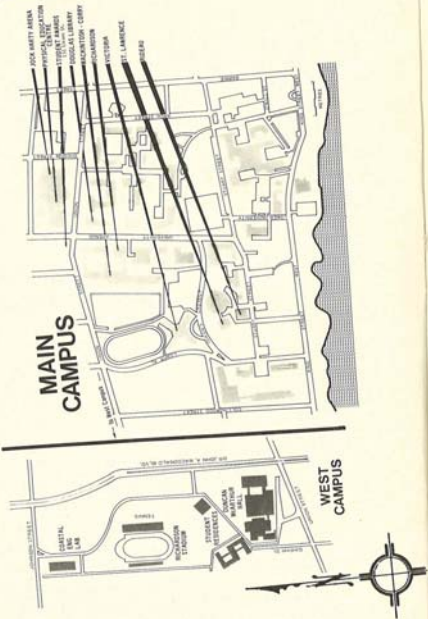


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Photos: Jerry Baumgaertel, Ron Fairley
 Maps: Frank Cerisano



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QUEEN'S

Faculty of Education

1979-80

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1979

January	February	March	April
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	1 2 3	1 2 3	1 2 3 4 5 6 7
7 8 9 10 11 12 13	4 5 6 7 8 9 10	4 5 6 7 8 9 10	8 9 10 11 12 13 14
14 15 16 17 18 19 20	11 12 13 14 15 16 17	11 12 13 14 15 16 17	15 16 17 18 19 20 21
21 22 23 24 25 26 27	18 19 20 21 22 23 24	18 19 20 21 22 23 24	22 23 24 25 26 27 28
28 29 30 31	25 26 27 28	25 26 27 28 29 30 31	29 30

May	June	July	August
1 2 3 4 5	1 2	1 2 3 4 5 6 7	1 2 3 4
6 7 8 9 10 11 12	3 4 5 6 7 8 9	8 9 10 11 12 13 14	5 6 7 8 9 10 11
13 14 15 16 17 18 19	10 11 12 13 14 15 16	15 16 17 18 19 20 21	12 13 14 15 16 17 18
20 21 22 23 24 25 26	17 18 19 20 21 22 23	22 23 24 25 26 27 28	19 20 21 22 23 24 25
27 28 29 30 31	24 25 26 27 28 29 30	29 30 31	26 27 28 29 30 31

September	October	November	December
1	1 2 3 4 5 6	1 2 3	1
2 3 4 5 6 7 8	7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8
9 10 11 12 13 14 15	14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15
16 17 18 19 20 21 22	21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22
23 24 25 26 27 28 29	28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29
30			30 31

1980

January	February	March	April
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	1 2	1	1 2 3 4 5
6 7 8 9 10 11 12	3 4 5 6 7 8 9	2 3 4 5 6 7 8	6 7 8 9 10 11 12
13 14 15 16 17 18 19	10 11 12 13 14 15 16	9 10 11 12 13 14 15	13 14 15 16 17 18 19
20 21 22 23 24 25 26	17 18 19 20 21 22 23	16 17 18 19 20 21 22	20 21 22 23 24 25 26
27 28 29 30 31	24 25 26 27 28 29	23 24 25 26 27 28 29	27 28 29 30

May	June	July	August
1 2 3	1 2 3 4 5 6 7	1 2 3 4 5	1 2
4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12	3 4 5 6 7 8 9
11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19	10 11 12 13 14 15 16
18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26	17 18 19 20 21 22 23
25 26 27 28 29 30 31	29 30	27 28 29 30 31	24 25 26 27 28 29 30 31

September	October	November	December
1 2 3 4 5 6	1 2 3 4	1	1 2 3 4 5 6
7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13
14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20
21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27
28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29	28 29 30 31

Faculty of Education Calendar 1979-80

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

ceeded by Principal R.C. Wallace, President of the University of Alberta from 1928 to 1936. Dr. Wallace retired in September 1951 and was succeeded by Principal William A. Mackintosh, the first Queen's graduate to hold the Principalship.

In 1961, by Act of Parliament, the positions of Vice-Chancellor and Principal were separated and Dr. Mackintosh became Vice-Chancellor. He was succeeded as Principal by Vice-Principal J.A. Corry, who since 1936 had been the Hardy Professor of Political Science and since 1951, the Vice-Principal of the University. In 1965 on the retirement of Dr. Mackintosh, Principal Corry was named Vice-Chancellor and Principal. Principal Corry was succeeded in September 1968 by Dr. J.J. Deutsch who had had a distinguished career in Economic Research, in Government Service, in University teaching at both Queen's and the University of British Columbia, as Vice-Principal of Queen's from September 1959 to September 1963, and as Chairman of the Economic Council of Canada from October 1963 to September 1967. On his retirement in 1974, Dr. Deutsch was succeeded by Dr. Ronald Lammman 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. 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.

Sessional Dates 1979-80

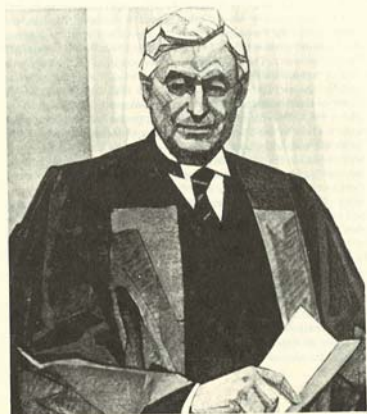
	September 1979
4	Fall Term begins - B.Ed. and Dip. in Tech.Ed. candidates
4-7	Observation Week
10	All B.Ed., Dip.in Tech.Ed., and Concurrent Year 3 and Final Year candidates meet in the Auditorium of Duncan McArthur Hall at 9:30 a.m.
	Orientation Week begins for Concurrent, Year 1 candidates
11	Fall Term Classes begin - B.Ed., Dip.in Tech.Ed. and Concurrent Year 3 and Final Year
12	Registration for M.Ed. candidates
13	9:00 a.m. - 3:00 p.m. Registration in the Jock Harry Arena, Division Street entrance for B.Ed. and Dip. in Tech. Ed. candidates and for Concurrent Year 3 and Final Year candidates
13, 14, 17	Authorization of programs for Concurrent Year 2 candidates
14	Registration for Concurrent Year 1 candidates
17	Fall Term classes begin - M.Ed.
18-20	Registration for Concurrent Year 2 candidates
28	Last date for adding a full year course or Fall Term course without approval of instructor and Registrar
30	Last date for payment of fees for Fall Term without penalty
	October 1979
8	Thanksgiving Day - no classes
15-26	Student Teaching
17	Last date for course changes - M.Ed., without Division II approval
27	Fall Convocation
	November 1979
2	Last date for dropping a Fall Term course - all candidates except M.Ed.
9	Remembrance Day Service (classes cancelled from 10:30 a.m. to 11:30 a.m.)
26-30	Student Teaching
	December 1979
3-7	Student Teaching
7	Fall Term classes end - M.Ed.
18	Fall Term classes end - all candidates except M.Ed.

	January 1980
7	Winter Term begins - all candidates
18	Last date for adding a Winter Term course without approval of instructor and Registrar
31	Last date for payment of second instalment of fees without penalty
	February 1980
8	Last date for dropping a full year course or Winter Term Course
11-29	Student Teaching
	March 1980
3-7	Student Teaching
10-14	Study Week
	April 1980
3	Winter Term Classes end - M.Ed.
4	Good Friday (no classes)
18	Winter Term Classes end - all candidates except M.Ed.
21-25	Student Teaching
25	Winter Term ends - all candidates except M.Ed.
30	Winter Term ends - M.Ed.
	May 1980
23	Convocation - B.Ed., Dip.in Tech.Ed. and M.Ed.
	July 1980
2	Summer Term classes begin

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, inter-session programs during May and June were instituted in 1972. More recently, the University has been developing in the field of continuing education; several of the Faculties have started programs in this area, and the Donald Gordon Centre for Continuing Education opened in the fall of 1974 as a residential educational seminar and conference centre. The Ban Righ Foundation for Continuing University Education also opened in September, 1974. It functions as a resource centre the purpose of which is to encourage women of all ages wishing to undertake university work at any level.

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

Duncan McArthur



The Faculty of Education

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

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

Duncan McArthur Hall

The Faculty of Education is housed in an impressive educational complex known as Duncan McArthur Hall. This modern, well-equipped building provides the academic teaching facilities, the supporting services, 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

History of the University

Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1832 the Provincial Government had been petitioned "to endow without delay an institution, or professorships, for the education and training of young men for the ministry in connection with the Synod." This and other representations 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 strained circumstances, the progress was steady and financial difficulties were tide over by the unwearied efforts of the early friends of Queen's. In 1867-68, the withdrawal of the Provincial grant and the failure of the Commercial Bank, almost brought financial disaster. The crisis was met by the determination of Principal Snodgrass and other self-denying workers, chief among whom was Professor Mackerras. The country was canvassed for subscriptions and as a result of the widespread interest aroused, \$113,000 was added to the endowment.

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

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



Duncan McArthur Hall

- Carbonell, J., B.A.(Oxford), M.A.(Syracuse)
 Assistant Professor - Philosophy
- Coffey, H., B.A.(Queen's), B.L.S.(Toronto)
 Senior Librarian
- Cooper, D.J.
 Sessional Lecturer - Elementary Education (Science)
- Cowan, D.A., B.A., M.Ed.(Edinboro State College)
 Assistant Professor - Art and Elementary Education (Art), Chairman - Arts
- Crawford, D.H., B.Sc., M.A., M.Ed.(Glasgow), Ph.D.(Syracuse)
 Professor - Mathematics and Curriculum
- Cross, H.R., B.A., M.Ed.(Toronto)
 Associate Professor
- Downes, W.E., B.A.(Queen's), M.Ed.(Toronto), Ph.D.(Ottawa)
 Associate Professor - Queen's-Trent Liaison
- Eastabrook, J.H.G., B.A., M.A.(Western), Ph.D.(Toronto)
 Assistant Professor - Sociology
- Elkin, W.F., B.A.(York), M.A.(Calgary)
 Lecturer - Sociology
- Freeman, R.M., B.A.(Queen's), M.A.(Minnesota), M.Div.(Princeton), Ph.D.(Harvard)
 Professor - Contemporary Issues and Human Problems
- Geiger, D., B.A.(Toronto), M.Ed.(Queen's)
 Assistant Professor - Community Service
- Grime, A.R., B.A.(Manchester), M.Ed.(Toronto)
 Professor - Geography
- Hennessey, P.H., B.A.(Queen's)
 Professor - Professional Studies
- Higginson, W.C., B.A.(Queen's), Certificate in Education(Cambridge), M.A.(Exeter), Ph.D.(Alberta)
 Associate Professor - Mathematics (On leave 1979-80)
- Hill, R.J., B.A.(New Brunswick), M.Ed.(Toronto)
 Assistant Professor - Elementary Education (Language Arts)
- Hills, G.L.C., B.Ed., M.Ed., Ph.D.(Alberta)
 Associate Professor - Philosophy (On leave 1979-80)
- Holomego, H., B.A., B.F.H.E.(Queen's), M.A.(Western)
 Professor - Physical and Health Education
- Horwood, R.H., B.A., M.Sc.(Queen's)
 Professor - Science
- Howard, F., B.A.(Ottawa)
 Associate Professor - French
- Johnston, C.F., B.A., B.Ed.(Toronto), M.A.(Syracuse)
 Associate Professor - Educational Technology

- Kellway, J., Dip.Ed., B.A.(Bristol)
 Part-time Lecturer - English
- Kemp, D.E., B.A.(Queen's), M.Ed.(Bath), L.U.T.D.(London), L.U.D.D.A.
 (Central School of Speech and Drama), L.T.C.L., F.T.C.L.(Trinity College, London), F.R.S.A.
 Associate Professor - Dramatic Arts, Associate Dean - Degree Programs
- King, A.J.C., B.F.E.(British Columbia), M.Sc.(U.C.L.A.), Ed.D.(Toronto)
 Professor - Sociology
- Kluensch, M., B.A., M.A.(Queen's)
 Associate Professor - Community Service and Outdoor Education (On leave 1979)
- Knight, E.J., B.Sc.(St. Francis Xavier), Diploma in Education(Dalhousie), B.A.(Sir George Williams), M.Ed.(Toronto)
 Assistant Registrar
- Loken, J.O., B.Ed.(Alberta), M.Ed.(Calgary), Ph.D.(Alberta)
 Assistant Professor - Sociology
- Loney, D.E., B.Sc.(Queen's)
 Professor - Technological Studies, Chairman - Science, Mathematics and Technical Education
- MacLachlan, J., Jordanhill College of Education, graduate course in Clinical Psychology(Glasgow)
 Associate Professor - Psychology
- Mackay, L., B.A.(Toronto)
 Assistant Professor - Dramatic Arts
- Mandell, A.L., B.A.(Queen's), B.Lit.(Glasgow)
 Associate Professor - Philosophy
- Marshall, A.R.A., B.Sc.(Western Australia), M.Ed., Ph.D.(Alberta)
 Assistant Professor - Educational Administration
- Massey, D.A., M.A.(Cambridge), M.A.T.(Yale)
 Professor - French and German, Chairman - Communications and Social Sciences
- Mellor, W.J., B.A., B.P.H.E.(Queen's), M.S.(Oregon)
 Professor - Physical Education
- Miller, L.A., B.A.(Thiel College), M.A.(Duquesne), Ph.D.(Alberta)
 Associate Professor - Reading
- Moore, L.A., B.A.(Western), M.A.L.S.(Michigan)
 Associate Professor - School Librarianship, Acting Coordinator of Media Services
- Munby, A.H., B.Sc.(St. Andrews), M.A., Ph.D.(Toronto)
 Associate Professor - Curriculum, Chairman - Curriculum Studies
- Munro, I.R.M., B.A.(McMaster), M.Ed.(Queen's)
 Assistant Professor - Economics and History (On leave 1979-80)

- 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

- O'Driscoll, D.C., B.A.(London), B.Ed., M.Ed.(Alberta), Ph.D.(Michigan)
 Associate Professor - Comparative Education and History of Education
- O'Farrell, L., B.A.(Queen's), Graduate of National Theatre School of Canada
 Assistant Professor - Dramatic Arts (On leave 1979-80)
- Oikle, H.B., B.A., M.Ed.(Queen's)
 Registrar
- Olson, J.K., B.A., B.Sc.(Queen's), M.Ed.(Toronto), Dip.Ed.(Bristol)
 Associate Professor - Science
- Orr, A.A., M.A.(Glasgow)
 Professor - Drama
- Osser, H., B.A.(Queen's), Ph.D.(Cornell)
 Professor - Psychology
- Peruniak, W.S., B.A.(Queen's), M.Ed.(Toronto)
 Professor - Educational Administration
- Pieh, R.J., B.Sc.(Wisconsin), M.Sc.(California)
 Professor - Community Service and Outdoor Education
- Pratt, D., B.A., M.A.(Oxford), M.A., Ph.D.(Toronto)
 Associate Professor - Curriculum Design
- Ready, V.S., B.A.(Queen's)
 Professor - Comparative Education
- Ripley, R.D., B.A.(McMaster), M.Ed.(Toronto)
 Associate Professor - Elementary Education (Mathematics and Science)
- Robertson, A., B.A., B.P.H.E.(Queen's), M.A.(University of the Pacific, California)
 Associate Professor - Health Education
- Russell, T.L., A.B.(Cornell), M.A.T.(Harvard), Ph.D.(Toronto)
 Assistant Professor - Science
- Salter, H., B.A.(York), M.Ed.(Queen's)
 Assistant Professor - Technological Studies
- Samuda, R.J., B.A., M.Ed., Ph.D.(Ottawa)
 Professor - Guidance and Counselling
- Schiralli, M.G., B.A.(City University of New York), M.A., Ph.D.(Illinois)
 Assistant Professor - Philosophy
- Sedgewick, K.H., B.A.(McMaster), M.Ed.(Ottawa)
 Assistant Professor - Elementary Education (Physical and Health Education)
- Sharples, B., B.Sc.(Birmingham), M.Ed.(Calgary), Ph.D.(Alberta)
 Associate Professor - Educational Administration, Associate Dean - Continuing Education, Research and Development
- Smith, D.C.M., A.R.C.T., Mus.Bac., M.M.(Toronto)
 Associate Professor - Cross-appointment, Music and Arts and Science (Music)

- Smith, H.A., B.Sc.(New Brunswick), Ed.Dip.(McGill), M.A., Ph.D.(Toronto)
 Associate Professor - Psychology, Chairman - Psychology and Philosophy
- Southall, G.A., B.A., M.Div.(Queen's), M.A., Ph.D.(Syracuse)
 Assistant Professor - Educational Technology
- Talesnick, I., B.A., M.A.(Toronto)
 Professor - Chemistry
- Thompson, L., B.A.(Toronto), M.A.(Rochester)
 Professor - English
- Turner, R.B., B.A.(Toronto)
 Associate Professor - English
- Warren, W., B.A., M.A.(Queen's)
 Part-time Lecturer - Group Process
- Watson, P.H., B.A.(Toronto), M.A.(Acadia)
 Professor - History, Economics and Political Studies
- White, W.G., B.Sc., M.Ed.(Ottawa)
 Assistant Professor - Elementary Education and Psychology, Director of Elementary Education
- Williams, T.R., B.Sc., Teaching Diploma, M.A.(McGill), Ed.D.(Michigan)
 Professor - Educational Administration and Dean of the Faculty of Education
- Wilson, R.J., B.Ed.(British Columbia), M.Ed., Ph.D.(Washington)
 Associate Professor - Measurement and Evaluation (On leave 1979-80)
- Wilson, M., B.A.(Whitman College), M.L.S.(Washington)
 Senior Librarian
- Woodley, J., B.A.(Queen's), M.L.S.(Western Ontario)
 General Librarian
- Wright, G., B.A.(Saskatchewan), B.L.S.(Toronto)
 Chief Librarian

- Administrative Staff - 1979-80**
- Williams, T.R., B.Sc., Teaching Diploma, M.A.(McGill), Ed.D.(Michigan)
 Dean of the Faculty of Education
- Kemp, D.E., B.A.(Queen's), M.Ed.(Bath), L.U.T.D.(London), L.U.D.D.A.
 (Central School of Speech and Drama), L.T.C.L., F.T.C.L.(Trinity College, London), F.R.S.A.
 Associate Dean - Degree Programs
- Sharples, B., B.Sc.(Birmingham), M.Ed.(Calgary), Ph.D.(Alberta)
 Associate Dean - Continuing Education, Research and Development
- Oikle, H.B., B.A., M.Ed.(Queen's)
 Registrar of the Faculty of Education
- Knight, E.J., B.Sc.(St. Francis Xavier), Diploma in Education (Dalhousie), B.A.(Sir George Williams), M.Ed.(Toronto)
 Assistant Registrar of the Faculty of Education
- Bailey, J.C., B.A.(Queen's), M.A.(Syracuse)
 Director of Concurrent Teacher Education Programs
- White, W.G., B.Sc., M.Ed.(Ottawa)
 Director of Elementary Education
- Applegate, M.W., B.A.(McMaster), M.A.(Toronto)
 Coordinator of Field Studies
- Moore, L.A., B.A.(Western), M.A.L.S.(Michigan)
 Acting Coordinator of Media Services
- Wright, G., B.A.(Saskatchewan), B.L.S.(Toronto)
 Chief Librarian
- Coffey, H., B.A.(Queen's), B.L.S.(Toronto)
 Senior Librarian
- Wilson, M., B.A.(Whitman College), M.L.S.(Washington)
 Senior Librarian
- Woodley, J., B.A.(Queen's), M.L.S.(Western Ontario)
 General Librarian
- Cowan, D.A., B.A., M.Ed.(Edinboro State College)
 Chairman - Arts
- Massey, D.A., M.A.(Cambridge), M.A.T.(Yale)
 Chairman - Communications and Social Sciences
- Ambury, G.G., B.A., M.Div.(Queen's), M.A.(Syracuse)
 Chairman - Educational Contexts
- Munby, A.H., B.Sc.(St. Andrews), M.A., Ph.D.(Toronto)
 Chairman - Curriculum Studies
- Smith, H.A., B.Sc.(New Brunswick), Ed.Dip.(McGill), M.A., Ph.D.(Toronto)
 Chairman - Psychology and Philosophy
- Loney, D.E., B.Sc.(Queen's)
 Chairman - Science, Mathematics and Technical Education

- Crowe, N.
 Administrative Assistant - Continuing Education, Research and Development
- Gargaro, B.A.
 Administrative Assistant - Continuing Education, Research and Development
- Hooper, F.K., C.D.
 Administrative Assistant - Physical Facilities and Personnel
- Leverette, R.
 Administrative Assistant - Field Studies
- Murdock, M.
 Administrative Assistant - General Office
- Travers, A., B.A., M.Ed.(Queen's)
 Administrative Assistant - Hiring and Placement
- Mein, K., B.A.(Queen's)
 Departmental Assistant - Office of the Dean
- Wing, J.
 Departmental Assistant - Office of the Registrar
- Faculty 1979**
- Allen, H.A.J., B.Sc., M.A.(Toronto), Ph.D.(Waterloo)
 Associate Professor - Mathematics
- Ambury, G.G., B.A., M.Div.(Queen's), M.A.(Syracuse)
 Assistant Professor - Contemporary Issues and Human Problems, Chairman - Educational Contexts
- Andrews, W.R., B.A., M.Ed.(U.B.C.), B.D.(Union College of B.C.), B.Ed., Ph.D.(Alberta)
 Professor - Guidance and Counselling
- Applegate, M.W., B.A.(McMaster), M.A.(Toronto)
 Professor, Coordinator of Field Studies
- Axford, R.S., B.Sc.(Western), M.Ed.(Toronto)
 Assistant Professor - Elementary Education (Science)
- Bailey, J.C., B.A.(Queen's), M.A.(Syracuse)
 Professor - Elementary Education (Language Arts), Director of Concurrent Teacher Education Program
- Balanuchuk, M.L., B.A.(Queen's), M.Ed.(Toronto)
 Professor - Guidance and Counselling
- Brickett, G., B.A.(Queen's), M.Ed.(Ottawa)
 Lecturer - Elementary Education (Language Arts)
- Bull, D., B.A.(Queen's)
 Sessional Lecturer - Art
- Burnett, J.D., B.Sc., Ph.D.(Alberta)
 Associate Professor - Psychology
- Campbell, D.S., B.A.(Washington and Lee), M.A.(North Carolina), Ed.D.(Indiana)
 Associate Professor - Educational Technology and Psychology

Foundational Studies

Candidates must complete the equivalent of one and one-half courses from the three areas of Foundational Studies. Credit must be earned in each area unless permission is given by the chairman of the appropriate area in which case the candidate will select a replacement from one of the other areas. The three areas are Educational Psychology, History and Philosophy of Education, and Educational Contexts and the courses, numbered between 28.400 and 28.499, are described on pages 33 through 43.

Curriculum

Candidates must complete the equivalent of two full courses in curriculum. The courses numbered 28.300 and 28.399, are described on pages 44 through 57. See the requirements under specific program components.

Professional Skills

Candidates must complete the equivalent of one full course in Professional Skills. The course offerings are quarter courses, numbered between 28.130 and 28.145 and are described on pages 57 through 61.

Practicum

Three components, without course weight, must be completed in the practicum. Candidates must pass 28.160 Student Teaching. This course, described on page 61, comprises eight weeks of supervised student teaching in selected schools, pre-classes observation in schools and a week of student teaching in April in a school selected by the candidate. Candidates will complete 28.170 Community Service which is described on page 61. The final component to be completed in the Practicum is 28.180 School Law and Policy. This course is described on page 63.

Special Studies

Candidates must complete the equivalent of one half-course in Special Studies. These are quarter courses or half courses and offer the candidates the opportunity to be involved in courses of special interest. These courses, numbered between 28.200 and 28.299, are described on pages 63 through 71. In each program candidates may complete the requirements for one Additional Qualification which is Part I of the three session specialist qualification. Examples of such offerings are French as a Second Language, Reading, and Special Education which are described on pages 71 through 72, under specific program requirements.

Candidates may select additional components up to the equivalent of one full course. Candidates may have a total of no more than six full courses in their program.

Note The above represents the usual policy. Exceptions may be made by the Associate Dean - Degree Programs where circumstances warrant.

Primary-Junior Program Components

See also the section entitled The Program Components on page 23.

Foundational Studies

Courses numbered from 28.400 to 28.499.

Curriculum

28.381 Reading and Language Arts (0.3)
28.383 Mathematics (0.3)
28.385 Social Studies (0.3)
28.387 Science (0.3)
28.389 Art (0.2)
28.391 Drama (0.2)
28.393 Music (0.2)
28.395 Physical Education (0.2)

Professional Skills

Courses numbered from 28.130 to 28.145.

Practicum

28.160 Student Teaching
28.170 Community Service
28.180 School Law and Policy

Special Studies

Courses numbered from 28.200 to 28.299.

The requirement for Special Studies may be met by completing one Additional Qualification. (See page 71) The offerings available for the Primary-Junior Program are 28.293 English as a Second Language, 28.290 French as a Second Language, 28.291 Guidance, 28.294 Reading, and 28.292 Special Education.

TOTAL REQUIREMENT FOR THE PRIMARY-JUNIOR PROGRAM 5.0 course credit

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

One year programs are available in the Faculty of Education leading to the Bachelor of Education or the Diploma in Technical Education. In most cases these lead to recommendation to the Ontario Ministry of Education for the awarding of the Ontario Teacher's Certificate which qualifies the holder to teach in the publicly supported schools of Ontario. Some candidates may wish to qualify for the Bachelor of Education only by undertaking special practicum arrangements related to their special interests such as Artist in the Community.

Additionally, concurrent teacher education programs are available at Queen's and in cooperation with Trent University in Peterborough whereby candidates may take Education courses concurrently with their Arts and Science courses.

Program Rationale

All educators are responsible for making decisions that directly affect the lives of young people. Teachers routinely change, modify or adjust the ways in which young people think, feel and behave, while other professional educators devise policies, contexts and materials to expedite such developments. There is no way of avoiding the ethical and normative dimensions of the educational professions; still less is it possible to eliminate or reduce the responsibilities of those who would enter these professions. From one's first day with a new class through the last day of one's career, the great power of a teacher for good or ill is ever-present.

Commitment to the profession of education, then, requires a willingness on the part of the candidate to pursue the best possible grounds for judgment in educational theory and practice. Not only must the candidate be willing, the teacher must be able to engage in such a pursuit; this, in turn, requires substantive tuition and training. The program of study leading to the Bachelor of Education degree, therefore, may be seen to accommodate the general purpose of providing novice educators with the appropriate blend of skill attitude and experience necessary to the exercise of good professional judgment.

There is a considerable body of foundational knowledge that must be tapped before an educator can produce informed judgments on matters of educational theory and practice. Hence, an important goal in a degree program in education must be to initiate students into those ongoing intellectual activities concerned with the development of our understanding of students and of schools, together with a deeper appreciation of the nature of educational activities.

Understanding students is, of course, a difficult business - one that calls upon the contributions of the philosopher and humanist, as well as the psychologist and empiricist. It is the educator who must bring the student to participate in complex and highly formalized forms of knowledge and understanding that are often very much beside the point of the student's ordinary common-sense experience. In this regard, the teacher must confront paradoxes of perception and communication at least as old as Plato's *Meno*. Understanding both the difficulty and necessity of entering imaginatively into perspectives of students and thereby finding ways of mediating between those perspectives and our own is the *sine qua non* of educational and instructional proficiency.

In order to understand the ways in which the best educational judgments might be reached and implemented the professional educator needs a sense of the real world of schools. Hence, understanding the pragmatics of schooling - the historical, economic, political, social and legal traditions within which the educational activities normally take place - is a crucial way of informing educational judgment.

As the strategies of teaching vary with respect to the subject matter to be taught as well as with the age level of the prospective student, the candidate must be provided with a range of teaching concentrations from which to choose. These teaching concentrations are designed to provide the candidate with a high level of professional training in the day-to-day business of teaching and learning in the subject and/or level concerned. The teaching concentrations deal predominantly with the practical and productive arts of teaching. No matter how knowledgeable or sincere an educator might be, without a thorough grounding in the business of classroom teaching, the best of educational judgments will be at the risk of being stillborn.

Novice educators also require the opportunity to further develop specific professional skills encountered in the teaching concentrations or to acquire new skills pertinent to the planning and management of educational activities.

Complementing all the other aspects of the program, the practicum provides the candidate with a series of integrative, supervised experiences which simulate full-fledged professional activities. It is in the practicum that the knowledge and skills encountered in the program are crystallized in genuine professional expertise.

The program of study leading to the Bachelor of Education degree or the Diploma in Technical Education is in the last analysis concerned to develop the candidate's ability to think critically and coherently at a level of sophistication commensurate with the responsibilities of his professional life, to inform the candidate's judgment with various forms of knowledge, skill and experience, and not least in importance, to struggle to demonstrate by example the value of building an educational program upon respect for the individual person.

Junior-Intermediate Program Components

See also the section entitled The Program Components on page 23.

Foundational Studies

Courses numbered from 28.400 to 28.499.

Curriculum

28.382 Reading and Language Arts (0.2)
28.384 Mathematics (0.2)
28.386 Social Studies (0.2)
28.388 Science (0.2)

Plus two of:

28.390 Art (0.1)
28.392 Drama (0.1)
28.394 Music (0.1)
28.396 Physical Education (0.1)

Plus two Intermediate Teaching Subjects selected from even-numbered courses from 28.300 to 28.398.

Professional Skills

Courses numbered from 28.130 to 28.145.

Practicum

28.160 Student Teaching
28.170 Community Service
28.180 School Law and Policy

Special Studies

Course numbered from 28.200 to 28.299.

The requirement for Special Studies may be met by completing one Additional Qualification Course. (See page 71) The offerings available for the Junior-Intermediate Program are 28.293 English as a Second Language, 28.290 French as a Second Language, 28.291 Guidance, 28.294 Reading, and 28.292 Special Education.

TOTAL REQUIREMENT FOR THE JUNIOR-INTERMEDIATE PROGRAM 5.0 course credit

Intermediate-Senior Program Components

See also the section entitled The Program Components on page 23.

Foundational Studies

Courses numbered from 28.400 to 28.499.

Curriculum

Two Teaching Subjects selected from odd numbered courses from 28.300 to 28.399.

Professional Skills

Course numbered from 28.130 to 28.145.

Practicum

28.160 Student Teaching
28.170 Community Service
28.180 School Law and Policy

Special Studies

Courses numbered from 28.200 to 28.299.

The requirement for Special Studies may be met by completing one Additional Qualification Course. (See page 71) The offerings available for the Intermediate-Senior Program are 28.293 English as a Second Language, 28.294 Reading, and 28.292 Special Education.

TOTAL REQUIREMENT FOR THE INTERMEDIATE-SENIOR PROGRAM 5.0 course credit

Primary-Junior Program

This program is designed for candidates who intend to begin their teaching careers in elementary schools. Candidates are prepared to teach all subjects in the primary division (Kindergarten to grade 3) and the junior division (grade 4 to grade 6).

Junior-Intermediate Program

This program prepares candidates to teach in the junior division (grade 4 to grade 6) and the intermediate division (grade 7 to grade 10). In addition to a core program preparing generalist teachers, there is the opportunity for candidates to do further study in two teaching subjects of the intermediate division.

Intermediate-Senior Program

This program prepares candidates to teach in the intermediate division (grade 7 to grade 10) and the senior division (grade 10 to grade 13). In this program candidates select two teaching subjects for the study and development of teaching methods in these divisions.

Technological Studies Program

Candidates in this program are prepared to qualify for certification for teaching in technical or occupational departments of secondary schools. Candidates who enter the program with a bachelor's degree qualify for the Bachelor of Education. Other candidates qualify for the Diploma in Technical Education.

Application for Admission

Application to all Faculties of Education in Ontario is made through the Ontario Universities' Application Centre at Guelph. Application materials may be obtained at any of the Ontario Universities or by writing to the Registrar, Faculty of Education, Queen's University, Kingston, Ontario, K7L 3N6.

Each applicant to this Faculty of Education must submit official transcripts showing work completed to the time of application. Accepted applicants must submit, as soon as available, official transcripts confirming completion of all academic requirements for admission.

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

English Language Requirement

Candidates must be competent to communicate effectively in both oral and written English. Applicants may be required to provide evidence of competency in oral and written English to satisfy the Admissions Committee that their knowledge of the English language is adequate for them to pursue their professional studies successfully.

Admission Requirements

Primary-Junior, Junior-Intermediate, and Intermediate-Senior Programs
The basic admission requirement is a Bachelor of Arts, Science, Commerce, Physical and Health Education, or other acceptable university degree which has been approved by the Registrar as to admission requirements and as to content.

No specific courses are required for the Primary-Junior Program but specific numbers of courses are required for the selection of the teaching options of the Junior-Intermediate and Intermediate-Senior Programs.

The usual requirement for selection of teaching options in the Junior-Intermediate Program is at least two full university courses in that subject. Exceptions are: Dramatic Arts, Librarianship, Physical and Health Education, where no specific university courses are required.

The usual requirement for selection of teaching options in the Intermediate-Senior Program is at least three full university courses in one subject (the major) and at least two full university courses in the other subject (the minor). Exceptions are: Guidance, where five courses in Psychology and/or Sociology (with at least three in Psychology) are required; and Dramatic Arts, Librarianship, and Physical and Health Education, where no specific university courses are required. If a candidate selects Dramatic Arts, Librarianship, or Physical and Health Education and the other normally requires the candidate to have at least three full university courses to select it, then that teaching subject may be selected if the candidate has at least two full courses in that subject.

A candidate for the Ontario Teacher's Certificate must be a Canadian Citizen. Candidates who are Permanent Residents (Landed Immigrants - not Canadian Citizens) qualify for a Temporary Letter of Standing valid for six years.

Technological Studies Program

The minimum admission requirement is Ontario Grade 12 (Year 4) or equivalent and five years of post secondary education and/or acceptable work experience, with at least two years of acceptable work experience.

A candidate for the Ontario Teacher's Certificate must be a Canadian Citizen. Candidates who are Permanent Residents (Landed Immigrants - not Canadian Citizens) qualify for a Temporary Letter of Standing valid for six years.

Note The above represents the usual policy. Exceptions may be made by the Associate Dean - Degree Programs where circumstances warrant.

The Program Components

To qualify for a Bachelor of Education or Diploma in Technical Education all candidates must complete a program having the equivalent of five full courses made up of courses in Foundational Studies, Curriculum, Professional Skills, Practicum and Special Studies.

careers but also for many educationally related positions. A substantial number of graduates of the Bachelor of Education program annually find employment in such educationally related fields. Students are urged to consider the variety of teaching situations available and the diversity of related fields offering employment to B.Ed. graduates. The placement service maintains a current list of such possibilities and is committed to the constant pursuit of other employment opportunities for our graduates.

The placement service operates year round to facilitate contacts between officials and graduates after they have left the campus. While on campus, staff are available to respond to students' questions and concerns of all kinds. This may include advice on hiring procedures, help with the preparation of letters and resumes, or information and suggestions appropriate to the individual's employment aspirations.



Technical Education — Duncan McArthur Hall

Technological Studies Program Components

See also the section entitled The Program Components on page 23.

Foundational Studies Courses numbered from 28.400 to 28.499.	1.5 course credit
Curriculum 28.367 Teaching Technological Subjects (1.0) 28.368 Curriculum Development in Technological Studies (1.0)	2.0 course credit
Professional Skills Courses numbered from 28.130 to 28.145.	1.0 course credit
Practicum 28.160 Student Teaching 28.170 Community Service 28.180 School Law and Policy	
Special Studies Courses numbered from 28.200 to 28.299. The requirement for Special Studies may be met by completing one course under Additional Qualifications. The offerings available for the Technological Studies Program are 28.289 Additional Basic Qualification in Technological Subjects, 28.292 Special Education, 28.293 English as a Second Language, and 28.294 Reading.	0.5 course credit
TOTAL REQUIREMENT FOR THE TECHNOLOGICAL STUDIES PROGRAM	5.0 course credit

Concurrent Teacher Education

There are, in cooperation with the Faculties of Arts and Science of this university and of Trent University in Peterborough, teacher education programs whereby candidates complete Education components concurrently with their Arts and Science courses.

In Year 1, in addition to the full complement of first year Arts and Science courses, candidates complete 28.166 Orientation to Schools and Teaching, Part I. This is a series of ten two-hour seminars plus eight half-days in school settings.

In Year 2, in addition to the full complement of second year Arts and Science courses, candidates complete 28.167 Orientation to Schools and Teaching, Part II. This is a series of ten two-hour seminars plus additional involvement in school settings. In place of some of the half-days in schools candidates may complete a week of student teaching during the Winter Break or at the end of examinations in April.

In Year 3, candidates complete at least four of the remaining Arts and Science courses and some further Education components. The usual selection includes two quarter courses from Professional Skills (see page 57), one-half-course from Foundational Studies (pages 33 to 43), 28.168 Practicum (one half day per week in schools plus one week of student teaching), and 28.170 Community Service (page 61).

If a candidate is in an honours program, the fourth year is spent in completing the Arts and Science requirements for the honours degree.

The final year sees the completion of all outstanding Arts and Science requirements and on-campus Education components in the Fall Term. Candidates will normally take two quarter courses from Professional Skills, one full course in Foundational Studies, and the equivalent of two courses in Curriculum. The Curriculum courses are related to the certificate program selected (see the appropriate sections on pages 25 to 27). Candidates are to be aware of the requirement to select two teaching subjects in the Junior-Intermediate or Intermediate-Senior Programs and the pre-requisites for the selection of these. If the Special Studies requirement of one half-course has not been met, candidates select sufficient components from this area. The Special Studies requirement may also be met by completing an Additional Qualification course such as French as a Second Language, or Special Education. In the Winter Term, candidates complete an internship in an elementary or secondary school.

Certification

Successful candidates who are Canadian Citizens are recommended to the Ontario Ministry of Education to be awarded the Ontario Teacher's Certificate. Another requirement for recommendation for any Ontario teacher qualification is that the candidate be 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.

Courses of Study 33

Course Weights

Weights are assigned as full courses or parts thereof. The course weight follows the course number preceded by (), 28.460/1.0 is a full course. 28.318/0.5 is a half-course. 28.202/0.25 is a quarter course.

Foundational Studies

The three areas of Foundational Studies are Educational Psychology, History and Philosophy of Education, and Educational Contexts. Candidates are required to complete the equivalent of one half-course from each of the areas for a total of one and one-half courses. Candidates who can satisfy the appropriate Faculty Area Chairman (either Psychology, Philosophy and History of Education or Educational Contexts) that they have prior competence in one of the areas may be allowed to substitute a course from one of the remaining areas to fulfill the Foundational Studies requirement.

Note Courses in Foundational Studies are intended primarily for Specific candidates in terms of their divisional programs. If a course is intended mainly for students in the Primary Division, then (P) will appear to the right of the course number and name. If (I) or (S) appears to the right of the course number and name, then this course is appropriate for candidates in the Primary Division or the Junior Division or the Intermediate Division or the Senior Division.

EDUCATIONAL PSYCHOLOGY

Courses in this area are primarily concerned with the traditional problems of cognitive and affective development, but also represent innovative interdisciplinary approaches to understanding better how learning takes place.

28.459/1.0 Psychology/Philosophy — Understanding Students (P) (I) (S)
Note Full course under Educational Psychology and History and Philosophy of Education; fulfills the half-course requirement in each of these areas.

Contemporary cooperative work in psychology and philosophy is beginning to shed important light on the differences (cognitive, affective, and volitional) between teachers and students that are present in, and often impede, the progress of educational activities. Drawing significantly on this research and upon the expertise of a number of faculty in psychology and philosophy, this course will help beginning teachers to understand better the "worlds" of students. Such understanding will facilitate the organization of curriculum materials and the development of effective teaching strategies. Every attempt will be made to provide opportunities for divisional specialization within the overall framework of the course.

To accompany the Ontario Teacher's Certificate, the Ontario Ministry of Education issues the Ontario Teacher's Qualifications Record Card which includes the degree held and the certificate program taken at the Faculty of Education. In the case of candidates taking Junior-Intermediate or Intermediate-Senior, the Teaching subjects are listed. Candidates in the Technological Studies Program will have this qualification recorded along with the subject and level undertaken. Candidates who are recommended for an Additional Qualification will have this listed as well.

Teachers may earn other Basic Qualifications (such as Primary if a candidate completed the Junior-Intermediate Program) or other Additional Qualifications (such as Business Education, Part I or Special Education, Part II) through summer or other programs and these will be added and a new Teacher's Record Card issued by the Ontario Ministry of Education.

Candidates who are Permanent Residents (Landed Immigrants, not Canadian Citizens) do not qualify for the Ontario Teacher's Certificate. They qualify for the Temporary Letter of Standing which allows them to teach in Ontario for six years. When they become Canadian Citizens before the end of the sixth year, they are awarded the Ontario Teacher's Certificate on application to the Ontario Ministry of Education.

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 and the Diploma in Technical Education program 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.
- The Incomplete (I) is a temporary designation which is used when, in the 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 and the Associate Dean — Degree Programs. 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.

6 A Fail (F) may not be changed by administrative fiat.

7.1 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.

7.2 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.

7.3 It shall be the responsibility of the Registrar, the Associate Dean — Degree Programs, and the Dean to take any further action.

8.1 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.

8.2 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 Teacher's Certificate conform satisfactorily with the general professional and ethical requirements of teachers as described in Section 227 (2) and 229 of the Education Act.

Hiring and Placement

The Faculty is committed to provide all assistance possible to students in their efforts to find employment. This assistance takes many forms. Information is systematically gathered from boards of education in Ontario regarding their hiring procedures and expected needs for teachers. School boards are encouraged to come to Queen's to speak with and interview interested students. Teaching opportunities in other provinces and countries are also actively investigated. The Bachelor of Education program prepares students not only for teaching

answers? Is it really possible to distinguish religious commitment from other kinds of commitment?

4 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?

This course will consist of a general meeting each week for all enrolled, plus a seminar each week for divisional groups.

28.443/0.5 Philosophy – Literary Theory (I 5)
This course is intended to assist prospective teachers of literature to understand more fully the variety of ways in which literary works might be understood and to become aware of the experiential complexity of our appreciation of literary texts. Although intended primarily for candidates in the intermediate and senior divisions the course will also be of value to any candidate interested in literature education.

28.444/0.5 Philosophy of Education for Teachers of Mathematics and Science (P 115)
This course will examine a number of contemporary accounts of nature and structure of knowledge in mathematics and in the physical and biological sciences. The insights derived from this study will prove particularly relevant to the instructional concerns of teachers in these subject areas. Arrangements will be made to accommodate students enrolled in each of the programs.

28.445/0.5 Philosophy – Planning Teaching Strategy (P 115)
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.

28.446/0.5 Philosophy – Principles of Scientific Inquiry (P 115)
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 connection 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.

28.447/0.5 Philosophy – Problems in History and Social Science (P 115)
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.

28.448/0.5 Philosophy – Aesthetic Education (P 115)
This course will examine a number of problems that are of particular concern to teachers of the arts. The principal thrust of the course will be to try to discover the sources of our appreciation of works of art so that we may be in a better position to bring others – most notably our students – to share in that appreciation.

28.449/0.5 Philosophy – The Revolution (P 115)
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.

28.450/0.5 Philosophy – Language Theory (P 115)
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.

28.451/0.5 Philosophy – Discipline and Classroom Control (P 115)
This course will consider the alternatives open to teachers in establishing the patterns of authority within their classrooms and will consider the moral, institutional and prudential reasons which are used to defend particular patterns of authority. Examples ranging from the "anarchy" of the "free" classroom to the "tyranny" of the "regimented" classroom will be studied. Students will be helped to establish their aims and objectives, to choose the patterns of organization most appropriate to those objectives and to decide upon the most efficient and appropriate discipline and control techniques for successful teaching.

28.455/0.5 Philosophy – Science Curriculum: Philosophy Perspectives (I 5)
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 permission of the instructor.

28.454/0.5 Philosophy – Teachers and the Law (P 115)
This course will examine the jurisprudence and analyze issues drawn from three areas of law. First, the law governing employment relationships in education will be examined. This will include such topics as collective bargaining, the contract of employment, tenure, demotion and redundancy. Secondly, the course will consider aspects of liability

in students. A major emphasis is placed on the interpersonal aspect of education and how this may affect perception, motivation, achievement and evaluation. Candidates are introduced to life cycle theory, self-concept theory and birthing theory. There is also the exploration of a language about being human that can facilitate the application to teaching and learning of insights drawn from several disciplines and from the life experience of the candidates. Theorists, particularly relevant include Erik Erikson, Rollo May, William Purkey and Martin Buber.

Candidates are encouraged and assisted to direct their own learning in conjunction with plenary information sessions (2 hrs.), reading assignments and weekly small group discussions (1 hr.) related to divisional concerns.

28.423/0.5 Contemporary Issues (P 115)
The aim of this course is to provide an opportunity for students and instructors together to consider some of the most pressing individual and social problems confronting educators in our society. In weekly plenary sessions and weekly 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, consciousness-raising, etc. The general approach is influenced by the writings of Rollo May, Victor Frankl, Martin Buber, Jean Vanier, Paulo Freire and others. It is assumed that students electing this course take an active part in educating themselves according to their personal needs and interests.

The specific issues and analytical constructs presented vary from year to year depending on the interests and needs of students and new developments within the field.
PREREQUISITE: 28.422 Human Dimensions in Teaching and Learning or by permission of the instructor.

28.485/0.5 Sociology of Deviant Behaviors in the Schools (P 115)
The specific issues and analytical constructs presented vary from year to year depending on the interests and needs of students and new developments within the field.
PREREQUISITE: 28.422 Human Dimensions in Teaching and Learning or by permission of the instructor.

28.487/0.5 Sociology – Education and Society (P 115)
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

28.460/1.0 Psychology/Philosophy – Understanding Teaching (P 115)
Note Full course under Educational Psychology and History and Philosophy of Education; fulfills the half-course requirement in each of these areas.

This course will treat a number of important topics in the study of teaching. Such traditional conceptual concerns as the nature of teaching, its relationship with indoctrination, conditioning and other forms of instruction will be examined together with a comprehensive survey of empirical research on classroom teaching. Particular emphasis, however, will be placed upon recent attempts to understand the contours of teachers' intuitive grasp of the knowledge of their craft.

28.464/0.5 Psychology – Learning and Development in Childhood (P 115)
An introduction to learning and development in childhood with emphasis on classroom applications from kindergarten to grade 6. Topics include cognitive and physical development, intelligence, motivation, creativity and problem-solving.

28.465/0.5 Psychology – Learning and Development in Adolescence (I 5)
An introduction to learning and development in adolescence with emphasis on classroom applications in grades 7-12. Topics include cognitive and physical development, intelligence, motivation, creativity and problem-solving.

28.466/0.5 Psychology – The Development of School Knowledge (P 115)
This course will be concerned with the nature of school knowledge and the strategies students develop to accommodate to it. Other topics include 1) the analysis of the conceptual content of lessons, textbooks and other curriculum materials; 2) the examination of the language and social dynamics of the classroom; and 3) the assessment of student knowledge. Each participant will carry out an empirical study of one or more of these topics.

28.468/0.5 Psychology – Affective and Aesthetic Development in Childhood and Adolescence (P 115)
This course will deal with the relationship between the education of the emotions and the formation of aesthetic response, appreciation and judgement.

28.472/0.5 Psychology – Human Problem Solving (P 115)
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 processes on the part of the teacher will increase the probability of transmitting these skills to their students.

28.432/0.5 History – The Separate Schools of Ontario (P 115)
The intent of the course is to familiarize students with the particular aims, philosophical-theological rationale, historical background, and contemporary problems of this large and important sector of Ontario public education.

The course endeavours to meet the needs of several categories of students:

- 1 Those who plan to teach in separate schools at the Primary, Junior, and Intermediate levels (K-10). The course is designed to help them secure employment by providing prospective employers with the assurance that they are fully aware of the orientation, priorities, and rationale of Catholic education, and of what their ethical responsibilities will be as separate school teachers. As well, a thorough appreciation of the theological, philosophical, historical, and pedagogical dimensions of their task should be of value to successful applicants in their later performance and development as teachers.
- 2 Those who plan to teach in Catholic high schools at the Senior level (11-13). The general needs of these students are similar to those in category above, and are equally catered to in this course.
- 3 Those who may in the future be committed to the support of separate schools as parents and taxpayers. As well as intending teachers, this course should benefit those who may find themselves involved in other ways with separate schools – as parents, electors, or trustees – by alerting them to what might justly be expected from government as well as from those engaged in Catholic education at the levels of policy, administration, and classroom teaching.
- 4 Those with a liberal interest in the growth of Canadian institutions, whether or not they may be involved with separate schools in the future. Perhaps more than any other social institution, the Catholic school – in its various forms – has touched a nerve in the Canadian body politic, and has generated a great deal of vehement thought, words, and action among its promoters and opponents for well over a century, not only in Ontario but also in Quebec, The Maritimes, and the West. While the more revealing agitations have subsided in recent years, an examination of the growth of Ontario separate schools can still provide rare insights into the society and current problems not only of this province but of Canada as a whole.

28.433/0.5 History – Education in Ontario and Quebec (P 115)
This is an introductory survey which essays a parallel study of educational development in Ontario and Quebec by comparing the educational ideals, goals, and procedures in these provinces and the responses of the different systems at various times to changing ideological and social pressures. Current educational issues and problems are also examined and compared in order to facilitate the analysis of educational policy and its determinants in contemporary society.

28.476/0.5 Psychology – Exceptional Children (P 115)
This course is intended to help students identify the exceptional child or adolescent in a normal classroom setting. Discussions will focus on the child who is working at an advanced level as well as the child who is experiencing difficulty in a specific area. Topics include the use (and implications of the use) of terms "normal" and "exceptional" by a) educators b) the "helping" professions, such as social workers, psychologists, and psychiatrists, and c) the public at large. Specific lectures will cover maladjusted behaviour as revealed in the classroom. This course is a requirement for the qualification course in Special Education.

HISTORY AND PHILOSOPHY OF EDUCATION
Courses in this area represent the ways in which philosophical, jurisprudential and historical expertise can be brought to bear upon problems concerning educational aims and objectives, the analysis of issues in educational practice and policy, the analysis of the law as it relates to education, and the historical and comparative analysis of schooling.

28.414/0.5 Comparative Education – Contemporary Education (P 115)
in North Atlantic Countries

This course is designed to provide teacher candidates with a comprehensive and critical perspective on the professional arena within which they will be required to make intelligent and informed decisions. To do this, the course endeavours to complement the more specialized elements of the program by providing a meta-disciplinary framework within which seemingly disparate parts may be integrated and viewed as a unified whole.

The international approach – by which educational policies and problems in Canada, the United States, the British Isles, and France are studied within their national settings – is calculated to emphasize the dynamic nature of educational arrangements.

- 1 by indicating the diversity of response to the philosophical questions which lie at the root of educational practice.
- 2 by clarifying the relationships among educational policies, ideological commitments, and changing socio-economic infra-structures.
- 3 by familiarizing students with some of the current polemic literature which serves to provide a climate and rationale for educational change.

The course will be introduced through a series of lectures outlining the socio-ideological mediums, organizational arrangements, and significant current concerns of the educational systems studied. This will be followed by group presentations in which some major contemporary issues are identified, analyzed, and discussed. Class members will also be asked to acquaint themselves with some of the literature which has fuelled the continuing debate on educational policies and practices at home and abroad. At all class meetings there will be ample time for debate and student will be expected to participate actively by expressing their views and stimulating others.

law. Recent cases involving schools and teachers will be studied in order to make teachers aware of the risk of liability for physical, emotional or other injury that students may suffer and of the standard of professional responsibility that the law requires. Finally, the course will examine issues selected from those areas of the law that deal specifically with children. Particular attention will be paid to the types of legal problems in which teachers may be involved because of their close contact with children.

28.459/1.0 Psychology/Philosophy – Understanding Students (P 115)
Note Full course under Educational Psychology and History and Philosophy of Education; fulfills the half-course requirement in each of these areas.

Contemporary cooperative work in psychology and philosophy is beginning to shed important light on the differences (cognitive, affective, and volitional) between teachers and students that are present in, and often impede, the progress of educational activities. Drawing significantly on this research and upon the expertise of a number of faculty in psychology and philosophy, this course will help beginning teachers to understand better the "worlds" of students. Such understanding will facilitate the organization of curriculum materials and the development of effective teaching strategies. Every attempt will be made to provide opportunities for divisional specialization within the overall framework of the course.

28.460/1.0 Psychology/Philosophy – Understanding Teaching (P 115)
Note Full course under Educational Psychology and History and Philosophy of Education; fulfills the half-course requirement in each of these areas.

This course will treat a number of important topics in the study of teaching. Such traditional conceptual concerns as the nature of teaching, its relationship with indoctrination, conditioning and other forms of instruction will be examined together with a comprehensive survey of empirical research on classroom teaching. Particular emphasis, however, will be placed upon recent attempts to understand the contours of teacher's intuitive grasp of the knowledge of their craft.

EDUCATIONAL CONTEXTS

While specific courses in this area are based upon an examination of educational problems from a political, legal, social or economic perspective, the shared focus of the courses in this area is to assess the impact of the setting of educational institutions upon educational activities.

28.422/0.5 Human Dimensions in Teaching and Learning (P 115)
(Formerly Human Problems)

The fundamental objective of this course is to foster using an interdisciplinary approach, the learning and development of the teacher candidate as a person so that in turn s/he can foster learning and development

in students. A major emphasis is placed on the interpersonal aspect of education and how this may affect perception, motivation, achievement and evaluation. Candidates are introduced to life cycle theory, self-concept theory and birthing theory. There is also the exploration of a language about being human that can facilitate the application to teaching and learning of insights drawn from several disciplines and from the life experience of the candidates. Theorists, particularly relevant include Erik Erikson, Rollo May, William Purkey and Martin Buber.

Candidates are encouraged and assisted to direct their own learning in conjunction with plenary information sessions (2 hrs.), reading assignments and weekly small group discussions (1 hr.) related to divisional concerns.

28.423/0.5 Contemporary Issues (P 115)
The aim of this course is to provide an opportunity for students and instructors together to consider some of the most pressing individual and social problems confronting educators in our society. In weekly plenary sessions and weekly 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, consciousness-raising, etc. The general approach is influenced by the writings of Rollo May, Victor Frankl, Martin Buber, Jean Vanier, Paulo Freire and others. It is assumed that students electing this course take an active part in educating themselves according to their personal needs and interests.

The specific issues and analytical constructs presented vary from year to year depending on the interests and needs of students and new developments within the field.
PREREQUISITE: 28.422 Human Dimensions in Teaching and Learning or by permission of the instructor.

28.485/0.5 Sociology of Deviant Behaviors in the Schools (P 115)
The specific issues and analytical constructs presented vary from year to year depending on the interests and needs of students and new developments within the field.
PREREQUISITE: 28.422 Human Dimensions in Teaching and Learning or by permission of the instructor.

The aim of the course is twofold – first, to further understanding between two important elements of the Canadian community and second, to promote among teaching candidates a more sophisticated awareness of what shapes those principles and policies which, in turn, determine educational practice.

Issues will be identified in their historical and contemporary settings, and will be studied with a view to elucidating those philosophical principles and ideological and social pressures which affect policy decisions on educational control, organization, support, content, personnel, and opportunity.

This course is designed to help not only Ontario students – for whom it provides more than a provincial orientation to the system in which they will probably teach – but also those students who come from Quebec every year and who plan either to teach in Ontario or return to Quebec. For them it can provide a helpful explanatory "bridge" between different systems of values reflected in education.

28.441/0.5 Philosophy – Grading and Evaluation (P 115)

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

28.442/0.5 Philosophy – Ethics and Education (P 115)
This course will identify, discuss and investigate a number of related matters of the following kinds:

- 1 Issues in the "professional ethics" of education. Sample questions: Should homosexuals be debarred from teaching? Are teachers justified in striking for higher pay?
- 2 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?
- 3 Second-order questions about the concepts "ethics", "values", "morality", "religion", etc. Sample questions: Do "value issues" have right

given over to the use and analysis of a wide range of resources, particularly concrete materials, for mathematics instruction.

The course will also provide an opportunity to examine those Ministry of Education guidelines relating to the teaching of mathematics in the Junior and Intermediate Divisions.

The acquisition of a positive attitude toward mathematics and its teaching is seen as a high priority of the course.

28.306/0.2 Social Studies (Junior and Grades 7 and 8)

This unit is designed to assist candidates to explore ways of establishing an effective social studies program. Candidates will learn how to implement a variety of teaching strategies appropriate to student needs and Ministry philosophy. Resource material will be examined and students will develop a mini unit suitable for classroom implementation. A variety of evaluation strategies will be commented upon.

28.388/0.2 Science (Junior and Grades 7 and 8)

This course views science activities in the elementary school as a basis for developing social and communication skills. Candidates will prepare teaching materials aimed at stimulating inquiry into natural phenomena and associated value issues.

Varied teaching methods will be explored to achieve an inquiry orientation. These include using the out-of-doors, project work and activity centres.

28.300/0.1 Art (Junior and Grades 7 and 8)

Investigation of resource materials and studio sessions are used to explore the needs of the Junior and Intermediate pupil in Art Education. The stages of creative and mental growth as well as Ministry Guidelines serve to direct the study. Attention is given to a meaningful process in the child's overall development and design of Art Program to meet this end.

28.392/0.1 Drama (Junior and Grades 7 and 8)

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

28.394/0.1 Music (Junior and Grades 7 and 8)

This is an introductory course to the teaching of music in the elementary school. The content of the course will focus on methods and materials suitable for use in the teaching of children. There will be considerable emphasis on the rudiments of music.

Class sessions will include lectures, learning to read notation, playing the recorder, basic conducting, singing, using classroom instruments, and listening experiences. All of these activities will be related to teaching procedures applicable to the Junior and Intermediate Grades.

28.306/0.1 Physical and Health Education (Junior and Grades 7 and 8)

The health education section of the course will focus on the methods, materials, and resources for the topics stipulated by the Ontario Ministry of Education guidelines for the Junior Division.

The physical education course will focus on the following areas:

- 1 An overview of the program of Physical and Health Education, and its objectives; in the Junior and Intermediate Divisions, as stipulated in Ontario Ministry of Education Documents.
- 2 The development of motor skills and related activities.
- 3 The development of methods, organizational considerations, and skills related to specific team games.
- 4 The development of methods, organizational considerations, and skills related to Educational and Formal Gymnastics.

INTERMEDIATE TEACHING SUBJECTS

See Admission Requirements, page 23.

28.312/0.5 Dramatic Arts (Intermediate)

A course concerned with the theory and practice of drama in education. Students will explore the imaginative use of voice, movement, light, sound, and costume through improvisation and group project work leading to an understanding of the nature of the dramatic experience and its place in education. Consideration is given to the particular demands placed on a teacher of Dramatic Arts and a variety of teaching techniques which can be applied in this context.

This course aims at preparing candidates to teach a first course in Dramatic Arts.

28.318/0.5 English (Intermediate)

This course is designed for prospective teachers of Intermediate grades, who have university background in the subject of English. The program stresses careful explication and imaginative presentations of literature with the primary aim of helping students to see with feeling. The methods of instruction used in the course should display a variety of approaches to the teaching of both literature and composition. The course will include micro-teaching, team-teaching, guest speakers, films, workshops and seminars.

28.322/0.5 French (Intermediate)

The course is designed to enable prospective teachers of French to: 1) Develop and improve techniques and procedures used for modern foreign language teaching.

- 2) Analyse the psychological and philosophical aims and rationale of the systems and methods advocated for learning and teaching modern foreign languages;
- 3) Examine and use materials published for learning and teaching modern foreign languages;

4) pursue comparative linguistic studies and to apply the results of such studies to the solving of problems in the modern foreign language classroom;

5) analyse available tests and examinations and to prepare sample tests which measure the attainment of specified objectives.

28.324/0.5 Geography (Intermediate)

This course will provide instruction in planning and presenting different types of lessons used in the teaching of geography. The program will also provide for an examination of those guidelines issued by the Ministry of Education which relate to the teaching of Geography at the Intermediate level.

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

Evaluation will be based on the following areas of performance:

- 1 classroom participation
- 2 regular assignments.

28.328/0.5 Science - General (Intermediate)

This course will examine the basic methods of instruction for the Intermediate Division Science. Special attention will be given to implementation of the Intermediate Science Guideline of the Ontario Ministry of Education.

Teaching resources and materials will be surveyed and analyzed. Methods of communication, planning and performing demonstrations, laboratory management and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be discussed and practiced. Attention will be given to the role of Science teaching in socially relevant issues.

28.336/0.5 History (Intermediate)

This course is designed to assist candidates to explore ways of establishing effective history programs, grades 7-10. Candidates will learn how to implement a variety of teaching strategies appropriate to student needs. Resource material will be examined and Ministry philosophy will develop a unit suitable for classroom implementation. Evaluation strategies will be explored. Considerable time will be devoted to helping candidates improve their knowledge and understanding of the forces and individuals who have helped to develop Canada.

28.344/0.5 Mathematics (Intermediate)

The purpose of this half-course is to prepare candidates to teach mathematics at the Intermediate level. Candidates will become familiar with the content of the Intermediate level mathematics courses through an examination of a variety of teaching philosophies and instructional techniques appropriate to mathematics. The course will consist of lectures, discussion, student presentations, and activity approaches.

The course will also provide an opportunity to examine those Ministry of Education guidelines relating to the teaching of mathematics in the Intermediate Division.

The acquisition of a positive attitude toward mathematics and its teaching is a high priority of the course.

28.348/0.5 Physical and Health Education-Men (Intermediate)

This course will provide instruction in planning and presenting different types of lessons used in the teaching of mathematics in the Intermediate Division.

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

Evaluation will be based on the following areas of performance:

- 1 classroom participation
- 2 regular assignments.

28.352/0.5 Librarianship (Intermediate)

In conjunction with School Librarianship Special Studies, this program introduces the philosophy and program of school media centres, with particular emphasis on curricular and cultural needs of students and teachers. Heavy personal involvement in presentations, workshops and discussions is central to the development of the course's concepts. School Librarianship, Intermediate, combined with School Librarianship Special Studies leads to Librarianship I qualification.

28.366/0.5 Music-Instrumental (Intermediate)

This course is for the student who has attained a good standard of performance through private study (approximately Grade 8 R.C.M. level) and has participated in a school music program. The course is designed to aid in developing and improving techniques and procedures for the teaching of music in elementary and secondary schools. The candidates will become acquainted with school patterns, procedures and professional relationships in music.

28.380/0.5 Visual Arts (Intermediate)

A course concerned with the practical needs of the teacher of Art working in the Intermediate school setting. The program will stress teaching strategies, program planning, classroom management and budget planning. In the studio sessions the candidate will be able to acquire new and additional knowledge and skills in studio practice.

on them. The possibilities of change through alternative school structures (free schools, community schools, non-schools) will also be examined.

28.489/0.5 Sociology - Politics of Education (P I I S)

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 teacher's strategies for maintaining order?
- 2 students. What rights do they have? What rights should they have? Why?
- 3 parents. What kind of power are they able to exercise over schools? What are the constraints on their participation?
- 4 teachers' organizations. What sort of power do they have? How have they used it?
- 5 government. How do school boards and provincial governments affect education?

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

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

28.490/0.5 Sociology - Social Class and Sex Role Stereotyping in Education (P I I S)

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.

28.491/0.5 Sociology of Education for Secondary School Teachers (I S)

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

28.492/0.5 Sociology of Education for School Counsellors (I S)

This course has been designed as a support course for students enrolled in Guidance as a teaching subject. 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 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.

28.494/0.5 Sociology - Explorations in Learning Environments (P I I) in the Elementary School

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

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

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

28.496/0.5 Professionalization of Teachers (P I I S)

This course rests on the belief that student teachers can best fulfill their commitment to children and youth in the public education system by facing and dealing with the questions of: bureaucratic realities in education; collective pressures relating to job security; ethical expectations of such groups as the teacher associations, the political authorities both local and provincial and the public at large; and whether a teacher can be an exemplar of human rights in action. Topics to be covered include 1) the legal liability of a teacher, 2) professionalism and unionism in education, 3) the teacher within an authority structure, and 4) teachers' and students' rights.

Curriculum

PRIMARY - JUNIOR PROGRAM

28.381/0.3 Reading and Language Arts (Primary-Junior)

This course is designed for students interested in teaching the younger child. It consists of a survey of the development of language skills with emphasis on the interrelationships of reading, speaking, listening and writing. Specific techniques used in the Primary and Junior Grades will be examined.

28.383/0.3 Mathematics (Primary-Junior)

The purpose of this course is to familiarize candidates with the content of the mathematics curricula in the Primary and Junior Divisions, and with a variety of methods for effectively teaching fundamental mathematical concepts. A large portion of the total class time will be given over to the use and analysis of a wide range of resources, particularly concrete materials, for mathematics instruction.

The course will also provide an opportunity to examine those Ministry of Education guidelines relating to the teaching of mathematics in the Primary and Junior Divisions.

The acquisitions of a positive attitude toward mathematics and its teaching is seen as a high priority of the course.

28.385/0.3 Social Studies (Primary-Junior)

The Social Studies course is designed to develop an awareness of the goals of an effective social studies program, especially in the Primary and Junior Years and to learn how to translate those goals into instructional objectives, teaching strategies and evaluation techniques. To these ends, students will demonstrate their competency by designing a short but effective social studies curriculum. To assist them in this, the course will familiarize students with the media and other resources available to the social studies teacher.

28.387/0.3 Science (Primary-Junior)

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

The course includes work in sample units and group practice in curriculum adaptation and development. Many starting points for curriculum considerations are used in a range of problem contexts, including that of environmental issues. The latter are explored as a vehicle for promoting wise decision-making in the future.

28.389/0.2 Art (Primary-Junior)

This course explores the needs of the Primary and Junior child in Art Education through investigation of resource materials and studio sessions, with a focus on the stages of creative and mental growth, and

regulations outlined by the Ministry Guidelines. Attention is given to a meaningful process in the overall development of the child as opposed to focus upon an end product.

28.391/0.2 Drama (Primary-Junior)

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

28.393/0.2 Music (Primary-Junior)

This is an introductory course to the teaching of music in the elementary school. The content of the course will focus on methods and materials suitable for use in the teaching of children. There will be considerable emphasis on the rudiments of music.

Class sessions will include lectures, learning to read notation, playing the recorder, basic conducting, singing, using classroom instruments, and listening experiences. All of these activities will be related to teaching procedures applicable to the elementary school.

28.395/0.2 Physical Education (Primary-Junior)

This activity based course is designed to provide the student teacher with sufficient knowledge and skills to develop a program which provides meaningful experiences for the children in the gymnasium. A rationale along the related activities, will be developed, dealing with the nature and development of motor skills and gross motor patterns in young children. The course will examine curriculum guidelines for Kindergarten through grade 6 and familiarize the candidate with the activities and gymnasium organization for children at these levels. In addition to motor skills and gross motor patterns, topics covered will be games (co-operative, creative, group), gymnastics (movement education) and rhythmic.

JUNIOR - INTERMEDIATE PROGRAM

CORE SUBJECTS - JUNIOR AND GRADES 7 AND 8

28.382/0.2 Reading and Language Arts (Junior and Grades 7 and 8)

The course is designed to prepare prospective teachers to develop and implement an effective Reading and Language Arts Program in the Junior and Intermediate grades of an Elementary School. Emphasis will be given to the development of basic pupil skills in reading, writing, speaking and listening. Consideration will be given to the concept of language and reading across the curriculum.

28.384/0.2 Mathematics (Junior and Grades 7 and 8)

The purpose of this course is to familiarize candidates with the content of the mathematics curricula in the Junior and Intermediate Divisions, and with a variety of methods for effectively teaching fundamental mathematical concepts. A large portion of the total class time will be

28.341/1.0 Man in Society (Intermediate-Senior)

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

28.343/1.0 Mathematics (Intermediate-Senior)

The purpose of this course is to prepare candidates to teach mathematics at the Intermediate and Senior levels. Candidates will become familiar with the content of the Intermediate and Senior level mathematics courses through an examination of a variety of teaching philosophies and instructional techniques appropriate to mathematics. The course will consist of lectures, discussions, student presentations, and activity approaches.

The course will also provide an opportunity to examine those Ministry of Education guidelines relating to the teaching of mathematics in the Intermediate and Senior Divisions.

The acquisition of a positive attitude toward mathematics and its teaching is a high priority of the course.

28.347/1.0 Physical and Health Education-Men (Intermediate-Senior)

This course will focus on the analysis of teaching behaviour as it relates to the teaching of physical activities. Muska Mosston's model of the "The Spectrum of Teaching Styles" will be used to present alternative styles of teaching.

Gymnasium laboratory sessions will be held in basketball, gymnastics, and wrestling to demonstrate lesson planning, class organization, use of materials, and visual aids, and the use of alternative teaching styles. As well as these three main areas, consideration will also be given to the leisure time sports activities and dance.

The Ministry of Education guidelines for these divisions will be studied and various school programs will be presented.

The interscholastic and intramural programs in schools will be studied.

Students who feel the need for self-improvement in various sports activities will have the opportunity to attend extra sessions. Other students who have experience in certain activities will be able to gain additional teaching experience in these extra classes.

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

little background in health education but courses in psychology or sociology would be helpful.

Note: A fee will be levied to cover partial cost of the printed materials made available to students.

28.349/1.0 Physical and Health Education-Women (Intermediate-Senior)

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

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

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

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

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

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

Note: No textbook is required but a fee will be levied to cover partial cost of the printed materials made available to students.

28.351/1.0 Science-Physics (Intermediate-Senior)

This course will examine the basic methods of instruction common to all sciences. The exercise of options provides students opportunities to practise special interests in Physics Education, or, alternatively, to expand their abilities to teach proficiently in other sciences.

Teaching resources and materials will be surveyed and analyzed. Methods of communication, planning and performing demonstrations, laboratory management and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be discussed and practised. Attention will be given to the role of science teaching in socially relevant issues.

When this course is chosen along with any one of 28.303, 28.305, or 28.319, the student will take the work described above in one section and will participate in a further seminar section (four hours per week) in which the broad aspects of science will be addressed in greater depth, and in which special subject matter interests may be pursued.

educators, practising artists, authors and visual art administrators, the candidate will have the opportunity to acquire the professional skills needed to teach art in an educational setting.

Additional sessions are made possible for the candidate to further experiment and to acquire new knowledge and skills in studio practice in a variety of media and crafts.

Art Education candidates should note that an additional fee of twenty-five (\$25.00) dollars will be levied to cover expenses of planned field trips to the Art Gallery of Ontario, Toronto and the National Gallery, Ottawa.

TECHNOLOGICAL STUDIES PROGRAM**28.367/1.0 Teaching Technological Subjects**

This course is designed to help technical teacher candidates develop a personal style of teaching which is consistent with basic concepts and principles of the teaching/learning process. Techniques, strategies and skills in relation to lesson preparation, questioning, evaluation, interpersonal relationships and motivation are examined in detail, particularly in relation to their applicability to in-school situations.

28.368/1.0 Curriculum Development in Technological Subjects

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

Professional Skills**28.132/0.25 Curriculum Design**

This course aims to provide participants with the necessary knowledge and skills to design valid and effective curricula. The course will be offered in both intensive and conventional formats. Curriculum concepts, principles, and strategies will be presented in lectures and seminars, and students will apply these principles in developing curricula in the practical laboratory sessions. The emphasis on the course is on the design of curricula which are based on significant learner needs, and which enable learners to achieve high levels of success.

28.133/0.25 Introduction to Educational Media

This course is designed to prepare students to use educational media effectively and creatively in the teaching-learning environment. Course objectives include:

- 1 operation of various instructional equipment (e.g. still and motion picture projection, sound and video recording);

The candidate is invited to join the Intermediate-Senior Art Education candidates on field trips for an additional fee of twenty-five (\$25.00) to cover transportation costs. Field trips to the Art Gallery of Ontario, Toronto and the National Gallery, Ottawa are planned.

INTERMEDIATE-SENIOR PROGRAM

See Admission Requirements, page 23.

28.302/1.0 Science-Biology (Intermediate-Senior)

This course will examine the basic methods of instruction common to all sciences. The exercise of options provides students opportunities to practise special interests in Biology Education, or, alternatively, to expand their abilities to teach proficiently in other sciences.

Teaching resources and materials will be surveyed and analyzed. Methods of communication, planning and performing demonstrations, laboratory management and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be discussed and practised. Attention will be given to the role of science teaching in socially relevant issues.

When this course is chosen along with any one of 28.305, 28.319, or 28.351, the student will take the work described above in one section and will participate in a further seminar section (four hours per week) in which the broad aspects of science education will be addressed in greater depth, and in which special subject matter interests may be pursued.

28.305/1.0 Science-Chemistry

This course will examine the basic methods of instruction common to all sciences. The exercise of options provides students opportunities to practise special interests in Chemistry Education, or, alternatively, to expand their abilities to teach proficiently in other sciences.

Teaching resources and materials will be surveyed and analyzed. Methods of communication, planning and performing demonstrations, laboratory management and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be discussed and practised. Attention will be given to the role of science teaching in socially relevant issues.

When this course is chosen along with any one of 28.303, 28.319, or 28.351, the student will take the work described above in one section and will participate in a further seminar section (four hours per week) in which the broad aspects of science education will be addressed in greater depth, and in which special subject matter interests may be pursued.

28.311/1.0 Dramatic Arts (Intermediate-Senior)

A course concerned with the theory and practice of drama in education. Students will explore the imaginative use of voice, movement, light, sound, and costume through improvisation and group project work leading to an understanding of the nature of the dramatic experience

When this course is chosen along with any one of 28.303, 28.305, or 28.351, the student will take the work described above in one section and will participate in a further seminar section (four hours per week) in which the broad aspects of science education will be addressed in greater depth, and in which special subject matter interests may be pursued.

28.321/1.0 French (Intermediate-Senior)

The course is designed to enable prospective teachers of French to: develop and improve techniques and procedures used for modern foreign language teaching;

- 2 analyse the psychological and philosophical aims and rationale of the systems and methods advocated for learning and teaching modern foreign languages;
- 3 examine and use materials published for learning and teaching modern foreign languages;
- 4 prepare a sample of a suitable program and materials for specified groups of pupils studying French language, culture and civilization;
- 5 pursue comparative linguistic studies and to apply the results of such studies to the solving of problems in the modern foreign language classroom;
- 6 analyse available tests and examinations and to prepare sample tests which measure the attainment of specified objectives;
- 7 obtain information on recent and current theories of language learning.

28.323/1.0 Geography (Intermediate-Senior)

This course is designed to prepare candidates to teach Geography at the Intermediate/Senior level.

The program will provide instruction in lesson planning, lesson presentation, different types of lessons, different methods of instruction, effective questioning, the use of various instructional materials, and basic skills in classroom management.

The program will also provide for an examination of those guidelines issued by the Ministry of Education which relate to the teaching of Geography at the Intermediate and Senior levels.

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

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

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

28.353/1.0 Political Science (Intermediate-Senior)

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

Candidates should note that:

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

28.361/1.0 Librarianship (Intermediate-Senior)

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

School Librarianship, Intermediate-Senior leads to eligibility for admission to Part II of the three session Specialist qualification in Librarianship.

28.365/1.0 Music - Instrumental (Intermediate-Senior)

A course concerned with the theory and practical application of teaching strategies for Music in the Secondary School setting.

The goals of this program of study are:

- 1 to develop and improve techniques and procedures for the teaching of music in the intermediate and secondary schools;
- 2 to develop a working knowledge of effective methods, materials and facilities for music instruction;
- 3 to become acquainted with school patterns, procedures and professional relationships in music;
- 4 to maintain and improve music skills.

28.379/1.0 Visual Arts (Intermediate-Senior)

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 stresses teaching strategies, curriculum planning, classroom management, budget planning and leadership in the Visual Arts. By enabling the candidate to work with professional artists

and its place in education. Consideration is given to the particular demands placed on a teacher of Dramatic Arts and a variety of teaching techniques which can be applied in this context. This course aims at preparing candidates to teach a first course in Dramatic Arts and to structure advanced-level courses according to subject-knowledge strengths.

28.313/1.0 Economics (Intermediate-Senior)

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

Candidates should note that:

- 1 History, Economics and Political Science candidates will take the same instructional model but will use their respective discipline as the knowledge and skill base for the completion of their required competencies.
- 2 Only one of History, Economics and Political Science can be selected as a teaching subject.
- 3 Economics candidates should be prepared to teach either commercial subjects or History in their practice teaching assignments in addition to the Grade 12 and Grade 13 Economics and Consumer Economics courses.

28.317/1.0 English (Intermediate-Senior)

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

28.319/1.0 Environmental Science (Intermediate-Senior)

This course will examine the basic methods of instruction common to all sciences. The exercise of options provides students opportunities to practise special interest in Environmental Science Education, or, alternatively, to expand their abilities to teach proficiently in other sciences.

Teaching resources and materials will be surveyed and analyzed. Methods of communication, planning and performing demonstrations, laboratory management and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be discussed and practised. Attention will be given to the role of science teaching in socially relevant issues.

28.319/1.0 German (Intermediate-Senior)

This course is designed to enable prospective teachers of German to:

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

28.333/1.0 Guidance (Intermediate-Senior)

The Guidance option leads to eligibility for admission to Part II of the three-session Specialist qualification in Guidance. The following areas will be covered: guidance for human development, the counsellor as change agent, an introduction to counselling theories, and interpersonal skills and human relations.

Credit in five full courses in the behavioural sciences, including three in psychology, is required for registration in the Guidance Option.

28.335/1.0 History (Intermediate-Senior)

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

- 1 History, Economics and Political Science candidates will take the same instructional model but will use their respective discipline as the knowledge and skill base for the completion of their required competencies;
- 2 Only one of History, Economics and Political Science can be selected as a teaching subject.
- 3 It is recommended that candidates selecting History have a strong multi-disciplinary background in Canadian Studies.

28.251/0.25 Parenting Education

In this course teacher candidates are introduced to key parenting tasks and skills in order to equip them:

- 1 to teach about constructive parenting with the curriculum, where appropriate;
- 2 to respond more sensitively to the domestic situation of their students;
- 3 to be a more effective surrogate parent when cast in that role by students.

Particular attention is given to new perspectives on birthing.

The course includes both group work and lectures, including presentations by invited experts. Attention is given to audio-visual and printed materials pertinent to the course objectives.

The course is correlated with divisional concerns. (It is suggested that candidates opting for this course also take the Foundations course, the Human Dimension in Teaching/Learning, either previously or concurrently.)

28.250/0.25 Teaching Reading in the High School

This course is designed to introduce you to the teaching of reading in a high school context.

In a high school the teaching of reading may take several forms. First, you may be assigned to a remedial reading class where the responsibility will focus on helping students with reading difficulties. Next, you may be asked to teach a developmental reading class where your primary duties would be to continue the progress of the students in fostering their reading skills. Finally, you may be a content teacher and your concerns would centre on helping students master the print aspects of the course.

28.282/0.5 Technical Skills

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

28.286/0.25 A Study of the Religious Education Program in the Roman Catholic Elementary Schools of Ontario

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

28.289/0.25 Private Studies

Private study may be undertaken by a student to satisfy a particular need or to pursue a particular interest relevant to teaching. The student is to submit an outline of the proposed Private Studies to the appropriate 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.

Additional Basic Qualification Course**28.289/0.5 Additional Basic Qualification in Technological Subjects**

The teacher of technical subjects is frequently required to teach outside of his initial area of expertise. To do so, he must have additional qualifications in those secondary subject areas. These qualifications can be obtained by successful completion of Basic Qualifications Courses (B.Q.C.) that are recognized by the Ministry of Education.

Each B.Q.C. consists of minimum of 125 hours of work, and is pedagogically oriented. Upon completion of the course, the candidate is considered competent to teach the subject to the Intermediate Level; he will also be recommended for Additional Basic Qualification to be included on the Ontario Teachers' Qualifications Record Card.

Many subject offerings are possible. Availability will vary from year to year, depending upon demand and administrative considerations.

Additional Qualification Courses

Candidates may register in a course leading to an Additional Qualification. This qualification is Part I of the three session specialist qualification program. Part II may be taken following completion of the Ontario Teacher's Certificate program and the third part, Specialist, may be taken after two years of successful teaching in Ontario. (See the offerings available in each program in the sections on specific program components on pages 25 to 28.) Completion of an Additional Qualification Course will satisfy the program requirement of Special Studies.

28.290/0.5 French as a Second Language, Part I

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

basic education, so that they may effectively prepare themselves for teaching in these settings.

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

28.210/0.5 Seminar in Community Education

There is a slow but persistent trend in Ontario toward greater involvement of the public in the schools in many different ways, yet there are very few educators who have taken training in areas directly related to Community Education. The term Community Education, is usually used to connote, firstly, a philosophy of community involvement in schools through such things as Advisory Committees, use of volunteers and the community as a classroom. Secondly, and more traditionally, the community school offers a wide range of programs which seek to meet the needs and interests of adults and children alike outside of traditional classroom activities. It is the aim of this course to provide beginning teachers with the basic "tools" necessary a) to work as a community educator in a school setting, b) as a teacher to make maximum use of community resources or c) to work as an educator in a community based agency or organization.

This course attempts, by involving students with practitioners in the field, to provide a solid core of experience in some aspect of Community Education. This is combined with a) an examination of the theories and concepts that are held by the leading figures in the community education movement, b) a critique of methodologies associated with current practice and c) the development and application of "better" approaches. Registration in this full year course will be limited to 20 persons. Students are advised to postpone selection of a Community Service project until after they have consulted with the instructor(s). This course will require approximately 4 hours per week; 2 of which will be spent in reading, study and documentation and 2 in the weekly seminar.

28.212/0.5 Canadian Native Studies

This course is specifically designed for candidates who are anticipating contact with Native students in the classroom setting. A division into two sections — the Canadian Indian before and after European intervention — will allow the participant equally relevant perspectives from which to view Canada's Native people. Discussion in the first half of the course will emphasize their history, including geographic location, linguistics, cultures, crafts and music. Subsequently, the effects of treaties and their long term consequences will introduce the second half

of the course. A study of reservation versus community life, education of Native people, the migrant Indian and Indian associations will follow. The final class will involve contemporary issues relating to Canada's Native people. Native people will participate in many of the scheduled classes.

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

28.213/0.25 The Sound of Poetry

A program of poetry presentations by poets and students, making use of film and tapes, is aimed at the development of listening and speaking skills, and the exploration of the interplay of sound and sense. Offered in the Winter Term on Monday evenings from 7:30 to 9 pm.

28.214/0.25 Something About Science

This course will review science topics that are commonly taught in the elementary school. The aim is to show how these topics can be taught in an activity based way. The use of simple science equipment and "discovery" approaches will be discussed.

28.215/0.25 Simple Living: Models and Education in New Social Contexts

Ideas and readings will be presented which will assist the candidates in determining how to live more economically and less wastefully. Communities that have made progress along these lines will be studied. Attempts will be made to engage the students in ideas leading to the development of simpler and more creative human communities. The instructor will provide examples of educational curricula and school organization that may be appropriate in the future environments.

28.216/0.5 School Librarianship

In conjunction with School Librarianship, Intermediate, this program introduces administration and management principles and applications necessary to the operation of a school media centre program. Heavy personal involvement in presentations, workshops and discussions is central to the development of the course's concepts.

School Librarianship, Special Studies, combined with Librarianship Intermediate leads to eligibility for admission to Part II of the three session Specialist qualification in Librarianship.

28.219/0.25 Classroom Management

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

themselves in French. Candidates will also analyse and prepare tests designed to evaluate pupil's progress in French.

Successful candidates will be recommended for the Additional Qualification, French as a Second Language, Part I.

28.291/0.5 Guidance, Part I

This course will provide candidates with a knowledge of the developmental tasks of children re their physical, social and emotional development, particularly as they apply to those children who fall within the normal range. The emphasis will be on children who fall in the intermediate group.

Candidates will also examine certain counselling theories — Adlerian, Behavioural, Reality and Client Centered and the methods and techniques advocated in dealing with the concerns of children.

Training methods will include simulated learning activities, role-playing, case analysis and video taping.

The course leads to the Ministry of Education Additional Qualification, Guidance, Part I.

PREREQUISITE: At least five courses in psychology and/or sociology with at least three in psychology.

28.292/0.5 Special Education, Part I

This course introduces students to the broad spectrum of education for all exceptional children. The specific objectives will be a) to teach students to identify exceptional children; b) to develop an awareness of the problems experienced by exceptional children and ways in which these can be mitigated; and c) to provide the student with tools to develop and respond to curriculum objectives. A practicum will also be required. (The course leads to the Ministry of Education Additional Qualification in Special Education, Part I.)

28.293/0.5 English as a Second Language, Part I

As a base for humanistic approach to techniques, this course will pursue an understanding of the problems encountered by learners of English as a Second Language. Then the knowledge of the skills to teach English to these students will be related to an analysis of the structure and sound systems of Canadian English.

This course will examine and recognize the implications of cultural differences. Sensitivity to these differences will illuminate specific concerns such as testing and placement, school-family values and parent-teacher relationships.

28.294/0.5 Reading, Part I

The emphasis of this course will be on corrective and remedial techniques that can be used by both classroom teachers and teachers in programs involving children who have reading problems. While reading will receive special treatment, the whole of the Language Arts will be considered. Candidates should be prepared in their Community Service commitment to work with children who are having reading difficulties.

Continuing Education Program 73

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. 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 include such important fields of study as the Honour Specialist Seminars and the three session specialist courses in Business Education, Dramatic Arts, English as a Second Language, Environmental Science, French as a Second Language, Guidance, Librarianship, Physical and Health Education (Primary-Junior), Physical and Health Education (Intermediate-Senior), Reading, Special Education, and Visual Arts.

A second major concern of the Office of Continuing Education lies in the promotion of a broad program of in-service professional development courses and workshops. During the past four years, workshops have been offered in widely varying areas. There has been a steadily increasing emphasis placed by this Office upon professional development 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 Eastern Ontario, Community Professional Development Committees of Staff Colleges, County Boards of Education and Professional Teacher Organizations.

28.223/0.25 Nonverbal Communication in Teaching

This course is concerned with an essential but often overlooked part of the teaching process, nonverbal communication in the classroom. Sample topics to be examined include: teacher's use of classroom space and time, proxemics (the study of social and personal space), kinetics (body motion, including gestures and postures), and paralanguage (the study of how things are said). A major aim of the course is to develop the beginning teacher's awareness of his/her own and students' nonverbal communication through assigned reading, class exercises, films, and videotape.

28.271/0.5 Practical Theatre Production I

An involvement in a major production as designer, actor or technician. Available only to those students taking Dramatic Arts as one of their teaching subjects. The course will coincide with the first major theatrical production of the academic year and will be offered in the Fall Term.

28.272/0.5 Practical Theatre Production II

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.

28.226/0.25 First Aid and Emergency Controls

Participants will have opportunity to qualify for standard level first aid certification. Simulation and other stress-centred preparation will be used. Adjunct staff will be drawn from various local and regional agencies established to help individuals and community groups cope effectively with major first aid problems. Applications will be made to classroom and other school situations. External examiners will be used.

28.227/0.25 Choral Lab Ensemble

Students may register for a one term Choral Lab Ensemble. The 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.

28.228/0.25 Band Lab Ensemble

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

28.231/0.25 Sociology of Liberation

A seminar on the sociology of becoming free. The class will discuss the theories of human liberation, especially those of the French social philosopher, Jacques Ellul in his *Ethics of Freedom*.

28.232/0.25 Communicating With Motion Pictures

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

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

28.233/0.25 The Teacher as T.V. Producer

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

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

28.239/0.25 Educational Alternatives

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

28.245/0.25 Computer-Assisted Instruction

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

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

28.246/0.25 Introduction to Computer Programming

The course is intended for students with no previous programming experience. General goal: to provide a brief introduction to the writing of computer programs using a computer language called ALG. Problems will be selected from both instructional and testing situations.

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 through the first half of the year. Those eligible for assistance from the Government sponsored financial aid programs are expected to obtain the maximum assistance possible from this source before applying for a long-term University loan. Before a long-term loan is approved, the loan committee must be satisfied that the applicant has exhausted all other sources of assistance. A long-term loan may not exceed the value of a session's tuition fee and the applicant must be in at least his second year of full-time attendance at Queen's University.

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

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

The Andrina McCulloch Prizes for Public Speaking

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

The Alexander Morton Robertson Awards

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

The F.D.Sawyer Memorial Award

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

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

The Senator Frank Carrel Scholarships

The Senator Frank Carrel Scholarships have been established at Queen's University through the generosity of the late Senator Frank Carrel,

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.Ed. degree or equivalent teacher preparation;
 - 3 Four or more years of successful teaching experience.*
- In addition, candidates wishing to specialize in Counselling must have as a prerequisite a minimum of five courses in Psychology or a related area and should have completed the Guidance option of the B.Ed. Program or its equivalent. (Graduates of an honours program in Psychology and a B.Ed. or equivalent may apply for admission to the program for special counsellors.)

*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 Registrar, Faculty of Education, Queen's University, Kingston, Ontario. K7L 3N6

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 1978-79 session. The scale of fees and the regulations which will apply during the 1979-80 session were not available at the time of this printing but can be obtained, upon request, from the Office of the Registrar, Queen's University. Please note that it is the responsibility of the student to obtain this information.

Payment of Fees

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

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

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

Regulations Concerning Non-Payment of Fees and Charges

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

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

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

noted publisher, executive and author who represented the Gulf Division in the Legislative Council of the Province of Quebec for many years prior to his death in 1940.

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

The Frank Carrel Merit and Need Scholarships

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

IBM Canada Bursary Program

IBM Canada Limited makes an annual grant of \$1,000 for bursaries to students registered in a full-time course at the university who have satisfactory standing and who demonstrate financial need. Application may be made through the office of the Assistant Registrar (Student Awards).

L.W.Copp Award

Granted to the graduating Bachelor of Education student in the Primary-Junior Program or the Junior-Intermediate Program and based upon high overall achievement and demonstration of those personal qualities esteemed by teachers.

John Watson Award

Granted to the graduating Bachelor of Education student in the Primary-Junior Program or the Junior-Intermediate Program and based upon excellence in Student Teaching.

Academic Facilities and Student Services

The University Libraries

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

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

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

Education Library

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

The Computing Centre

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

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

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

Sessional Fees

The sessional fees for the B.Ed. and Dip. in Tech. Ed. for 1978-79 were:

	Payment by Installment		
	In Full	First	Second
Tuition	\$680.00	\$340.00	\$340.00
Student Interest	94.92	94.92	—
Faculty Society	7.50	7.50	—
Installment Charge	—	5.00	—
	\$782.42	\$447.42	\$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	14.10
Bus-It	5.85
Alma Mater Society	14.57
Queen's Journal	4.50
Tricolour Yearbook	6.00
Golden Words	.25
Who's Where	.75
Queen's Quest Pledge	7.50
Concert Fee	3.00
Legal Aid	.75
Project Green	1.00
C.F.R.C.	.40
Community Service	.75
Licensed Premises	.50

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

Installment Charge

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

Late Payment Charges

Students who have not paid at least the first installment of the prescribed fees by September 30 will be assessed a late payment charge of

\$15.00. A second charge of \$15.00 will be assessed against students who have an unpaid balance at January 31. An additional charge of \$10.00 will be applied against accounts not paid by February 28.

Permit to Delay Payment of Fees

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

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 Programs

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

laws, clothing and finances. Meetings with other students from the recent arrival's country are arranged. The staff of the Centre welcome any opportunity to be of assistance to new arrivals, in particular, and to all students as their needs arise.

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

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

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

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

Queen's Day Care Centre

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

Student Affairs Centre

The Student Affairs Centre, which is located in 'the grey house' at 51 Queen's Crescent, operates as a co-ordination and resource centre for Student Services. It also provides support to the student-oriented University services to facilitate the provision and development of effective 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 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-Four Denominational Chaplains Bureau, Queen's Homophile Association), Burns, Roman Catholic, Rev. Bill Dykstra, Anglican, Rev. Bill Ken Gies, Lutheran) are present at 'the grey house' for a few hours a week; students and staff are welcome to use its facilities for 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 university 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 the students who suffer from severe emotional breakdowns, exists primarily to help those students who are not psychiatrically ill in the usual sense of the term but whose relatively minor problems of adjustment impair their health, academic performance or sense of well-being. Students are seen by appointment, 9 a.m. - 5 p.m., telephone 547-2889. Complete confidentiality is observed.

HOURS OF OPERATION

Medical Clinic: 9:00 a.m. - 4:00 p.m.
Monday to Friday inclusive
Telephone: 547-6106 (24 hours)
When the service is closed, answering service will place the caller in touch with the duty physician.
Psychiatric Division: 9:00 a.m. - 5:00 p.m. by appointment
Telephone 547-2889
Ambulance Service: Located at Hotel Dieu Hospital
Telephone 544-5555

Medical and Hospital Insurance

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

Hospital and medical insurance coverage in Ontario is obtained through subscription to the provincial medical care plan - Ontario Health Insurance Plan (OHIP). The premium for this plan is \$16.00 per month for single subscribers and \$32.00 per month for couples with or without children. The plan makes provision for premium assistance when the applicant can qualify.

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

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

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

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

Statistics

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

Performing Arts Office

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

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

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

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

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

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

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

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

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

Public Lectures

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

The Agnes Etherington Art Centre

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

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

Radio

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

The John Deutsch University Centre

The John Deutsch University Centre has been described as a place for training in human relations where students, staff, graduates, and guests may have recreation, companionship and good talk. Every University person is a member of the University Centre, which is really a club where the men and women of all faculties may meet in a University building designed for that particular purpose and privilege.

The facilities include club meeting rooms, student government offices, the student newspaper, year book offices, Alumni Association

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

Athletics

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

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

Queen's University is a member institution of the Ontario Universities Athletic Association and the Ontario Women's Intercollegiate Athletic Association and, as such, abides by the constitutions of these associations, including their playing regulations and eligibility bylaws. Students who wish to participate in intercollegiate sports are bound by these regulations. Copies are available for perusal in the Senate Office and the Administrative Office - Athletics and Physical Education in the Physical Education Centre.

Student Services

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

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

Career Planning and Placement Service

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

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

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

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

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

The International Centre

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

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

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

Minister's Representatives

Mr. C. Boe
Educational Officer
Supervision Section
Ministry of Education
Eastern Ontario Region
Ottawa, Ontario

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