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# QUEEN'S

Faculty of Education  
1981-82

## 1981

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

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

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

## 1982

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

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

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

## Sessional Dates

1981 September

- 8 Fall Term begins. All B.Ed. and 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.
- 9 Fall Term classes begin - B.Ed., Dip.in Tech.Ed. and Education courses of Concurrent Year 3 and Final Year candidates
- 13 Orientation Week begins for Concurrent, Year 1 candidates
- 17 9:00am - 3:00pm Registration in the Jock Harty Arena, Division Street entrance for B.Ed. and Dip.in Tech.Ed. candidates and for Concurrent Final Year candidates
- 16 Registration for M.Ed. candidates
- 17,18,21 Authorization of programs for Concurrent Year 2 candidates and for the Arts and Science courses for Concurrent Year 3 candidates
- 18 Registration for Concurrent Year 1 candidates
- 21 Fall Term classes begin - M.Ed.
- 21 Fall Term classes begin - Arts and Science courses for Concurrent candidates
- 22-24 Registration for Concurrent Year 2 and Year 3 candidates
- 30 Last date for payment of fees without penalty

October

- 2 Last date for adding a full year course or Fall Term course without approval of the Associate Dean
- 12 Thanksgiving Day - no classes
- 13-23 Student Teaching
- 14 Last date for course changes - M.Ed., without Division II approval
- 24 Fall Convocation
- 30 Last date for dropping a Fall Term course - all candidates except M.Ed.

November

- 11 Remembrance Day Service (classes cancelled from 10:30am to 11:30 a.m.)
- 23-30 Student Teaching

December

- 1-4 Student Teaching
- 17 Fall Term classes end - M.Ed.
- 18 Fall Term classes end - all candidates except M.Ed.

1982 January

- 4 Winter Term classes begin
- 15 Last date for adding a Winter Term course without approval of the Associate Dean

## Faculty of Education Calendar 1981-82

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

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 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 5

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

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

### Duncan McArthur Hall

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

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

Seven of the "houses" nestle around a social centre which includes coffee shops, a dining room, recreation rooms, lounges, track shop, facilities for television viewing, and a music room. This has already become

### February

- 4 Last date for course changes - M.Ed., without Division II approval
  - 5 Last date for dropping a full year course or a Winter Term course - all candidates except M.Ed.
  - 8-26 Student Teaching
  - 15-19 Reading Week - M.Ed.
- ### March
- 1-5 Student Teaching
  - 8-12 Winter Break
- ### April
- 2 Winter Term Classes end - M.Ed.
  - 9 Good Friday (no classes)
  - 16 Last Day of Classes - all candidates except M.Ed.
  - 19-23 Student Teaching
  - 30 Winter Term ends
- ### May
- 28 Convocation - B.Ed., Dip.in Tech.Ed., M.Ed., and Concurrent Final Year
- ### July
- 5 Summer Term classes begin

## History of the University 1

Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1832 the Provincial Government had been petitioned "to endow without delay an institution, or professorships, for the education and training of young men for the ministry in connection with the Synod." This and other representations failing of their object, steps were taken by the Synod to found a college at Kingston on the lines of the Scottish National Universities. On 16 October, 1841, a Royal Charter was issued by Her Majesty, Queen Victoria, for the establishment of Queen's College, Kingston, and the first classes were opened in March, 1842, with the Reverend Dr. Liddell as Principal. Funds were provided in part by grants from the Presbyterian Church in Scotland and from the Canadian Government, and in part by liberal subscriptions from the friends of the young and growing University. The lack of good schools in the Province made it necessary to have at first a preparatory school in connection with the college. In spite of many difficulties and straitened circumstances, the progress was steady and financial difficulties were 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 an early Fellow of Merton College, Oxford, was installed as Principal of the University. Dr. Fyfe resigned in 1936 to accept the Principality of the University of Aberdeen. He was succeeded by Principal R.C. Wallace, President of the University of Alberta from 1928 to 1936. Dr. Wallace retired in September 1951 and was succeeded by Principal William A. Mackintosh, the first Queen's graduate to hold the Principality.

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

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. Accepted students are sent application forms.

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.

### Administrative Staff - 1980-81

- Williams, T.R., B.Sc., Teaching Diploma, M.A. (McGill), Ph.D. (Michigan)  
Dean of the Faculty of Education
- Sharples, B., B.Sc. (Birmingham), M.Ed. (Calgary), Ph.D. (Alberta)  
Associate Dean
- 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 Queen's Concurrent Teacher Education Program
- Downes, W.E., B.A. (Queen's), M.Ed. (Toronto), Ph.D. (Ottawa)  
Director of Queen's Trent Concurrent Teacher Education Program
- White, W.G., B.Sc., M.Ed. (Ottawa)  
Director of Primary-Junior Program
- Allen, H.A.J., B.Sc., M.A. (Toronto), Ph.D. (Waterloo)  
Director of Junior-Intermediate Program
- MacLachlan, J., Jordanhill College of Education, Graduate course in Clinical Psychology (Glasgow)  
Director of Special Education Programs
- Applegate, M.W., B.A. (McMaster), M.A. (Toronto)  
Director of Field Studies
- Kemp, D.E., B.A. (Queen's), M.Ed. (Bath), 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.  
Coordinator of Media Services
- Wright, C., B.A. (Saskatchewan), B.L.S. (Toronto)  
Chief Librarian
- Colley, H., B.A. (Queen's), B.L.S. (Toronto)  
Senior Librarian
- Harris, M.L., B.A., M.L.S. (McGill), M.A. (Queen's)  
Senior Librarian
- Woodley, J., B.A. (Queen's), M.L.S. (Western Ontario)  
Senior Librarian
- Cowan, D.A., B.A., M.Ed. (Edinboro State College)  
Chairman - Arts
- Massey, D.A., B.A. (Cambridge), M.A. (Yale)  
Chairman - Communications and Social Sciences
- Hennessy, P.H., B.A. (Queen's)  
Acting Chairman - Educational Councils
- 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

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

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

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

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

Graduate work at Queen's University was established formally in 1889 with the adoption of regulations for the 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 Conservations 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 offering programs to university graduates leading to the B.Ed. degree and to teaching certificates valid in the secondary and elementary schools of Ontario, and such other courses leading to Qualification of teachers as may be determined jointly by the Minister of Education and the University.

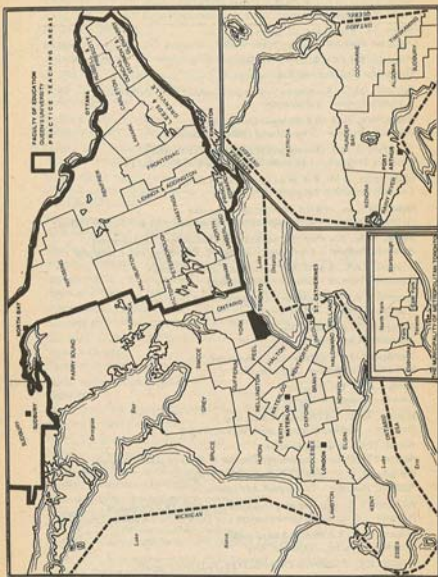
In 1971 a Graduate Program leading to the M.Ed. degree was introduced. Also in 1971 candidates were admitted to a program leading to the Diploma in Technical Education and qualification to teach in the technical departments of secondary schools. In 1973, with the closing of the Peterborough Teacher's College and the transfer of the faculty to Queen's through an agreement with the Ministry of Education, the Faculty of Education undertook an augmented role in the preparation of elementary teachers. A Concurrent B.A., B.Ed. and B.Sc., B.Ed. program was instituted in 1975 whereby candidates pursue an Arts and Science degree concurrently with an education degree. An earlier agreement with Trent University with respect to Concurrent Education was approved in 1974. Through this inter-university cooperation students pursue academic and education courses at Trent for three or four years and complete requirements for a Trent Arts and Science degree and a Queen's B.Ed. degree during the final year. This program was renewed in 1979.

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 the programs leading to degrees of Bachelor of Music and Bachelor of Fine Art (formerly Bachelor of Art Education) offered by the Faculty of Arts and Science in 1969, and the program in French language, Translation, French Canadian Studies all now offered in the Faculty of Arts and Science.

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, interest 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

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

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One year consecutive 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 everlasting.

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

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.

### Alternative Programs

The following programs are available in the Faculty of Education leading to the Bachelor of Education or the Diploma in Technical Education.

#### Cooperative Program in Outdoor and Experiential Education

The Faculty of Education has recognized since its inception a decade ago the great need for the preparation of teachers who can use the natural and man-made environments as major learning resources. The Faculty of Education course offerings which relate to environment have attempted to impel participants toward expanding levels of personal, social, environmental, and professional awareness and responsibility.

The new Cooperative Program in Outdoor and Experiential Education is intended to facilitate integration and to accommodate both individual choice and institutional prescription. The program will be trans-disciplinary and based on experiential education theory with emphasis on process skills including various technologies appropriate to a variety of environmental contexts. Also considered will be the development, organization, articulation, maintenance, administration, evaluation, and research needs and implications of outdoor, environmental, and other forms of experiential education. It will be possible for qualified candidates to obtain certification in environment-related teaching concentrations while building their professional preparation around the diversified field of outdoor education. It is also possible for candidates to elect only the Phase II portion of the program.

#### Admission

Applicants must meet the regular admission requirements for all B.Ed. candidates choosing Junior-Intermediate or Intermediate-Senior Programs with General Science or Environmental Science as one of their Teaching Subjects.

In addition cooperative program applicants must have well developed skills and related voluntary or paid work experience in outdoor and other experiential education programs. They should also hold trans-disciplinary, holistic and humanistic views. The readiness of applicants will be assessed by a resume and a personal interview.

8 Faculty of Education

- 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 — Graduate Studies, Research and Development
- Hooper, F.K., C.D.  
Administrative Assistant — Physical Facilities and Personnel
- Cooper, D.J., B.A.(Queen's)  
Administrative Assistant — Field Studies
- Murdock, M.  
Administrative Assistant — Finances
- 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
- Laporte, G.  
Departmental Assistant — Office of the Registrar

### Faculty 1980-81

- Allen, H.A.J., B.Sc., M.A.(Toronto), Ph.D.(Waterloo)  
Associate Professor — Mathematics, Director of Junior-Intermediate Program
- Ambury, G.G., B.A., M.Div.(Queen's), M.A.(Syracuse)  
Assistant Professor — Human Dimensions in Teaching and Learning, Chairman — Educational Contexts (on leave 1980-81)
- Andrews, W.R., B.A., M.Ed.(U.B.C.), B.D.(Union College of B.C.), B.Ed., Ph.D.(Alberta) (on leave 1980-81)  
Professor — Guidance and Counselling
- Applegate, M.W., B.A.(McMaster), M.A.(Toronto)  
Professor, Director of Field Studies
- Axford, R.S., B.Sc.(Western), M.Ed.(Toronto)  
Assistant Professor — Science
- Bailey, J.C., B.A.(Queen's), M.A.(Syracuse)  
Professor — Language Arts, Director of Queen's 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)  
Assistant Professor — Language Arts (on leave 1980-81)
- Bull, D., B.A.(Queen's)  
Assistant Professor — 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

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- Coffey, H., B.A.(Queen's), B.L.S.(Toronto)  
Senior Librarian
- Common, R.W., B.A., B.Ed., M.Ed.(Maine), Ph.D.(Ottawa)  
Assistant Professor — Educational Administration, Social Studies
- Cowan, D.A., B.A., M.Ed.(Edinboro State College)  
Assistant Professor — 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 — Geography
- Downes, W.E., B.A.(Queen's), M.Ed.(Toronto), Ph.D.(Ottawa)  
Associate Professor — Director of Queen's-Trent Concurrent Teacher Education Program
- Eastbrook, 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 (on leave 1980-81)
- Freeman, R.M., B.A.(Queen's), M.A.(Minnesota), M.Div.(Princeton), Ph.D.(Harvard)  
Professor — Human Dimensions in Teaching and Learning
- Grime, A.R., B.A.(Manchester), M.Ed.(Toronto)  
Professor — Geography
- Harris, M.L., B.A., M.L.S.(McGill), M.A.(Queen's)  
Senior Librarian
- Hennessy, P.H., B.A.(Queen's)  
Professor — Professional Studies, Acting Chairman — Educational Contexts
- Haggis, W.C., B.A.(Queen's), Certificate in Education(Cambridge), M.A.(Ottawa), Ph.D.(Alberta)  
Associate Professor — Mathematics
- Hill, R.J., B.A.(New Brunswick), M.Ed.(Toronto)  
Assistant Professor — 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, Outdoor and Experiential Education
- Howard, F., B.A.(Ottawa)  
Associate Professor — French
- Jellicoe, S.  
Sessional Instructor — Special Education
- 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, English as a Second Language

14 Education Programs

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 run 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.

### 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

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- 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.  
Professor — Dramatic Arts, Coordinator of Media Services
- King, A.J.C., B.P.E.(British Columbia), M.Sc.(U.C.L.A.), Ed.D.(Toronto)  
Professor — Sociology
- Kluensch, M., B.A., M.A.(Queen's)  
Associate Professor — Community Service and Outdoor Education
- Knight, E.J., B.Sc.(St. Francis Xavier), Diploma in Education(Dalhousie), B.A.(St. George Williams), M.Ed.(Toronto)  
Assistant Registrar
- Loeking, R.B., B.A.(Trent)  
Sessional Lecturer — Queen's-Trent Program
- Loken, J.O., B.Ed.(Alberta), M.Ed.(Calgary), Ph.D.(Alberta)  
Assistant Professor — Sociology (on leave 1980-81)
- Loney, D.E., B.Sc.(Queen's)  
Professor — Technological Studies, Chairman — Science, Mathematics and Technical Education
- MacLachlan, J., Jordonhill College of Education, Graduate course  
Associate Professor — Reading and Language Arts
- 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, History, Social Studies
- 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), M.A.(Arizona State), Graduate of National Teacher School of Canada  
Assistant Professor — Dramatic Arts
- 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), Ph.D.(Birmingham)  
Associate Professor — Science
- Osser, H., B.A.(Queen's), Ph.D.(Cornell)  
Professor — Psychology
- Podmore, C., M.A., M.Ed.(St. Andrews), M.A., Ph.D.(McMaster)  
Associate Professor — Sociology
- Perunak, W.S., B.A.(Queen's), M.Ed.(Toronto)  
Professor — Educational Administration
- Pish, R.J., B.Sc.(Vancouver), 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, Special Assistant to the Principal
- Ripley, R.D., B.A.(McMaster), M.Ed.(Toronto)  
Associate Professor — Mathematics and Science

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- Robertson, A., B.A., B.P.H.E.(Queen's), M.A.(University of the Pacific, California)  
Associate Professor — Health Education
- Russell, T.L., B.A.(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.(Queens College, New York), M.A., Ph.D.(Illinois)  
Assistant Professor — Philosophy
- Sedgewick, K.H., B.A.(McMaster), M.Ed.(Ottawa)  
Assistant Professor — Physical and Health Education
- Sharples, B., B.Sc.(Birmingham), M.Ed.(Calgary), Ph.D.(Alberta)  
Associate Professor — Educational Administration, Associate Dean
- Shillington, A.M., B.A., M.Ed.(Queen's), M.A.(Toronto)  
Sessional Lecturer — Language Arts
- Smith, D.C.M., A.R.C.T., Mus.Bec., 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
- Spaxman, A., B.A.(McMaster), M.Ed.(Ottawa), A.R.C.T.(Toronto)  
Assistant Professor — Music
- Talesnick, L., B.A., M.A.(Toronto)  
Professor — Chemistry
- Thompson, L., B.A.(Toronto), M.A.(Rochester)  
Professor — English and Language Arts
- Turner, R.B., B.A.(Toronto)  
Associate Professor — English
- 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 — Psychology, Director of Primary-Junior Program
- Whitehead, C.E., B.Ed., Ed.Dip., M.A., Ph.D.(Calgary)  
Assistant Professor — Educational Administration
- Williams, T.R., B.Sc., Teaching Diploma, M.A.(McGill), Ph.D.(Michigan)  
Professor — Educational Administration and Dean of the Faculty of Education
- Wilson, M.P., B.A.(McGill), B.Ed.(Toronto)  
Sessional Instructor — Dramatic Arts
- Wilson, R.J., B.Ed.(British Columbia), M.Ed., Ph.D.(Washington)  
Associate Professor — Measurement and Evaluation (On leave 1980-81)
- Woodley, J., B.A.(Queen's), M.L.S.(Western Ontario)  
Senior Librarian
- Wright, G., B.A.(Saskatchewan), B.L.S.(Toronto)  
Chief Librarian

**Primary-Junior Program Components**

See also the section entitled The Program Components.

<b>Foundational Studies</b> Courses numbered from 28.400 to 28.499.	<b>1.5 course credit</b>
<b>Curriculum</b> 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)	<b>2.0 course credit</b>
<b>Professional Skills</b> Courses numbered from 28.130 to 28.145.	<b>1.0 course credit</b>
<b>Practicum</b> 28.160 Student Teaching 28.170 Community Service 28.180 School Law and Policy	
<b>Special Studies</b> Courses numbered from 28.200 to 28.299.	<b>0.5 course credit</b>

The requirement for Special Studies may be met by completing one Additional Qualification. 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**

**Junior-Intermediate Program Components**

See also the section entitled The Program Components.

<b>Foundational Studies</b> Courses numbered from 28.400 to 28.499.	<b>1.5 course credit</b>
<b>Curriculum</b> 28.382 Reading and Language Arts (0.2) 28.384 Mathematics (0.2) 28.386 Social Studies (0.2) 28.388 Science (0.2) <i>plus two of:</i> 28.390 Art (0.1) 28.392 Drama (0.1) 28.394 Music (0.1) 28.396 Physical Education (0.1) <i>plus two Intermediate Teaching Subjects selected from even-numbered courses from 28.300 to 28.396.</i>	<b>2.0 course credit</b>
<b>Professional Skills</b> Courses numbered from 28.130 to 28.145.	<b>1.0 course credit</b>
<b>Practicum</b> 28.160 Student Teaching 28.170 Community Service 28.180 School Law and Policy	
<b>Special Studies</b> Courses numbered from 28.200 to 28.299.	<b>0.5 course credit</b>

The requirement for Special Studies may be met by completing one Additional Qualification Course. 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**

**Format of the Program****PHASE I**

- An intensive residential trans-disciplinary study period (May 1 to May 10). See Special Studies course 28.217.
- Two six week supervised internships at selected Outdoor or other Experiential Education Centre. See Alternate Practicum 28.158.
- A six day residential course (September 2 to 7) will be used to consolidate summer education gains and to plan for the regular B.Ed. program. See Special Studies course 28.217.

**PHASE II**

Candidates then enter the regular Fall and Winter Faculty of Education year in the Junior-Intermediate or Intermediate-Senior Programs with curricular emphasis on Environmental Science or General Science and Outdoor Education, as well as one other Teaching Subject. Some program components will be prescribed: candidates will enrol in Sociology of Sport, Recreation and Leisure Activities, and special sections of Group Process, Curriculum Design, First Aid, and Outdoor and Experiential Education.

**PHASE III**

- A Comparative Study of Selected Outdoor Education Centres, beginning May 1. See Special Studies course 28.218.
- A final five week internship, in May and June. See Alternate Practicum 28.157.
- Final six day residential session focusing on further career planning and development following the comparative study. See Special Studies course 28.218.

At the end of the Cooperative Program in Outdoor and Experiential Education, candidates will be recommended for the Bachelor of Education, the Ontario Teacher's Certificate, and Parts I and II of the Ministry of Education three-part qualification in Environmental Science. Candidates should note that only two Additional Qualifications are available during the program. Early counselling is advised.

**Artist in the Community**

Classroom teaching is by no means the only possible career choice for the artist as educator. Community Arts Centres, artists, musicians, and writers-in-residence, community-based theatre companies are only a few of the opportunities for full or part-time employment of the artist. There is a demand for competent arts educators in both public and private adult education programs and a continuing need for educational officers in art galleries and recreational facilities.

The program, Artist in the Community, is designed to provide the needed emphasis in skills to prepare the artist to work with the community. It is intended for graduates in the arts who are not necessarily interested in full-time educational careers but who are, rather, looking for a set of skills related to their interests in the arts which could be used to secure or create part-time commitments to the community as they continue to devote most of their time and energy to their own artistic development.

**Admission**

Applicants for the Artist in the Community program apply through the Ontario Universities' Application Centre. The requirements for admission are the same as for admission to the Intermediate-Senior Program. Two Teaching Subjects in the Intermediate-Senior Program are to be selected one or two of which are Dramatic Arts, Music and Visual Arts.

**Program Format**

Candidates in Artist in the Community complete all the components as required for the Intermediate-Senior Program. All Foundational Studies requirements are selected for the Fall Term. As well, three of the Professional Skills units are completed in the Fall Term. Candidates register for 28.141 - Arts Management, a skills course designed specifically for Artist in the Community.

In the Fall Term four weeks of student teaching are completed in the two teaching subjects in regular secondary school settings. In the Winter Term the practicum is spent in a situation related to the Artist's field such as (a) artist-in-residence in local schools, (b) working as an apprentice educational officer in an Ontario gallery or theatre (c) preparing an Arts program for implementation in the Faculty and local schools, or (d) serving as an animator in a community-based theatre company.

**Certification**

The program qualifies the candidate for the Bachelor of Education. If a candidate wishes to qualify for the Ontario Teacher's Certificate in addition to the degree, a special four-week practicum in the two Teaching Subjects in a secondary school can be completed after the regular session.

Through an agreement with Trent University in Peterborough, candidates attending that University may obtain a B.A./B.Ed. through a concurrent program.

**Application for Admission - Consecutive Programs**

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. First offers of admission are made in the middle of March so application should be made well in advance of that date to be considered for first offers of admission.

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 documents 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 Com-

**Intermediate-Senior Program Components**

See also the section entitled The Program Components.

<b>Foundational Studies</b> Courses numbered from 28.400 to 28.499.	<b>1.5 course credit</b>
<b>Curriculum</b> Two Teaching Subjects selected from odd numbered courses from 28.300 to 28.399.	<b>2.0 course credit</b>
<b>Professional Skills</b> Courses numbered from 28.130 to 28.145.	<b>1.0 course credit</b>
<b>Practicum</b> 28.160 Student Teaching Community Service 28.180 School Law and Policy	
<b>Special Studies</b> Courses numbered from 28.200 to 28.299.	<b>0.5 course credit</b>

The requirement for Special Studies may be met by completing one Additional Qualification Course. 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**

**Technological Studies Program Components**

See also the section entitled The Program Components.

<b>Foundational Studies</b> Courses numbered from 28.400 to 28.499.	<b>1.5 course credit</b>
<b>Curriculum</b> 28.367 Teaching Technological Subjects (1.0) 28.368 Curriculum Development in Technological Studies (1.0)	<b>2.0 course credit</b>
<b>Professional Skills</b> Courses numbered from 28.130 to 28.145.	<b>1.0 course credit</b>
<b>Practicum</b> 28.160 Student Teaching 28.170 Community Service 28.180 School Law and Policy	
<b>Special Studies</b> Courses numbered from 28.200 to 28.299.	<b>0.5 course credit</b>

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, and 28.292 Special Education.

**TOTAL REQUIREMENT FOR THE TECHNOLOGICAL STUDIES PROGRAM** **5.0 course credit**

mittee that their knowledge of the English language is adequate for them to pursue their professional studies successfully.

**Admission Requirements - Consecutive Programs**

**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 subjects in the Junior-Intermediate Program is at least two full university courses in that subject. Exceptions are: Dramatic Arts, and Physical and Health Education, where no specific university courses are required.

The usual requirement for selection of teaching subjects 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 full courses in the behavioural sciences are required, and Dramatic Arts and Physical and Health Education, where no specific university courses are required.

If a candidate selects Dramatic Arts 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. Accepted applicants must submit a photocopy of their Canadian birth certificate, Canadian citizenship card, or immigration documents confirming their citizenship status.

**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 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.

**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 are numbered between 28.400 and 28.499.

**Curriculum**

Candidates must complete the equivalent of two full courses in curriculum. The courses are numbered between 28.300 and 28.399. 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.

**Practicum**

Three components, without course weight, must be completed in the practicum. Candidates must pass 28.160 Student Teaching. This course comprises eight weeks of supervised student teaching in selected schools and a week of student teaching in April in a school selected by the candidate. With respect to travel and accommodation arrangements involved in supervised student teaching, candidates should note that they may be required to provide for the costs of such travel and accommodation. Candidates will complete 28.170 Community Service. The final component to be completed in the Practicum is 28.180 School Law and Policy.

**Special Studies**

Candidates must complete the equivalent of one half-course in Special Studies (courses numbered between 28.200 and 28.299). These are quarter courses or half courses and offer the candidates the opportunity to be involved in courses of special interest. In each program candidates may complete the requirements for one Additional Qualification which is Part 1 of the three session specialist qualification. Examples of such offerings are French as a Second Language, Reading, and Special Education.

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 where circumstances warrant.

## 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 session, the instructor of that course will notify in writing the students taking it of the basis on which the final grade will be assigned, the term work expected and the weight, if any, that will contribute to the final grade.
- The grades for all courses or components of the B.Ed. program and the Dip. in Tech. Ed. program are:  
H - honours  
PA - pass  
F - fail  
Except in those instances when an instructor elects not to use the honours category, in which case the students' transcripts will reflect that decision with the entry  
PN - pass, no honours assigned
- That the Honours grade be awarded solely on the basis of quality of work done, as determined by the instructor.
- Additional academic record entries are:  
IN - incomplete AU - audit only  
AG - aegrotat grade CR - credit  
NW - course not taken
- The Credit (CR) shall be recorded only for those courses or components which the Faculty Board has determined are to be graded.
- The incomplete IN 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. At the end of the academic year 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. Incomplete (IN) 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 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.
- The Aegrotat (AG) may be granted by an instructor in cases where the student because of serious illness, has been prevented from completing a course or component and where the instructor feels that the student would have completed the course or component successfully had not illness intervened.
- No grade may be changed by administrative fiat.

- It is the responsibility of each course instructor to report final grades for Fall Term courses, and interim grades for all appropriate sessional courses, to the Registrar's Office by the first day of the second term of that session. The only exceptions to this shall be those courses determined as such by the Faculty Board and so indicated on the list referred to in Item 1 above. Within two weeks of that date, students shall be advised by the Registrar's Office of all their grades.
- Faculty advisors will be notified by the Registrar's Office of the grades of their advisees, with a specific note of those advisees who have a Fail (F) or whose progress is otherwise deemed unsatisfactory. It shall be the responsibility of the faculty advisor to counsel any of his advisees whose progress is unsatisfactory and to make a written report to the Registrar's Office as soon as possible.
- It shall be the responsibility of the Registrar, the Associate Dean, and the Dean to take any further action.
- To be eligible for the B.Ed. degree, the Dip. in Tech. Ed. and any teaching certificate, a student must have grades of H, PA, PN, AG, or CR in all the minimum required courses or components of the program.
- The Dean of the Faculty, in consultation with the Faculty Board, may at any time, exercise the discretion of his Office to ensure that all candidates for the B.Ed. Degree, the Dip. in Tech. Ed. 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 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.

## 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. This model is a four or five year combined Arts and Science/Education program in which candidates pursue academic and professional studies simultaneously.  
With the strong field-centred orientation of its professional components, the Concurrent Program has the advantages of clarifying vocational interest, sharpening awareness of issues inherent in teaching and learning, and achieving better integration of academic and professional studies. From the initial year candidates are provided with in-school experience which forms the basis of theoretical studies. The educational portion of the program is developmental in nature culminating in a four month internship in the final year.

## Admission

Candidates for the initial year of the Concurrent Programs apply through the Ontario Universities Application Centre for Queen's University or for Trent University. Candidates must meet the admission requirements for the desired program in the Faculty of Arts and Science.

## Admission by Transfer

Candidates may transfer into Year 2 of the Concurrent Program. Transfer may be from Year 1 of an Arts and Science Program at Queen's University or at Trent University for Year 2 at the respective University or from Year 1 of another university to Year 2 at Queen's University or at Trent University. Enquiries should be directed to Assistant Registrar (Admissions), Queen's University or to Dr. W. Downes, Trent University, Peterborough. Candidates transferring into Year 2 of the Concurrent Program must complete an in-school practicum and report prior to being admitted to Year 2.

## Program Format

In Year 1, in addition to the full complement of first year Arts and Science courses, candidates complete the Foundations course 28.401 - Introduction to Schools and Teaching. This half-course includes seminars and eight half-days in school settings.

In Year 2, in addition to the full complement of second year Arts and Science courses, candidates complete the Professional Skills course 28.131 - Introduction to Teaching Skills. This is a series of seminars plus additional involvement in school settings. This involvement may be 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 Arts and Science courses and further Education components. The usual selection includes two quarter-courses from Professional Skills, one half-course from Foundations Studies, 28.168 - Practicum (supervised student teaching) and 28.170 - Community Service.

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 one quarter-course in Professional Skills, one half-course in Foundations Studies, 28.180 - School Law and Policy, the equivalent of two courses in Curriculum and the equivalent of one half-course in Special Studies. The Curriculum courses are related to the certificate program selected i.e. Primary-Junior, Junior-Intermediate, or Intermediate-Senior. Candidates in the Junior-Intermediate Program also select two Teaching Subjects from Dramatic Arts, English, French, Geography, General Science, History, Mathematics, Physical and Health Education, Music (Vocal or Instrumental), and Visual Arts. At least two full university courses in a subject are required to select each Teaching Subject with the exception of Dramatic Arts and Physical and Health Education where no specific university courses are required. Candidates in the Intermediate-Senior Program select two Teaching Subjects from odd numbered courses 28.303 to 28.379 inclusive. At least three full university courses in a subject are required to select the first Teaching Subject and at least two full university courses in a subject are required to select the second Teaching Subject. Exceptions to this are (a) Guidance where five full courses in the behavioural sciences are required, and (b) Dramatic Arts and Physical and Health Education where no specific courses are required.

Final Year students may also take one Additional Qualification course selected from French as a Second Language, Reading and Special Education.

In the Winter Term candidates complete 28.169 - Internship in an elementary or secondary school. The majority of internship schools are located in Kingston and Peterborough.

## 30 Courses of Study

## Course Weights

Weights are assigned as full courses or parts thereof. The course weight follows the course number preceded by (P) 28.4601.0 is a full course. 28.3180.5 is a half-course. 28.2020.25 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 (P) is absent, 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.

## 28.4010.5 Introduction to Schools and Teaching

(for Year 1 Concurrent Education Candidates)

This course is intended to bring foundational perspectives to bear on students' interests in the teaching profession, their observation of an interaction with children during school assignments, and their personal learning experiences at university. Psychological, philosophical and sociological perspectives on the experiences of learning and teaching are the major topics of this introductory course for students in the first year of the B.A., B.Ed., B.Sc. or B.Ed. program.  
In the fall term, five two-hour seminars are integrated with an assignment to a school for one-half day per week over five consecutive weeks. The same schedule repeats in the winter term, with a different school assignment to provide observation and experience at another grade level.

## 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.

## 28.4591.0 Psychology-Philosophy - Understanding Students

(P) 1.5

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 of-

ten 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.

28.4601.0 Psychology-Philosophy - Understanding Teaching (P) 1.5  
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.

28.4640.5 Psychology - Learning and Development in Childhood (P) 1  
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.

28.4650.5 Psychology - Learning and Development in Adolescence (P) 1  
An introduction to learning and development in adolescence with emphasis on classroom applications in grades 7 - 13. Topics include cognitive and physical development, intelligence, motivation, creativity and problem-solving.

28.4660.5 Psychology - The Development of School Knowledge (P) 1.5  
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.

28.4680.5 Psychology - Affective and Aesthetic Development in Childhood and Adolescence (P) 1.5  
This course will deal with the relationship between the education of the emotions and the formation of aesthetic response, appreciation and judgement.

28.4720.5 Psychology - Human Problem Solving (P) 1.5  
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

## Concurrent Education Components

Education	Arts and Science
Year 1	
0.50 28.401	Introduction to Schools and Teaching (Foundational Studies) Five Courses
Year 2	
0.25 28.131	Introduction to Teaching Skills (Professional Skills) Five Courses
Year 3	
0.25 28.139	Classroom Management and Discipline (Professional Skills) Four Courses
0.25	A quarter-course in Professional Skills
0.50	A half-course in Foundational Studies
0.00 28.168	Practicum
0.00 28.170	Community Service
Year 4	
Honours Program	No courses required Usual final year requirements for Honours Program
Final Year	
0.50	A half-course in Foundational Studies Any outstanding courses, normally in the Fall term
2.00	Curriculum Studies
0.25	A quarter-course in Professional Skills
0.00 28.180	School Law and Policy
0.00 28.169	Internship
0.50	A half-course equivalent in Special Studies or an Additional Qualification Course

## 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 an 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.

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.

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.

## Further Qualification

Holders of the Ontario Teacher's Certificate may earn additional qualifications and these will be entered on a revised Ontario Teacher's Qualifications Record Card. These may be Additional Basic Qualifications (such as Primary or Junior-Intermediate is listed under Basic Qualifications) or other Additional Qualifications (such as Business Education, Part I or Special Education, Part II). These courses are offered through the Office of Continuing Education during the summer or they may be taken through other programs.

Other qualifications are the Honour Specialist (formerly Type A) in a specific subject or subjects and the Honour Technological Studies Specialist (formerly Vocational Type A). In both cases teachers must attend a summer seminar. Admission to this seminar requires that the teacher meet the academic requirements and have taught two years in Ontario, one of which must be in the specialty subject. The academic requirement for the Honour Specialist is a four year degree beyond Ontario Grade 13 and nine full courses in the specialty subject. In the case of two subjects, fourteen courses in the two specialty subjects are required with at least six full courses in each. In all cases the average of the courses in each specialty subject must be second class. The specific admission requirements for the Honour Technological Studies Specialist include three subject areas listed on the Ontario Teacher's Qualifications Record Card with at least one at the Advanced level, one year of post secondary education, and two years' teaching experience in Ontario, one of which must be in Technological Studies. (Refer also to the section on Continuing Education.)

**28.450.0.5 Philosophy – Language Theory** (P 11 S)  
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 11 S)  
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** (1 S)  
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.

**28.454.0.5 Philosophy – Teachers and the Law** (P 11 S)  
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 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 11 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 un-

derstand 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 11 S)  
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 11 S)  
(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 experience of the candidates. The course is influenced by the work of Erik Erikson, Rollo May, Martin Buber, Jean Vanier, Frederick Leboyer, Paulo Freire and others.

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

**28.423.0.5 Contemporary Issues** (P 11 S)  
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 teachers and learners in our society. In weekly plenary sessions and weekly task groups, using a variety of formats and media, and assisted by expert resource people, attention may be given to such issues as environmental pollution, resource conservation, energy alternatives, aboriginal native rights, vandalism, the changing roles of men and women, educational alternatives, etc.

The basic approach is like that in 28.422 Human Dimensions in Teaching and Learning (see above), to which this course is complementary. It is assumed in this course also that candidates take an active part in educating themselves according to their personal concerns and questions.

Admission to this course is by permission of the instructors.

**28.484.0.5 Sociology of Sport, Recreation and Leisure Activities** (P 11 S)  
The course is for two types of students 1) those who have had little or no experience in sociology as a "discipline" particularly as it might apply to teaching in areas related to recreation such as P.H.E. and community education; 2) those who wish an applied focus as opposed to a purely theoretical or conceptual examination in the study of educational phenomena.

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

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

**28.485.0.5 Sociology of Deviant Behaviour in the Schools** (P 11 S)  
An outline of the theories of deviant behaviour will be accompanied by an examination of different types of behaviour labelled as deviant. Various forms of social deviance, such as drug taking, sexual nonconformity, student activism, alienation, and delinquency, and particularly antisocial teaching and learning will be given special attention. The major emphasis will be on possible types of accommodation that are made and can be made by students, teachers, and school administrators. The role of deviant subcultures which affect the ongoing process of education will also be considered.

**28.487.0.5 Sociology – Education and Society** (P 11 S)  
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 in-

dependent impact on the shape of the future. The class will look at social inequality, ethnic differences, sex role stereotyping and youth cultures and examine their impact on the school, and the school's impact on them. The possibilities of change through alternative school structures – free schools, community schools, non-schools will also be examined.

**28.489.0.5 Sociology – Politics of Education** (P 11 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 11 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 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** (1 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,

processes on the part of the teacher will increase the probability of transmitting these skills to their students.

**28.476.0.5 Psychology – Exceptional Children** (P 11 S)  
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 in North Atlantic Countries** (P 11 S)  
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 polemical 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-logical 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 students will be expected to participate actively by expressing their views and stimulating others.

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 11 S)  
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 11 S)  
This course will identify, discuss and investigate a number of related matters of the following kind:

- 1 Issues in the "professional ethics" of education. Sample questions: Should homosexuals be debared 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 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** (1 S)  
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

**28.432.0.5 History – The Separate Schools of Ontario** (P 11 S)  
The intent of the course is to familiarize students with the particular aims, philosophical-theoretical 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 11 S)  
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.

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.

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 11 S)  
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 instructions 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 11 S)  
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 11 S)  
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 nature of scientific inquiry, 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 11 S)  
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 11 S)  
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 the aesthetic appreciation of works of art that are in a better position to bring others – most notably our students – to share in that appreciation.

**28.449.0.5 Philosophy – The Revolution** (P 11 S)  
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.







course by electing a Community Service project in the St. Lawrence Community College Program.

#### 28.2120.25 Canadian Native Studies

This course is specifically designed for candidates who are anticipating contact with Native students in the classroom setting on an Indian Reserve or in an Inuit settlement. Some of the areas that will be studied are: the general history of Reserve life - past and present; Cree, Ojibway, and Inuit child-rearing methods - past and present; Native people in urban centres - (Cultural conflicts); environmental conditions and Native lifestyles - past and present; Native curriculum; role of the Non-Native teacher on an Indian Reserve or Inuit settlement; and current teaching methods. Native guest speakers are scheduled for some of the classes.

This course will be offered in the Winter Term only. Although pre-registration in the course is permitted, each student-teacher will be required to have a short interview with the instructor in September. Also, participants will have a chance to visit a Reserve school if desired. Highly motivated individuals with a genuine interest in teaching on a Northern Indian Reserve or in an Inuit settlement will be preferred. Enrollment is restricted to twenty five.

#### 28.2140.25 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.

#### 28.2150.25 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.

#### 28.2170.5 Educational Uses of the Environment: An Introduction

This course is available only to candidates registered in the Outdoor and Experiential Education program. The course is divided into two parts. The first is a ten-day intensive residential component involving needs assessments, orientation to adventure and environmental education methods and principles, and skill acquisition. The second is a six day intensive residential component in which the field experience from the practica are analyzed, the theoretical connections are deepened, problems are identified and the various educational uses of the environment are integrated. Both components will be located in outdoor settings.

#### 28.2180.5 Educational Uses of the Environment: A Comparative Study

This course is part of the alternative B.Ed. program in Outdoor and Experiential Education and is available only to candidates registered in that program. The course is divided into two parts. The first is a two-week mobile study of selected outdoor education centres. Participants will visit, critically examine and compare a diversity of programs in a diversity

of settings. The second part is an intensive five-day residential component in which analysis of the final practicum will occur. Emphasis will also be placed on synthesizing comprehensive models for outdoor and experiential career development, and candidate and program evaluation.

#### 28.2190.25 Classroom Management

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

#### 28.2210.25 Linguistics and the Teacher of the Second Language

This brief introduction to Applied Linguistics is designed primarily to acquaint teachers of English or French as a second language with current theories of second language learning and recent research in the fields of psycholinguistics and sociolinguistics.

#### 28.2230.25 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, the study of social and personal space, body motion including gestures and postures, and paralanguage or 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.

#### 28.2260.25 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.

#### 28.2270.25 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.

#### 28.2280.25 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.

### Practicum

#### 28.160 Student Teaching (for Constructive Candidates)

(Each consecutive candidate, in order to qualify for the B.Ed. degree and an Ontario Teaching Certificate must successfully complete a minimum of eight weeks of practice teaching. This practice is done in the classrooms of selected Associate Teachers in the elementary and secondary schools including separate schools of their teaching area. By special arrangement between Faculty of Education instructors and the Field Studies Office, one two week period of the practicum may be done in outdoor education or special education settings.)

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

In addition to the basic eight weeks of practice teaching, one week of observation is expected of each candidate and a final week at the end of the program is arranged by each successful candidate in any school of his/her choice.

Candidates must be prepared to be assigned to any school within our designated area. This will mean that they may have to travel up to 200 miles from Kingston and they should be prepared for additional expenditures in order to cover the cost of both travel and accommodation.

#### 28.168 Practicum

Candidates in the third year of the Concurrent Program must complete one week of supervised Student Teaching in an approved elementary or secondary school. This takes place during the candidate's Winter break or immediately following the Winter term in April or May.

#### 28.169 Internship

Candidates in the final year of the Concurrent Program must complete a four month internship from January to April. This is done in selected Associate Schools normally in the Kingston area or in the Peterborough area.

#### 28.1580.7 Alternate Practicum (1)

This practicum, which is divided into two six week internships is available only to those students who are registered in the alternate B.Ed. program in Outdoor and Experiential Education. The first internship will take place in an outdoor school or school of natural science operated by a Board of Education (mid May to end of June). The second will take place in non-school board settings during July and August. The internship will include supervision and completion of some practicum-related assignments.

#### 28.1570.3 Alternate Practicum (2)

This practicum is part of the alternative B.Ed. program in Outdoor and Experiential Education and is available only to students registered in that program. The practicum consists of a five-week internship in a setting selected to balance the candidate's prior experience, needs and preferences.

#### 28.170 Community Service

Community Service is an individualized practicum which is intended to be highly responsive to expressed student need and interest. It allows field candidates to exercise a major degree of autonomy in selecting a learning environment and then negotiating mutually acceptable arrangements with their volunteer associates. Candidates are able to find practical settings which provide challenging growth provoking situations suitable to individual levels of experience and maturation. Experiences which demand self-direction and self-evaluation can lead to accelerated maturation and increase professional capacity to respond with skill and understanding to learning situations.

This requirement enables candidates to progressively apply their expanding resources during their on-campus weeks. In their final reports many students state that the experiences resulting from the Community Service requirement greatly enhanced their learning and, but that they needed the requirement to encourage them to risk new experiences and to assume new responsibilities.

Candidates also use this opportunity to explore career possibilities other than classroom teaching. This has given candidates valuable experience in prison education, community colleges, probation and parole services, pre-school programs, foster homes, recreation services, special education, and education alternatives. Candidates gain from experiences which prepare them to function effectively in a variety of service-oriented or helping professions. Evaluation data also indicates many candidates find their Community Service experience valuable preparation for the more formal student teaching assignment. Anxiety appears markedly reduced for those who lack comparable experience.

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

Projects begin at a variety of entry points. Individuals and groups who seek help indicate problems which concern them and kinds of help they feel they need. Projects now exist in public and separate elementary and secondary schools, in community colleges, with Boy Scout and Girl Guide organizations, in churches and prisons, with particular hospital departments, with Board of Education services for retarded or crippled or emotionally disturbed or physically handicapped persons, with the Children's Aid Society, with Alternative and Community schools and similar groups. Service efforts usually involve a blend of guidance and tutoring, and require from three to four hours each week for a period of about twelve weeks. Participants often create their own projects. It is necessary that student-created projects be action-centred, observe

#### 28.2310.25 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*.

#### 28.2320.25 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.

#### 28.2330.25 The Teacher as TV 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.

#### 28.2340.25 Producing a Slide-Tape Program from Single to Multiple Images

A slide-tape program may serve many different purposes and take a variety of forms. It may be designed to communicate precise information to realize informational objectives; or it may vary considerably, from a series of slides with a "live" commentary, to a synchronized slide tape presentation using single or multiple images. Within the course students will be required to select an appropriate format to produce a program on a subject of his/her own choosing. Students will be required to purchase supplies for the course.

#### 28.2390.25 Educational Alternatives

The course begins with an examination of the alternatives movement: its historical, political and philosophical antecedents underlying contemporary alternatives. It then focuses on exemplary alternative forms analyzing them on the basis of who goes to them, why they elected an alternative, curriculum content, learner-instructor relationships and relationships between the learning processes and outcomes of the alternative and the broader society. In addition to the alternative, independent schools, among the exemplaries will be programs for senior adults, early school leavers, handicapped, programs offered by agencies other than school boards (e.g. correctional services, Manpower), as well as alternative programs offered by schools and their boards. The course will conclude with an analysis of various approaches to educational change including

innovations (alteration of existing programs and methods) and the creation of new settings (the development and use of a form of learning that is new to a particular site).

#### 28.2450.25 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 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.

#### 28.2460.25 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 APL. Problems will be selected from both instructional and testing situations.

#### 28.2510.25 Parenting Education

In this course candidates will explore and learn about some of the principal components and skills in constructive parenting in order to equip them,

- 1 to understand and respond more sensitively to the domestic situations of their students;
- 2 to be able to respond wisely when cast in the role of surrogate parent by students;
- 3 to teach about constructive parenting as opportunity arises casually within the curriculum;

Attention will be given to new perspectives on birthing and bonding, and to parenting under special circumstances.

The course will include both group presentations and lectures. The special knowledge and skills of both enrolled candidates and invited resource persons will be of vital assistance to the instructor in approaching this comprehensive field of learning.

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.

#### 28.2550.25 Aspects of Integrative Education

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

Much of the class time in this lecture-seminar course will be devoted to the examination of the ideas of seminal thinkers in the area. These in-

the principles of felt need and self-help in clients, and present a strong measure of personal and professional challenge. Many projects can be effectively integrated with other courses. The requirement extends through both terms.

#### 28.180 School Law and Policy

This course, obligatory for all candidates seeking an Ontario Teacher's Certificate, will provide an overview of the legal aspects of teaching in Ontario. Attention will be focused on the Education Act 1974 and the Teaching Profession Act, R.S.O. 1970 and selected regulations supporting these statutes. Candidates will receive basic information about the legal duties of education personnel, the teacher's contract of employment and related job security procedures, and the purposes, structure and practices of the teacher associations in Ontario.

### Special Studies

#### 28.2020.25 Conversational French Advanced

Students who have a fair command of spoken French will find opportunities to improve their fluency through informal communication in round-table discussions on matters of public and personal interest. Topics include social issues, current events, French and French Canadian culture and way of life, Games, simulations, and role play techniques are used to involve all members.

#### 28.2060.5 Open Country Explorations

A challenge and discovery-focused introduction to outdoor education in its broadest sense, involving a progressive sequence of natural and man-made forces in a variety of all-weather settings which require decision-making, action, and critical thinking. The program's stresses are adjustable to all readiness levels. No one will be over-extended. All participants, however, will be reasonably challenged. There will be opportunities to elect a week-end solo experience. Evidence is increasing that impelling experiences outside of classroom walls provide powerful opportunities for students and teachers to influence and integrate learning. Student-teacher relationships and roles can be enhanced by sharing resources in situations when consequences are less escapable.

#### 28.207, 28.208 Outdoor and Experiential Education, Parts 1 and 2

This two-part sequence is designed for those persons who are interested in teaching and other helping professions which are attempting to improve the quality of human use of natural environment. It is intended to present opportunities for an intensive exploration of the educational possibilities of outdoor and other forms of experiential education including travel, work, alternate semesters, service, and other forms of community involvement. The overall aim is to help participants develop appropriate attitudes, skills, and other resources. Natural and other community resources will be used to provide direct, first-hand experiences. Participants will examine concepts and means of extending classroom courses which are useful in most subjects.

Persons seeking admission to 28.207 or to 28.207 and 28.208 must complete a background inventory and secure instructor permission. Both courses require a modest fee for food and transportation costs.

#### 28.207/0.5 Outdoor and Experiential Education, Part 1

The course involves a series of integrated adventure, environmental, and personal growth experiences. Opportunities for fall and winter wilderness camping which are blended into a review of resources for outdoor and experiential education program planning, process development, underlying rationales, staffing needs, and evaluation feedback procedures, and equipment and facility needs are care. A series of program models will be examined and open country internships will be arranged for students qualified for entry into Part 2. Part 1 is required for Part 2.

#### 28.208/0.5 Outdoor and Experiential Education, Part 2

Part 2 is open only to students with some outdoor education experience who have successfully completed some undergraduate courses in environment-related subjects and have selected teaching concentrations in any two of the following teaching concentrations: any science combination, health and physical education, guidance, mathematics, and elementary education. Admitted students must have teaching concentrations where integration is possible and encouraged. Students enrolled in the full O.E.E. program (Parts 1 and 2) must enrol in Group Process 28.134 which will focus on process skills applicable to outdoor and other forms of experiential learning.

Preparation, practice, and instructional review in seasonally appropriate outdoor skills and interrelated environmental, and personal growth aspects will continue. Extensive attention will be given to planning, program design, safety awareness, counselling skills, group problem solving, and the development of personal growth and learning goals.

Individual and group contracts based on needs assessment will be formulated and applied. Units and other experiences developed by individuals and groups will be presented and evaluated. Career planning, job opportunities, and requirements will be examined.

#### 28.209/0.5 Adult Basic Education and Retraining

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

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

The course emphasis will be on those concerns unique to adult education for skill development programs in Canada. Individualized learning activities will be worked out with students. The course is based on a weekly two hour seminar combined with weekly field components of one hour. Students may choose to increase the clinical aspect of the

## Continuing Education Qualification Courses

## Honour Specialist Qualification

- 28.586/1.0 Honour Specialist - Biology  
28.587/1.0 Honour Specialist - Chemistry  
28.588/1.0 Honour Specialist - Dramatic Arts  
28.589/1.0 Honour Specialist - Economics  
28.590/1.0 Honour Specialist - English  
28.591/1.0 Honour Specialist - French  
28.592/1.0 Honour Specialist - Geography  
28.593/1.0 Honour Specialist - History  
28.594/1.0 Honour Specialist - Mathematics  
28.595/1.0 Honour Specialist - Physics  
28.596/1.0 Honour Specialist - Physical & Health Education  
28.597/1.0 Honour Specialist - Political Studies  
28.598/1.0 Honour Specialist - Technical Studies
- Business Education Courses:**  
28.651/0.25 Typing Methods  
28.653/0.25 Business Mathematics and Machine Applications  
28.654/0.25 Media and Business Methods  
28.655/0.25 Consumer Studies  
28.656/0.25 Introduction to Business  
28.657/0.25 Law  
28.660/0.25 Business Department Management  
28.661/0.50 Accounting, Part 1  
28.662/0.50 Accounting, Part 2  
28.663/0.50 Accounting, Specialist  
28.668/0.50 Marketing and Merchandising, Part 1  
28.669/0.50 Marketing and Merchandising, Part 2  
28.670/0.50 Marketing and Merchandising, Specialist  
28.671/0.25 Advertising  
28.672/0.50 Secretarial, Part 1  
28.673/0.50 Secretarial, Part 2  
28.674/0.50 Secretarial, Specialist  
28.676/0.25 Curriculum Design

## Dramatic Arts Courses

- 28.577/1.0 Dramatic Arts, Part 1  
28.578/1.0 Dramatic Arts, Part 2  
28.579/1.0 Dramatic Arts, Specialist

## English as a Second Language Qualification

- 28.539/1.0 English as a Second Language, Part 1  
28.540/1.0 English as a Second Language, Part 2  
28.541/1.0 English as a Second Language, Specialist

## Environmental Science Qualification

- 28.562/1.0 Environmental Science, Part 1

## French as a Second Language

- 28.536/1.0 French as a Second Language, Part 1  
28.537/1.0 French as a Second Language, Part 2  
28.538/1.0 French as a Second Language, Specialist

## Guidance Courses

- 28.611/1.0 Guidance, Part 1  
28.612/1.0 Guidance, Part 2  
28.613/1.0 Guidance, Specialist

## Industrial Arts Qualification

- 28.527/1.0 Industrial Arts, Part 1  
28.528/1.0 Industrial Arts, Part 2  
28.529/1.0 Industrial Arts, Specialist

## Junior Education Qualification

- 28.507/1.0 Junior Education, Part 1  
28.508/1.0 Junior Education, Part 2  
28.509/1.0 Junior Education, Specialist

## Media Qualification

- 28.580/1.0 Media, Part 1

clude, Whitehead, Mergenuau, Pythagoras, Taylor, Schumacher, Waddington, Thompson and von Bertalanffy.

**28.240/0.25 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.

**28.263/0.25 Teaching International Development**

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

**28.271/0.5 Practical Theatre Production I**

An involvement in a major production as designer, actor or technician. Available to all students within the Faculty of Education. The course will coincide with the first major theatrical production of the academic year and will be offered in the Fall Term. This is usually a joint faculty-student production.

**28.272/0.5 Practical Theatre Production II**

An involvement in a major production as director, 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. This is usually a student-directed and produced show.

**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 his 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 Catholic 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.

**28.299/0.25 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****28.289/1.0 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 1 of the three session specialist qualification program. Part 2 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. Completion of an Additional Qualification Course will satisfy the program requirement of Special Studies.

## Music Qualification

- 28.583/1.0 Music-Instrumental, Part 1  
28.584/1.0 Music-Instrumental, Part 2  
28.585/1.0 Music-Instrumental, Specialist  
28.615/1.0 Music-Vocal (Primary-Junior), Part 1  
28.616/1.0 Music-Vocal (Primary-Junior), Part 2  
28.617/1.0 Music-Vocal (Primary-Junior), Specialist  
28.618/1.0 Music-Vocal (Intermediate-Senior), Part 1  
28.619/1.0 Music-Vocal (Intermediate-Senior), Part 2  
28.620/1.0 Music-Vocal (Intermediate-Senior), Specialist

## Physical and Health Education Qualification

- 28.510/1.0 P.H.E. Primary-Junior, Part 1  
28.511/1.0 P.H.E. Primary-Junior, Part 2  
28.512/1.0 P.H.E. Primary-Junior, Specialist  
28.515/1.0 P.H.E. Intermediate-Senior, Part 1  
28.516/1.0 P.H.E. Intermediate-Senior, Part 2  
28.517/1.0 P.H.E. Intermediate-Senior, Specialist

## Primary Education Qualification

- 28.501/1.0 Primary Education, Part 1  
28.502/1.0 Primary Education, Part 2  
28.503/1.0 Primary Education, Specialist

## Reading Qualification

- 28.533/1.0 Reading, Part 1  
28.534/1.0 Reading, Part 2  
28.534/1.0 Reading, Specialist

## Special Education Qualification

- 28.504/1.0 Special Education, Part 1  
28.505/1.0 Special Education, Part 2  
28.506/1.0 Special Education, Specialist

## Visual Arts Courses

- 28.621/1.0 Visual Arts, Part 1  
28.622/1.0 Visual Arts, Part 2  
28.623/1.0 Visual Arts, Specialist

## Technological Studies - Additional Basic Qualification

- 28.518/1.0 Woodwork (B)  
28.519/1.0 Drafting (B)  
28.520/1.0 Project Design (B)  
28.521/1.0 Machine Shop (B)  
28.522/1.0 Automotive (B)  
28.523/1.0 Electricity (B)  
28.699/1.0 Associate Teacher Qualification

**28.290/1.0 French as a Second Language, Part 1**

This course will prepare candidates to teach French as a second language in the core program from Kindergarten to grade 10.

Candidates acquire a sound, practical knowledge of the theories of second language teaching and learning through demonstrations and practice of a variety of lessons and techniques. Emphasis is placed on the effective use of audiovisual materials and equipment and on the creation of an environment, through the use of games and communicative activities in which pupils can enjoy learning French and express themselves effectively. Teaching in French immersion programs will also be examined. Tests designed to evaluate pupils' progress and communicative ability will be prepared and analysed.

Successful candidates will be recommended for the Additional Qualification, French as a Second Language, Part 1.

**Note:** To be admitted to this course, candidates must pass an oral and written French test to be administered by the Faculty of Education. The time and place of the French admission test will be announced at the time of registration in the Faculty.

**28.291/1.0 Guidance, Part 1**

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 1.

**PREREQUISITE:** At least five courses in the behavioural sciences.

**28.292/1.0 Special Education, Part 1**

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, Special Education, Part 1.

**28.293/1.0 English as a Second Language, Part 1**

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. The course leads to the Ministry of Education Additional Qualification, English as a Second Language, Part 1.

**28.294/1.0 Reading, Part 1**

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. The course leads to the Ministry of Education Additional Qualification, Reading Part 1.

**28.296/1.0 Community School Development**

There is a persistent trend in Ontario toward a greater school-community exchange. The term "community school" has been used to denote, firstly, a philosophy of community involvement in schools through forms such as advisory councils, volunteers in the classroom, or the use of parts of the community as extensions of the classroom and, secondly, a wide range of programs or courses which seek to meet the needs and interests of adults and children outside the traditional classroom.

This course attempts, by involving students with practitioners in the field, to provide a solid core of experience in some aspect of community-school 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) analyses of current practices or forms (e.g. cooperative education, community involvement programs, community schools) and, (c) the development and application of "better" approaches.

Students are advised to postpone selection of a Community Service project until after they have consulted with the instructors. This course will require approximately four hours per week; two of which will be spent in reading, study and documentation and two in the weekly seminar.

This course leads to the Ministry of Education Additional Qualification, Community School Development.

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. Fee refunds are not made to students who are auditing a course.

#### 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 Department of Financial Services, 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 for post-secondary study on a need-assessment basis to both undergraduate and graduate students in each province of Canada. These government aid programs are the major source of funds for students who have limited financial resources, however, in each province, government aid programs are based on the assumption that it is primarily the responsibility of the student and his parents or spouse to provide for post-secondary education.

In this province, the Ontario Student Assistant Program (OSAP) offers grant funds via the Ontario Study Grant Plan, as well as loan assistance through the Ontario/Canada Student Loan Plan. Students are normally eligible for grant assistance for the first four years of university study. After a student has used his grant eligibility periods, loan assistance to meet education needs is available. The amounts of loan and grant under the OSAP program are determined by the federal and provincial governments, taking into consideration the financial resources of the student and his parents or spouse.

No interest or principal payments are required on the Canada or Ontario Student Loan 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 and provincial governments, which also guarantee repayment of the loan. After the interest-free period, interest charges, which are fixed annually by the government, begin to accrue on the unpaid balance of all previously consolidated loans.

Ontario residents who may qualify for OSAP may obtain application forms and further information from the Assistant Registrar, (Student Awards), Queen's University or the Ministry of Colleges and Universities, 8th floor, Mowat Block, Queen's Park, Toronto, Ontario. Completed application forms should be forwarded to the Assistant Registrar (Student Awards), Queen's University, Kingston, Ontario. It is strongly recommended that such applications reach the Student Awards Office during May or June.

Non-residents of Ontario must apply to their own province for aid under the Canada Student Loans Plan in addition to 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 an interest rate determined by the bank rate that the University is able to obtain for itself not compounded 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. The applicant must be a Canadian citizen or a landed immigrant 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 are made in the following fields: public speaking/thesis presentation, reading/dramatization, 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 variable.

The office of Continuing Education, working in close co-operation with the B.Ed. and 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 Ministry of Education Certification Programs designed for Ontario Elementary and Secondary School teachers. These programs include such important fields of study as the Honour Specialist Courses and the one or three session additional qualification courses in Business Education, Dramatic Arts, English as a Second Language, Environmental Science, French as a Second Language, Guidance, Physical and Health Education Primary-Junior, Physical and Health Education Intermediate-Senior, Reading, Special Education, Technological Studies, and Visual Arts. (See courses 25.501 to 26.603.)

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 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 continued to provide an important liaison function between the Faculty, the Ministry of Education, the Regional Professional Development Committees of Eastern Ontario, Community Education groups, Federal Penitentiary Staff Colleges, County Boards of Education and Professional Teacher Organizations.

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

Each program has a weight of 8 half courses and consists of a core of 4 required half courses, together with 4 electives one of which must be in the area of Educational Foundations. By suitable selection, a candidate may study in additional areas of interest and concern such as: Psychology of Education, 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.

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 writing to Graduate Studies, Faculty of Education, Queen's University, Kingston, Ontario K7L 3N6.

##### The Alexander Morton Robertson Awards

Established in memory of Alexander Morton Robertson, M.A. '36. 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, 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 up to \$1,000.

##### Senator Frank Carrel Bursaries

Established by the late Senator Frank Carrel of the City of Quebec. Several Bursaries 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 and who for at least one year prior to their application and until the expiry of their scholarship have been and remain 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 30 July 1940. Applications should be submitted to the Assistant Registrar (Student Awards) prior to 1 October of the year of application. Value variable.

##### IBM Canada Bursary Program

IBM Canada Limited makes an annual grant of \$2,000 for bursaries to students registered in a full-time course at the university who have satis-

factory standing and who demonstrate financial need. Application may be made through the office of the Assistant Registrar (Student Awards).

##### Bursary Funds

A limited number of bursaries available to students in several faculties or schools may be found in the Calendar of the Faculty of Arts and Science. Please note that, in most cases, the due date for returning completed application forms to the Student Awards Office is prior to 1 December, and any assistance offered will not be given until the second term.

##### L.W.Copp Award

Granted to the graduating Bachelor of Education student in the Primary-Junior 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.

##### 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 1980-81 session. The scale of fees and the regulations which will apply during the 1981-82 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

Fees are due and payable on or before September 30, 1981. Students, including recipients of scholarship, bursaries, and loans, who are unable to pay their fees at these times must apply in advance for permission to delay payment as detailed in the paragraph entitled Permit to Delay Payment of Fees.

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 Department of Financial Services, 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 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 service charge at 1 percent per month on the outstanding balance commencing with the date fees became due.

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

##### Sessional Fees

The sessional fees for the B.Ed. and Dip. in Tech. Ed. for 1980-81 were:

Tuition	\$845.00
Student Interest	98.28
Faculty Society	7.50
	\$950.78

##### 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	15.92
Bus-It	6.35
Alma Mater Society	16.11
Queen's Journal	4.50
Tricolour Yearbook	7.00
Golden Words	.25
Who's Where	1.50
Queen's Quest Pledge	7.50
Concert Fee	2.00
Legal Aid	.75
Queen's Journal Magazine	.25
C.F.R.C.	.40
Community Service	.75

\*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.

##### Service Charges

Students who have not paid their fees by the prescribed due date will be assessed a service charge at 1 percent per month on the outstanding balance at month end commencing with the date fees became due.

##### 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 deferral is received by the prescribed fee due date, and the fees paid within the period of deferral, 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

clung team). 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 "grey house" is a resource centre for handicapped students. Physically disabled students should contact the Student Affairs Centre for assistance and support as required. The Student Affairs Centre is open as long as its services and facilities are required. 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 activities. Part time, summer and permanent placement assistance as well as other appropriate summer jobs in a variety of geographic regions. Local employment on a more casual basis is offered through a Canada Employment and Immigration sponsored Job Bank which runs from May 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 CP&P Office of their hiring needs and qualified students registered with the service are informed about these openings.

Other important facets of the CP&P service include career counselling (both individually and in groups), career seminars, and job search skills workshops on such areas as writing resumes, taking interviews and selecting employers.

The staff maintains a large resource centre consisting of relevant material obtained from over 1400 companies, associations and government agencies. A wide selection of directories and pamphlets gives students information on career opportunities in all occupational areas.

Education students are invited to make full use of the services.

#### 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 workroom, and a resource library.

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

Its doors are open to the public at all times, as are all of its events. Most of the activities correspond with the academic year. In September,

the Centre sponsors an orientation program for newly arriving foreign students which includes discussions on immigration, housing, health, laws, clothing and finances. Meetings with other students from the recent arrival's country are arranged. The staff of the Centre welcome any opportunity to be of assistance to new arrivals, in particular, and to all students as their needs arise.

The Centre aims particularly at fostering the interaction of Canadian students with those from overseas, to this end it is the locale for meetings, debates, seminars and films on international affairs. Overseas students can find 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 provides cooperative day care for children from six months to six years for families of students, staff and community members. The day care is incorporated as a charitable organization whose aim is to provide the best possible day care for children and families and to provide a stimulating program of activities and supervised play. The day care is licensed and operates under the provisions of the Day Nurseries Act of Ontario. The management and administration are handled entirely by trained staff and parents.

There are two branches of the Queen's Day Care Centre Inc.

96 Queen's Crescent — an infant/toddler centre for children ages 6 months to two and one half years  
169 Union Street — preschool program — ages two and one half years to five years  
— half day kindergarten program

Collectively these programs serve 75 children.  
Hours of operation: 7:45 a.m. to 5:30 p.m.  
Subsidized fee available to parents through the Province of Ontario.  
Information on request: 564-6955.

## 80 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. Computer-assisted reference service (CARS) is also available to library patrons to facilitate specialized research requirements and information retrieval. 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 computing services to meet the needs of education, research and administration.

The Express Batch Service offers rapid turnaround and comprehensive diagnostic capabilities for small batch jobs. The languages supported include, WATF7, based on the FORTRAN language, PL/C and SYR based on the PL/I language and PASCAL. This service is provided on an IBM system.

The Queen's University Interactive Computing (QUIC) service offers small individual computers for people with jobs which can be done in an interactive mode using display screen terminals. The programming languages available on the QUIC systems include APL, BASIC and FORTRAN.

All other academic computing is carried out on a Burroughs B700 dual processor system. Batch computing is accessible through remote job entry terminals at several locations around the campus. The principal languages provided are ALGOL, BASIC, COBOL, FORTRAN, PASCAL 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 application programs is maintained on-line.

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.

An IBM 370/48 system provides administrative computing services for the University.

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.

The Faculty of Education maintains an IBM 5100 desk-top computer in the Education Library. The computer uses BASIC or APL. The Library has a magnetic tape of sample instructional programs for general use. There is also a statistical package for analyzing small-scale data sets. Further details may be obtained from D. Burnett (A-315), Duncan McArthur (Hall).

### 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 departments, from D. Burnett A315, Duncan McArthur Hall or from T.W.F. Stroud, Chairman for Statistics, Department of Mathematics and Statistics, Jeffrey Hall.

### Performing Arts Office

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

Two series are held in Grant Hall: The Masters, and Chamber. They feature international artists in solo and ensemble performances. Symphony orchestras are also featured.

The Theatre and Dance series are held in the Grand Theatre presenting the best professional theatre, dance and mime companies touring in Canada.

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

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 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 per-

### 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 a "Study Skills" program. Study skills programs are given 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 practice ways of increasing effectiveness in social situations.

People who have a problem controlling their weight may join one of the Weight Control Programs. The aim of the program is to effect changes in eating and exercise patterns that are essential for permanent weight control.

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 St. Lawrence Hall, Queen's Crescent, (across from Victoria Hall) is open Mondays through Fridays from 9:00 a.m. to 4:30 p.m. Its staff provide prompt and comprehensive health care to students during clinic hours, with or without appointments, and on-call service at nights, on weekends and on holidays. Services include general medical examinations for employment, fitness for sports, immigration, etc.; assessment and treatment of illness, both physical and emotional, by family physicians, psychiatrists, specialists counselling in health-related matters including birth control and family planning, pregnancy tests, abortion counselling, and other matters; allergy injections, immunizations, tuberculin testing, V.D. treatment and information available.

Consultations with psychiatrists, dermatologists, ophthalmologists, and clinical psychologists arranged by appointment.

Referrals to other specialists not on staff arranged as necessary. All services provided are strictly confidential.

### HOURS OF OPERATION

Medical Clinic

9:00 a.m. - 4:30 p.m.

Monday to Friday inclusive

Walk-in or by appointment

Telephone: 547-6106

Emergency 24 hour answering service

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. At registration students are required to produce evidence of this insurance or to complete an application for insurance.

Insurance coverage in Ontario is obtained by subscription to the Ontario Health Insurance Plan (OHIP). Premium assistance is provided for candidates who qualify. Further information may be obtained from the Ontario Health Insurance Commission, 2195 Yonge Street, Toronto, Ontario, or the Regional Office, Ontario Health Insurance Commission, P.O. Box 9800, 1055 Princess Street, Kingston, Ontario. The staff of the Student Health Service are also available to answer your queries concerning insurance.

The University accepts no responsibility for uninsured medical expenses incurred by a student.

### Psychiatric Division

By appointment

sons from around the world are invited to Queen's to deliver these lectures, which are open to members of the university community and the general public free of charge.

### The Agnes Etherington Art Centre

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

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

### Radio

CFRC (1490 kilohertz), one of Canada's oldest AM radio stations, was first granted a broadcast licence in 1922. CFRC-9M (91.9 megahertz), was granted a broadcast licence in 1953. The stations are owned by Queen's University, which finances their non-commercial operations. Program-student services are provided on a voluntary basis by the CFRC Radio Club under the guidance of the Station Manager. The stations' formats include a wide variety of music, news, sports and public affairs.

A detailed Program Guide is available on request. The stations are located in the basement of Carruthers Hall and guided tours are available for visitors.

### The John Deutsch University Centre

The University Centre conveniently located at the corner of Union Street and University Avenue, is a place for the students, staff and faculty of Queen's to meet, relax and be entertained.

The facilities include four meeting rooms, a reading lounge, games room area with billiard tables, board games, electronic and pinball games, a music listening room and the Central Meeting area (the "Café") where displays and noon hour performances are held. There are three eating facilities, two pubs as well as the following commercial outlets: The Bank of Montreal, Campus Cleaners, Ye Olde Truck Shoppe, the College Book Merchant, and a campus hair stylist.

Other tenants include the A.M.S. (Student Government), student newspapers and yearbook, an information centre, many student clubs and societies, the Performing Arts Office box office and the Alumni Office. Contiguous to the University Centre are the International Centre and the Graduate Student Residence.

The University Centre is here for your use - hope you enjoy it.

### Adletics

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 stadium and track, six illuminated fields, the pool, areas, 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 of these regulations 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 of facilities in support of a variety of student activities of a social cultural and intellectual nature.

### Student Affairs Centre

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

The Student Affairs Centre people are 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 for several student-run services is the provision of facilities and community for several student-run services including those of the Queen's Student Community Services Group (Birth Control Centre, Drug Centre, TAK, Student Volunteer Bureau, Queen's Homophile Association). Four denominational chaplains (Rev. Sel. Canadas, Anglican; Rev. Bill Dykstra, Christian Reformed; Rev. Bill Burns, Roman Catholic; Rev. David Primmer, Lutheran) are present at "the grey house" for a few hours a week; students and staff are welcome to visit the chaplains on a "drop in" basis. Details of their schedules can be obtained by calling "the grey house". Also located in "the grey house" are the Women's Centre and KART (Kingston Area Recy-

## Minister's Representatives

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Supervision Section  
Ministry of Education  
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Ottawa, Ontario

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Director of Education  
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Realtor  
Kingston, Ontario

Mr. R.Sheridan  
Teacher Education Branch  
22nd Floor, Mowat Block  
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Frontenac, Lennox &  
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Faculty of Arts & Science  
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Queen's University

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Professor  
Department of Mathematics  
Queen's University

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Loyalist Collegiate and  
Vocational Institute  
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LaSalle Secondary School  
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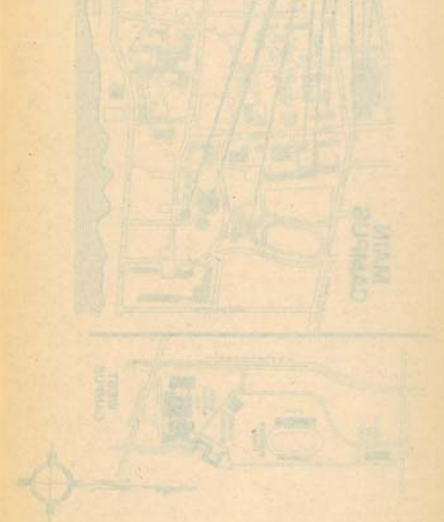
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Faculty of Education  
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