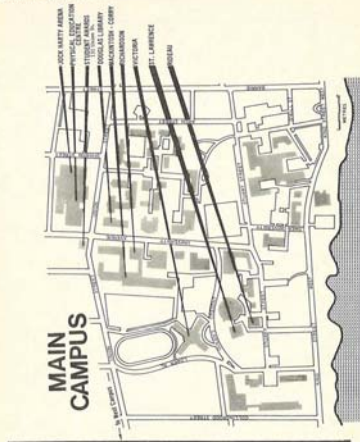


Photos: Jerry Baumgaertel, Ron Fairley
Maps: Frank Cerisano



Contents 3

- 6 Sessional Dates
- 8 History of the University
- 12 The Faculty of Education
- 12 Duncan McArthur Hall
- 15 Administrative Staff
- 16 Faculty
- 21 Education Programs
- 21 Our Commitments
- 23 Elementary Program
- 23 Elementary-Secondary Program
- 23 Secondary Program
- 23 Vocational and Occupational Programs
- 24 Admission Requirements
- 24 The Program Components
- 30 Certification
- 31 Grading System
- 34 Courses of Study
- 34 A. Educational Studies
- 34 Educational Foundations
- 43 Curriculum
- 56 Alternative Settings for Education
- 58 B. The Practicum
- 58 Community Service
- 60 Student Teaching
- 61 C. Supporting Skills and Studies
- 61 Teaching Skills
- 63 Interest Courses
- 73 Continuing Education Program
- 74 The M.A. Program
- 75 General Information
- 76 Fees
- 77 Student Awards and Financial Aid
- 81 Academic Facilities and Student Services
- 90 Associate Schools and Principals
- 99 Advisory Committee

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

Faculty of
Education
1977-78

Queens
University
at Kingston



1977

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

1978 5

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

Faculty of Education
Calendar 1977-78

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

Studies. In 1963 the School of Graduate Studies was established. In 1969, the School of Graduate Studies initiated a program leading to the Master of Laws Degree; in 1970, programs leading to a Master's Degree in Public Administration and in Urban and Regional Planning; in 1971, a program leading to a Master's Degree in Education; and, in 1974, a program leading to a degree of Master of Art Conservation was implemented.

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

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

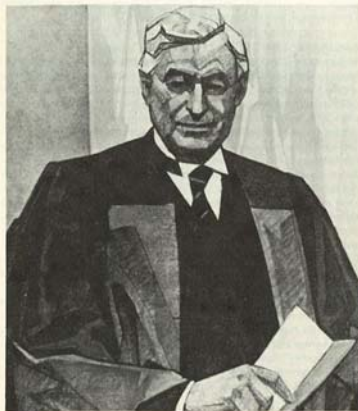
The Commerce program was established in 1919. In 1960 the program leading to the Degree of Master of Business Administration was introduced and the name of the School of Commerce and Business Administration was changed to School of Business. In 1963 the Board of Trustees established a separate Faculty Board for the School of Business. The School of Nursing began in 1942, the School of Physical and Health Education in 1947, and the School of Rehabilitation Therapy in 1967. In 1958 the Faculty of Arts became the Faculty of Arts and Science. New programs are continually developed within Faculties to fill changing needs and interests, such as, for instance, the new programs leading to degrees of Bachelor of Music and Bachelor of Art Education offered by the Faculty of Arts and Science in 1969, and the program in French language, translation, and French Canadian Studies started in 1973.

Queen's has a long history of extension work in Arts and Science; correspondence courses were started in the summer of 1889, and the Summer School was formally established in 1910. In addition, intercession programs during May and June were instituted in 1972. More recently, the University has been developing in the field of continuing education; several of the Faculties have started programs in this area, and the Donald

Gordon Centre for Continuing Education opened in the fall of 1974 as a residential educational seminar and conference centre. The Ban Righ Foundation for Continuing University Education also opened in September, 1974. It functions as a resource centre the purpose of which is to encourage women of all ages wishing to undertake university work at any level.

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

Duncan McArthur



12 The Faculty of Education

The Faculty of Education 13

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

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

Duncan McArthur Hall

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

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

Seven of the "houses" nestle around a social centre which includes coffee shops, a dining room, recreation rooms, lounges, 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.

Just north of Duncan McArthur Hall is John Orr Tower, a 16-storey high-rise containing 124 one-bedroom apartments. Most of the apartments overlook Lake Ontario, the old village of Portsmouth, and the harbour site of the 1976 sailing Olympics.

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

Accommodation for married students is available also in the Married Students Quarters, located on Sir John A. Macdonald Boulevard, a short distance from Duncan McArthur Hall. Information concerning University Residences as well as application forms can be obtained from Residence Admissions, Victoria Hall, Queen's University, Kingston. Married students should contact the Housing and Property Management Office, Queen's University, Kingston, Ontario.

A set number of rooms in Jean Royce Hall will be held for students of the Faculty of Education until August 1. For this reason, students who wish accommodation in this residence should apply as soon as possible.

6 Sessional Dates 1977-78

Sessional Dates 1977-78 7

	July 1977		February 1978
4	First day of Summer School	9	Last day for Winter course changes without Division II approval (M.Ed.)
	August 1977	10	Last day for dropping a full year course or a Winter Term course
12	Last day of Summer School	13-28	Student Teaching
	September 1977		March 1978
6-9	Pre-session observation in the schools	1-10	Student Teaching
12	Session Orientation (arranged by student committee)	13-17	Study Week
13-14	Information and course selections. All B. Ed. and Dip. in Tech. Ed. candidates will meet in the Auditorium of Duncan McArthur Hall on Tuesday, September 13 at 9:30 a.m. Adviser meetings with students for program approval takes place Wednesday, September 14.	24	Good Friday (no classes)
14	Registration of M. Ed. candidates		April 1978
15	First day of classes, Fall Term—B.Ed. and Dip. in Tech. Ed. candidates	7	Last day of classes, Winter Term—M.Ed.
19	First day of classes, Fall Term—M.Ed. candidates	21	Last day of classes, Winter Term—B.Ed. and Dip. in Tech. Ed. candidates
20	10:00 a.m.—3:00 p.m., Registration for B. Ed. and Dip. in Tech. Ed. candidates in Jock Hartly Arena, Division Street entrance	24-28	Student Teaching
30	Last day for adding a full year course or Fall Term course without approval of instructor and Registrar		May 1978
	October 1977	26	Convocation
10	Thanksgiving (no classes)		
17-28	Student Teaching		
19	Last day for Fall course changes without Division II approval (M.Ed.)		
	November 1977		
4	Last day for dropping a Fall Term course		
11	Remembrance Day (classes cancelled 10:30—11:30 a.m.)		
28-30	Student Teaching		
	December 1977		
1-9	Student Teaching		
9	Last day of classes, Fall Term—M. Ed.		
21	Last day of classes, Fall Term—B. Ed. and Dip. in Tech. Ed. candidates		
	January 1978		
9	First day of classes, Winter Term—all candidates		
20	Last day for adding a Winter Term course without approval of the instructor and Registrar		

6 History of the University

History of the University 9

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

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

Principal Grant died in 1902 and was succeeded in the following year by the Very Reverend D. M. Gordon. In 1916, because of ill-health Principal Gordon resigned his position, but continued in office until the autumn of 1917, when the Reverend R. Bruce Taylor was appointed his successor. In 1930 Principal Taylor resigned to live abroad and Dr. J. C. Connell was appointed Acting Principal. He held this position for four months, until October, when W. Hamilton Fyfe, Headmaster of Christ's Hospital, England, and formerly Fellow of Merton College, Oxford, was installed as Principal of the University. Dr. Fyfe resigned in 1936 to accept the Principalship of the University of Aberdeen. He was succeeded by Principal R. C. Wallace, President of the University of Alberta from 1928

to 1936. Dr. Wallace retired in September 1951 and was succeeded by Principal William A. Mackintosh, the first Queen's graduate to hold the Principalship.

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

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

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

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

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

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

Knapp, D., B.A.Sc., M.A.Sc.(Toronto)
Part-time Special Lecturer — Physics
 Knight, E. J., B.Sc.(St. Francis Xavier), Diploma in Education(Dalhousie), B.A.(Sir George Williams), M.Ed.(Toronto)
Assistant Registrar
 Leitch, J. R., B.A.(St. Francis Xavier), B.L.S.(Ottawa)
Part-time Special Lecturer — Educational Technology
 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 Technological Studies
 Lynch, J., B.A.(Queen's), B.L.S.(Toronto)
Senior Librarian
 Mackay, L., B.A.(Toronto)
Assistant Professor — Dramatic Arts
 Mallee, 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.Lit.(Glasgow)
Associate Professor — Philosophy (on leave 1976-77)
 Marshall, A.R.A., B.Sc.(Western Australia), M.Ed., Ph.D.(Alberta)
Assistant Professor — Educational Administration
 Massey, D. A., M.A.(Cambridge), M.A.T.(Yale)
Professor — French and German, (Chairman of Classical and Modern Languages) (on leave 1976-77)
 Mellor, W. J., B.A., B.P.H.E.(Queen's), M.S.(Oregon)
Professor — Physical Education
 Miller, L. A., B.A.(Thiel College), M.A.(Duquesne), Ph.D.(Alberta)
Associate Professor — Reading
 Moore, L. A., B.A.(Western), M.A.L.S.(Michigan)
Associate Professor — School Librarianship
 Morris, W. H., B.A.(McMaster), B.Ed.(Toronto), M.A.(Syracuse)
Special Lecturer — Elementary Education, Educational Technology and Continuing Education
 Munby, A. H., B.Sc.(St. Andrews), M.A., Ph.D.(Toronto)
Associate Professor — Curriculum
 Munro, I. R. M., B.A.(McMaster)
Assistant Professor — Economics and History
 O'Driscoll, D. C., B.A.(London), B.Ed., M.Ed.(Alberta), Ph.D.(Michigan)
Associate Professor — Comparative Education and History of Education
 O'Farrell, L., B.A.(Queen's), Graduate of National Theatre School of Canada
Assistant Professor — Dramatic Arts
 Okle, H. B., B.A., M.Ed.(Queen's)
Registrar
 Olson, J. K., B.A., B.Sc.(Queen's) M.Ed.(Toronto) Dip.Ed.(Bristol)
Assistant Professor — Science

Orr, A. A., M.A.(Glasgow)
Professor — Drama, Associate Coordinator of Student Teaching
 Osper, H., B.A.(Queen's), Ph.D.(Cornell)
Professor — Psychology
 Perumali, W. S., B.A.(Queen's), M.Ed.(Toronto)
Professor, Associate Dean, Coordinator of B.Ed. Program
 Pleh, R. J., B.Sc.(Wiscotin), M.Sc.(California)
Professor, Coordinator of Community Service (on leave 1976-77)
 Pratt, D., B.A., M.A.(Oxford), M.A., Ph.D.(Toronto)
Associate Professor — Curriculum Design
 Purinton, M. R., B.S., M.Ed.(South Carolina), Ph.D.(Florida State)
Assistant Professor — Guidance and Counselling
 Ready, V. S., B.A.(Queen's)
Professor, Dean of Faculty
 Ripley, R. D., B.A.(McMaster), M.Ed.(Toronto)
Associate Professor — Elementary Education (Mathematics and Science) (on leave 1976-77)
 Robertson, A., B.A., B.P.H.E.(Queen's), M.A.(University of the Pacific, California)
Associate Professor — Health Education
 Rogers, E., B.A., B.Ed.(Queen's)
Part-time Lecturer — German
 Russell, J., Jordanhill College of Education, graduate course in Clinical Psychology(Glasgow)
Associate Professor — Psychology
 Salter, H., B.A.(York), M.Ed.(Queen's)
Assistant Professor — Technical Education
 Samuda, R. J., B.A., M.Ed., Ph.D.(Ottawa)
Professor — Guidance and Counselling (Chairman)
 Schiralli, M. G., B.A.(City University of New York), M. A., A. B. D.(Illinois)
Assistant Professor — Philosophy
 Sedgewick, K. H., B.A.(McMaster), M.Ed.(Ottawa)
Special Lecturer — Elementary Education (Physical and Health Education)
 Sharples, B., B.Sc.(Birmingham), M.Ed.(Calgary), Ph.D.(Alberta)
Associate Professor — Educational Administration
 Smith, D. C. M., A.B.C.T., Mus.Bac., M.M.(Toronto)
Associate Professor — Cross-appointment, Music and Arts and Sciences (Music)
 Smith, H. A., B.Sc.(New Brunswick), Ed. Dip.(McGill), M.A., Ph.D.(Toronto)
Associate Professor — Psychology (Chairman)
 Southall, G. A., B.A., M.Div.(Queen's), M.A., Ph.D.(Syracuse)
Assistant Professor — Cross-appointment, Educational Technology and Medicine (Health Science Office of Education), Acting Coordinator of Media Services
 Strowbridge, B., B.A.(Queen's), B.L.S.(British Columbia)
Senior Librarian (on leave 1976-77)
 Telenick, I., B.A., M.A.(Toronto)
Associate Professor — Chemistry



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

Administrative Staff — 1976-77

Ready, V. S., B.A.(Queen's)
Dean of the Faculty of Education
 Perumali, W. S., B.A.(Queen's), M.Ed.(Toronto)
Associate Dean and Coordinator of the B.Ed. Program
 Hooper, F. K., C.D.
Administrative Assistant
 Travers, A., B.A.(Queen's)
Administrative Assistant
 Murduck, M.
Administrative Assistant
 Mein, K., B.A.(Queen's)
Departmental Assistant
 Okle, H. B., B.A., M.Ed.(Queen's)
Registrar of the Faculty of Education
 Knight, E. J., B.Sc.(St. Francis Xavier), Diploma in Education (Dalhousie), B.A.(Sir George Williams), M.Ed.(Toronto)
Assistant Registrar of the Faculty of Education
 Wing, J.
Departmental Assistant
 Kluesch, M., B. A. M. A. (Queen's)
Acting Coordinator of Community Service
 Applegate, M. W., B.A.(McMaster), M.A.(Toronto)
Coordinator of Continuing Education
 Crowe, N.
Administrative Assistant
 Wilson, R. J., B.Ed.(British Columbia), M.Ed., Ph.D.(Washington)
Coordinator of Graduate Studies and Research
 Southall, G. A., B.A., M.Div.(Queen's), M.A., Ph.D.(Syracuse)
Acting Coordinator of Media Services
 Cross, H. R., B.A., M.Ed.(Toronto)
Coordinator of Student Teaching
 Loney, D. E., B.Sc.(Queen's)
Coordinator of Technological Studies
 Wright, G., B.A.(Saskatchewan), B.L.S.(Toronto)
Chief Librarian
 Coffey, H., B.A.(Queen's), B.L.S.(Toronto)
Senior Librarian
 Lynch, J., B.A.(Queen's), B.L.S.(Toronto)
Senior Librarian
 Strowbridge, B., B.A.(Queen's), B.L.S.(British Columbia)
Senior Librarian, (On leave 1976-77)
 Wilson, M., B.A.(Whitman College), M.L.S.(Washington)
Senior Librarian

Thompson, L., B.A.(Toronto), M.A.(Rochester)
Professor — English (Chairman)
 Thumm, W., B.A., B.Ed.(British Columbia), B.Sc.(Sir George Williams), M.A.T.(Colorado College)
Associate Professor — Cross-appointment, Physics and Medicine (Diagnostic Radiology) (on leave 1976-77)
 Turner, R. B., B.A.(Toronto)
Associate Professor — English
 Watson, P. H., B.A.(Toronto), M.A.(Acadia)
Associate Professor — History, Economics and Political Studies (Chairman)
 White, W. G., B.Sc., M.Ed.(Ottawa)
Special Lecturer — Elementary Education (Acting Chairman) and Psychology
 Warren, W., B. A., M. A.(Queen's)
Part-time Lecturer — Group Process
 Wilson, R. J., B.Ed.(British Columbia), M.Ed., Ph.D.(Washington)
Associate Professor — Measurement and Evaluation, Coordinator of Graduate Studies and Research
 Wilson, M., B.A.(Whitman College), M.L.S.(Washington)
Senior Librarian
 Wright, G., B.A.(Saskatchewan), B.L.S.(Toronto)
Chief Librarian

Education Programs Leading to Bachelor of Education or Diploma in Technical Education

One-year programs in the Faculty of Education have been designed for the professional education of teachers in the elementary and secondary fields and meet the requirements for certification in these fields. At the successful completion of the program, the candidate is granted the Bachelor of Education (B.Ed.) or the Diploma in Technical Education (Dip. in Tech.Ed.) by the University and is recommended for an interim teaching certificate, issued by the Ontario 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 deep 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 procedures and functions which are mainly utilitarian, we will not allow education to fail 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 what a teacher is, through creative use of his 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 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.

Faculty 1976-77

Allen, H. A. J., B.Sc., M.A.(Toronto), Ph.D.(Waterloo)
Associate Professor — Mathematics
 Ambury, G. G., B.A., M.Div.(Queen's), M.A.(Syracuse)
Assistant Professor — Contemporary Issues and Human Problems
 Andrews, W. R., B.A., M.Ed.(U.C.B.), B.D.(Union College of B.C.), B.Ed., Ph.D.(Alberta)
Professor — Guidance and Counselling
 Applegate, M. W., B.A.(McMaster), M.A.(Toronto)
Professor, Coordinator of Continuing Education
 Axford, R. S., B.Sc.(Western), M.Ed.(Toronto)
Special Lecturer — Elementary Education (Science)
 Bailey, J. C., B.A.(Queen's), M.A.(Syracuse)
Professor — Elementary Education (Language Arts) (Chairman of Elementary Education) (on leave 1976-77)
 Balanchuk, M. L., B.A.(Queen's), M.Ed.(Toronto)
Professor — Guidance and Counselling
 Brickett, G., B.A.(Queen's), M. Ed. (Ottawa)
Lecturer — Elementary Education (Language Arts)
 Bull, D., B.A.(Queen's)
Sessional Lecturer — Art
 Burnett, J. D., B.Sc., Ph.D.(Alberta)
Associate Professor — Psychology
 Butler, R., B.A.(Waterloo Lutheran)
Special Lecturer — Technical Education
 Campbell, D. S., B.A.(Washington and Lee), M.A.(North Carolina), Ed.D.(Indiana)
Associate Professor — Educational Technology and Psychology
 Carbonell, J., B.A.(Oxford), M.A.(Syracuse)
Assistant Professor — Philosophy
 Coffey, H., B.A.(Queen's), B.L.S.(Toronto)
Senior Librarian
 Common, R. M., B.A.(McGill), B.Ed., M.A.(Queen's)
Sessional Lecturer — Open Country and Outdoor Education
 Cowan, D. A., B.A., M.Ed.(Edinburgh State College)
Special Lecturer — Art and Elementary Education (Art)
 Crawford, D. H., B.Sc., M.A., M.Ed.(Glasgow), Ph.D.(Syracuse)
Professor — Mathematics and Curriculum
 Cross, H. R., B.A., M.Ed.(Toronto)
Special Lecturer — Coordinator of Student Teaching
 De Garis, C. M., B.A., M.Ed.(Toronto)
Special Lecturer — Elementary Education (Music)
 Downes, W. E., B.A.(Queen's), M.Ed.(Toronto), Ph.D.(Ottawa)
Special Lecturer — Queen's Trust Liaison
 Eastabrook, J. H. G., B.A., M.A.(Western)
Assistant Professor, Sociology

Elkin, W. F., B.A.(York), M.A.(Calgary)
Sessional Lecturer — Sociology
 Elliott, G. J., B.A., M.Ed.(Toronto)
Special Lecturer — Elementary Education (General Methods)
 Etherington, D. G., B.A., M.Ed.(Toronto)
Special Lecturer — Elementary Education (Language Arts)
 Freeman, R. M., B.A.(Queen's), M.A.(Minnesota), B.D.(Pittsford), Ph.D.(Harvard)
Associate Professor — Professional Issues in Contemporary Education, Contemporary Issues and Human Problems
 Geiger, D., B.A.(Toronto)
Part-time Lecturer — Community Service
 Grime, A. R., B.A.(Manchester), M.Ed.(Toronto)
Professor — Geography
 Haythornthwaite, I., B.A.(Toronto), M.A.(Columbia)
Special Lecturer — Elementary Education (Social Studies)
 Hennessy, P. H., B.A.(Queen's)
Professor — Professional Studies
 Higginson, W. C., B.A.(Queen's), Certificate in Education(Cambridge), M.A.(Exeter), Ph.D.(Alberta)
Assistant Professor — Mathematics
 Hill, R. J., B.A.(New Brunswick), M.Ed.(Toronto)
Special Lecturer — Elementary Education (Language Arts)
 Hill, G. L. C., B.Ed., M.Ed., Ph.D.(Alberta)
Assistant Professor — Philosophy (Chairman)
 Holomego, H., B.A., B.P.H.E.(Queen's), M.A.(Western)
Professor — Physical and Health Education
 Hornbeck, S.
Sessional Lecturer — Elementary Education
 Horwood, R. H., B.A., M.Sc.(Queen's)
Professor — Senior Chairman
 Howard, F., B.A.(Ottawa)
Associate Professor — French
 Jensen, P., B.P.E.(U.N.B.), M.A.(Alberta)
Part-time Special Lecturer — Sociology
 Johnston, C. F., B.A., B.Ed.(Toronto), M.A.(Syracuse)
Associate Professor — Educational Technology, Co-ordinator of Media Services (on leave 1976-77)
 Kellway, J., Dip.Ed., B.A.(Bristol)
Part-time Lecturer — English
 Kemp, D. E., B.A.(Queen's), L.L.T.D.(London), L.L.D.D.A.(Central School of Speech and Drama), L.T.C.L., F.T.C.L.(Trinity College, London)
Associate Professor — Dramatic Arts, (Chairman) (on leave 1976-77)
 King, A. J. C., B.P.E.(British Columbia), M.Sc.(U.C.L.A.), B.D.(Toronto)
Professor — Sociology
 Kluesch, M., B.A., M.A.(Queen's)
Associate Professor — Community Service and Outdoor Education, Acting Coordinator of Community Service

Elementary Program Components**Professional Issues in Contemporary Education**

A non-credit, two-hour per week program offered during the Fall Term. The course is 28.400 and is described on page 34.

Foundations

Twelve credit hours are to be selected from at least two of the following areas: Contemporary Issues and Human Problems, History and Comparative Education, Philosophy, Psychology and Sociology. These courses are numbered 28.414 to 28.496 and are described on pages 34 to 43.

Total requirement under Foundations 12 credit hours

Curriculum

Sixteen credit hours are to be completed made up of:

28.374 Communications (p. 53) 5 credit hours
28.375 Social and Environmental Science (p.54) 5 credit hours
28.377 Expressive Arts (p.54) 6 credit hours

or

28.374 Communications (p.53) 5 credit hours
28.376 Social and Environmental Science (p.54) 3 credit hours
28.378 Expressive Arts (p.54) 2 credit hours
28.334 Guidance (p.47) 6 credit hours

(Please note the requirements on page 24 to select this curriculum option)

Total requirement under Curriculum 16 credit hours

Practicum

28.170 Community Service (p.58) 2 credit hours
28.160 Student Teaching (p.60) 2 credit hours
Total requirement under Practicum 2 credit hours

Teaching Skills

Three credit hours are to be completed from those courses numbered 28.132 to 28.138 which are described on pages 61 to 63.

Total requirement under Teaching Skills 3 credit hours

Although no courses from Interest Courses or Alternative Settings are required, candidates in the Elementary Program may select courses from these areas as extra courses.

TOTAL REQUIREMENT FOR THE ELEMENTARY PROGRAM 33 Credit Hours

Elementary-Secondary Program Components**Professional Issues in Contemporary Education**

A non-credit, two-hour per week program offered during the Fall term. The course is 28.400 and is described on page 34.

Foundations

Twelve credit hours are to be selected from at least two of the following areas: Contemporary Issues and Human Problems, History and Comparative Education, Philosophy, Psychology and Sociology. These courses are numbered 28.414 to 28.496 and are described on pages 34 to 43.

Total requirement under Foundations 12 credit hours

Curriculum

Sixteen credit hours are to be completed and must include:

28.374 Communications (p.53) 5 credit hours
28.376 Social and Environmental Science (p.54) 3 credit hours
28.378 Expressive Arts (p.54) 2 credit hours

The remaining six credits can be made up by selecting one of: Art, Biology Type A, Chemistry Type A, Dramatic Arts, Economics, English, French, Geography, German, History/Social Science, Man in Society, Mathematics, Music, Physical and Health Education, Physics Type A, Political Science, School Librarianship and Single Science (pp.44-53)

(Please note the requirements on page 24 for selection of the curriculum options listed above)

Total requirement under Curriculum 16 credit hours

Practicum

28.170 Community Service (p.58) 2 credit hours
28.160 Student Teaching (p.60) 2 credit hours
Total requirement under Practicum 2 credit hours

Teaching Skills

Three credit hours are to be completed from those courses numbered 28.132 to 28.138 which are described on pages 61 to 63.

Total requirement under Teaching Skills 3 credit hours

Although no courses are required from Interest Courses or Alternative Settings, candidates in the Elementary-Secondary Program may select courses from these areas as extra courses.

TOTAL REQUIREMENT FOR THE ELEMENTARY-SECONDARY PROGRAM 33 Credit Hours

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

Principles of Organization

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

A Person-Centred Process

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

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

Individual Study Plans

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

Continuous Assessment Policy

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

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

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

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

Elementary Program

This program is designed for candidates who intend to begin their teaching career in the elementary schools. Candidates are prepared to teach in the three divisions of the elementary school — primary, junior and intermediate.

A successful candidate is recommended for the Bachelor of Education and the Interim Elementary School Teacher's Certificate, Standard Four.

Elementary-Secondary Program

This program is designed to prepare candidates to qualify for certification in both elementary and secondary schools. Candidates are exposed to two school divisions of the elementary schools and elect a secondary school subject for the study and development of teaching methods in the intermediate and senior divisions.

A successful candidate is recommended for the Bachelor of Education, the Interim Elementary School Teacher's Certificate, Standard Four, and Interim High School Assistant's Certificate, Type A or Type B.

Secondary Program

This program is designed to prepare candidates to qualify for certification in secondary schools. Candidates select two curriculum options (teaching subjects) for the study and development of teaching methods in the intermediate and senior divisions. A successful candidate is recommended for the Bachelor of Education and the Interim High School Assistant's Certificate, Type A or Type B.

Vocational and Occupational Programs

These programs are designed to prepare candidates to qualify for certification in technical or occupational departments of secondary schools. A successful candidate is awarded the Diploma in Technical Education or, if the candidate holds a bachelor degree on admission, the Bachelor of Education. The certificate recommended for is the Interim Vocational Certificate, Type A or Type B or the Interim Occupational Certificate, Type B (Practical Subjects).

Secondary Program Components**Professional Issues in Contemporary Education**

A non-credit, two-hour per week program offered during the Fall term. The course is 28.400 and is described on page 34.

Foundations

Twelve credit hours are to be selected from at least two of the following areas: Contemporary Issues and Human Problems, History and Comparative Education, Philosophy, Psychology, and Sociology. These courses are numbered 28.414 to 28.496 and are described on pages 34 to 43.

Total requirements under Foundations 12 credit hours

Curriculum

Twelve credit hours are to be completed and can be made up by selecting two of the following: Art, Biology Type A, Chemistry Type A, Dramatic Arts, Economics, English, French, Geography, German, Guidance, History/Social Science, Man in Society, Mathematics, Music, Physical and Health Education, Physics Type A, Political Science, School Librarianship, Single Science (pp. 44-53)

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

OR

Twelve credit hours can be completed in 28.373 Double Science (p.53) 12 credit hours

(Please note the requirements on page 24 for selection of the curriculum options listed above)

Total requirements under Curriculum 12 credit hours

Practicum

28.170 Community Service (p.58) 2 credit hours
28.160 Student Teaching (p.60) 2 credit hours
Total requirement under Practicum 2 credit hours

Teaching Skills

Three credit hours are to be completed from those courses numbered 28.132 to 28.138 which are described on pages 61 to 63.

Total requirement under Teaching Skills 3 credit hours

Electives

Courses having a total weight of at least three credit hours are to be selected from Interest Courses numbered 28.202 to 28.299 which are described on pages 63 to 72 or Alternative Settings numbered 28.180 to 28.182 which are described on pages 56 and 57.

Total requirements under Electives 3 credit hours

TOTAL REQUIREMENT FOR THE SECONDARY PROGRAM 32 Credit Hours

Vocational/Occupational Program Components**Professional Issues in Contemporary Education**

A non-credit, two-hour per week program offered during the Fall term. The course is 28.400 and is described on page 34.

Foundations

Twelve credit hours are to be selected from at least two of the following areas: Contemporary Issues and Human Problems, History and Comparative Education, Philosophy, Psychology and Sociology. These courses are numbered 28.414 to 28.496 and are described on pages 34 to 43.

Total requirement under Foundations 12 credit hours

Curriculum

Twelve credit hours are to be completed made up of the following:

28.310 Project Design (p. 44) 4 credit hours
28.367 Teaching Technological Subjects (p. 52) 4 credit hours
28.368 Curriculum Development in Technological Subjects (p. 52) 4 credit hours

Total requirement under Curriculum 12 credit hours

Practicum

28.170 Community Service (p.58) 2 credit hours
28.160 Student Teaching (p.60) 2 credit hours
Total requirement under Practicum 2 credit hours

Teaching Skills

Three credit hours are to be completed from those courses numbered 28.132 to 28.138 which are described on pages 61 to 63.

Total requirement under Teaching Skills 3 credit hours

Electives

Courses having a total weight of at least three credit hours are to be selected from Interest Courses numbered 28.202 to 28.299 which are described on pages 63 to 72 or Alternative Settings numbered 28.180 to 28.182 which are described on pages 56 and 57.

Total requirement under Electives 3 credit hours

TOTAL REQUIREMENT FOR THE VOCATIONAL/OCCUPATIONAL PROGRAM 32 Credit Hours

Admission Requirements**Elementary and/or Secondary Programs**

The basic admission requirement is 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.

No specific courses are required for the elementary programs but specific numbers of courses are required for selection of secondary curriculum options.

The usual requirement is at least three full university courses to select a subject as your first choice (or major). A second choice (or minor) requires that the candidate have completed at least two courses in that subject. Exceptions are: Guidance, which requires five courses in Psychology and/or Sociology (with at least three in Psychology); Man in Society, which requires six courses in Sociology and/or Anthropology and/or Social Psychology; or the academic requirements for Type A in Psychology; and Physical and Health Education, School Librarianship and Dramatic Arts, where no specific university credits are required.

A candidate for Ontario teacher certification must be a Canadian citizen or have Landed Immigrant Status.

Further information about admission requirements can be obtained from the Registrar.

Vocational Program or Occupational Program

The minimum admission requirement is Ontario Grade 12 or equivalent and seven years of acceptable wage-earning experience. Less experience is required by candidates with higher academic qualifications. For example graduates of approved three-year programs at an Ontario College of Applied Arts and Technology must have, subsequent to graduation, three years of acceptable wage-earning experience and 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.

A candidate for Ontario teacher certification must be a Canadian citizen or have Landed Immigrant status.

Further information about admission requirements can be obtained from the Coordinator of Technological Studies.

The Program Components

Course credit will be counted on an hour basis. The credit hour is intended to reflect the notion of "learning time", that is, the study time spent by the student both in-class and out-of-class. Thus a course having a weight of six credit hours which runs through the complete year would require a total of six hours approximately per week while the student is on

campus for a total of 120 hours. In general one credit hour equates to twenty hours of "learning time", whether the course is taken during the whole year or during one term only. The weights of courses are listed with the course descriptions on pages 34 to 72.

Candidates in all programs enroll in Professional Issues in Contemporary Education. In addition, twelve credit hours in Foundations Courses and twelve credit hours in Curriculum courses must be completed.

Under the Practicum all candidates complete Community Service which has a weight of 2 credit hours, and Student Teaching.

Three courses under Teaching Skills must be selected by all candidates to make up a total of three credit hours.

To make up the total requirements of the program, candidates in the Secondary Program, the Vocational Program and the Occupational Program must complete three credit hours in Interest Courses or Alternative Settings.

The Elementary Program and the Elementary-Secondary Program require a total of thirty-three credit hours.

The Secondary Program, the Vocational Program and the Occupational Program require a total of thirty-two credit hours.

A Educational Studies

PROFESSIONAL ISSUES IN CONTEMPORARY EDUCATION
28.400 Professional Issues in Contemporary Education

This non-credit course in which all candidates enrol is designed to provide an introduction to some of the more significant and pressing issues facing teachers today. Issues selected may range from routine matters such as school law to the "big questions" of educational reform, professional integrity and alternatives to schooling.

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

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

EDUCATIONAL FOUNDATIONS

Each candidate must choose twelve credit hours from at least two of the following areas:

Contemporary Issues and Human Problems
History and Comparative Education
Philosophy
Psychology
Sociology

Properly regarded, the several studies comprising Educational Foundations have an important place in the preparation of professional educators. It is not enough for teachers to master the skills related to their work; they must also develop conceptual frameworks for proper understanding and criticism of both their 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. Most of the Foundation disciplines will offer courses at more than one level to accommodate students with varying backgrounds in the subject.

Contemporary Issues and Human Problems

28.422 Human Problems in Teaching and Learning 4 credit hours
28.423 Contemporary Issues 4 credit hours
The aim of these two different courses in sequence is to provide an opportunity for students and instructors together to consider some of the most pressing individual and social problems confronting teachers in our society. In weekly plenary sessions and weekly seminars or task groups, using a variety of formats and media, attention is given to such topics as "being human," personal development, the roles of men and women, humanistic education, countercultures, consciousness-raising, etc. The

general approach is influenced by the writings of Rollo May, Victor Frankl, Martin Buber, Jean Vanier, Paulo Freire and others. It is assumed that students electing either course or both take an active part in educating themselves according to their personal needs and interests.

The Fall course, Human Problems in Teaching and Learning, focuses on personal bondage and liberation as these may relate to schooling. The Winter course, Contemporary Issues, focuses on social change as related to teaching and learning in schools. Applicants for admission to Contemporary Issues who do not take Human Problems in Teaching and Learning should consult with the instructors re the required preparatory reading. *G. Ashbury, M. Freeman*

History and Comparative Education

28.414 Contemporary Education in North Atlantic Countries 4 credit hours
Educational developments and problems in Canada, the United States, the British Isles and France will be studied in terms of their particular national settings and of their implications for teaching and learning. Such study will include the extent to which school organization, program 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. *D. C. O'Driscoll*

28.415 Education and Socialism

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

28.416 Education and National Development

4 credit hours
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. *D. C. O'Driscoll*

28.417 Education in Industrial Nations

4 credit hours
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

Certification

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

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

The basic teaching certificates are:

- The Interim Elementary School Teacher's Certificate, Standard Four (s.s.t. 4) which qualifies the holder to teach in an elementary school or in Grades 9 and 10 of a secondary school.
- The Interim High School Assistant's Certificate, Type B or Type A (H.S.A.) which qualifies the holder to teach in Grades 7 and 8 of an elementary school or in a secondary school. The Type B certificate is awarded to a candidate who holds on admission a general degree. The Type A certificate is awarded to a candidate who holds on admission a degree of Bachelor of Arts or Bachelor of Science from an Ontario University, or a degree the Minister considers equivalent thereto, in a program
 - i that requires four years of university study, or the equivalent thereof, beyond Grade 13, to a total of at least sixty university credits, and
 - 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.

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, Français, 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 which that sixty six university credits are required to complete a four-year university degree program beyond Grade 13.

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

of specialization. Upon successful completion of this seminar, he will be recommended for the Interim High School Assistant's Certificate Type A.

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

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

Candidates may qualify for the following certificates in addition to the basic certificates: Art, Intermediate Part I; Dramatic Arts, Intermediate Part I; Guidance Part I; Physical and Health Education, Intermediate Part I; Intermediate Part II and Specialist; School Librarianship, Intermediate Part I; Teaching English as a Second Language; Teaching French as a Second Language; and Vocal or Instrumental Music, Intermediate Part I.

Grading System

1 At the beginning of the term the instructor of each course will notify the students of the grading system used, a clear statement of the basis on which the final grade will be assigned, the term work expected, and the weight, if any, that it will contribute to the final grade.

2 The grades for all components of the s.s.o. and Dip. in Tech. Ed. programs are:

Honours-H
Pass-PA
No Grade Assigned-N
Incomplete-I
Fail-F

3 No Grade Assigned (N) is recorded for the components of the program which the s.s.o. Program Committee has determined are not formally graded.

4 Incomplete (I) is a temporary designation which is used when, in the judgment of the Instructor, a student requires an extension of time for completion of a course. Incomplete (I) is converted to Fail (F) on June 30 of the following academic year if the student has not successfully com-

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 (US) and Educational Selection (Japan). *J. R. Mallin*

28.418 Education and New Canadians 4 credit hours
Each year thousands of immigrant children 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 examine the implications of cultural differences for educational policy and practice. Specific concerns such as the reception, testing and placement, school-family values, and parent-teacher relations will be considered. *J. R. Mallin*

28.432 The Separate Schools of Ontario 4 credit hours
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. *D. C. O'Driscoll*

28.433 Education in Ontario and Quebec 4 credit hours
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. *D. C. O'Driscoll*

28.434 Education and Modernization 4 credit hours
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. *J. R. Mallin*

Philosophy

28.441 Philosophy—Grading and Evaluation 4 credit hours
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. C. Hills*

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

28.443 Philosophy—Literary Theory 4 credit hours
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. *Stief*

28.444 Philosophy—The Logic of Mathematical Reasoning 4 credit hours
This course will introduce certain basic questions about the nature of mathematics, and will investigate the practical significance of these issues for the teaching of mathematics. Topics examined will include the following: the nature of truth in mathematics, the character of evidence and of the evidence-conclusion relationship in a mathematical demonstration, the relation of mathematics to the world of experience, and the relation of mathematics to both formal logic and the empirical sciences. *G. L. C. Hills*

28.446 Philosophy—Principles of Scientific Enquiry 4 credit hours
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

pleted the course by that date. The s.s.o. Program Committee has the authority to make exceptions to this rule where, because of extenuating circumstances, a student has been unable to complete the course; for example, serious illness or disability.

5 Instructors report interim grades for full courses or final grades for term courses by January 10 each year. As soon as possible after that date students are advised of their grades. Counselling is provided for students who have a grade of Fail (F) in any of their courses or whose progress is otherwise reported as unsatisfactory.

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



Technical Education — Duncan McArthur Hall.

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

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

J. H. G. Eastbrook

28.489 Sociology — The Politics of Education 4 credit hours
This course will examine issues of power and control in the school. We will ask what sort of power, how it is maintained and what its effects are. We will focus primarily on the following groups:

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

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

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

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

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

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

W. F. Elkin

28.490 Sociology — Social Class and Sex Role

4 credit hours

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

1 How are children of different sexes and social classes brought up differently? Are there biological differences, intellectual differences, dif-

ferences in self esteem, in achievement drive, in response to authority figures etc?

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

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

W. F. Elkin

CURRICULUM

The Curriculum fields are listed below. Please see the section on Certification on page 30. Candidates in the Elementary Education Program select 28.374, 28.375 and 28.377. Candidates in the Secondary Education Program select two of the Curriculum Options listed below. Candidates in the Elementary-Secondary Program select 28.374, 28.376 and 28.378 and one of the Curriculum Options (except Guidance) listed below. Candidates selecting Elementary Education and Guidance qualify for elementary certification only. Candidates in the Vocational/Occupational program select 28.310, 28.367 and 28.368.

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

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

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

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

evaluate. By involving the vocational candidate in the structured series of activities that constitute Project Design, he will have the opportunity to learn, first-hand, the strategies and skills that must be acquired by those who would teach it in a secondary school setting.

H. Saller

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

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

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

2 Only one of History, Economics and Political Science can be selected as a curriculum option. Candidates are also cautioned against selecting Man in Society as their other curriculum option.

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

L. R. M. Moore

28.317 English (Type A) 6 credit hours
28.318 English (Type B) 6 credit hours

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

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

28.321 French (Type A) 6 credit hours
28.322 French (Type B) 6 credit hours

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;

formulating educational objectives and selecting classroom procedures will be probed.

G. L. C. Hills

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

Staff

28.449 Philosophy—The Revolution 4 credit hours
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.

Staff

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

J. Carbone

28.451 Philosophy—Discipline and Classroom Control 4 credit hours
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.

Staff

28.453 Philosophy—Science Curriculum: Philosophical Perspectives 4 credit hours

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

Prerequisites: 28.446 Philosophy — Principles of Scientific Inquiry or 28.458 Philosophy of Education for Science Teachers or Permission of the Instructor.

G. L. C. Hills

28.458 Philosophy of Education for Science Teachers 4 credit hours

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

G. L. C. Hills

Psychology

28.461 Introduction to Educational Psychology 8 credit hours
28.463 Introduction to Educational Psychology 4 credit hours

This introductory course will not assume a background in psychology. Topics from the mainstream of education and psychology will be presented in order to achieve a comprehensive view of psychological contributions to education. The objectives will include helping student teachers acquire an understanding and working appreciation of such topics as: child and adolescent development, learning, motivation, environmental influences, and individual differences. Course emphasis and instructional format will vary from section to section.

J. D. Barnett, H. Oser, J. Russell, G. White

28.478 Psychology for Individualized Instruction 4 credit hours

Previous work in Psychology is not a prerequisite for this course. Enrollment is open, but mandatory for students in the elementary level internship program.

The primary objective of the course is that students come to identify, comprehend and apply psychological principles which may be employed to design and maintain adaptive learning environments.

In addition to receiving specific instruction, students will define problem areas of interest and propose solutions supported by evidence. The course is enquiry-oriented and success is largely dependent on student initiative.

Staff

28.479 Development of Thinking 4 credit hours

A discussion of the development of the processes by which the individual acquires knowledge. Several contemporary approaches to the study of the development of thinking will be analyzed and evaluated for their relevance to education.

H. Oser

(3) Man in Society, where at least eighteen credits in Anthropology, Sociology and/or Social Psychology are required.

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

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

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

D. A. E. Coonan

28.303 Single Science — Biology (Type A) 6 credit hours

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

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

28.305 Single Science — Chemistry (Type A) 6 credit hours

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

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

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

Staff, (Special to Chemistry: I. Talenick)

28.310 Project Design 4 credit hours

This multifaceted course is intended to develop the technical option candidate's skills in several areas that are new to him, with the aim that he will be able to incorporate Project Design, or components of it, into his future teaching.

Project Design consists, essentially, of project work in which groups of students are given the opportunity to contribute to the selection and design of a material object or system which they subsequently construct, test, and

28.480 Human Development 4 credit hours

A discussion of contemporary issues, theories and research in human development with a focus on the environmental and biological roots of the growth of knowledge. Selected topics, such as the acquisition of language, thought and perceptual skills, and problems of diagnosing an individual's level of competence will be analysed in some detail. Each student will be asked to carry out a comparative study of some facet of the development of a small number of children.

H. Oser

Sociology

28.481 Sociology of Education for Secondary School Teachers 8 credit hours

28.491 Sociology of Education for Secondary School Teachers 4 credit hours

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

A. J. C. King

28.482 Sociology — Explorations in Learning Environments in the Elementary School 8 credit hours

28.494 Sociology — Explorations in Learning Environments in the Elementary School 4 credit hours

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

Accordingly, a major part of our energies will be spent observing and participating both in various of the school's (or schools') programs and in those non-school activities (e.g., home, community) affecting learning/learning and assessing our experiences. (It is expected that curriculum and field study requirements can be coordinated with the activities of this course.) Some time will be spent in examining innovative programs currently being attempted in Ontario schools.

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

J. H. G. Eastbrook

28.484 Sociology of Deviant Behaviour in the Schools 8 credit hours
28.485 Sociology of Deviant Behaviour in the Schools 4 credit hours

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

28.486 Sociology — Education and Society 8 credit hours

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.

W. F. Elkin

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

28.496 Sociology of Sport, Recreation and Leisure Activities: Some Implications of Free-time 4 credit hours

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

Our course will begin with a general exploration of various groups or types of people's activities, in the context of present trends in work, and leisure patterns. The more detailed exploration may be restricted to essentially school-related issues, e.g., open physical education, pupil freedom in curriculum selection or pupil choice in topic development (project work) or may involve more societal or community related areas, e.g., three-day work week, "forced" retirement, or underemployment, depending upon class member interests. At least a third possibility exists—that of investigating the implications of these changing work-play patterns for the school and its personnel.

In addition to these more general issues, opportunities will be provided for an examination of interpersonal relationships, e.g., those involving

28.347 Physical and Health Education (Men)—(Type A) 6 credit hours

28.348 Physical and Health Education (Men)—(Type B) 6 credit hours
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.

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.

A. Robertson

28.349 Physical and Health Education (Women) (Type A) 6 credit hours

28.350 Physical and Health Education (Women) (Type B) 6 credit hours

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

1 Physical Education: planning the curricular program; planning the extracurricular program; teaching methods; lesson planning; organization and administration of secondary school program; evaluation and 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.

In both of these, there will be discussion about adaptations of programs for four and two year students. Special practice teaching and microteaching, 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 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 I, Certificate in Physical and Health Education.

H. Holmøge, A. Robertson

28.351 Single Science — Physics (Type A) 6 credit hours

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

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

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

28.353 Political Science (Type A) 6 credit hours

28.354 Political Science (Type B) 6 credit hours

This course is intended to provide candidates with competence in basic classroom skills, including classroom management and motivational techniques.

28.371 Dramatic Arts (Theatre Arts) (Type A) 6 credit hours

28.372 Dramatic Arts (Theatre Arts) (Type B) 6 credit hours

A course concerned with the theory and practice of drama in education. Students will explore the imaginative use of voice, movement, light, sound and costume through improvisation and group project work leading to an understanding of the nature of the theatrical experience. Consideration is given to the particular demands placed on a teacher of Dramatic Arts and a variety of teaching techniques which can be applied in this context. Opportunity is given for involvement with children's theatre, theatrical presentations for high schools and individual and group community drama projects.

D. Kemp, L. Mackay, L. O'Farrell, A. A. Orr

28.373 Double Science (Type A or B) 12 credit hours

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

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

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

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

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

R. H. Horwood, I. Talenick

28.374 Elementary Education — Communication Arts 5 credit hours

Language Arts

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

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

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. A. Massey

28.323 Geography (Type A) 6 credit hours

28.324 Geography (Type B) 6 credit hours

Course 28.324, which covers both terms of the academic year, is designed to prepare candidates to teach Geography at the high school level. The program will provide instruction and practice in lesson planning, lesson presentation, different types of lessons, different methods of instruction, the development of curriculum units, effective questioning, the use of various instructional materials, and basic skills in classroom management.

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

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

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

- 1 peer-group teaching and classroom participation
- 2 regular assignments
- 3 study units

Type A candidates, in addition to the requirements outlined above, must complete one project in the Fall term and another in the Winter term. 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 on the term projects and the regular course combined.

A. R. Grime

28.327 Single Science—Type B 6 credit hours

This course examines the basic methods of instruction common to all sciences. Teaching resources and materials will be surveyed and analyzed.

Methods of communication, planning and performing demonstrations, laboratory management and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be discussed and practiced.

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

TEXTS Collette, A. T., *Science Teaching in Secondary Schools*, Allyn & Bacon, 1973.

Staff

28.329 German (Type A) 6 credit hours

28.330 German (Type B) 6 credit hours

The goals of the course are:

- to maintain or improve language skills in German;
- to 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. A. Massey

28.334 Guidance 6 credit hours

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

This course will provide candidates aspiring to work as counsellors in the schools with an opportunity of studying and discussing the philosophy, principles and practices of school guidance programs. Throughout the course, considerable emphasis will be placed on the practicum so that students can develop effective counselling techniques. Role playing, au-

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

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

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

P. H. Watson

28.362 School Librarianship 6 credit hours

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 Teaching Technological Subjects (Type A and B) 4 credit hours

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

H. Sailer

28.368 Curriculum Development in Technological Subjects (Type A and B) 4 credit hours

The ability to teach effectively depends to a large extent on the philosophy of the teacher and the way that the teacher plans and organizes the subject content. A philosophy of technical education is developed by each student and used as a basis for a systematic approach to curriculum development in the subject of concern. The basic concepts and principles of learning theory and adolescent development, and a total view of the role of technology in our society are used as a base from which curriculum development proceeds.

H. Sailer

28.371 Dramatic Arts (Theatre Arts) (Type A) 6 credit hours

28.372 Dramatic Arts (Theatre Arts) (Type B) 6 credit hours

A course concerned with the theory and practice of drama in education. Students will explore the imaginative use of voice, movement, light, sound and costume through improvisation and group project work leading to an understanding of the nature of the theatrical experience. Consideration is given to the particular demands placed on a teacher of Dramatic Arts and a variety of teaching techniques which can be applied in this context. Opportunity is given for involvement with children's theatre, theatrical presentations for high schools and individual and group community drama projects.

D. Kemp, L. Mackay, L. O'Farrell, A. A. Orr

28.373 Double Science (Type A or B) 12 credit hours

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

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

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

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

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

R. H. Horwood, I. Talenick

28.374 Elementary Education — Communication Arts 5 credit hours

Language Arts

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

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

dio-tapes, video-tapes, simulation exercises, etc., will be utilized as a means of providing necessary feedback to the counsellor trainees. The course leads to Part I of the Guidance Certificate, after one year of successful teaching in Ontario.

R. Sawada, R. Andrews, M. Parinton

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

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

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

Candidates should note that:

- 1 History, Economics and Political Science candidates will take the same instructional model but will use their respective discipline as the knowledge and skill base for the completion of their required competencies.
- 2 Only one of History, Economics and Political Science can be selected as a curriculum option. Candidates are also cautioned against selecting Man in Society as their other curriculum option.
- 3 It is recommended that candidates selecting History/Social Science have a strong multi-disciplinary background in Canadian Studies.

P. H. Watson, I. R. M. Moore

28.341 Man in Society—(Type A) 6 credit hours

28.342 Man in Society—(Type B) 6 credit hours

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

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

Staff

28.343 Mathematics (Type A) 6 credit hours

28.344 Mathematics (Type B) 6 credit hours

The main aim will be to develop an attitude toward Mathematics and its teaching. The course is designed to ensure that the student is quite familiar with most areas of high school mathematics and to prepare the student

to develop the variety of mathematics programs to meet the needs of his future students in the light of the recent evolution of Ontario high school mathematics. In addition to the emphasis on doing mathematics, the course will examine a variety of teaching philosophies and instructional techniques appropriate to mathematics. The course will consist of lectures, discussions, student presentations and activity approaches.

H. A. J. Allen, W. C. Higgins

28.345 Music (Type A) 6 credit hours

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

D. C. M. Smith

28.346 Music (Type B) 6 credit hours

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

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

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

D. C. M. Smith

28.226 First Aid and Emergency Controls

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

M. Klamsch and Staff

28.228 Band Lab Ensemble

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

D. C. M. Smith

28.229 String Lab Ensemble

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

D. C. M. Smith

28.230 Scientific Glassblowing

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

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

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

D. Quinn, I. Talsnick

28.231 Sociology of Liberation

1 credit hour
A seminar on the sociology of becoming free. The class will discuss the theories of Fromm, Marcuse, Rollo May, Goffman, Garfinkel, 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. Laskin

28.232 Communicating with Motion Pictures

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

- 1 view films as models for production
- 2 become familiar with film sources

3 learn how to relate motion pictures to instructional objectives and strategies

4 acquire the knowledge and skill involved with scripting, shooting and editing

5 design and produce a short film in the 8 mm format. *F. Johnston*

28.233 The Teacher as T.V. Producer

1 credit hour
The purpose of the course is to familiarize students with the potential of television in the classroom setting. During the course students will:

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

28.239 Educational Alternatives

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

J. H. G. Eastbrook

28.240 Introduction to the Teaching Profession

1 credit hour
This ten week course will serve to introduce Student Teachers to the structure of public education. Using case studies, guest experts and problem-solving techniques, the following features of the education system will be explored:

- 1 the legal framework of the teacher (personal liability, government regulations, contracts, certificates);
 - 2 the professional associations (functions, mode of decision making, current trends);
 - 3 the teacher in the community (teacher-board and teacher-parent relationships);
 - 4 the changing status of the pupil
- Each student will be expected to select one of the four topics listed above for intensive study.

H. R. Cross, P. H. Hennessey

28.245 Computer-Assisted Instruction

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

28.260 Developmental Reading

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

L. Miller

28.263 Teaching International Development

1 credit hour
An interdisciplinary approach to the problems of international development, incorporating varied topic and lesson treatments. Curriculum materials used will be from a specially developed kit; audiovisual resources include slides, films, tapes and maps. The course is designed to lend itself to various levels of use and depth of treatment. It aims at relating phenomena of development in Third World countries to Canada and Canadians, with particular emphasis on youth. Guest speakers and foreign students from countries specifically chosen for illustrative purposes will lead several of the sessions. The modular construction of the kit will enable teachers of a broad range of subject areas to use modules to "internationalize" their curricula.

W. C. Higginson and Staff

28.265 Historical Imagination

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

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

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

D. Pratt and Staff

28.271 Practical Theatrical Production

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

D. Kemp, L. O'Farrell, L. Mackay, A. Orr

28.273 Religion in the Schools

1 credit hour
What place does religion have in the classrooms of Ontario? What role does the Ministry of Education expect the teacher to fulfil? How much does the religious background of the pupils affect the classroom? These and other questions raised by class members will be discussed in this course designed for those with an interest in and a concern for this matter.

It is the primary objective that all participants will develop a more

Ele:
Prof
A n
The

Fou
Tw:
are:
tive
nur
Tot

Cur
Six:
28:
28:
28:
28:
(P)
Tot

Pr:
28:
28:
To

Te:
Th
28:
To

All
rec
the
107

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

M. Parinton

28.135 Measurement and Evaluation

1 credit hour
This course will provide the student with some practical skills necessary to implement a valid testing program within the classroom. It will concern itself with such questions as: What purposes do tests serve? How are tests constructed? How are tests and assignments scored? and How are the results of such evaluation instruments interpreted? The lack of mathematics background will not be a handicap.

Staff

28.136 Question-Response Patterns

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

P. H. Hennessey

28.137 Effective Speech in the Classroom

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

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

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

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

Specific areas to be covered include relaxation, the mechanism of breathing, the development of breath control, voice projection, reading in the classroom, articulation, projection, inflection, pace and pitch as well as a consideration of the appropriateness of the language we use in varying situations.

D. Kemp, L. Mackay, L. O'Farrell, A. Orr

28.138 Values Education

1 credit hour
This course will require students to:

- 1 become proficient in identifying various types of value issues which arise both within the standard curriculum and outside it.

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

J. D. Burnett

28.246 Introduction to Computer Programming

1 credit hour
The course is intended for students with no previous programming experience. General goal: to provide a brief introduction to the writing of computer programs. Primary objectives: the student will be able to sign-on at a typewriter terminal and construct simple programs in art. Problems will be selected from curriculum and administrative situations likely to occur in a junior or senior high school.

J. D. Burnett

28.254 Physics in Medicine

1 credit hour
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, radiostotope scanning, radiostotope 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.

W. Thamm

28.255 Aspects of Integrative Education

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

Much of the class time in this lecture-seminar course will be devoted to the examination of the ideas of seminal thinkers in the area. These include Whitehead, Margenau, Pythagoras, Taylor, Kunz, Thompson and von Bertalanffy.

W. C. Higginson

28.259 Typing

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

Staff

28.260 Developmental Reading

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

L. Miller

28.263 Teaching International Development

1 credit hour
An interdisciplinary approach to the problems of international development, incorporating varied topic and lesson treatments. Curriculum materials used will be from a specially developed kit; audiovisual resources include slides, films, tapes and maps. The course is designed to lend itself to various levels of use and depth of treatment. It aims at relating phenomena of development in Third World countries to Canada and Canadians, with particular emphasis on youth. Guest speakers and foreign students from countries specifically chosen for illustrative purposes will lead several of the sessions. The modular construction of the kit will enable teachers of a broad range of subject areas to use modules to "internationalize" their curricula.

W. C. Higginson and Staff

28.265 Historical Imagination

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

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

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

D. Pratt and Staff

28.271 Practical Theatrical Production

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

D. Kemp, L. O'Farrell, L. Mackay, A. Orr

28.273 Religion in the Schools

1 credit hour
What place does religion have in the classrooms of Ontario? What role does the Ministry of Education expect the teacher to fulfil? How much does the religious background of the pupils affect the classroom? These and other questions raised by class members will be discussed in this course designed for those with an interest in and a concern for this matter.

It is the primary objective that all participants will develop a more

or, upon consultation with Professor Turner, the candidate is assigned a personal tutor with whom he makes his own timetable arrangements on a one hour per week basis.

Note: Candidates in the s.r.o. program who wish to act as tutors in the above course may receive one credit hour in the Interest Courses area under the heading 28.299 Private Studies. Tutors will be under the general supervision of a faculty member. Prospective tutors should identify themselves to Professor Turner, A204, early in the Fall term.

R. Turner

28.205 Drama in Education (K-13)

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

A. Orr

28.206 Open Country Explorations

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

M. Klamsch

28.212 Canadian Native Studies

1 credit hour
This course is specifically designed for candidates who are anticipating contact with Native students in the classroom setting. A division into two sections—the Canadian Indian before and after European intervention—will allow the participant equally relevant perspectives from which to view Canada's Native people. Discussion in the first half of the course will emphasize their history, including geographic location, linguistics, cultures, legends, crafts and music. Subsequently, the effects of treaties and their long term consequences will introduce the second half of the course. A study of reservation versus community life, education of Native people, the migrant Indian and Indian associations will follow. The final class will involve contemporary issues relating to Canada's Native people. Native people will participate in many of the scheduled classes.

The course, comprised of weekly two hour sessions will be offered in the second term only. All interested students will require an interview with the instructor prior to admittance into the course. Highly motivated individuals with genuine interest in or experience with Native people will be preferred. The high level of participation will give class members ample freedom to contribute in a creative, individualized way. Enrolment will be restricted to twenty.

I. Manso

2 acquaint themselves with a number of different proposals and techniques regarding the moral education of children in schools today; for example, those based on Kohlberg's moral stages or in Value Clarification exercises (this will involve both studying the rationale given for these, and practice in employing them), and

3 develop and try out their own "moral education" materials.

J. Carbone

INTEREST COURSES

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

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

28.202 Conversational French (Advanced)

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

Staff

28.203 Orientation to School Guidance Programs

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

Counsellor Education Staff

28.204 Effective Written Communication

1 credit hour
Aimed at developing proficiency in written style and expression, this course features close personal supervision and focuses on individual needs and performance in writing through a series of consultations and exercises. A review of necessary grammar basics, paragraph and essay structure, and formal rhetorical devices will be tailored to the strengths and weaknesses of each participant. The course may be pursued in one of two ways: either the candidate enrolls in one of the regular class sections listed in the timetable guide,

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

J. D. Burnett

28.246 Introduction to Computer Programming

1 credit hour
The course is intended for students with no previous programming experience. General goal: to provide a brief introduction to the writing of computer programs. Primary objectives: the student will be able to sign-on at a typewriter terminal and construct simple programs in art. Problems will be selected from curriculum and administrative situations likely to occur in a junior or senior high school.

J. D. Burnett

28.254 Physics in Medicine

1 credit hour
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, radiostotope scanning, radiostotope 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.

W. Thamm

28.255 Aspects of Integrative Education

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

Much of the class time in this lecture-seminar course will be devoted to the examination of the ideas of seminal thinkers in the area. These include Whitehead, Margenau, Pythagoras, Taylor, Kunz, Thompson and von Bertalanffy.

W. C. Higginson

28.259 Typing

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

Staff

28.213 The Sound of Poetry

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

R. Turner

28.219 Classroom Management

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

C. M. DeGaris, K. H. Sedgenick

28.221 Teaching French as a Second Language

4 credit hours
Eligibility for admission:

- a Evidence of standing in French at the Ontario Secondary School Honour Graduation level or equivalent and success in an oral test and a written test in French to be administered at Duncan McArthur Hall.
- b Registered in the Full Elementary Program or in the Elementary Education Option and not registered in 28.321 or 28.322 French.

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

Successful candidates will be recommended for the certificate Teaching French as a Second Language.

D. A. Massey

28.223 Nonverbal Communication

1 credit hour
An introduction to an important and yet often overlooked part of teaching. Topics will include the biological and cultural backgrounds of non-verbal communication (NVC), different uses and signals of NVC, and the role of NVC in teaching. Videotapes of teaching behaviour will be examined from the viewpoints of NVC systems. As the course is in an early developmental stage, enrolment will be restricted to twenty.

H. A. Smith

28.224 Dramatic Presentation

1 credit hour
An introduction to the process of dramatic presentation. Emphasis will be placed on the practical side of dramatic presentation both in the classroom and in the school in general.

The Fall section of this course is intended only for students registered in the Dramatic Arts curriculum option, who will work in some capacity on a stage production. The Winter section is intended only for students who are not registered in Dramatic Arts.

A. A. Orr

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

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

Normal admission requirements to the program are:
 1 4 year Honours degree with 1st or 2nd class standing or equivalent
 2 B.A. degree or equivalent teacher preparation
 3 Two or more years of successful teaching experience*

- 1 General Bachelor's degree with at least second class standing
 - 2 B.A. degree or equivalent teacher preparation
 - 3 Four or more years of successful teaching experience.*
- In addition, candidates wishing to specialize in Counselling must have as a prerequisite a minimum of five courses in Psychology or a related area and should have completed the Guidance option of the B.A. Program or its equivalent.

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

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

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 1976-77 session. The scale of fees and the regulations which will apply during the 1977-78 session were not available at the time of this printing but can be obtained, upon request, from the Office of the Registrar, Queen's University. Please note that it is the responsibility of the student to obtain this information.

Payment of Fees

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

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

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

Regulations Concerning Non-Payment of Fees and Charges

- 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 re-register until the debt is settled.
- 3 any student who has an unresolved grievance concerning fees or other charges may file an explanatory letter in the appropriate payments office for transmission to the responsible University Officer for 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.

sympathetic understanding of the basic concepts of faiths common in Ontario classrooms and their effect upon the life and thought of their adherents, and thus be able to relate better to the spiritual natures of their pupils.

This course should be of particular interest to elementary candidates.

C. M. DeGaris

28.278 Enamelling on Metal

1 credit hour
 Students will explore all aspects of enamelling including plique de jour and cloisonne. Work will be in the areas of jewellery, fine art and functional design. Enrolment is limited to 20 students.

D. Coates

28.279 Batik

1 credit hour
 Students will explore the ancient art of Indian fabric dyeing. Cold water dyes, hot water dyes and waxes will be employed. Work will be done in cotton, silk and other natural fibres. Students will have to supply their own cloth. Enrolment is limited to 20 students.

D. Coates

28.282 Technical Skills

2 credit hours
 This course is designed primarily for technical option students, although those who have technical training or work experience may enrol. Upon completion of a diagnosis of each candidate's strengths and weaknesses in relation to the subject or subjects that he expects to teach, an individualized series of studies and activities is planned in consultation with faculty. As a result, the prospective teacher of technical subjects may acquire a better basis for teaching his subject, while at the same time preparing himself to write those technical proficiency examinations that must be written during the academic year.

H. Salter

28.284 Speech: Normal and Abnormal Development

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

W. H. Morris

28.286 A Study of the Religious Education Program in the Roman Catholic Elementary Schools of Ontario

2 credit hours
 This course is an introduction to the central concepts which make up the Religious Education curriculum currently in use in the Catholic Schools of Ontario.

Any teachers who plan to teach in the Roman Catholic Separate Schools will find this course helpful as a basic orientation in regard to the theological and pedagogical principles underlying contemporary Catechetical teaching. Roman Catholic Separate School boards expect their teachers to be responsible for a Religious Education curriculum. It is strongly recommended that students planning to teach in Roman Catholic Separate Schools enrol in this course.

The course is conducted by the Religious Education Consultants of the local Separate School Boards and is coordinated by the Kingston Diocesan Office of Religious Education.

C. M. DeGaris (Liaison)

28.289 German Authors

1 credit hour
 This course will be organized on the pattern of the traditional German "Dichterabend". Each student will play the part of a German author of his or her choice, reading from selected works, answering in the first person and leading discussions on the author's attitudes, style and influences. The course will be conducted in German.

D. A. Massey

28.290 Language of the Classroom

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

H. Osier

28.293 Teaching English as a Second Language

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

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

Applicants with a strong interest in English as a Second Language and who wish to enrol in the courses leading to the supplementary certificate

Sessional Fees

The sessional fees for the degree of B.A. for 1976-77 were:

	Payment in Fall		Payment by Installment	
	First	Second	First	Second
Tuition (see below)	\$580.00	\$290.00	\$290.00	\$290.00
Student Interest	88.55	88.55	—	—
Faculty Society	7.50	7.50	—	—
Installation Charge	—	5.00	—	—
	\$676.05	\$391.05	\$290.00	—

Student Interest Fees

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

Student Health	\$10.00
Athletics	25.00*
University Centre	12.30
Bus-It	5.35
Alma Mater Society	12.90
Queen's Journal	4.50
Tricolour Yearbook	6.00
Gifts Words	.25
Who's Where	.75
University Centre (Capital Pledge)	5.00
Unassignable Reserve	.25
Concert Fee	3.00
Legal Aid	.75
Project Green	1.00
C.F.R.C.	.25
Community Service	.75
Licensed Premises	.50

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

Installation 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 installation charge. If payment is made by installments, the second installment must be paid by January 31 without further notice. Students failing to complete payments by January 31 will be assessed the late payment penalty.

Late Payment Charges

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

Permit to Delay Payment of Fees

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

Refund of Fees

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

Receipt for Income Tax Purposes

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

Student Awards and Financial Aid

Government Sponsored Financial Aid Programs
 Supplementary financial assistance is available in varying degrees on a need-assessment basis in each province of Canada to both undergraduate and graduate students. These government aid programs are the major

should include, as soon as possible to Professor Doris Etherington, Faculty of Education, Queen's University, Kingston, Ontario, K7L 3N6. Enrolment is limited to thirty students.

D. G. Etherington

28.295 Choral Lab Ensemble

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

D. C. M. Smith

28.299 Private Studies

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

The Office of Continuing Education, working in close co-operation with the Continuing Education Committee of the Faculty Board, has as one of its most important functions, the promotion and presentation of Continuing Teacher Education programs outside the area of concern of the Graduate Studies and Research Committee. Since its inception in the autumn of 1969, this office has performed its major role in the offering of both basic and advanced Certification Programs designed for Ontario Elementary and Secondary School teachers. These programs have included such important fields of study as the Type A Seminars in a wide variety of subject areas, Intermediate and Specialist Certificate Courses in Physical and Health Education, School Librarianship, the full four unit program in Elementary Physical and Health Education, the Guidance Program, Parts I, II, III, IV, Business Education and Dramatic Arts, the Three-Part Reading Specialist Course, and the Certificate Course in Teaching French as a Second Language.

A second major concern of the Office of Continuing Education lies in the promotion of a broad program of in-service professional development courses and workshops. During the past four years, workshops have been offered in widely varying areas. There has been a steadily increasing emphasis placed by this Office upon professional development programs in response to needs perceived by teachers and school administrators in general, and by specific groups such as Associate Teachers, Instructors of the Federal Penitentiary Staff and Faculty of Community Colleges.

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 the present, 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.

Throughout the years since 1969 the Office has assumed an important liaison function between the Faculty, the Ministry of Colleges and Universities, the Regional Professional Development Committees of Eastern Ontario, Community Education groups, Federal Penitentiary Staff Colleges, County Boards of Education and Professional Teacher Organizations.

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

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

Statistics

Statistics is a subject of great importance to scientists, managers, engineers, politicians, economists and others interested in interpreting and understanding data. There is also an increasing recognition of the value of statistics at all levels of education. Because of its usefulness in so many areas, it is not unexpected to find many courses being offered in many departments at Queen's. Details on specific department offerings can be obtained from the Arts and Science and Applied Science calendars, from D. Burnett (A315, Duncan McArthur Hall) or from the Director of Queen's STATLAB, Mr. Donald Watts, Jeffrey Hall.

Performing Arts Office

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

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

The Dunning Hall series of five concerts specializes in chamber music. *The Vivinal Stage series* presents the best professional theatre, dance, and mime companies touring in Canada.

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

A large number of additional events are presented to satisfy the increasing audience demand for quality performing arts events.

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

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

Students wishing to become involved with the presentation of performing arts events can do so by participating in related committee work and in front-of-house management.

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

Public Lectures

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

The Agnes Etherington Art Centre

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

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

Radio

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

The John Deutsch University Centre

The John Deutsch University Centre 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 University person is a member of the University Centre, which is really a club where the men and women 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, the student newspaper, year book offices, Alumni Association and the Inter-

national Centre. The Centre has a main dining room, a large coffee bar, billiard rooms, common rooms, bank and other facilities designed to meet the requirements of student activities.

Athletics

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

The new stadium and track, four illuminated fields, the pool, arena, three gymnasiums, indoor track, squash and handball courts, and other athletic and recreational facilities afford the interested student many choices of activities revolving around the Physical Education Centre. Queen's University is a member institution of the Ontario Universities Athletic Association and the Ontario Women's Intercollegiate Athletic Association and, as such, abides by the constitutions of these associations, including their playing regulations and eligibility bylaws. Students who wish to participate in intercollegiate sports are bound by these regulations. Copies are available for perusal in the Senate Office and the Administrative Office — Athletics and Physical Education, in the Physical Education Centre.

Student Services

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

The Co-ordinator of Student Services, Mr. Finn Bogstad, is responsible for the active co-ordination of the Career Planning and Placement Service, Queen's Day Care Centre, the International Centre, the Student Affairs Centre, the Student Counselling Service, and the Student Health Service. His duties also include the maintenance of effective liaison with the Chaplains, the Dean of Women and the officers of the Alma Mater Society, and in general the facilitation of effective services to meet the needs of Queen's students. Mr. Bogstad's office is located in the Student Affairs Centre, 51 Queen's Crescent, *the grey house*, and he is available to all students, faculty and staff for assistance and consultation. Telephone 547-6995.

Career Planning and Placement Service

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

tion. Part time, summer and permanent placement assistance as well as career counselling are the primary activities of the staff.

The part-time employment program operates during the regular academic year and aids students in gaining work experience and supplementing their incomes with casual work in the Kingston area. The summer employment program assists students in finding career oriented and other appropriate summer jobs in a variety of geographic regions. Local employment on a more casual basis is offered through the Alma Mater Society Job Bank from mid-April to mid-August. The permanent employment program consists of both on-campus and off-campus recruitment. Representatives of companies and government agencies visit Queen's to interview students for possible employment. Companies which do not come on-campus notify the CRAP Office of their hiring needs and students registered with the service are asked to contact these companies for interviews.

Another important facet of the CRAP service is career counselling through career seminars, group discussions and individual counselling. This program focuses on orienting the student to the non-academic or work world and to making sound career decisions.

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

The service is available to Education Students through facilities and personnel located in Duncan McArthur Hall. Information about the service is made available during the opening days of the session.

The International Centre

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

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

Its doors are open to the public at all times, as are all of its events. Most of the activities correspond with the academic year. In September, the Centre sponsors an orientation program for newly arriving foreign students which includes discussions on immigration, housing, health, laws, clothing and finances. Meetings with other students from the recent ar-

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

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

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

Queen's University Student Loan Fund

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

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

For the most part, long-term loans at simple interest rates of approximately 8% are made only after the first term. Under ordinary circumstances students are expected to have enough money to carry them through the first half of the year. Those eligible for assistance from the Government sponsored financial aid programs are expected to obtain the maximum assistance possible from this source before applying for a long-

term University loan. Before a long-term loan is approved, the loan committee must be satisfied that the applicant has exhausted all other sources of assistance. A long-term loan may not exceed the value of a session's tuition fee and the applicant must be in at least his second year of full-time attendance at Queen's University.

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

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

The Andrina McCulloch Prizes for Public Speaking

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

The Alexander Morton Robertson Awards

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

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 a sense of humour in periods of crisis.

The value of the award is \$100 annually. The O.S.S.T.F. will present the

Academic Facilities and Student Services

The University Libraries

The library system at Queen's University consists of a central unit, the Douglas Library, 19 branches and three faculty libraries, of which one is the Education Library. Together these libraries contain over 1,000,000 volumes.

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

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

Education Library

The Faculty of Education, and the teaching profession of this area, are served by this library. The collection now consists of approximately 60,000 volumes, and 500 journals which include the major publications in the field. An important resource is the collection of 120,000 documents on microfiche distributed by the Educational Resources Information Centre (ERIC) of the United States Department of Health, Education and Welfare. This collection grows at the rate of approximately 12,000 microfiche per annum. The Resource Centre in the library houses a growing collection of audio-visual materials relevant to the curricula in the schools and in the Faculty.

The Computing Centre

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

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

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

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.

The Senator Frank Carrel Scholarships

The Senator Frank Carrel Scholarships have been established at Queen's University through the generosity of the late Senator Frank Carrel, noted publisher, executive and author who represented the Gulf Division in the Legislative Council of the Province of Quebec for many years prior to his death in 1940.

Candidates for Carrel Scholarships must for at least one year prior to their application for admission to Queen's University (or for at least one year prior to April 30 if enrolled in an upper year) have been and remain until the expiry of their scholarship domiciled in the Province of Quebec and as far as possible in the City or County of Quebec or in the Gulf Division of the Legislative Council of Quebec as constituted at 30th July, 1940, (including Rimouski Bonaventure, Gaspé, Est, Gaspé-Ouest and Îles de la Madeleine). The Senator Frank Carrel Scholarships: Several scholarships are awarded annually on the basis of general proficiency. All eligible candidates will be considered automatically. Value: \$1,000.

The Senator Frank Carrel Merit and Need Scholarships

Several scholarships are awarded annually on the basis of deemed need to students enrolled in any year of any program who achieved at least a B standing the previous year. Applications should be submitted to the Assistant Registrar (Student Awards), Queen's University, prior to 1st October of the year of application. Restricted to students domiciled in Quebec prior to enrolment at Queen's University. Value: variable.

Carleton Board of Education

A. Y. Jackson Secondary School
Mr. P. J. R. Carroll
Cairine Wilson Secondary School
Mr. W. S. Joyce
Bell High School
Mr. J. M. Beatty
Colonel By Secondary School
Mr. J. L. McDonald
Confederation High School
Mr. P. J. Ivay
Earl of March Secondary School
Mr. G. W. Armstrong
Gloucester High School
Mr. T. J. Brennan
J. S. Woodworth Secondary School
Dr. J. G. Thomson
Merivale High School
Mr. A. G. Peterson
Osopode High School
Mr. W. McLean
Sir Robert Borden High School
Mr. G. M. Ferguson
South Carleton High School
Mr. G. W. Tushingham

Carleton Board of Education Public Schools

Bayshore School
Mr. R. Bullock
Bell's Corners P. S.
Mr. J. M. Ferguson
Century School
Mr. T. A. Gordon
D. Aubrey Moodie Intermediate School
Mr. G. Fossey
Emily Carr Middle School
Mr. P. Dupuis
Erskine Johnston School
Mr. G. Beckstead

Green Bank Senior Elementary School
Mr. L. Roth
Henry Munro P. S.
Mr. W. M. Valentine
Huntley Centennial School
Mr. H. H. Turner
Metcalfe P. S.
Mr. R. Thomas
Queenwood P. S.
Mr. D. M. Brown
Richmond Public School
Mr. A. Kathnelson
Rideau Valley Middle School
Mr. G. Berry
Robert Hopkins P. S.
Mr. J. A. Brown
St. Winston Churchill P. S.
Mr. W. D. Guy

Carleton Roman Catholic Separate School Board

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

C.F.B. — Fort Henry Board of Education

Lundy's Lane School
Mr. L. M. Ruttle
Niagara Park School
Mr. J. G. Hubbard

Durham Board of Education

Ajax High School
Mr. F. J. Parrott
Brook District High School
Mr. W. J. Fairburn
Dr. Robert Thornton/Sinclair P.S.
Miss N. Bruce
Eastdale Collegiate & Vocational Institute
Mr. A. M. Dixon

General Vanier Secondary School
Mr. F. J. Finlay
Gertrude Culpus Public School
Mr. J. Francom
Henry Street High School
Mr. H. Thompson
Scott Central/Zephyr Public School
Mr. D. C. Jobb
Sir John A. Macdonald Public School
Mr. B. D. Cornwall
T. R. McEwen Senior Public School
Mr. A. F. Hubert
Uxbridge Public School
Mr. M. Prentice
West Lynde Public School
Dr. D. Disney

Espanola Board of Education

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

Frontenac County Board of Education

Mrs. N. Pickering
Home Instruction
Mrs. D. Reed
Outdoor Education Consultant — Gould Lake

Bayridge Secondary School

Mr. R. A. Joyce
Frontenac Secondary School
Mr. A. A. Martin
Kingston Collegiate and Vocational Institute
Mr. D. R. Hall
LaSalle Secondary School
Mr. H. A. Montrose
Loyalist Collegiate and Vocational Institute
Mr. J. G. Linscott
Queen Elizabeth Collegiate and Vocational Institute
Mr. E. A. Craighead

Sydenham High School
Mr. J. C. Smith

Frontenac County Board of Education Public Schools

Bayridge P. S.
Mr. J. A. Kippen
Calvin Park Public School
Mr. J. M. H. Turner
Cataqui P. S.
Mr. A. H. Glenn
Centennial Public School
Mr. D. R. Marriott
Central Public School
Mr. D. L. Pruner
Collins Bay P. S.
Mr. H. E. Macdonald
Duncan McArthur P. S.
Mr. K. J. Reynolds
Eggleton and District Public School
Mr. A. C. MacFarlane
First Avenue Public School
Mr. F. C. Breese
Frontenac Public School
Mr. K. A. Keyes
Glenburnie Public School & Annexes
Mr. W. D. Creighton
Harrowsmith Public School
Mr. L. H. Babcock
Holtgrove Public School
Mrs. M. Alport
James R. Henderson Public School
Mr. R. W. Davidson
J. E. Horton Public School and Annexes
Mr. C. F. Jones
J. G. Simcoe Public School
Mr. D. R. Saunders
Joyceville Public School
Mr. J. Buttwell
Kingscourt P. S.
Mr. R. A. Williams
Lord Strathcona Public School
Mr. G. A. Smith

rival's country are arranged. The staff of the Centre welcome any opportunity to be of assistance to new arrivals, in particular, and to all students as their needs arise.

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

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

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

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

Queen's Day Care Centre

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

Student Affairs Centre

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

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

An important support function provided by the Student Affairs Centre is the provision of facilities and continuity for several student-run services including those of the newly-formed Queen's Student Community Services Group (Birth Control Centre, Drug Centre, Teleclinic, Student Volunteer Bureau, Queen's Homophile Association). Four denominational chaplains (Rev. Douglas Ray, Anglican; Rev. Bill Burns, Roman Catholic; Rev. Bill Dykstra, Christian Reformed; Rev. Ken Gies, Lutheran) are present at "the grey hour" for a few hours a week; students and staff are welcome to visit the chaplains on a "drop-in" basis. Details of their schedules can be obtained by calling "the grey hour". The Student Affairs Centre offers the use of its facilities for a number of university community, social cultural and intellectual activities. Discussion groups, teach-ins, dinner meetings, meditation groups are a few of the many activities supported. The Student Affairs Centre is open as long as its services and facilities are required. Telephone: 547-6995

Student Counselling Service

The Counselling Service provides free Psychological counselling services for all students, staff and faculty. This confidential professional help is available to assist with educational, vocational, and personal problems. In addition to individual personal counselling, a number of specific group programs are available to provide training in selected areas. Students with academic difficulties may wish to join the "Reading Improvement" program as well as the "Study Skills" program. Both of these meet

Loughborough Public School
Mr. I. C. Snider
Macdonald Public School
Mr. D. L. Pruner
Perth Road Public School
Mr. W. T. Cousins
Polson Park P. S.
Mr. R. P. Galbraith
Portsmouth P. S.
Mr. J. A. Carnegie
Prince Charles Public School
Mr. W. J. Sproule
Princess Anne School
Mr. I. R. Stewart
R. Gordon Sinclair Public School
Mr. D. M. R. Davis
Rideau Heights Public School
Mr. D. F. Howes
Rideau P. S.
Mr. J. S. Kerr
Sharbot Lake Public School
Mrs. M. E. McKinnon
Simcoe Island P. S.
Mr. R. Poile
Sunnyside Public School
Mr. G. White
Victoria P. S.
Mr. R. W. Darling
Walbone Avenue P. S.
Mr. R. W. Parks
Winston Churchill Public School
Mrs. M. M. Clench

Frontenac, Lennox and Addington County Roman Catholic Separate School Board

Cathedral School
Mr. B. Reitz
Holy Family School
Sr. J. Burns
John XXIII School
Mr. T. W. Clifford
Our Lady of Lourdes School
Mr. J. Coulter

Our Lady of Mount Carmel School
Mr. E. F. Evans
Regiopolis College
Mr. E. Zarichny
St. John School
Mr. J. Hamilton
St. Patrick School
Mr. R. Coleman
St. Paul School
Mr. P. Larouche
St. Thomas More School
Mr. P. Kennedy

Hastings County Board of Education

Mr. J. Galwey
H. R. Frost Outdoor Centre
Bayside Secondary School
Mr. L. D. Read
Belleville Collegiate Institute and Vocational School
Mr. J. A. Walker
Centennial Secondary School
Mr. D. Bell
Centre Hastings District Secondary School
Mr. R. Henderson
Moira Secondary School
Mr. W. R. MacKay
North Hastings High School
Mr. R. Leach
Quinte Secondary School
Mr. J. S. Hayman
Trenton High School
Mr. J. R. Sisson

Hastings County Board of Education Public Schools

Harmony Public School
Mr. P. W. Gariepy
Hillevest Public School
Mr. G. H. J. Allen
King George Public School
Mr. W. A. Lott

Parkdale Elementary School
Mr. B. A. Wright
Prince Charles Public School
Mr. W. D. Hamblen
Queen Elizabeth P. S., Belleville
Mr. R. C. A. Walmaly
Queen Elizabeth P. S., Trenton
Mr. B. D. Summers
Queen Mary Public School
Mr. R. W. Caswell
Sir John A. Macdonald P. S.
Mr. J. E. Burns
Sir Mackenzie Bowell Public School
Mr. J. Morrow
Stirling Senior P. S.
Mr. G. H. Patton

Hastings Prince Edward County R.C.S.S. Board

Batawa Sacred Heart School
Mr. L. Carmichael
Georges Vanier School
Sr. B. Thifault
Nicholson Catholic College
Sr. M. Teresa
St. Cathaghs School
Sr. N. Seguin
St. Mary's School
Sr. L. Fitzgerald
St. Peter's School
Mr. F. Evans

Kapuskasing Board of Education

Eastview Public School
Mr. F. J. Yacula
Kapuskasing District High School
Mr. W. J. Peacock

Lanark County Board of Education

Almaste & District High School
Mr. D. Kilpatrick
Caldwell Street Public School
Mr. R. W. Tweedy

Carleton Place High School
Mr. C. J. M. Dawson
Nainith Memorial Public School
Mr. M. R. Scott
Perth & District Collegiate Institute
Mr. J. H. D. Aikman
Rideau Public School
Mr. R. C. B. Fraser
Smiths Falls District Collegiate Institute
Mr. G. W. Slinger
The Stewart Public School
Mr. G. G. Blanchard

Leeds & Grenville County Board of Education

Athens High School
Mr. H. Irving
Brockville Collegiate Institute & Vocational School
Mr. J. T. Graham
Ganoaque Secondary School
Mr. P. V. Slack
North Grenville District High School
Mr. G. Lamcraft
Rideau District High School
Mr. G. G. Gration
South Grenville District High School
Mr. Robert Lawn
Thousand Islands Secondary School
Mr. J. Kent

Leeds and Grenville County Board of Education Public Schools

Front of Yonge Elementary School
Mrs. D. McDougall
Lyn-Tincap Public School
Mr. A. G. McGee
Macdonald P. S.
Mr. R. Abrams
Sweet's Corners Elementary School
Mr. R. C. Leeson

on a group basis but also provide for individual help to meet more specific needs.

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

People who wish to have Relaxation Training may join the groups which meet on a regular basis for four weeks of group training, accompanied by homework practice sessions with cassette tapes. People who wish to improve their understanding and expressiveness in Interpersonal Relations may join an evening group during both Fall and Winter terms. An Assertiveness Training Group will be held to provide an opportunity to discuss problems surrounding assertiveness, and to suggest and practise ways of increasing effectiveness in social situations.

Career planning and exploration may involve students in a program including psychological testing, discussion of personal goals and style. Orienting to the world of employment may involve some extended self-evaluation as well as active exploration of resource materials. The service is open from Monday to Friday, from 9:00 a.m. to 5:00 p.m. at 32 Queen's Crescent. Appointments are made on an individual basis. For information and appointments telephone 547-2893.

Student Health Service

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

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

The Psychiatric Division of the Student Health Service offers a comprehensive range of services, including counselling, testing and psychotherapy. Difficulties in coping with the demands of the university environment are experienced by many students. If unresolved, these difficulties may lead to nervousness, depression, physical complaints or impairment of concentration; and these symptoms in turn may result in individuals profiting less from their university experience and interfere

with academic progress. The psychiatric division of the Student Health Service, while it is also able to help that small minority of students who suffer from severe emotional breakdowns, exists primarily to help those students who are not psychiatrically ill in the usual sense of the term but whose relatively minor problems of adjustment impair their health, academic performance or sense of well-being. Students are seen by appointment, 9 a.m. — 5 p.m., telephone 547-2889. Complete confidentiality is observed.

Hours of operation
Medical Clinic: 9:00 a.m. — 4:00 p.m.
Monday to Friday inclusive
Telephone: 547-6106 (24 hours)

When the service is closed, answering service will place the caller in touch with the duty physician.
Psychiatric Division: 9:00 a.m. — 5:00 p.m. by appointment
Telephone 547-2889

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

Medical and Hospital Insurance

University policy requires that all full-time students and their dependents have insurance to cover medical and hospital costs in order to protect their interests and the interests of the university community. Students are required at registration to produce evidence of hospital and medical insurance effective in Ontario throughout the academic session, or to obtain insurance at registration. Hospital and medical insurance coverage in Ontario is obtained through subscription to the provincial medical care plan — Ontario Health Insurance Plan (OHIP). The premium for this plan is \$16.00 per month for single subscribers and \$32.00 per month for couples with or without children. The plan makes provision for premium assistance when the applicant can qualify.

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

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

Queen Victoria Public School
Mr. J. E. Robinson

Private Boards
Ashbury College, Rockcliffe
Mr. W. A. Joyce

Boyne River Natural Science
School
Mr. C. Hopkins
The Sir James Whitney School
Dr. J. D. Demeza

Minister's Representatives

Mrs. A. Skillings
Superintendent of
Curriculum Services
Ministry of Education
Eastern Ontario Region
Kingston, Ontario

Mr. Eric G. Runacres
Director of Education
Hastings County Board
of Education
Belleville, Ontario

Mr. C. G. Thomson
Realtor
Kingston, Ontario

Mr. R. Sheridan
Teacher Education Branch
22nd Floor, Mowat Block
Queen's Park, Toronto

Mr. R. Doyle
Superintendent of Schools
Frontenac, Lennox &
Addington Roman Catholic
Separate School Board
Kingston, Ontario

University Representatives
Dr. W. C. Loughheed
Associate Dean (Arts)
Faculty of Arts & Science
Queen's University

Mrs. Beatrice Bryce
Former Dean of Women
and Member of the
Department of English
Queen's University

Dr. A. J. Coleman
Head, Department of
Mathematics
Queen's University

Advisory Committee 99

Mrs. Helen Mathers
Director — Ban Rich Foundation
for Continuing University
Education

Mr. B. S. Osborne
Associate Professor
Department of Geography
Queen's University

**Representatives from:
Ontario Secondary School
Headmasters' Council**

Mr. John D. Linscott
Principal
Loyalist Collegiate and
Vocational Institute
Kingston, Ontario

**Ontario Association of
Education Administrative Officials**

Mr. J. L. Jordan,
Director of Education
Lanark, Leeds and Grenville
County R.C.S.S. Board
Smiths Falls, Ontario

Mr. K. W. Tompkins
Superintendent of Education
Frontenac County Board
of Education
Kingston, Ontario

Ontario Teachers' Federation
Mr. John D. Linscott
Principal
Loyalist Collegiate and
Vocational Institute
Kingston, Ontario

Mr. W. Robert Poile
Principal
Simcoe Island
Public School
Simcoe Island, Ontario

Tonata Public School
Mr. A. H. Bates
Vanier Public School
Mr. H. B. Warren
Westminster Public School
Mr. J. D. Cotie

**Lennox & Addington
County Board
of Education**

Amherst View Public School
Mr. H. B. Randa

Bath Public School
Mr. B. H. Reynolds
Erneslow Secondary School
Mr. M. V. Sheridan

Fairfield Public School
Mr. W. M. Adams
Napane District Secondary School
Mr. D. E. Thompson

North Addington Education Centre
Mr. W. W. Rowsome
Odessa Public School
Mr. R. J. Cherry

The Prince Charles P. S.
Mr. D. G. Hellivell
Westdale Park P. S.
Mr. L. L. Langdon

**Nipissing District R.C.S.S.
Board of Education**

Scollard Hall
North Bay College
Rev. P. Mackan
St. Hubert Separate School
Mr. E. H. Casonato

**Northumberland & Newcastle
County Board of Education**

Bowmanville High School
Mr. E. W. Wolff
Campbellford District
High School
Mr. J. A. Jackson

Central Area Consultant's
Office — Outdoor Education
Miss A. Wilson
Coburg District Collegiate
Institute East
Mr. C. A. Hag

Coburg District Collegiate
Institute West
Mr. J. L. Williams
Courtice Secondary School
Mr. H. Bradley

East Northumberland
Secondary School
Mr. B. M. Todd
Port Hope High School
Mr. D. R. Gellatly

**Northumberland & Newcastle
County Board of Education
Public Schools**

Bowmanville Senior Public School
Mr. R. L. Moore
Brighton P. S.
Mr. W. M. Pettigill

Burnham Public School
Mr. J. J. Winksworth
Camborne P. S.
Mr. J. A. Harris

Central P. S. & Central Annex
Mr. T. Turner
Courtice North P. S.
Mr. E. A. Crawford

Hampton Junior P. S.
Mr. E. Murdoch
Hillcrest P. S.
Mr. G. H. McCleary

Kent P. S.
Mr. A. L. Whitfield
Kirby Centennial School
Mr. G. Gleibs

Merwin Greer P. S.
Mr. I. Watkins
M. J. Hobbs Senior P. S.
Mr. E. S. Taylor

Murray Centennial P. S.
Mr. W. J. Lafferty

Plantagenet High School
Mr. R. J. H. Blonidin

**Prince Edward County
Board of Education**

Athol and South Marysburg
Schools
Mr. T. O'Halloran
Kenzie P. S.
Mr. D. Baldwin

Prince Edward Collegiate Institute
Mr. P. Burd
Queen Elizabeth P. S.
Mr. A. Hill

**Renfrew County
Board of Education**

Amppor District High School
Mr. W. H. Sly
Champlain High School
Mr. R. J. Baxter

Fellowes High School
Mr. R. Wilson
Keys Public School
Mr. R. Gardner

MacKenzie High School
Mr. H. Moffatt
Madawaska Valley District
High School
Mr. G. C. Post

Opeongo High School
Mr. D. P. Whillans
Palmer Rapids Public School
Mr. R. A. McKone

Renfrew District Collegiate
Institute
Mr. J. A. Goodfellow
Walter Zadow Public School
Mr. D. J. Fraser

**Stormont, Dundas and
Glenarry County
Board of Education
Public Schools**

Berwick Public School
Mr. B. A. Leightizer
Central P. S.
Mr. D. Hickey

Chesterville P. S.
Mr. W. G. Barton
Inkerman P. S.
Mr. L. Berry

J. S. Macdonald Public School
Mr. T. Green
Maple Ridge Senior Elementary
School
Mr. W. MacMillan

Monkland District Public School
Mr. D. Anderson
Morrisburg P. S.
Mr. S. Peters

Rothwell P. S.
Mr. S. E. Joacoe
Williamstown P. S.
Mr. D. Groat

**Stormont, Dundas and
Glenarry County
Board of Education**

Charlottenburgh-Lancaster D. H. S.
Mr. D. M. Shaw

Newcastle P. S.
Mr. R. E. Munro
Newtonville P. S.
Mr. E. J. Veldhuis

Orono P. S.
Mr. R. Simser
The Pines Senior
Public School
Mr. L. R. Bolton

**Ottawa Board of
Education**

Brookfield High School
Mr. M. J. Weeks
Canterbury High School
Mr. A. Wotherspoon

Fisher Park High School
Mr. G. M. Pettinger
Glebe Collegiate Institute
Mr. J. R. King

High School of Commerce
Mr. W. R. Squire
Highland Park High School
Mr. J. J. Gillespie

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

Lisgar Collegiate Institute
Mr. R. G. McMichael
McArthur High School
Mr. Y. A. Loubert

Nepean High School
Mr. N. E. Sliter
Ottawa Technical High School
Mr. J. B. Black

Rideau High School
Mr. R. W. Beck
Ridgemont High School
Mr. W. J. MacCarthy

Sir John A. Macdonald
High School
Mr. J. H. Merkle
Sir Wilfrid Laurier
High School
Mr. D. B. Lynch

**Stormont, Dundas and
Glenarry County
Board of Education
Public Schools**

Berwick Public School
Mr. B. A. Leightizer
Central P. S.
Mr. D. Hickey

Chesterville P. S.
Mr. W. G. Barton
Inkerman P. S.
Mr. L. Berry

J. S. Macdonald Public School
Mr. T. Green
Maple Ridge Senior Elementary
School
Mr. W. MacMillan

Monkland District Public School
Mr. D. Anderson
Morrisburg P. S.
Mr. S. Peters

Rothwell P. S.
Mr. S. E. Joacoe
Williamstown P. S.
Mr. D. Groat

**Stormont, Dundas and
Glenarry County
Board of Education
Public Schools**

Berwick Public School
Mr. B. A. Leightizer
Central P. S.
Mr. D. Hickey

Chesterville P. S.
Mr. W. G. Barton
Inkerman P. S.
Mr. L. Berry

J. S. Macdonald Public School
Mr. T. Green
Maple Ridge Senior Elementary
School
Mr. W. MacMillan

Monkland District Public School
Mr. D. Anderson
Morrisburg P. S.
Mr. S. Peters

Rothwell P. S.
Mr. S. E. Joacoe
Williamstown P. S.
Mr. D. Groat

Woodroffe High School
Mr. S. R. Berry

**Ottawa Board of Education
Public Schools**

Bradview Avenue School
Mr. M. A. McKibbin
D. Roy Kennedy P. S.
Mr. J. Craig

Featherston Drive School
Mr. D. K. Forrester
Fielding Drive School
Mr. M. Sands

Hawthorne School
Mr. G. Shaubolt
Heron Park School
Mr. D. Brown

MacSkimming School of
Natural Science
Mr. R. Ferguson
Vincent Massey School
Mr. D. E. Halley

Woodroffe Avenue Public School
Mr. A. Swerdfeger

**Ottawa Roman Catholic
Separate School Board**

Holy Rosary School
Mr. E. D'Errico
Immaculata High School
Sr. Anna Clare

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

**Peterborough County
Board of Education**

Adam Scott Collegiate
Vocational Institute
Mr. J. A. McCormack
Crestwood Secondary School
Mr. B. Mous

Kenner Collegiate &
Vocational Inst.
Mr. A. B. Sweeney
Lakefield District High School
Mr. C. W. Burge

Sudbury Board of Education

Carl A. Nesbitt P. S.
Mr. A. Toppini
Garson-Falconbridge
Secondary School
Mr. J. Sporer

Lansdowne Public School
Mr. N. M. Bolander
LaSalle Secondary School
Mr. J. C. Stolle

Lockeby Composite School
Mr. M. K. Lawson
Lo-Ellen Park Secondary School
Mr. B. L. Elliott

Nickel District Secondary School
Mr. J. H. Coghlan
Prince Charles Public School
Mr. R. Wasylewski

Sudbury Secondary School
Mr. L. A. Yauk

**Timiskaming Board
of Education**

New Liskeard Secondary School
Mr. E. C. Minchin

**Timmins Board of
Education**

Timmins High and
Vocational School
Mr. R. Sampson

**Victoria County
Board of Education**

Central Senior Public School
Mr. R. J. Allen
I. E. Weldon Secondary School
Mr. J. L. Martin

King Albert Public School
Mr. E. J. Wood
Lindsay Collegiate and
Vocational Institute
Mr. A. D. Truax

Parkview Public School
Mr. C. D. Watson

Mr. Don Andrychuk
LaSalle Secondary School
Kingston, Ontario
*Ontario Catholic Supervisory Officers'
Association Inc.*
Mr. J. Jordan
Director of Education
Lanark, Leeds, Grenville County
Roman Catholic
Separate School Board
Smiths Falls

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

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

Norwood District High School
Mr. J. W. Auckland
Peterborough Collegiate
& Vocational School
Mr. L. James Watson
Thos. A. Stewart
Secondary School
Mr. J. A. Richardson

**Peterborough County Board
of Education
Public Schools**

Board of Education Centre
Mrs. F. E. Doyle
Armour Heights Public School
Mr. D. Winch

Chemong Public School
Mr. D. C. Benson
Edmison Heights Public School
Mr. D. Montgomery

Fairview Public School
Mr. G. Stanford
Highland Heights Public School
Mr. L. J. Edwards

Queen Elizabeth Public School
Mr. D. McKnight
Queen Mary Public School
Mr. P. Bailey

Westmount Public School
Mr. R. Brown

**Peterborough, Victoria,
Northumberland and
Newcastle Roman Catholic
S.S. Board.**

St. Alphonsus School
Sr. E. Gahagan
St. Anne's School
Mr. G. McKeiver

St. Peter's High School
Mr. R. O'Rourke

**Prescott and Russell County
Board of Education**

Hawkesbury District High School
Mr. R. Clement

Plantagenet High School
Mr. R. J. H. Blonidin

**Prince Edward County
Board of Education**

Athol and South Marysburg
Schools
Mr. T. O'Halloran
Kenzie P. S.
Mr. D. Baldwin

Prince Edward Collegiate Institute
Mr. P. Burd
Queen Elizabeth P. S.
Mr. A. Hill

**Renfrew County
Board of Education**

Amppor District High School
Mr. W. H. Sly
Champlain High School
Mr. R. J. Baxter

Fellowes High School
Mr. R. Wilson
Keys Public School
Mr. R. Gardner

MacKenzie High School
Mr. H. Moffatt
Madawaska Valley District
High School
Mr. G. C. Post

Opeongo High School
Mr. D. P. Whillans
Palmer Rapids Public School
Mr. R. A. McKone

Renfrew District Collegiate
Institute
Mr. J. A. Goodfellow
Walter Zadow Public School
Mr. D. J. Fraser

**Stormont, Dundas and
Glenarry County
Board of Education**

Charlottenburgh-Lancaster D. H. S.
Mr. D. M. Shaw

Corwall Collegiate and
Vocational School
Mr. W. J. Roddy
Ecole Secondaire La Citadelle
Mlle. J. Seguin

General Vanier Secondary School
Mr. L. F. Deneuchie
Glenarry District High School
Mr. P. T. Lloyd

North Dundas District High School
Mr. D. W. McGahan
Onabruck High School
Mr. L. Gaulty

Seaway District High School
Mr. C. C. Hart
St. Lawrence High School
Mr. R. L. Brisson

Tagwi Secondary School
Mr. G. Metivier

**Stormont, Dundas and
Glenarry County
Board of Education
Public Schools**

Berwick Public School
Mr. B. A. Leightizer
Central P. S.
Mr. D. Hickey

Chesterville P. S.
Mr. W. G. Barton
Inkerman P. S.
Mr. L. Berry

J. S. Macdonald Public School
Mr. T. Green
Maple Ridge Senior Elementary
School
Mr. W. MacMillan

Monkland District Public School
Mr. D. Anderson
Morrisburg P. S.
Mr. S. Peters

Rothwell P. S.
Mr. S. E. Joacoe
Williamstown P. S.
Mr. D. Groat

**Stormont, Dundas and
Glenarry County
Board of Education**

Charlottenburgh-Lancaster D. H. S.
Mr. D. M. Shaw

Sudbury Board of Education

Carl A. Nesbitt P. S.
Mr. A. Toppini
Garson-Falconbridge
Secondary School
Mr. J. Sporer

Lansdowne Public School
Mr. N. M. Bolander
LaSalle Secondary School
Mr. J. C. Stolle

Lockeby Composite School
Mr. M. K. Lawson
Lo-Ellen Park Secondary School
Mr. B. L. Elliott

Nickel District Secondary School
Mr. J. H. Coghlan
Prince Charles Public School
Mr. R. Wasylewski

Sudbury Secondary School
Mr. L. A. Yauk

**Timiskaming Board
of Education**

New Liskeard Secondary School
Mr. E. C. Minchin

**Timmins Board of
Education**

Timmins High and
Vocational School
Mr. R. Sampson

**Victoria County
Board of Education**

Central Senior Public School
Mr. R. J. Allen
I. E. Weldon Secondary School
Mr. J. L. Martin

King Albert Public School
Mr. E. J. Wood
Lindsay Collegiate and
Vocational Institute
Mr. A. D. Truax

Parkview Public School
Mr. C. D. Watson