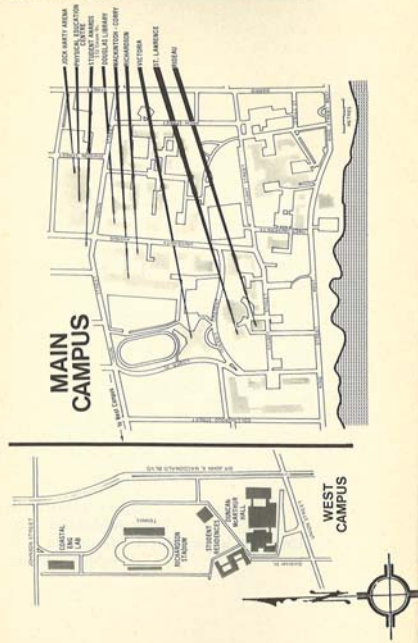


Photos: Jerry Baumgaertel, Ron Fairley
 Maps: Frank Cerisano



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

Sessional Dates 1978-79 5

1978

JANUARY	APRIL	JULY	OCTOBER
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1	1	1
8 9 10 11 12 13 14	2 3 4 5 6 7 8	2 3 4 5 6 7 8	8 9 10 11 12 13 14
15 16 17 18 19 20 21	9 10 11 12 13 14 15	9 10 11 12 13 14 15	15 16 17 18 19 20 21
22 23 24 25 26 27 28	16 17 18 19 20 21 22	16 17 18 19 20 21 22	22 23 24 25 26 27 28
29 30 31	23 24 25 26 27 28 29	23 24 25 26 27 28 29	29 30 31

FEBRUARY	MAY	AUGUST	NOVEMBER
1 2 3 4	1 2 3 4 5 6	1 2 3 4 5	1 2 3 4
5 6 7 8 9 10 11	7 8 9 10 11 12 13	6 7 8 9 10 11 12	5 6 7 8 9 10 11
12 13 14 15 16 17 18	14 15 16 17 18 19 20	13 14 15 16 17 18 19	12 13 14 15 16 17 18
19 20 21 22 23 24 25	21 22 23 24 25 26 27	20 21 22 23 24 25 26	19 20 21 22 23 24 25
26 27 28	28 29 30 31	27 28 29 30 31	26 27 28 29 30

MARCH	JUNE	SEPTEMBER	DECEMBER
1 2 3 4	1 2 3	1 2	1 2
5 6 7 8 9 10 11	4 5 6 7 8 9 10	3 4 5 6 7 8 9	3 4 5 6 7 8 9
12 13 14 15 16 17 18	11 12 13 14 15 16 17	10 11 12 13 14 15 16	10 11 12 13 14 15 16
19 20 21 22 23 24 25	18 19 20 21 22 23 24	17 18 19 20 21 22 23	17 18 19 20 21 22 23
26 27 28 29 30 31	25 26 27 28 29 30	24 25 26 27 28 29 30	24 25 26 27 28 29 30 31

1979

JANUARY	APRIL	JULY	OCTOBER
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1 2 3 4 5 6	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6
7 8 9 10 11 12 13	8 9 10 11 12 13 14	8 9 10 11 12 13 14	7 8 9 10 11 12 13
14 15 16 17 18 19 20	15 16 17 18 19 20 21	15 16 17 18 19 20 21	14 15 16 17 18 19 20
21 22 23 24 25 26 27	22 23 24 25 26 27 28	22 23 24 25 26 27 28	21 22 23 24 25 26 27
28 29 30 31	29 30	29 30 31	28 29 30 31

FEBRUARY	MAY	AUGUST	NOVEMBER
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4 5 6 7 8 9 10	6 7 8 9 10 11 12	5 6 7 8 9 10 11	4 5 6 7 8 9 10
11 12 13 14 15 16 17	13 14 15 16 17 18 19	12 13 14 15 16 17 18	11 12 13 14 15 16 17
18 19 20 21 22 23 24	20 21 22 23 24 25 26	19 20 21 22 23 24 25	18 19 20 21 22 23 24
25 26 27 28	27 28 29 30 31	26 27 28 29 30 31	25 26 27 28 29 30

MARCH	JUNE	SEPTEMBER	DECEMBER
1 2 3	1 2	1	1
4 5 6 7 8 9 10	3 4 5 6 7 8 9	2 3 4 5 6 7 8	2 3 4 5 6 7 8
11 12 13 14 15 16 17	10 11 12 13 14 15 16	10 11 12 13 14 15 16	10 11 12 13 14 15 16
18 19 20 21 22 23 24	17 18 19 20 21 22 23	16 17 18 19 20 21 22	16 17 18 19 20 21 22
25 26 27 28 29 30 31	24 25 26 27 28 29 30	23 24 25 26 27 28 29	23 24 25 26 27 28 29
		30	30 31

July 1978

- 4 First day of Summer School
- August 1978**
- 11 Last day of Summer School
- September 1978**
- 5 Opening day. All B.Ed. and Dip. in Tech. Ed. candidates meet in the Auditorium of Duncan McArthur Hall at 9:30 a.m. on Tuesday, September 5. Candidates receive their confirmed timetables
- 6 First day of classes, Fall Term - B.Ed. and Dip. in Tech. Ed.
- 13 Registration for M.Ed. candidates
- 14 9:00 a.m. - 3:00 p.m. Registration for B.Ed. and Dip. in Tech. Ed. candidates in the Jock Harty Arena, Division Street entrance
- 18 First day of classes, M.Ed. - Fall Term
- 29 Last day for adding a full year course or Fall Term course without approval of instructor and Registrar
- October 1978**
- 9 Thanksgiving. No M.Ed. classes
- 9-20 Student Teaching
- November 1978**
- 3 Last day for dropping a Fall Term course
- 11 Remembrance Day
- 20-30 Student Teaching
- December 1978**
- 1 Student Teaching
- 8 Last day of classes, M.Ed. - Fall Term
- 15 Last day of classes, B.Ed. and Dip. in Tech. Ed. - Fall Term
- January 1979**
- 3 First day of classes, B.Ed. and Dip. in Tech. Ed. - Winter Term
- 8 First day of classes, M.Ed. - Winter Term
- 20 Last day for adding a Winter Term course without approval of instructor and Registrar
- February 1979**
- 9 Last day for dropping a full year course or a Winter Term course
- 12-28 Student Teaching

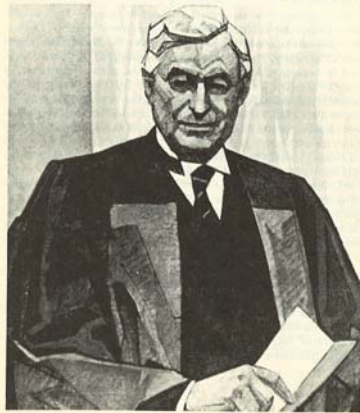
Faculty of Education Calendar 1978-79

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

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 Ian 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



The Faculty of Education 11

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

March 1979

1-9 Student Teaching
12-16 Study Week

April 1979

6 Last day of classes, M.Ed. - Winter Term
13 Good Friday, No classes
20 Last day of classes, B.Ed. and Dip. in Tech. Ed. - Winter Term
23-27 Student Teaching

May 1979

18 Convocation

History of the University 7

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

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.



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

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. Cory, 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 Cory was named Vice-Chancellor and Principal. Principal Cory 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 Ph.D. and D.Sc. degrees. At that time the degree of M.A. was not a graduate degree, but was given in accordance with the old Scottish pattern on the completion of Honours work in certain programs provided the candidate had first class standing. With the introduction of a new system of undergraduate studies in

1919, however, a Master's program was set up requiring a year of work beyond the B.A. and prescribing advanced lecture courses and a thesis or other piece of independent work.

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



Technical Education — Duncan McArthur Hall

A Educational Studies

PROFESSIONAL ISSUES IN CONTEMPORARY EDUCATION
28.400 Professional Issues in Contemporary Education
 This non-credit course in which all candidates enrolled 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

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 33.

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 33 to 42.
 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.51) 4 credit hours
 28.368 Curriculum Development in Technological Subjects (p.51) 4 credit hours
 Total requirement under Curriculum 12 credit hours

Practicum
 28.170 Community Service (p.56) 2 credit hours
 28.160 Student Teaching (p.58) 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 58 to 60.
 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 61 to 69 or Alternative Settings numbered 28.180 to 28.182 which are described on pages 54 and 56.
 Total requirement under Electives 3 credit hours

TOTAL REQUIREMENT FOR THE VOCATIONAL/OCCUPATIONAL PROGRAM **32 Credit Hours**

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 or in Grades 9 and 10 of a secondary school.
 The Interim High School Assistant's Certificate, Type B or Type A (I.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, English, Anthropology, Art, Biology, Chemistry, Computer Science, Drama or Theatre Arts, Economics, English, French, French, Geography, Geology, German, Greek, History, Home Economics, Italian, Latin, Mathematics, Music, Physical and Health Education, Physics, Political Science, Psychology, Russian, Sociology, Spanish.

Note 1 To interpret the above, a university credit means a unit of recognition in respect of the successful completion of a university course such that sixty such university credits are required to complete a four-year university degree program beyond Grade 13.
 Note 2 A teacher who has the academic requirements for the High School Assistant's Certificate, Type B, and who wishes to upgrade his academic qualifications to the Type A admission level should consult the Assistant Registrar, Advanced Standing, to find out the courses and standings required. After an applicant's qualifications have been approved for admission, he will be required to take a six week summer seminar in his area of specialization. Upon successful completion of this seminar, he will be recommended for the Interim High School Assistant's Certificate Type A.

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.

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.

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 course is the role and function of education in advanced industrial societies. Selected issues and problems such as the following will be considered in their national settings: Senior Secondary School Reform (Sweden), Education of the Gifted (USSR), Immigrant Education (UK) and Educational Selection (Japan).

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.

28.432 The Separate Schools of Ontario 4 credit hours
 This course is designed primarily to help students who may wish to seek employment within the Roman Catholic Separate Schools system, by orientating them to the particular background, objectives, and contemporary problems of this large and important sector of Ontario public education.

The course should also be useful to those with a more general interest in Canadian Studies since it takes a closer look at an educational institution and perspective which have been intimately—and sometimes controversially—involved in the pattern and course of Canadian life from before Confederation to the present day.
 The historical background of the separate schools in Ontario will be traced within the context of social, religious and political developments in the province. Attention will be directed to the official Catholic viewpoint on education, and to the climate of public opinion within which separate school supporters have endeavoured to promote this viewpoint. The implications for education of recent movements within the Church, such as the charismatic movement, will also be considered.
 The course will be conducted chiefly through seminars, lectures, open discussions and guest presentations.

28.433 Education in Ontario and Quebec 4 credit hours
 The aim of this course is twofold—first to facilitate a greater understanding between two important elements of the Canadian community, and second, to promote among teaching candidates a more independent view of the place of schools and schooling within society and an awareness of those influences which are likely to affect them as professionals and as citizens concerned with the quality of education.
 The course essays a parallel study of educational development in Ontario and Quebec by comparing the educational ideals, goals, procedures and institutions of these provinces and the responses of the different systems at various times to social, economic, religious and political pressures. Contemporary educational arrangements and problems are viewed within the framework of their historical and international settings. Course members have the opportunity to become familiar with the broad historical as well as contemporary aspects of education in Ontario and Quebec, and also to sample some of the current educational literature which expresses and influences educational thinking in North America generally.

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.

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 specifica-

- input type="checkbox"/> 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.
- input type="checkbox"/> 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

- At the beginning of each session each Faculty member and each B.Ed. student will be supplied at Registration with a list of all courses to be offered in that session. The completion date of each course and dates when interim and final grades must be received by the Registrar's Office shall be clearly indicated on the list.
- At the beginning of each course, the instructor of that course will notify the students taking it 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.
- The possible grades for all components of the B.Ed. program (Educational Studies, Practicum, Supporting Skills and Studies) and the Diploma in Technical Education are:
 Honours-H Incomplete-I
 Pass-PA Fail-F
 No Grade Assigned-N Course not Taken-NW
 Within this framework, individual instructors will determine whether the category of Honours will be included in their evaluations.

- The No Grade Assigned (N) shall be recorded only for those courses or components which the B.Ed. Program Committee has determined are not to be graded, e.g. Professional Issues.
- The Incomplete (I) is a temporary designation which is used when, in judgement of the instructor, a student merits an extension of time for the completion of a course. In such cases, the instructor will draft a statement indicating work to be completed and the due date, with copies provided to the student, the Registrar's Office and the Office of the B.Ed. Coordinator. Incomplete (I) is automatically converted to Fail (F) if the student has not successfully completed the course by the time specified or, in any event, no later than twelve calendar months from the original completion date of the course. The B.Ed. Program Committee has the authority to make exceptions to these rules where, because of extenuating circumstances, a student has been unable to complete the course, for example, serious illness. The Committee shall report all such exceptions to the Registrar and any Faculty members involved.
- A Fail (F) may not be changed by administrative fiat.
- It is the responsibility of each course instructor to report final grades for Fall Term courses, and interim grades for all appropriate sessional courses, to the Registrar's Office by the first day of the second term of that session. The only exceptions to this shall be those courses determined as such by the B.Ed. Program Committee and so indicated on the list referred to in Item 1 above. Within two weeks of that date, students shall be advised by the Registrar's Office of all their grades.
- Faculty advisors will be notified by the Registrar's Office of the grades of their advisees, with a specific note of those advisees who have a Fail (F), or whose progress is otherwise deemed unsatisfactory. It shall be the responsibility of the faculty advisor to counsel any of his advisees whose progress is unsatisfactory and to make a written report to the Registrar's Office as soon as possible.
- It shall be the responsibility of the Registrar, the B.Ed. Coordinator, and the Dean to take any further action.
- To be eligible for the B.Ed. degree, the Diploma in Technical Education, and any teaching certificate, a student must have grades of Honours, Pass, or No Grade Assigned in all the minimum required components of the program.
- The Dean of the Faculty, in consultation with the Faculty Board, may at any time, exercise the discretion of his Office to ensure that all candidates for the B.Ed. degree, the Diploma in Technical Education and the Ontario Teaching Certificate conform satisfactorily with the general professional and ethical requirements of teachers as described in Section 227 (2) and 229 of the Education Act.

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 schools' (or schools') programs and in those non-school activities (e.g., home, community) affecting 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 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, debureaucratization 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 strategy) to address their particular group's needs.

W.F.Elkin

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
28.487 Sociology-Education and Society 4 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

28.488 Sociology of Sport, Recreation and Leisure Activities: Some Implications of Free-time 8 credit hours
28.496 Sociology of Sport, Recreation and Leisure Activities: Some Implications of Free-time 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 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, debureaucratization 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 strategy) 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.
 Staff

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 participations?
 4 teachers' organizations. What sort of power do they have? How have they used it?
 5 government. How do school boards and provincial governments affect education?

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

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

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

- 1 How are children of different sexes and social classes brought up differently? Are there biological differences, intellectual differences, differences in self esteem, in achievement drive, in response to authority figures etc?
- 2 How do schools respond to these real or imagined differences? The attitudes and expectations of teachers, the images in textbooks, the use of testing, the structure of the school environment will be examined to see how children are treated by the school.
- 3 What are the prospects for change? Do we want to eliminate social class and sexual differences in achievement? If so, is it possible? How? If not, why are these differences in achievement useful for the society?

Students will be expected to conduct interviews with students and teachers and parents, as well as to do library work. Classes will be run as seminar discussions or task groups.
 W.F.Elkin

28.493 Sociology of Education for School Counsellors 4 credit hours
 This course has been designed as a support course for students enrolled in the Guidance curriculum option. Operational aspects of the secondary school system will be examined including: timetabling procedures, house systems, credit systems, unstructured time and the evaluation of student achievement. The influence of social class, ethnicity, and religion on the academic and social adjustment of children in schools will be considered. Roles of school counsellors, teachers, students, and administrators will be viewed from various perspectives and the areas of conflict and accord analyzed.
 A.J.C.King

CURRICULUM
 The Curriculum fields are listed below. Please see the section on Certification on page 29. 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	Mathematics
Biology-Type A	Music
Chemistry-Type A	Physical and Health Education
Dramatic Arts	Physics-Type A
Economics*	Political Science*
English	School Librarianship
French	Science-Single (One of Biology, Chemistry or Physics)
Geography	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.

28.381 Art (Type A) 6 credit hours
28.382 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 education. The program will stress teaching strategies, curriculum planning, classroom management, and leadership in the visual arts.
 It is strongly suggested that all candidates have a minimum of two courses in studio art. Additional classes will be made available to further extend experimentation, experience and knowledge in a variety of media and crafts.

tion 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 and Education 4 credit hours
 This course will identify, discuss and investigate a number of related matters of the following kinds:

- i Issues in the "professional ethics" of education. Sample questions: Should homosexuals be debarred from teaching? Are teachers justified in striking for higher pay?
- ii Important social, moral, religious and political problems which either concern education itself or which figure in school curricula. Sample questions: What kind of "sex education" (if any) should schools provide? Do schools discriminate against children of the poor? What kind of "citizenship training" (if any) is the proper function of schools? What "moral education" programs are best?
- iii Second-order questions about the concepts "ethics", "values", "morality", "religion", etc. Sample questions: Do "value issues" have right answers? Is it really possible to distinguish religious commitment from other kinds of commitment?
- iv The role of the school in dealing with or excluding highly controversial "value issues". Sample questions: What teaching styles are appropriate for "value issues"? What kind of censorship is justifiable in schools?
 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.
 M.G.Schiralli

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

ques rest. The principal objective of the course will be to provide participants with a bit of information about what is possible regarding "discipline and classroom control" at the same time as raising questions about what is desirable and justifiable.
 J.Carboneil

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.
 PREREQUISITE: 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.
 H.Osser, J.Russell, H.A.Smith, G.White

28.472 Psychology-Human Problem Solving 4 credit hours
 This introductory course will focus on two different aspects of problem solving behavior. The first aspect will be a brief review of the literature on problem solving. The second aspect will focus on developing and enhancing the problem solving skills of the students taking this course. The course is based on the assumption that improved awareness of such

demonstration, the relation of mathematics to the world of experience, and the relation of mathematics to both formal logic and the empirical sciences.
 G.L.C.Hills

28.445 Philosophy-Planning Teaching Strategy 4 credit hours
 This course is intended to develop the student-teacher's ability to exercise professional judgement in both instructional and general educational contexts. Toward informing that judgement, topics such as "Understanding Students", "Coming to Know", and "The Pragmatics of Schooling" will also be treated.
 M.G.Schiralli

28.446 Philosophy-Principles of Scientific Inquiry 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 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 basis of moral, social and political radicalism.
 Staff

28.450 Philosophy-Language Theory and Education 4 credit hours
 This course will treat a number of important topics in the theory of language in a philosophical way. Particular emphasis will be placed upon the important implications such topics as "meaning", "truth", and "grammar" hold for classroom teaching.
 M.G.Schiralli

28.451 Philosophy-Discipline and Classroom Control 4 credit hours
 This course will review a wide range of suggestions for solving school discipline problems and maintaining classroom control. It is definitely not intended to provide training in any particular discipline or classroom control technique, but after surveying the field will dig up some of the (acceptable or questionable) assumptions on which these techni-

processes on the part of the teaching will increase the probability of transmitting these skills to their students.
 Not offered 1978-79 J.D.Burnett

28.478 Psychology for Individualized Instruction 4 credit hours
 Previous work in psychology is not a prerequisite for this course. Enrolment 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.
 D.S.Campbell

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.Osser

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.Osser

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, W.F.Elkin, J.O.Loken

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

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.

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.

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.

28.231 Sociology of Liberation 1 credit hour
A seminar on the sociology of becoming free. The class will discuss the theories of human liberation, especially those of the French social philosopher, Jaques Ellul in his Ethics of Freedom.

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.

- 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.

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.

28.239 Educational Alternatives 1 credit hour
This course will examine current alternatives (community schools, free schools, non-schools, etc.) to the conventional school.

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.

- 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.

28.242 Studio Art (For Art Education Students Only) 2 credit hours
A course concerned with the practical application of the visual arts in a secondary school studio setting.

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.

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.

28.246 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 using a computer language called APL.

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.

28.263 Teaching International Development 1 credit hour
An interdisciplinary approach to the problems of international development, incorporating varied topic and lesson treatments.

28.265 Enamelling on Metal 1 credit hour
Students will explore all aspects of enamelling including plaque de jour and cloisneye. Work will be in the areas of jewellery, fine art and functional design.

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.

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.

28.285 Historical Imagination 1 credit hour
This course is intended for teachers in search of stimulating approaches and topics in history teaching.

King; R.F.K.; Unanswered questions; J. Edgar Hoover and the FBI; The political role of the Mafia; The Cuban connection; The CIA; Richard Nixon and his friends.

28.271 Practical Theatre Production I (Faculty/Student Production) 2 credit hours
An involvement in a major production as designer, actor or technician. Available only to those students taking Dramatic Arts as one of their curriculum options.

28.273 Religion in the Schools 1 credit hour
How much does the religious background of the pupils affect the classroom? How does school law re religious education affect the work of the teacher?

28.278 Enamelling on Metal 1 credit hour
Students will explore all aspects of enamelling including plaque de jour and cloisneye. Work will be in the areas of jewellery, fine art and functional design.

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.

28.285 Historical Imagination 1 credit hour
This course is intended for teachers in search of stimulating approaches and topics in history teaching.

Handicapped... The course will include three lectures, individual "hands on" experience at a computer terminal, individual readings, a term paper and a class discussion session.

the course. To that end, interested students must have the approval of Professor Hennessy or Professor Turner in the form of a signature on the Registration Form or the Academic Change Form as the case may be.

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.

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;

- 2 acquaint themselves with a number of different proposals and techniques regarding the moral education of children in schools today;
3 develop and try out their own "moral education" materials.

INTEREST COURSES
These courses are offered sustaining the principle of individualized programs of study related to candidates' particular needs and interests.

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.

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.

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.

28.205 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.

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 man-made forces in action-centred and all-weather settings.

28.205 Drama in Education (K-13) 1 credit hour
This course has to do with two parts: in the first half students will have the opportunity to explore by doing; that is, making imaginative use of classroom drama in the teaching of various subjects both at the elementary and secondary level;

28.211 Legal Aspects of Education 1 credit hour
The course is intended to give beginning teachers a working knowledge of the legal and professional framework within which they operate. Such topics as the structure and function of the Ministry of Education and the County Boards of Education, the responsibilities and rights of a teacher, certification and contracts, hiring procedures and interviewing and the role of the Federations will be discussed.

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.

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.

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.

28.221 Teaching French as a Second Language 4 credit hours
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.

vated 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.

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.

28.221 Teaching French as a Second Language 4 credit hours
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.

28.222 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.

28.224 Practical Theatre Production II 2 credit hours
An involvement in a major production as designer, actor or technician. Available to all students within the Faculty of Education. This course will coincide with the second major theatrical production of the year and will be offered in the Winter Term.

28.225 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.

28.226 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 man-made forces in action-centred and all-weather settings.

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 1977-78 session. The scale of fees and the regulations which will apply during the 1978-79 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

- All information concerning academic results of any student having an overdue debt owing to the University shall be withheld until the debt is settled.
- any student who has an overdue debt owing to the University will not be permitted to re-register until the debt is settled.
- any student who has an unresolved grievance concerning fees or other charges may file an explanatory letter in the appropriate payments office for transmission to the responsible University Officer for consideration.

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

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

Sessional Fees

The sessional fees for the B.Ed. and Dip. in Tech. Ed. for 1977-78 were:

	Payment		By Installment
	In Full	First	
Tuition (see below)	\$680.00	\$340.00	\$340.00
Student Interest	90.41	90.41	—
Faculty Society	7.50	7.50	—
Installation Charge	—	5.00	—
	\$777.91	\$442.91	\$340.00

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	13.21
Bus-It	5.85
Alma Mater Society	13.60
Queen's Journal	4.50
Tricolour Yearbook	6.00
Golden 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 storeroom 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 installment charge. If payment is made by installments, the second installment must be paid by January 31 without further notice. Students failing to complete payments by January 31 will be assessed the late payment penalty.

an individualized series of studies and activities is planned in consultation with faculty. As a result, the prospective teacher will acquire a better basis for teaching his subject, while at the same time preparing to write those technical proficiency examinations that will be written by all Technical candidates.

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, left 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.

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.

28.280 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 education 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.

28.285 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. The ensemble also provides experience for student conductors.

28.289 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.

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 Financial Aid Program

Supplementary financial assistance is available in varying degrees on a need-assessment basis in each province of Canada to both undergraduate and graduate students. These government aid programs are the major source of funds for students who have limited financial

resources but it should be noted that in each province they are based on the assumption that it is primarily the responsibility of the student and his parents to provide for post-secondary education.

In Ontario, the Ontario Student 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 Funds

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

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

For the most part, long-term loans at simple interest rates of approximately 8% are made only after the first term. Under ordinary circumstances students are expected to have enough money to carry them

70 Continuing Education Program

The Master of Education Program 71

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, Special Education, Visual Arts, the Vocational-Occupational Supplementary Certificate Program and the Certificate courses in Teaching English as a Second Language and 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 groups such as Associate Teachers, Instructors within the Federal Penitentiary system as well as the staffs of provincial Colleges of Applied Arts and Technology.

A third function of growing importance for this Office is the arrangement 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 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.

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 Four or more years of successful teaching experience.*
In addition, candidates wishing to specialize in Counselling must have as a prerequisite a minimum of five courses in Psychology or a related area and should have completed the Guidance option of the B.Ed. Program or its equivalent.

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

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

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

**Ex-Officio Members
Secretary to Committee**
Mr. H. B. Oikie
Registrar
Faculty of Education
Queen's University
Dean
Dr. T. R. Williams
Faculty of Education
Queen's University

Student Affairs Centre

The Student Affairs Centre, which is located in 'the grey house' at 51 Queen's Crescent, operates as a co-ordination and resource centre for Student Services. It also provides support to the student-oriented University services to facilitate the provision and development of effective services to meet the needs of Queen's students. All members of the University community in need of information, direction or advice may use the facilities and services at the Centre. Students often have problems not readily handled by any of the established specialized services. In such cases, the informal home-like environment of the comfortable old house, 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 Merrilees Muir. They are available to all students, and staff, for discussion, consultation and help with problems of any nature. They are "hassle free" and confidential. They will put a handle on the problem for the student and then find out exactly where it should be taken for solution if they cannot take direct action themselves. They will also provide follow-up to ensure a satisfactory conclusion.

An important support function provided by the Student Affairs Centre 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, Tele-clinic, 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 house' 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 house'. 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 Im-

provement" program as well as the "Study Skills" program. Both of these meet on a group basis but also provide for individual help to meet more specific 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 would like 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 com-

plaints 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 the card and the card presented at time of registration. The university accepts no responsibility for uninsured medical expenses incurred by a student.

Minister's Representatives

Mr. C. Boe
Educational Officer
Supervision Section
Ministry of Education
Eastern Ontario Region
Ottawa, 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
Director of Education
Frontenac, Lennox &
Addington Roman Catholic
Separate School Board
Kingston, Ontario

University Representatives

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Associate Dean (Arts)
Faculty of Arts & Science
Queen's University
Mrs. Beatrice Bryce
Former Dean of Women
and Member of the
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Queen's University
Dr. A. J. Coleman
Head, Department of
Mathematics
Queen's University
Mrs. Helen Mathers
Director - Ban Righ Foundation
for Continuing University
Education
Queen's University

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

Representatives from:

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Headmasters' Council
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Principal
Loyalist Collegiate and
Vocational Institute
Kingston, Ontario
Ontario Association of
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Director of Education
Lanark, Leeds and Grenville
County R.C.S.S. Board
Smiths Falls, Ontario
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Frontenac County Board
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Ontario Catholic Supervisory
Officers' Association Inc.
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