

PROGRAM SUMMARY

I Educational Foundations

1 Professional Issues in Contemporary Education

2 Two of the following:

Comparative and International Education
 Contemporary Issues and Human Problems
 Educational Psychology
 History of Education
 Philosophy of Education
 Sociology of Education

II Curriculum and Instruction

Two of the following:

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

III Observation and Student Teaching

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

IV Clinical and Field Studies

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

V Supporting or Related Studies

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

Academic Standards in the B.Ed. Program

1 To gain credit for any course or component of the B.ED. program, a student must achieve a grade of at least 50 per cent.

2 In order to be recommended for the B.ED. degree or any certificate awarded in the B.ED. program, a student must achieve a weighted average of at least 65 per cent and Pass standing in Practice Teaching.

3 The weighted average is computed by forming the product of the percentage except Practice Teaching mark obtained in each course and the points for the course, summing all the products and dividing the sum by the total of the points for the courses involved.

4 When a student takes more than the required number of courses, his weighted average shall be computed for his best scores in courses constituting the requirements.

5 Where "pass-fail" grades are submitted by instructors, a *pass* shall be given a score of 70, and a *fail* a score of 35. Where letter grades are submitted, scores to be used in computing weighted averages shall be assigned as follows: A=87, B=72, C=57, E=42, F=27. It is understood that the instructors may report grades in any of three ways: namely (a) Pass-fail; (b) Letter grade; (c) Numerical form on a percentage scale. Instructors may also give the grade *Incomplete*. Where the course involved is a required course, this grade delays the calculation of a final weighted average for the student until a final grade is submitted.

6 The Faculty Board may, at its discretion, grant supplemental privileges to students who fail in only one course, or who achieve a weighted average of 57 to 64, or both. The nature of the supplemental privileges in any given case shall be determined by the Faculty Board. When the candidate has fulfilled the conditions set by the Board, his status shall be reviewed by the Board.

7 Instructors shall communicate to the Registrar interim or final grades for students by January 10 each year. As soon as possible after that date, each student shall be advised of his interim weighted average. Counselling will be provided for students whose standing is in jeopardy.

8 Policy regarding academic standards rests, under Faculty Board, with the Academic Curriculum and Standards Committee. Implementation of policies in this area shall rest with the Office of the Coordinator of the B.ED. Program.

Elementary Education Pilot Project (Experimental Project)

The Elementary Education Pilot Project is an experimental program which had its inception in September, 1972 and is projected to continue with modification in 1973-4. Candidates who choose Elementary Education as a first option and who elect to participate will be accepted into the program.

The overall objectives of the program are to integrate more effectively existing program components (foundations, issues, student teaching, field studies, short courses), to establish the focus on the elementary field, to develop an experience-based program

by utilizing the facilities of local co-operating elementary schools and to explore the concept of individualization.

In 1972-3 students electing to participate in the pilot project selected a core involving a panel of instructors who co-ordinated the program:

Educational Psychology
Contemporary Issues and Human Problems
Elementary Education

In Addition students selected:

Educational Media
Developmental Reading
plus one additional short course

The balance of the program included:

Professional Issues
Student Teaching in Co-operating Associate Schools
Clinical and Field Studies
and a Secondary Teaching option (History, French, etc.)

The program for 1973-4 will be similar to the above but will be modified in the light of evaluation by instructors, students and co-operating schools.

In all likelihood the core will include additional courses in educational foundations as an option to Psychology or Contemporary Issues and Human Problems.

A more complete description of the program, 1973-4 will be available through the Registrar's office by the end of May when evaluation of this year's experiment has been concluded.

Science Education Program (Experimental Project)

The Science Education Program is an experimental program operating in 1972-3 and projected to continue, with modification in 1973-4. Students who choose any two Curriculum and Instruction Options from Biology (28.303, 28.304) Chemistry (28.305, 28.306) and General Science (28.328) may participate in the full program. Interested students who select *one* of those options plus *Physics* may be accommodated partially within the program.

The main aims of the Science Education Program are to increase the coherence of several program components and to reduce unnecessary repetition between related courses.

The coherence is increased by having students take most of their course work from a panel of instructors who meet regularly to co-ordinate their various courses and to plan joint presentations. Redundancy is controlled through increased instructor communication and through panel presentations. In addition, students come to have very close personal and professional interactions with instructors and each other.

In 1972-73, the program included the following courses:

Professional Issues (28.400) as in the regular program
Educational Philosophy (components from 28.446, 28.444, 28.441)
(2 units)

Educational Psychology (28.461)

two of

Curriculum and Instruction in Biology (28.303, 28.304)
Curriculum and Instruction in Chemistry (28.305, 28.306)
Curriculum and Instruction in General Science (28.328)

Student Teaching (28.160) as in the regular program
Clinical and Field Studies (28.170) in the regular program

The following Short Courses were taken in full:

Educational Media (28.248)
Developing Units of Instruction (28.249)

Components were offered from other Short Courses including:

Scientific Glassblowing (28.230)
Credibility in Science Teaching (28.220)
Open Country Exploration (28.206)
Legal Aspects of Teaching (28.240)
Sociology of Liberation (28.231)
Computers in Education (28.244)

The precise program for 1973-74 could not be organized at the time of calendar preparation. It will probably include at least one other course in Educational Foundations as an option to Philosophy or Psychology. The Short Course component may also be modified in the light of the experience with the program in 1972-73.

Interested applicants should seek current information through the Office of the Registrar, the Faculty of Education.

Courses of Study

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

1 Properly regarded, the several studies comprising Educational

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

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

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

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

5 Students with a strong background (15 credits minimum) in any of the Foundations disciplines will be allowed to choose a minimum of 25 points in this area (instead of the standard 40), and to select the additional 15 points from other areas of the program.

28.400 Professional Issues in Contemporary Education

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

The organization of this experimental course is somewhat flexible. Normally it takes the form of a series of weekly forums, with provision for discussion, often in small groups. The forums feature a guest speaker, or a panel or whatever else is appropriate to the subject under consideration.

Many students and members of faculty give assistance to the course and its coordinator.

R. M. Freeman

OFFERINGS IN CONTEMPORARY AND INTERNATIONAL EDUCATION.

The following units are offered in Contemporary and International Education. There are no pre-requisites for any of these. Each unit will be one term in length and any two units will constitute a Foundations credit. Any unit not taken as part of a Foundations credit in contemporary and international education may be taken for credit in the area of Supporting or Related Studies.

28.414* Contemporary Education in North Atlantic Countries

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

D. C. O'Driscoll

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 programmes, continuing education, community participation and manpower allocation will be among the features examined. (Winter Term)

D. C. O'Driscoll

28.416* Education and National Development

The significance of education in promoting or inhibiting social change will be considered, with particular reference to problems of emerging nations. Various strategies for educational reform, including international borrowing, the adaptation of colonial models to meet national needs, and those proposals for a radical de-institutionalization of 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 Educational Selection (Japan). This is a half-course and is offered in Fall and Winter terms.

J. R. Mallea

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 reading skills, English as a second language, school – family values, and parent-teacher relationships will be considered. This is a half-course and is offered in Fall and Winter terms.

J. R. Mallea

28.421 Contemporary Issues and Human Problems

In this flexible course the opportunity is provided for examination of a wide variety of issues and problems of special interest to teachers. Topics to be explored might include: youth culture, self awareness, the integrity of the teacher, alternatives in education, status of women, Canadian Indians, etc. Basic to this exploration will be the views of Rollo May, Erich Fromm, Martin Buber, Victor Frankl, T. Roszak, and others. It is assumed in this course that the students will play an active part in choosing the topics and structuring their own educational experience.

R. M. Freeman, G. G. Ambury

OFFERINGS IN HISTORY OF EDUCATION

The following units are offered in History of Education. There are no pre-requisites for any of these. Each unit will be one term in length and any two units will constitute a Foundations credit. Any unit not taken as part of a Foundations credit in history of education may be taken for credit in the area of Supporting or Related Studies.

28.432* The Separate Schools of Ontario

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

D. C. O'Driscoll

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. This is a half-course and is offered in Fall and Winter terms.

J. R. Mallea

Offerings in Philosophy of Education

The following nine units are offered in philosophy of education. There are no pre-requisites for any of these. Each unit will be one term in length, and any two units will constitute a Foundations credit. Any unit not taken as part of a Foundations credit in philosophy of education may be taken for credit in the area of Supporting or Related Studies.

28.441* Grading and Evaluation

This course will consider theories and procedures for evaluation. Topics will include the problems involved in the identification and specification of criteria, testing and judging the "object" to be valued, and justifying evaluative standards. Theoretical insights will be applied to problems facing classroom teachers. The advantages and disadvantages of alternative grading systems e.g. Numerical Grading, Letter Grading, Two-value Grading and Anecdotal Reporting will be examined. The relation between systems of grading and various instruments of evaluation including tests of: academic achievement, aptitude and personal-social adjustment will be investigated. The course will be sufficiently flexible that individual students may develop applications relevant to their own special concerns with teaching and learning.

G. L. Hills

28.442* Ethics and Education

This course will identify ways in which value issues arise in education, and show how they can be handled. Some questions covered will be: Should the curriculum include value-laden topics concerning morality, politics, education, religion, etc.? What is indoctrination? Is a teacher responsible for the curriculum he is expected to teach? These and other matters will be dealt with in the light of a review of work in philosophy and ethics concerned with the nature of questions, definitions and value – judgements, and philosophical theories such as Relativism and Subjectivism. One aim of the course is to convince participants that value issues must be fully and openly discussed by teachers, and to provide advice about doing this.

J. Carbonell

28.443* Literary Theory

Representative aesthetic and critical theories of literature will be considered. The course is intended to assist prospective teachers of English to understand more fully the variety of approaches one

might attempt in considering a literary work and to help them develop some skill in adapting general theories to particular works under consideration.

A. L. Mandell

28.444* The Logic of Mathematical Reasoning

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

G. L. C. Hills

28.445* Planning Teaching Strategy

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

Staff

28.446* Principles of Scientific Enquiry

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

G. L. C. Hills

28.447* Problems in History and Social Science

This course will deal with the theoretical foundations, the objectives and the methods of History and the Social Sciences.

Alternative and competing theories will be examined and their practical implications will be considered from the point of view of the teacher of History or Social Science.

A. L. Mandell

28.448* Religion and Education

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

Staff

28.449* The Revolution

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

A. L. Mandell

28.450* Language Theory for Language Teachers

This course will be a condensed introduction to theoretical linguistics, the philosophy of language, psycholinguistics and applied linguistics. It will review questions about language of interest to teachers of English, French and the languages, and will stress the practical applications of work that has been done. Field experience may be available as part of the course.

J. Carbonell

28.451* 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

34 Courses of Study

28.459 Philosophy of Education for Science Teachers

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 the significance of these theories for teaching physical and biological sciences. Topics to be discussed in the first term include the following: the connexion between scientific investigation and scientific explanation, the relation of scientific to non-scientific explanation, the nature and role of concepts, theories, laws, and models in scientific explanation. In the second term, topics in the philosophy of education will be investigated in accordance with the interests of the class. The significance of these matters for the formulation of educational objectives and the selection of classroom procedures will be explored. This is a full course for students in the Science Education Program.

G. L. C. Hills

28.461 Introduction to Educational Psychology

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

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

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

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

L. Hoxter

28.481 Sociology of Education for Secondary School Teachers

The major emphasis in this course will be given to the dynamics of interaction within the classroom setting. Disciplinary practices and teaching methods will be analyzed. The impact of adolescent subcultures, social class, ethnicity and other social forces influencing

education will also be studied within this context. Some time will be spent on innovative practices in the schools and the essential characteristics of the Ontario educational system.

A. J. C. King

28.482 Sociology in Pre- and Elementary School Education

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

J. H. G. Eastabrook

28.483 Sociology of Education for School Counsellors

This course has been designed as a support course for students enrolled in the guidance curriculum option. Operational aspects of the secondary school system will be examined including: timetabling procedures, house systems, credit system, unstructured time and the evaluation of student achievement. The influence of social class, ethnicity, and religion on the academic and social adjustment of children in schools will be considered. Roles of school counsellors, teachers, students, and administrators will be viewed from various perspectives and the areas of conflict and accord analyzed.

A. J. C. King

28.484 Sociology of Deviant Behaviour in the Schools

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

J. O. Loken

28.485 The Sociology of Human Development

This course is designed to examine other societies and how they socialize their children so that there is societal continuity and so that everyone fits into the social structure. The course examines phenomena such as intergenerational conflict and how such conflicts are minimized; personality types which are frequently common to specific societies; the methods of teaching children as

those methods are designed to meet the needs of that particular society, and so on.

Since there are over 4000 known cultures, a sampling of a variety of cultures will be examined so that a representative sample of human socialization will have been discussed. While the course will deal with some technologically advanced urban societies, the main thrust of the study will be agrarian and primitive societies. Whatever the society, nevertheless, an attempt will be made to relate those findings to the contemporary Canada.

While some sociological or anthropological background is not necessary, some previous training in these areas would be helpful.

E. J. Mulawka

28.486 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.

J. Gaskell

28.487 Sociology of the Family

The Modern Family: The major Thrust of this course will be towards a comprehension of the changing structure of the family in contemporary technological society.

The course will examine the changing values of parents and children and how these changes affect relationships and familial roles. Various family structures, including traditional, single parent, and group or common-law marriages will be discussed.

Rearing Children: Because the structure of the family and its traditional values are undergoing significant changes, child rearing practices in the home are being dramatically affected. An examination of traditional child socialization practices will be discussed with emphasis on the relationship between parent and child as influenced by changing value systems. The role of the educators will be discussed as relating to these changes.

E. J. Mulawka

28.488 Sociology of Physical Education and Leisure Activities

Description A combination field-lecture-seminar course based on an investigation of the implications of increased leisure time. Both inside and outside the school perspectives will be used. Sport, recreation and the use of "freed" time in general will be discussed. Student needs and societal expectations for physical education activities will be examined in light of current trends in (1) forms of peer and youth-adult or student-teacher interpersonal relation-

ships; (2) types of educational organization; (3) the nature of school-community interaction. Opportunity will be provided for students to identify specific needs in the school community and to develop and test appropriate models or programmes in the field.

This foundation option is structured in such a way that the students' curricular activities and projects can be closely coordinated with its requirements. As well, it is integrated with clinical and field studies.

Rationale Currently Type B physical education and health people, unlike their Type A counterparts, have little or no experience in Sociology, particularly as it relates to their field. Because of increased enrolments the physical education subject area personnel find it difficult to meet this group's needs. The above course is intended to do this.

As well, a final feature of the course is that it begins with the concrete world rather than with an abstract conceptualization of reality, hopefully meeting two of the criticisms by certain of our current students re the existing pattern.

J. H. G. Eastabrook R. Pieh

28.495 Learning in Schools (Experimental Project)

This course will examine what is learned in schools from the point of view of psychology, philosophy and sociology. It will ask what children actually do learn in schools, how they learn it, and whether it is useful to learn it. The assumption of the course is that what students learn is not necessarily what teachers think they are teaching. They learn a much broader range of social skills and attitudes than teachers are usually aware of.

J. Carbonell, J. Gaskell, J. Russell

II Curriculum and Instruction

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

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

15 Points each

Minimum Requirements 30 Points

1 From the subjects listed under Curriculum and Instruction, candidates will select two options which will constitute their fields

of teaching specialization. A third curriculum option may be selected if the applicant meets the condition of section 5 on page 28.

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

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

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

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

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

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

28.301 Art (Type A)

28.302 Art (Type B)

A course concerned with the theory and practice of Art in education. The candidate will strive for competence in basic classroom skills and classroom management and for the development of curriculum units. Type A candidates will have additional time to become familiar with overall school art programs and the art department.

Staff

28.303 Biology (Type A)

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

R. H. Horwood

28.304 Biology (Type B)

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

R. H. Horwood

28.305 Chemistry (Type A)

28.306 Chemistry (Type B)

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

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

I. Talesnick

28.310 Creative Technology

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

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

D. Loney, H. Salter

28.313 Economics (Type A)

28.314 Economics (Type B)

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

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

P. H. Watson

28.316 Elementary Education

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

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

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

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

J. C. Bailey, R. Ripley, J. Kemp, G. Brickett

28.317 English (Type A)

28.318 English (Type B)

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

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

28.321 French (Type A)

28.322 French (Type B)

The goals of the course are:

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

D. Massey, F. Howard

28.323 Geography (Type A)

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

In addition to the requirements outlined in the type B course (28.324), Type A candidates 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, 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 (i) seminar participation (ii) long-term project. In arriving at a candidate's final standing, the results of course 28.323 and course 28.324 will be combined.

A. R. Grime

28.324 Geography (Type B)

The course 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. Other source materials will be examined as time will allow.

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. In addition, candidates will be required to participate in micro-teaching practice, in teaching visiting classes of elementary school pupils, and in such other teaching situations as may be deemed advisable. The evaluation of candidates will be made on a continuing basis with equal weight being given to each of the following areas of performance:

(i) regular assignments (ii) January test (iii) April test (iv) teaching and participation (v) curriculum unit.

A. R. Grime

28.328 General Science (Type B)

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

J. K. Olson

28.329 German (Type A)

28.330 German (Type B)

The goals of the course are:

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

D. Massey

28.334 Guidance

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

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

M. Balanchuk, W. Schulz, R. Andrews, V. Moeller

28.335 History/Social Science (Type A)

28.336 History/Social Science (Type B)

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

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

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

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

P. H. Watson

28.339 Latin and Classical Studies (Type A)

28.340 Latin and Classical Studies (Type B)

This course deals with the study of Latin Literature and Grammar. Type A and Type B candidates take Classes together, but Type A students are expected to lead seminars and to help others in organizing school programs or projects.

The goals of the professor for the course are four-fold: to provide a review of critical points in Latin grammar; to demonstrate various methods of presenting Latin Literature as literature; to demonstrate educational media techniques as applied to teaching Latin; and to provide an opportunity for warm and challenging interpersonal relationships.

Demonstration Teaching involves grammar at all levels; authors, both prose and poetry, and Sight; free composition technique; 6 methods of taking up Latin to English sentences and vice versa; use of illustrative vocabulary, derivatives and essays; use of the 6 spectrum styles of teaching. Four weeks are devoted to a study of introductory Greek; six weeks are spent on a study of 16 different courses in Classical studies in Canada, the United States, and Great Britain.

Guest lecturers include several from Queen's University. There is active participation in all the activities of the Queen's Classics Club. The regional consultant of the Ministry of Education also makes several presentations.

"Latin for Canadian Schools: A new Approach" is used as the standard text; lessons are also demonstrated from: Our Latin Legacy; Lingua Latina; Artes Latinae, the Philadelphia Experiment, and Cambridge Project. Teachers skilled in using these techniques demonstrate and discuss them. Special attention is given to the inter-disciplinary approach with English, Theatre Arts, Man in Society and History.

Aspects of the psychology of teaching a foreign language are considered as well as the importance of the pupil-teacher relationship.

The candidates are evaluated twice while they are practice-teaching. Evaluation of the entire course by the candidates on a tape, without Mrs. Hambly being present, conclude the course.

All students, whether in Type A or Type B, are urged to take the short course in Educational Media (28.248) as well as a course for "outside" activities, e.g. Open Country Explorations (28.206), Drama in Education (28.205), or the Sound of Poetry (28.213).

M. S. Hambly

**28.341 Man in Society
(Psychology and Sociology) (Type A)**

**28.342 Man in Society
(Psychology and Sociology) (Type B)**

Academic Prerequisites: Psychology and/or Sociology

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

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

R. G. Harrison

28.343 Mathematics (Type A)

28.344 Mathematics (Type B)

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

H. A. J. Allen

28.345 Music (Type A)

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

The goals for this program of study are:

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

Students will be able to take advantage of opportunities for performance and study in Queen's department of Music while pursuing their professional training at the Faculty of Education as music specialists in elementary and secondary schools.

D. C. M. Smith

28.346 Music (Type B)

This course is for the student who has attained a good standard of performance through private study (approx. Grade 8 R.C.M. level), has participated in a school music program, and has taken some music courses at the university level.

The core of (music) study will be courses in music education offered by the Queen's Music department as well as preparation at the Faculty of Education for teaching practice in music.

Graduates of this course may assist the secondary school music program in teaching and with extra-curricular music activities. In elementary schools the Type B music teacher will be well prepared to teach general classroom music and be a valuable resource person. Upon successful completion of the program he will receive a Ministry of Education Intermediate Certificate, part I in Vocal or Instrumental music.

D. C. M. Smith

28.347 Physical and Health Education (Men) – (Type A)

28.348 Physical and Health Education (Men) – (Type B)

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

1 Physical Education

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

2 Health Education

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

if the health candidate took educational media, as a short course the first term.

Additional Type A Areas

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

Additional Type B Areas

- 1 Foundations** an introduction to the basic principles of exercise. This section of the course will include an appraisal of personal fitness and a study of various fitness parameters.
- 2 Physical Skills Improvement** each candidate will have the opportunity to attend extra sessions where he will receive help in improving his skill level in various activities.
- 3 Coaching** an extensive unit on the principles and philosophy of coaching the high school athlete will be offered.
- 4 Intramurals** a variety of existing intramurals will be analyzed and an opportunity to build your own program will be given.

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

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

W. J. Mellor, A. Robertson

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

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

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

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

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

Type A Additional Work

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

Type B Additional Work

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

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

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

H. Holomego, A. Robertson

28.351 Physics (Type A)

In addition to the same basics as in the Type B program (28.352) this course will include the consideration of topics in the *history of physics*. As well as directed reading this component of the course will involve weekly presentations by students to their colleagues.

W. Thumm

28.352 Physics (Type B)

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

More practical topics of concern will include principles of lesson preparation, methods of classroom presentation, demonstration experiments, and evaluation procedures. Each student will be expected to present one or more "mini-lessons" on a topic in physics to his colleagues.

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

W. Thumm

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

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

the program to have a good grasp of a) the philosophy of political science and b) the principles of curriculum development. To this end candidates are strongly recommended to take 28.447*, Problems in History and Social Science and 28.215, Systematic Curriculum Design as part of their program.

P. H. Watson

28.362 School Librarianship

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

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

28.367 Technical Subjects (Type A)

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

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

D. Loney, H. Salter

28.368 Technical Subjects (Type B)

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

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

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

D. Loney, H. Salter

28.372 Theatre Arts

A course concerned with the theory and practice of drama in education. Students will explore the imaginative use of voice, movement, light, sound and costume through improvisation and group project work leading to an understanding of the nature of the theatrical experience. Opportunity is given for involvement with chil-

dren's theatre, theatrical presentations for high schools and individual and group community drama projects.

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

III Student Teaching

28.160 Pre-session Observation in Schools Controlled Clinical Experiences Student Teaching in Area Schools

40 points 8-10 weeks

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

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

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

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

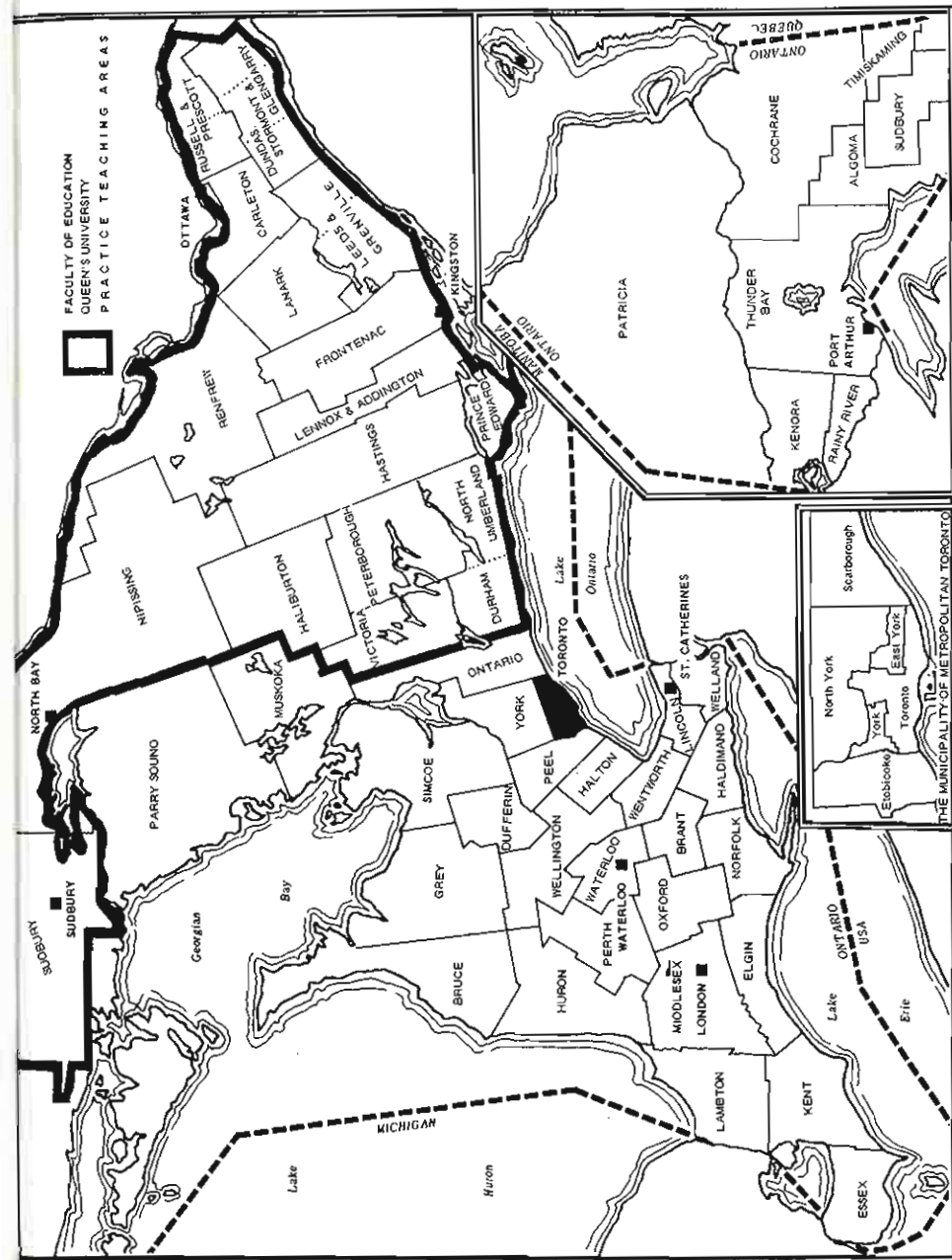
Microteaching, tutoring, small group interaction, counselling, demonstration teaching, and various simulations suggest the range of possibilities in the clinical phase. Classes of neighbourhood pupils will be located in McArthur Hall for these activities.

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

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

5 All students may be expected to do practice teaching in places up to 200 miles from Kingston and should be prepared in this regard for additional personal expenditures approximating \$100. All assignments for practice teaching are finally determined by the Coordinator of Student Teaching.

P. H. Hennessy, A. A. Orr



28.170*IV Clinical and Field Studies – Field Service Projects*

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

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

M. Kluensch, R. Pieh, K. Ball

V Supporting or Related Studies

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

5 points each

Minimum requirements 15 points

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

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

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

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

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

Adult Education**28.243 Teaching-Learning with Adults**

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

G. Ambury

Comparative and International Education

The half courses in Comparative and International Education listed in the Foundations section are also available to students as short courses. Because a student is already taking such courses as a foundation credit, he is not prevented from taking additional units in Comparative and International Education for short course credit if he wishes. Similarly, a student not taking any of these as a foundation may, if he wishes, take these units for short course credit.

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

28.414* Contemporary Education in North Atlantic Countries

28.415* Education and Socialism

28.416* Education and National Development

28.417* Education in Industrial Nations

28.418* Education and New Canadians

Computers in Education

28.244 Computer Applications in Education

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

J. D. Burnett

28.245 Computer-Assisted Instruction

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

J. D. Burnett

28.246 Introduction to Computer Programming

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

J. D. Burnett

28.247 Introduction to Computers

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

J. D. Burnett

Curriculum

28.215 Systematic Curriculum Design

Responsibility for curriculum development in Ontario, and in other jurisdictions, has passed in recent years from the Ministry of Education to the individual school. In practice this means that each teacher must now be a competent curriculum designer. Fortunately, a body of specialized working principles for curriculum design has emerged rapidly in the past few years. This course, intended for teachers of any level or subject, is a response to these trends. Using a simple systems engineering approach, the course follows the entire process of curriculum design, from definition of objectives to program evaluation. The aim is that by the end of the course, participants will be able to design, evaluate, and implement programs of study which are significant, effective and efficient. The course combines a seminar and workshop format. Three sections will be offered each semester.

D. Pratt

28.227 Curriculum Thought: Recent Developments and their Applications.

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

A. H. Munby

Educational Technology

28.248 Educational Media

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

- 1 will learn to operate various instructional machines (slide, filmstrip, motion picture, loop, opaque and overhead projectors: reel and cassette recorders: simple t.v. system)
- 2 will learn to design and produce various instructional resources (audio and video tapes: slides and filmstrips: assorted types of overhead transparencies)

3 will acquire sufficient knowledge of media characteristics and utilization techniques to be able to integrate them into his/her instruction.

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

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

F. Johnston, D. Campbell, G. Southall, R. Dunbar

28.249 Developing Instructional Materials

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

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

D. Campbell

28.232 Communicating with Motion Pictures

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

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

F. Johnston

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

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

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

G. A. Southall

28.202 (28.182) Conversational French (Advanced)

Opportunities will be provided for those who already have a good command of spoken French to practise and improve their skill.

Topics for discussion will include aspects of French Canadian and French life, and current affairs.

D. Massey, F. Howard

Growth and Leadership

28.206 Open Country Explorations

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

M. Kluensch, R. Pieh, K. Ball

28.210 Personal Growth Workshop

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

M. Kluensch, R. J. Pieh

28.250 Small Group Leadership

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

G. Ambury

28.256 The Dynamics of Groups and Change

Some aspects of this course about creative group cooperation, not 'leadership', will be structured but content or medium of learning will be provided by what happens when participants meet and interact each week. Regular participation and a willingness to

confront realities and to risk change are necessary. The process involved will be group-centered and will focus on members' attitudes and behaviors only from the standpoint of how these affect the group.

Efforts will be made to encourage participants to identify with some precision those behaviors and functions which invite and augment creative cooperation and those which tend to discourage and impede it. The cycle of participation, observation, feedback and appropriate modification will be regularly practised. Such traditional problems as inability to define a problem, incomplete listening, ineffective offering-responding transaction, competition-aggression, role confusion ("leadership", "expertise" etc.), apathy, and incomplete use of personal and emotional experience will be considered. Organizational problems such as innovation, decision-making and the function of and response to authority will also be explored with a repeated effort to stimulate personal and organizational effectiveness.

R. Pieh

28.257 Outdoor Education Field Lab

It is proposed that this short course operate during the winter term, culminating in practical experience during the April Teaching Round.

Three phases would be distinguished:

- Phase 1 A series of seminars, discussions and presentations on the possible outdoor education programs with particular reference to underlying philosophy, content and structure.
- Phase 2 A tour of outdoor education sites and programs across the province. A cross-section of types and situations would be examined to give an overview of formats presently in operation.
- Phase 3 Each student will have a choice between two alternatives:
- a Assignment to a school where an oc program is operative, for teaching practice and total involvement as directed by the school.
 - b Participation in one of several model Outdoor Education residential experiences. These would be conducted at a Muskoka camp, to which 3 groups of schools would go – primary, junior and secondary classes. Our students would provide all program instruction under the supervision of course faculty.

Credit for the-course will be dependent upon active participation in all phases, and satisfactory assessment of teaching by the school personnel or course faculty as the case may be.

Assuming that no University funds will be available for the project, each student will be responsible for tour costs, which are estimated to be within the range of \$30 – \$40. Actual cost will depend upon the scope of the tour, and accommodation costs

presently under negotiation. No costs will be incurred for Phase 3, except in the case where the student chooses to be placed in a school remote from his home, in which case he will be required to provide his own transportation.

K. Ball

28.262 The Teacher and Bureaucracy

North American society considers bureaucracies as the most rational and efficient form of social grouping known. But what is meant by bureaucracy? What are the freedoms and constraints placed on a member of an organization? Answers to such questions are not always straight forward. The purpose of this course is to provide prospective teachers with certain administrative and organizational concepts which have particular reference to public education.

Among the topics to be considered are: the meaning of "bureaucracy", role expectations of supervisory personnel, leadership in education and the implementation of change or innovations within an organization. The course will consist of six two hour seminars which will be based on assigned readings or case studies.

B. Sharples

28.268 Group Dynamics for the Classroom Teacher

This course will use the laboratory workshop approach to make participants aware of the dynamics at work in the group process. By means of a variety of structured exercises candidates will be able to assess the effectiveness of various strategies in enhancing group cohesiveness in classroom settings. Offered in the Fall Term.

M. L. Balanchuk

Guidance

28.203 Orientation to School Guidance Programs

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

M. Balanchuk, W. E. Schulz, V. Moeller

28.269 Use of Standardized Tests

A laboratory course designed to familiarize candidates with some of the standardized tests used by counsellors in the secondary schools of Ontario. Opportunity will be provided to administer and interpret specific tests and inventories such as the following: Kuder General Interest Inventory, Strong Vocational Interest Blank, Differential Aptitude Tests, Allport Vernon Lindzey Scale of

Values, Survey of Study Habits and Attitudes, Safran, etc. One section offered in the Fall term – enrollment limited to 20 students.

W. E. Schulz

History of Education

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

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

28.432* The Separate Schools of Ontario.

28.433* Education in Ontario and Quebec.

28.434* Education and New Canadians

Philosophy

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

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

28.441* Grading and Evaluation

28.442* Ethics and Education

28.443* Literary Theory

28.444* The Logic of Mathematical Reasoning

28.445* Planning Teaching Strategy

28.446* Principles of Scientific Enquiry

28.447* Problems in History and Social Science

28.448* Religion and Education

28.449* The Revolution

28.450* Language Theory for Language Teachers

28.451* Discipline and Classroom Control

Psychology

28.263 Introduction to School Psychology

The role of the professional school psychologist in the elementary and secondary school setting. Topics to be covered will include:

Diagnosis of learning disability, individual appraisal of intelligence, personality, and school achievement, and working with teachers and parents of typical children. The course will give the future teacher a working understanding of the activities and responsibilities of the school psychologist.

A. L. Hoxter

Reading

28.260 Developmental Reading: Elementary School

This short course is designed to introduce students to the teaching of reading in the elementary school. It will provide a broad overview of the complexity and depth of knowledge required of the reading teacher.

While this is essentially a survey course, selected topics will be explored in more depth than others. The general areas to be studied will include: aspects of the learning process in reading; types of reading programs in schools; techniques for developing reading skills and abilities; the use of standardized and informal reading tests; the diagnostic teaching of reading; organizational procedures for meeting individual needs in the reading class.

The degree to which selected topics are studied will be determined by the instructor in accordance with the special interests and needs of the class.

Course Objectives

- 1 To explore the specific nature of the reading process especially as it may affect the teaching of reading.
- 2 To acquire some understanding of the components of the learning process in reading, particularly as these are translated into the various types of reading programs that may be encountered in the schools.
- 3 To examine the purposes of standardized and informal reading tests and to assess the values of each in guiding the development of the classroom reading program.
- 4 To investigate techniques for developing and maintaining the reading skills, abilities, and interests of elementary pupils.
- 5 To understand the rationale and processes involved in a diagnostic approach to the teaching of reading.
- 6 To participate in (i) large group, (ii) small group, (iii) individual activities, as a means of illustrating the nature of differential grouping in the reading program.

R. O. M. Latham

28.261 Developmental Reading: Secondary School

This short course is designed to acquaint students with the reading needs of secondary school pupils. It will provide a broad overview of the reading problem encountered in the secondary school and the learning implications of some of these problems.

Although this is essentially a survey course, selected topics will be explored in more depth than others. The general areas to be studied will include: the reading process; the evaluation of reading skills; diagnostic procedures appropriate for high school grades; programs and equipment for reading improvement.

The degree to which selected topics are studied will be determined by the instructor in accordance with the special interests and needs of the class.

Course Objectives

- 1 To explore the specific nature of the reading process.
- 2 To investigate the role of reading in the content areas.
- 3 To evaluate several reading inventories and tests.
- 4 To investigate various ways of diagnosing reading problems.
- 5 To become familiar with reading improvement programs.
- 6 To examine the organization and administration of reading improvement programs.
- 7 To consider topics such as rate and flexibility and their impact upon comprehension.

R. O. M. Latham

Science Education

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

28.230 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.

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

Evaluation in this course will be based on attendance and participation in the activities of the course.

This course is NOT open to candidates who elect as one of their options – Curriculum and Instruction in Chemistry. These candidates will have the opportunity to do glass blowing in the curriculum option.

D. Quinn, I. Talesnick

28.214 Something about Biology

Those entering the fields of science, elementary and library education will be able to plan an individualized program suited to individual needs and interests.

No prior knowledge of biology is required. The course focusses on the place of biology in general education and makes use of lab based experiences to develop basic ideas in biology. Ideas and resources for teaching biology are discussed.

J. K. Olson

28.252 Developing History of Science Units

The course is designed to give candidates experience in developing fresh instructional units for science teaching using materials from the history of science. Candidates will utilize basic principles of curriculum design for developing history of science units for general educational purposes.

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

A. H. Munby

28.254 Physics in Medicine

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

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

This course is intended primarily for those students who have physics as one of their teaching options. Other students are also welcome to register provided they have a moderate acquaintance with, at least, Grade 13 physics. While the course is not analytical it does presume a knowledge of physics in order that the time be spent not on reviewing basic principles of physics but rather on its applications in medicine. One hour/week. Enrolment limited to 24. Term 2 only.

W. Thumm

Sociology**28.240 Legal Aspects of Teaching**

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

E. Mulawka

28.231 Sociology of Liberation

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

J. Loken

28.228 Urban Schools

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

E. Mulawka

28.237 Sex Roles and Education

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

J. Gaskell

28.238 The Sociology of Teacher Training/Education Programs

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

J. H. G. Eastabrook

28.239 Educational Alternatives

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

J. H. G. Eastabrook, R. Pieh et al

28.241 Educational Futures

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

J. H. G. Eastabrook

Theatre Arts**28.205 Drama in Education**

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

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

28.224 Dramatic Presentation

An introduction to the process of communication through dramatic presentation; choosing the material, analysing the scene, acting, design, technical work and organization, participational course.

Not intended for students registered in the Theatre Arts curriculum option.

L. O'Farrell

28.270 Seminar in Cinema Studies

A course in the Winter Term in conjunction with a Film Series to be run by the School Librarianship and the Theatre Arts departments. Eight two and one half hour seminar discussion groups.

D. Kemp

28.271 Practical Theatrical Production

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

D. Kemp

Potpourri

28.207 The "How" of Classroom Tests

This short course will provide the student with the practical skills necessary to carrying on a valid testing program within a classroom. It will concern itself with such questions as: How are tests constructed? How can I measure all of my objectives? How do I make consistently valid items and tests? How should I grade my students? How should I report test results to parents? How can evaluation and individualized instruction be carried on simultaneously? How can I involve students in their own evaluation?

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

R. J. Wilson

28.212 Speech Workshop

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

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

The workshop consists of an intensive half-hour session each week with the professor, including lessons in breath-control, exercises in muscular relaxation, and continuous practice exercises. Although the actual session requires only one half hour a week, homework assignments to help students overcome speech difficulties will probably involve another hour on their own time. Because of the number of students registering in this course, students should make appointments with Mrs. Hambly by Monday September 19 at the latest, in Room A 213 or whatever area may be designated so that students may receive help before going out into practice-teaching.

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

M. S. Hambly

28.213 The Sound of Poetry

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

R. G. Harrison

28.222 Simulation, Gaming and Affective Education

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

M. Kluensch

28.226 First Aid and Emergency Controls

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

M. Kluensch and Staff

28.253 Aquatics

Participants will have opportunities to qualify for National Life Guard Certificate and Ontario Teachers Aquatic Standard. The learning experiences will be intensive in order to help participants effectively prepare for the difficult stresses involved in aquatic emergencies. Applications will be made to a representative variety of situations.

K. Ball and staff

28.259 Typing

This course, which will be offered in a neighbouring school, is designed for people who wish to learn to type. The course will be presented in such a way that some attention will be drawn as it proceeds to techniques for teaching typing. While this course will not lead to any certificate, it may provide a useful additional skill.

28.265 Historical Imagination

This course is intended to be of value to anyone with a vigorous interest in history; it may be of particular value to prospective history teachers in search of innovation. Meetings will be informal. Each session will begin with the presentation by a professor or guest of a historical topic or episode which the speaker finds exceptionally interesting and has researched in depth, and will continue with open discussion. The emphasis will be on multi-

media presentations; conventional subjects and approaches will be avoided. Probable topics include "1914 and European consciousness"; "Dr. Bethune, China's Canadian hero"; and "Who killed J. F. Kennedy?" Two short essays will be required of participants. Eight two-hour sessions, winter term only. Enrolment limited to 25.

D. Pratt

28.266 Analyzing Classroom Discourse

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

Transcriptions of lessons are used to exemplify points discussed. Candidates will be required to analyze a portion of their own teaching. One section offered in the Fall Term only. Enrolment limited to twenty.

A. H. Munby

28.299 Private Studies

Private study is undertaken by a student to satisfy a particular need or to pursue a particular interest relevant to teaching. The student submits an outline of his proposed Private Studies to the appropriate faculty member for the faculty member's appraisal, approval, and acceptance of the responsibility for monitoring and evaluating the student's study.



Technical Education Program



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

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

Admission Requirements

General

Age

The applicant shall show proof of date of birth. Male applicants shall be at least 23 years of age, and female applicants at least 21.

Citizenship

The applicant must be a Canadian citizen or show proof of landed immigrant status.

Academic and Work Experience Requirements

University Graduates

Graduates of approved four-year degree programs in engineering, architecture or nursing must have, subsequent to graduation, a minimum of two years of acceptable wage-earning experience.

Technologists

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

Technicians

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

Skilled Tradesmen

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

Admission Procedures Sequence

The successful candidate to the technical teacher education program will proceed through the steps outlined below: 1. The candidate will make enquiries to the Co-ordinator of Technical Education at the Faculty of Education whereupon he will be sent forms relating to his academic qualifications and work experience. 2. After completing these, the candidate will be informed of his apparent acceptability, or non-acceptability, to the Faculty of Education. If his qualifications are obviously deficient in some way, he will be told exactly how to overcome this deficiency; if his qualifications appear to be adequate, he 3. will be sent self-assessment forms which he will complete and return to the Faculty of Education, along with a formal application to the Registrar. 4. A personal interview will be held with the Faculty of Education representatives. If all goes well, the candidate 5. will attempt a technical proficiency evaluation prior to enrolment. This test will be tailored to the individual, based upon the results of the self-assessment forms. 6. Successful completion of the technical proficiency tests will normally lead to acceptance by the Faculty of Education and preparation 7. of an individualized program of studies which leads to a teaching certificate, the Interim Vocational Type A or B.

Certification

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

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

Elements of
Automotive Technology

Auto Mechanics
Auto Body Repair
Aircraft

Elements of
Industrial Technology

Aero-Engine
Diesel Engine
Industrial Physics
Industrial Chemistry

Elements of
Vocational Arts

Graphic Arts
Vocational Arts
Vocational Music

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

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

Continuing Education Program

The office of Continuing Education, working in close co-operation with the Continuing Education Committee of the Faculty Board, has as one of its most important functions, the promotion and presentation of Continuing Teacher Education programs outside the area of concern of the Graduate Studies and Research Committee. Since its inception in the autumn of 1969, this office has performed its major role in the offering of both basic and advanced Certification Programs designed for Ontario Elementary and Secondary School teachers. These programs have included such important fields of study as the Type A Seminars in a wide variety of subject areas, the Initial and Completing Courses for Mature Candidates, Units of Study Related to the Principals' Certificates, Intermediate and Specialist Certificate Courses in Physical and Health Education, School Librarianship, the full four unit program in Elementary Physical and Health Education, and the Guidance Program, Parts I, II, III, IV.

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

A third function of growing importance for this Office is the arrangement of programs of interest to the members of the Faculty of Education and also the promotion of programs which are especially designed to bring the Faculty of Education into a closer communication not only with the other Faculties within the University, but also with the community at large. During the period 1969 to 1972, a number of very significant conferences and workshops have been instituted on a co-operative basis between this Faculty and other faculties and institutions of the University and the community.

The Master of Education Program

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

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

Normal admission requirements to the program are:

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

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

Academic Sessional Dates for M.ED. Program

1973-74

July 2, 1973 – August 10, 1973	Summer School
September 12, 1973 and September 15, 1973	Registration
September 17, 1973 – December 8, 1973	Fall Term Classes
January 7, 1974 – April 6, 1974	Winter Term Classes
February 18, 1974 – February 24, 1974	Winter Break
July 2, 1974 – August 9, 1974	Summer School

General Information

Fees

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

Important Notice Concerning Fees

The scale of fees and the regulations contained in this section are those that applied during the 1972-73 session. The scale of fees and the regulations which will apply during the 1973-74 session were not available at the time of this printing but can be obtained, upon request, from the office of the Registrar, Queen's University. Please note that it is the responsibility of the student to obtain this information.

Students may pay their fees in full at the beginning of the session, or in two installments, payable at the beginning of each term. Students, including recipients of scholarships, bursaries, and loans, who are unable to pay their fees at these times must apply in advance for permission to delay payment as detailed in the paragraph entitled Permit to Delay Payment of Fees under other information in this chapter.

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

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

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

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

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

Sessional Fees

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

	<i>Payment in Full</i>	<i>Payment by Installment</i>	
		<i>First</i>	<i>Second</i>
Tuition (see below)	\$580.00	\$290.00	\$290.00
Student Interest	58.50	58.50	
Faculty Society	7.50	7.50	
Installment Charge		5.00	
	\$646.00	\$361.00	\$290.00

Student Interest Fees

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

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

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

Installment Charge

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

Other Information

Permit to Delay Payment of Fees. Students who are unable to complete fee payments by the prescribed dates and who can produce evidence that funds will be available from Awards, Loan Funds, or other sources satisfactory to the Registrar, may apply to the Assistant Registrar (Student Awards), Queen's University, 90 Queen's Crescent, for a permit to delay payment of fees for up to thirty days. If application for fee deferment is received by the prescribed fee due date, and the fees paid within the period of deferment, the late payment penalty will not apply.

Refund of Fees

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

Receipt for Income Tax Purposes

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

Student Awards and Financial Aid**Government Sponsored Financial Aid Programs**

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

In Ontario, the Ontario Student Awards Program, combines loan assistance available through the Canada Student Loans Plan

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

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

Non-residents of Ontario must apply to their own Province for Canada Student Loans Plan assistance as well as any provincial aid that may be available.

Queen's University Student Loan Funds

Queen's University, its graduates and friends have established a number of loan funds for the assistance of undergraduate and graduate students. Loans are made on the basis of financial need, academic merit, and general integrity. An applicant for a University loan must have had at least a passing average in the Session immediately prior to application.

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

For the most part, long-term loans at simple interest rates of approximately 7% are made only after the first term. Under ordinary circumstances students are expected to have enough money to carry them through the first half of the year. Those eligible for assistance from the Government sponsored financial aid programs are expected to obtain the maximum assistance possible from this source before applying for a long-term University loan. Before a long-term loan is approved, the loan committee must be satisfied that the applicant has exhausted all other sources of assistance. A long-term loan may not exceed the value of a Session's tuition fee and the applicant must be in at least his second year of full-time attendance at Queen's University.

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

Applications for assistance from the University's student loan funds are dealt with in the order that they are received. These funds are limited in size and the University cannot guarantee to meet every application for assistance that is received. Students contemplating an application for University loan assistance should determine their income and expenditures for the Session and apply at least two weeks in advance of the actual need. Application for a University loan is made through the Assistant Registrar (Student Awards), 90 Queen's Crescent.

The Alexander Morton Robertson Awards

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

Value: Variable.

The F. D. Sawyer Memorial Award

The Sawyer Memorial Award was established in the memory of Frank D. Sawyer who was a member of the Provincial Executive during some of its most stirring years from 1952 to 1959 and President of O.S.S.T.F. in 1954. At the time of his death in 1960 he was principal of Petrolia District High School. Mr. Sawyer's great contribution to Federation lay in his ability to discover the basic issues in the many difficulties which arose in teacher-board relationships during his term of office and in his having sense of humour in periods of crisis.

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

Academic Facilities

The University Libraries

The library system at Queen's University consists of a central unit, the Douglas Library, and some twenty branch libraries of which one is the Education library, together containing over 800,000 volumes.

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

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

Education Library

The Faculty of Education, and the teaching profession of this area, are served by this library. The collection now consists of approximately 40,000 volumes, and 500 journals which include the major publications in the field. An important research resource is the collection of 50,000 documents on microfiche distributed by the Educational Resources Information Centre (ERIC) of the United States Office of Education. This collection grows at the rate of approximately 12,000 microfiche per annum. The Resource Centre in the library houses a growing collection of audio-visual materials relevant to the curricula in the schools and in the Faculty.

The Computing Centre

The Queen's University Computing Centre provides general computer services to meet the needs of education, research, and administration. The equipment reflects the latest advances in computer design and technology.

Two main computer systems are available; and IBM System 360 Model 50 and a Burroughs B6700 dual processor system. Both computer systems have the usual peripheral equipment such as high speed card readers, printers, mass disk storage, and magnetic

tape units. A high-speed terminal offering student oriented processors, and two medium speed remote job entry stations are attached to the IBM system. The Burroughs system has two high speed, and two low speed remote job entry stations located throughout the campus. Comprehensive program libraries are available for both systems.

Complementing the main computers are support equipment including an analog to digital converter, an optical mark sense reader, a Calcomp incremental plotter system, and a Digitizer to convert graphical data to punched cards. Many keypunches are available and a keypunching service is provided.

Time-sharing service, in the form of APL, is available through typewriter terminals installed in Jeffery Hall and other buildings on campus.

Advisors and consultants are available to all users of Computing Centre Equipment. A complete programming service is available to researchers not wishing to write their own programs.

The International Centre

The International Centre, located in the Students' Memorial Union, provides advice and information to students who come from other countries. Each September the Centre runs a reception program for meeting and obtaining lodging for in-coming overseas students; in addition, it sponsors an orientation program which includes discussions on immigration, housing, health, laws, clothing, and finance.

During the academic year the Centre staff and the International Club arrange social and cultural events, as well as travel and tours in Ontario and Quebec. There are programs aimed at interpreting other cultures to campus and community. A number of national and ethnic clubs, such as Indian, Chinese, African, West Indian, Ukrainian and Filipino also actively plan and sponsor events throughout the academic year.

The Agnes Etherington Art Centre

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

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

Divisions of Concerts and Public Lectures

The Division is responsible for the organizing and management of various series of concerts on campus. At present two major series

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

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

Radio

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

The Radio Station is operated by the Student Radio Club under the supervision of the Station Manager and the Technical Director, a professor of Electrical Engineering.

CFRC and CFRC-FM broadcast separately during the academic year Thursday to Sunday. For the balance of the year they broadcast less extensively during the same four days. A copy of a detailed schedule, the *CFRC Program Guide* is available free, 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 Alumni Association are also located in the Union. Located in a new wing of the building is the International Centre. The Union has a main dining room, Wallace Hall, also a large coffee bar, billiard rooms, common rooms, and other facilities designed to meet the requirements of student activities.

Student Health Service

Director—H. W. Greenidge, C.D., M.D., C.M., F.R.C.P. (C)

The Student Health Service is located on campus at 187 Stuart Street (next to Chown Hall). The Service provides comprehensive

tape units. A high-speed terminal offering student oriented processors, and two medium speed remote job entry stations are attached to the IBM system. The Burroughs system has two high speed, and two low speed remote job entry stations located throughout the campus. Comprehensive program libraries are available for both systems.

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The Student Health Service is located on campus at 187 Stuart Street (next to Chown Hall). The Service provides comprehensive

outpatient medical care and psychiatric and counselling service to all students registered at Queen's University.

Medical Clinic hours are 9:00 to 11:30 a.m. and 1:30 to 3:30 p.m. Telephone number is 547-6106 24 hours daily. When the Service is closed, answering service will place the caller in touch with the duty physician.

Ambulance service – telephone 544-5555.

The psychiatric division of the Health Service provides help for emotional problems which students commonly encounter. It cannot be too strongly emphasized that the psychiatrists and other professional working with the Health Service are not only concerned with that very small minority of students who suffer major mental breakdowns; they are primarily interested in relieving the distress that can be caused by relatively minor adjustment difficulties. Complete confidentiality is observed. Telephone 547-2889 or come to the Health Service to arrange an appointment.

Medical services are billed to the patient's insurance plan. Where the patient has no insurance or where the coverage pays limited benefits, the patient is billed directly and is so informed at the time of the visit.

Athletics

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

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

Associate Schools, 1972-73

Carleton Board of Education

Bell High School

Mr. F. W. MacLean
Principal

Colonel By Secondary School

Mr. J. L. McDonald
Principal

Confederation High School

Mr. W. S. Joyce
Principal

Earl of March Secondary School

Mr. G. B. Armstrong
Principal

Carleton Board of Education Public Schools

Bayshore School

Mr. K. Hanton
Principal

Bell's Corners P. S.

Mr. G. E. Becksted
Principal

Carson Grove P. S.

Mr. M. Vyse
Principal

Century School

Mr. T. A. Gordon
Principal

D. Aubrey Moodie Intermediate School

Mr. E. K. Murray
Principal

Gloucester High School

Mr. T. J. Brennan
Principal

Merivale High School

Mr. A. G. Peterson
Principal

Osgoode High School

Mr. W. W. Johnston,
Principal

Sir Robert Borden High School

Mr. G. M. Ferguson
Principal

South Carleton High School

Mr. P. J. R. Carroll
Principal

Erskine Johnston School

Mr. G. Fossey
Principal

Goulbourn P. S.

Miss J. I. MacFarlane
Principal

Huntley Centennial P. S.

Mr. D. E. Lemke
Principal

Meadowlands Middle School

Mr. L. A. Roth
Principal

Queenswood P. S.

Mr. J. M. Ferguson
Principal

Sir Winston Churchill P. S.

Mr. R. A. Fraser
Principal

Carleton Roman Catholic Separate School Board

St. John The Apostle School
Mr. T. Murphy
Principal

Espanola Board of Education

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

Frontenac County Board of Education

Mr. D. Reed
Outdoor Education Consultant – Gould Lake

Frontenac Secondary School
Mr. A. H. Foss
Principal

Kingston Collegiate and Vocational Institute
Mr. A. H. Fudge
Principal

LaSalle Secondary School
Mr. H. J. Henderson
Principal

Frontenac County Board of Education Public Schools

Bayridge Public School
Mr. J. A. Kippen
Principal

Calvin Park Public School
Mr. R. W. Darling
Principal

Catarauqui P. S.
Mr. A. H. Glenn
Principal

Centennial Public School
Mr. G. A. Smith
Principal

Thomas D'Arcy McGee School
Mr. Wm. Roach
Principal

Loyalist Collegiate and Vocational Institute
Mr. J. G. Linscott
Principal

Queen Elizabeth Collegiate and Vocational Institute
Mr. E. A. Craighead
Principal

Sharbot Lake High School
Mr. J. H. Jensen
Principal

Sydenham High School
Mr. H. A. Montrose
Principal

Central Public School
Mr. D. L. Pruner
Principal

Duncan McArthur P. S.
Mr. K. J. Reynolds
Principal

Elginburg and District Public School
Mr. K. Keyes
Principal

First Avenue Public School
Mr. F. Bresee
Principal

Frontenac Public School
Mr. R. W. Davidson
Principal

Hinchinbrooke P. S.
Mr. W. J. Sproule
Principal

J. E. Horton Public School
C. F. Jones
Principal

J. G. Simcoe P. S.
Mr. R. A. Williams
Principal

Jas. R. Henderson Public School
Mr. R. Galbraith
Principal

Kingscourt Public School
Mr. J. F. Tennant
Principal

Lord Strathcona Public School
Mr. J. Carnegie
Principal

MacDonald Public School
Mrs. M. Alport
Principal

Frontenac, Lennox & Addington County Roman Catholic S. S. Board

Cathedral School
Mr. A. Hunt
Principal

Holy Family School
Mr. B. Reitz
Principal

Our Lady of Lourdes School
Sr. J. Burns
Principal

Hastings County Board of Education

Mr. W. Brooks
Outdoor Education Consultant

Polson Park Public School
Mr. L. H. Babcock
Principal

Portsmouth P. S.
Mr. J. S. Kerr
Principal

R. Gordon Sinclair P. S.
Mr. I. R. Stewart
Principal

Rideau Heights Public School
Mr. A. Bell
Principal

Robert Meek Public School
Mr. A. C. MacFarlane
Principal

Victoria P. S.
Mr. D. F. Howes
Principal

Winston Churchill Public School
Mrs. M. Clench
Principal

St. John School
Miss E. Burkett
Principal

St. Michael School
Mr. R. Coleman
Principal

St. Patrick School
Mr. E. F. Evans
Principal

St. Thomas More School
Mr. R. Coleman
Principal

Bayside Secondary School
Mr. L. D. Read
Principal

Belleville Collegiate Institute and Vocational School
Mr. J. A. Walker
Principal

Centennial Secondary School
Mr. W. R. MacKay
Principal

Centre Hastings District Secondary School
Mr. W. C. Beevor
Principal

Moira Secondary School
Mr. E. Shipton
Principal

North Hastings High School
Mr. F. S. Beckley
Principal

Quinte Secondary School
Mr. J. S. Hayman
Principal

Lanark County Board of Education

Almonte & District High School
Mr. K. R. Sweeney
Principal

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

Leeds & Grenville County Board of Education

Athens High School
Mr. H. Irving
Principal

Brockville Collegiate Institute and Vocational School
Mr. John T. Graham
Principal

Trenton High School
Mr. J. R. Sisson
Principal

Harry J. Clarke Public School
Mr. Lawrence Moore
Principal

King George Public School
Mr. William Lott
Principal

Parkdale Elementary School
Mr. B. Wright
Principal

Sir John A. MacDonald P. S.
Mr. David Boyd
Principal

Sir MacKenzie Bowell P. S.
Mr. Lyle Sutherland
Principal

Perth & District Collegiate Institute
Mr. J. H. D. Aikman
Principal

Smiths Falls District Collegiate Institute
Mr. G. W. Slinger
Principal

Gananoque Secondary School
Mr. C. W. Mumford
Principal

North Grenville District High School
Mr. D. E. Shepherd
Principal

Rideau District High School
Mr. L. K. MacLennan
Acting Principal

South Grenville District High School
Mr. F. G. Spafford
Principal

Thousand Islands S. S.
Mr. W. J. Countryman
Principal

Boundary Public School
Mr. H. Beckstead
Principal

Commonwealth Public School
Mr. A. G. Lemon
Principal

Kemptville Public School
Mr. D. Plant
Principal

Lennox & Addington County Board of Education

Amherst View Public School
Mr. W. G. Adams
Principal

Bath Public School
Mr. David Fisher
Principal

Enterprise Public School
Mr. J. C. Campbell
Principal

Ernestown Secondary School
Mr. R. F. Sams
Principal

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

Northumberland & Durham County Board of Education

Bowmanville High School
Mr. L. Lucas
Principal

Merrickville P. S.
Mr. G. Clarke
Principal

Prince of Wales P. S.
Mr. D. Cotie
Principal

Toniata Public School
Mr. H. Bates
Principal

Westminster Public School
Mr. B. Warren
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