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vi Sessional Dates

- February
- 3 Last date for course changes - M.Ed. without Division II approval
- 4 Last date for dropping a full year course or a Winter Term course - all candidates except M.Ed.
- 7-28 Student Teaching
- 14-18 Reading Week - M.Ed.
- March
- 1-4 Student Teaching
- 7-11 Winter Break
- April
- 1 Winter Term Classes end - M.Ed.
- 1 Good Friday (no classes)
- 15 Last Day of Classes - all candidates except M.Ed.
- 18-22 Student Teaching
- 29 Winter Term ends
- May
- 27 Convocation - B.Ed. Dip. in Tech. Ed., M.Ed., and Concurrent Final Year
- July
- 4 Summer Term classes begin

History of the University

Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1832 the Provincial Government had been petitioned to endow without delay an institution, or professorships, for the education and training of young men for the ministry in connection with the Synod. This and other representations failing of their object, steps were taken by the Synod to found a college at Kingston on the lines of the Scottish National Universities. On 16 October, 1841, a Royal Charter was issued by Her Majesty, Queen Victoria, for the establishment of Queen's College, Kingston, and the first classes were opened in March, 1842, with the Reverend Dr. Liddell as Principal. Funds were provided in part by grants from the Presbyterian Church in Scotland and from the Canadian Government, and in part by liberal subscriptions from the friends of the young and growing University. The lack of good schools in the Province made it necessary to have at first a preparatory school in connection with the college. In spite of many difficulties and strained circumstances, the progress was steady and financial difficulties were tided over by the unwearied efforts of the early Friends of Queen's. In 1867-68, the withdrawal of the Provincial grant and the failure of the Commercial Bank, almost brought financial disaster. The crisis was met by the determination of Principal Snodgrass and other self-denying workers, chief among whom was Professor Mackerras. The country was canvassed for subscriptions and as a result of the widespread interest aroused, \$113,000 was added to the endowment.

In 1877, Principal Snodgrass was succeeded by the Reverend G.M. Grant, who for a quarter of a century built with brilliant success upon the foundation 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 1920 Principal Taylor resigned to live abroad and Dr. J.C. Connell was appointed Acting Principal. He held this position for four months, until October, when W. Hamilton Fyfe, Headmaster of Christ's Hospital, England, and formerly Fellow of Merton College, Oxford, was installed as Principal of the University. Dr. Fyfe resigned in 1926 to accept the Principalship of the University of Aberdeen. He was succeeded by Principal R.C. Wallace, President of the University of Alberta from 1928 to 1936. Dr. Wallace retired in September 1951 and was succeeded by Principal William A. Mackintosh, the first Queen's graduate to hold the Principalship.

In 1961, by Act of Parliament, the positions of Vice-Chancellor and Principal were separated and Dr. Mackintosh became Vice-Chancellor. He was succeeded as Principal by Vice-Principal J.A. Corry, who since 1936



QUEEN'S

Faculty of Education
1982-83

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
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May	June	July	August
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1983

January	February	March	April
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May	June	July	August
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September	October	November	December
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Sessional Dates

- September 1982
- 7 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 am.
- 8 Fall Term classes begin - B.Ed. Dip. in Tech. Ed. and Education courses of Concurrent Year 3 and Final Year candidates
- 12 Orientation Week begins for Concurrent Year 1 candidates
- 14 9:00 am - 3:00 pm Registration in the Jock Hartly Arena, Division Street entrance for B.Ed. and Dip. in Tech. Ed. candidates and for Concurrent Final Year candidates
- 15 Registration for M.Ed. candidates
- 16, 17, 20 Authorization of programs for Concurrent Year 2 candidates and for the Arts and Science courses for Concurrent Year 3 candidates
- 17 Registration for Concurrent Year 1 candidates
- 20 Fall Term classes begin - M.Ed.
- 20 Fall Term classes begin - Arts and Science courses for Concurrent candidates
- 21 Registration for Concurrent Year 2 and Year 3 candidates
- October
- 1 Last date for adding a full year course or Fall Term course without approval of the Dean
- 11 Thanksgiving Day - no classes
- 12-22 Student Teaching
- 13 Last date for course changes - M.Ed. without Division II approval
- 29 Last date for dropping a Fall Term course - all candidates except M.Ed.
- 30 Fall Convocation
- November
- 11 Reñsembrance Day Service (classes cancelled from 10:30 am to 11:30 am)
- 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.
- January 1983
- 4 Winter Term classes begin
- 15 Last date for adding a Winter Term course without approval of the Dean

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. 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 re-organized in 1866 as the Royal College of Physicians and Surgeons in affiliation with the University but in 1891 the original status was resumed.

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

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

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

In 1941, the Faculty of Arts organized a formal Committee on Graduate Studies and in 1943 the Senate set up a University Board of Graduate Studies. In 1963 the School of Graduate Studies was established. In 1969, the School of Graduate Studies initiated a program leading to the Master of Laws Degree; in 1970, programs leading to a Master's Degree in Public Administration and in Urban and Regional Planning; in 1971, a program leading to a Master's Degree in Education; and, in 1974, a program leading to a degree of Master of Art Conservation was implemented.

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

In 1907 the Ontario Government established at Queen's a Faculty of Education for the purpose of providing professional training for teachers in the secondary school in the Province. In 1920 the work of the Faculty was discontinued because of the decision of the Government to extend the scope of the normal schools and to create in Toronto, the Ontario College for Teachers. In 1965, by agreement with the Department of Education, it was decided to establish a Faculty of Education at Queen's University. The new building now occupied by the Faculty is named in honour of Duncan McArthur, Head of the Department of History at Queen's University from 1922 to 1934, and subsequently Minister of Education for the Province of Ontario from 1940 until his death in 1943. The Faculty of Education opened in 1968 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.S./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 Faculty 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, inter-session programs during May and June were instituted in 1972. More recently, the University has been developing in the field of continuing edu-

become the social heart of the west campus where students and staff meet informally for the social interaction which is one of the characteristic features of this faculty.

Just north of Duncan McArthur Hall is John Orr Tower, a 16-story high-rise containing 124 one-bedroom apartments. Most of the apartments overlook Lake Ontario, the old village of Portsmouth, and the harbour side 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 - 1981-82

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
Okke, H.B., B.A. M.Ed. (Queen's)
Registrar of the Faculty of Education
Bailey, J.C., B.A. (Queen's), M.A. (Sydney)
Director of Queen's Concurrent Teacher Education Program
Downes, W.E., B.A. (Queen's), M.Ed. (Toronto), Ph.D. (Ontario)
Director of Queen's Trent Concurrent Teacher Education Program
White, W.G., B.Sc., M.Ed., Ph.D. (Ontario)
Director of Primary-Junior Program
Massey, D.A., M.A. (Cambridge), M.A.T. (York)
Director of Junior-Intermediate Program
Applegate, M.W., B.A. (McMaster), M.A. (Toronto)
Director of Field Studies
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., J.T.C.L. (Trinity College, London), F.R.S.A.
Coordinator of Media Services and Director of the Intermediate-Senior Program
Casey, S.S., B.A. (Michigan State), B.L.S. (Toronto), M.Ed. (Queen's),
Chief Librarian
Coffey, H., B.A. (Queen's), B.L.S. (Toronto)
Principal Librarian
Harris, M.L., B.A., M.L.S. (McGill), M.A. (Queen's)
Senior Librarian
O'Farrell, L., B.A. (Queen's), M.A. (Arizona State), Graduate of National Theatre School of Canada
Chairman - Arts
Crime, A.R., B.A. (MacMaster), M.Ed. (Toronto)
Chairman - Communications and Social Sciences
Ambury, G.G., B.A., M.Div. (Queen's), M.A. (Sydney)
Chairman - Educational Contexts
Crawford, D.H., B.Sc., M.A., M.Ed. (Calgary), Ph.D. (Sydney)
Chairman - Curriculum Studies
O'Driscoll, D.C., B.A. (London), B.Ed., M.Ed. (Alberta), Ph.D. (Michigan)
Chairman - Psychology and Philosophy
Higginson, W.C., M.A. (Beter), Ph.D. (Alberta), B.A. (Queen's), Certificate in Education (Cambridge)
Chairman - Science, Mathematics and Technical Education
Coyne, N.
Administrative Assistant - Continuing Education
Gargaro, B.A.
Administrative Assistant - Graduate Studies, Research and Development

February

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History of the University 1

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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

several of the Faculties have started programs in this area, and the Donald Gordon Centre for Continuing Education opened in the fall of 1974 as a residential educational seminar and conference centre. The Ban Righ, Foundation for Continuing University Education also opened in September, 1974. It functions as a resource centre the purpose of which is to encourage 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, 1957-1970, 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, tack shop, facilities for television viewing, and a music room. This has already

- Kluensch, M., B.A., M.A. (Queen's)
Associate Professor - Outdoor Education
- Leeking, 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
- MacLachlan, J., Joadsbill College of Education, Graduate course
Associate Professor - Reading and Language Arts
- Mandel, A.L., B.A., LL.B. (Queen's), LL.M. (Glasgow)
Associate Professor - Philosophy
- Massey, D.A., M.A. (Cambridge), M.A.T. (York)
Professor - French and German, Director of the Junior-Intermediate Program
- Mellor, W.J., B.A., B.P.H.E. (Queen's), M.S. (Oregon)
Professor - Physical Education
- Miller, L.A., B.A. (Thiel College), M.A. (Duquesne), Ph.D. (Alberta)
Associate Professor - Reading and Language Arts
- Munby, A.H., B.Sc. (St. Andrew), M.A., Ph.D. (Toronto)
Associate Professor - Curriculum, (on leave 1981-82)
- 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,
Chairman Psychology and Philosophy
- O'Farrell, L., B.A. (Queen's), M.A. (Arizona State), Graduate of National
Theatre School of Canada
- Assistant Professor - Dramatic Arts, Chairman - Arts
- Ohde, 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
- Oser, H., B.A. (Queen's), Ph.D. (Counsel)
Professor - Psychology
- Perunjak, W.S., B.A. (Queen's), M.Ed. (Toronto)
Professor - Educational Administration
- Pratt, D., B.A., M.A. (Oxford), M.A., Ph.D. (Toronto)
Associate Professor - Curriculum Design
- Procyshyn, M.J., B.A., M.A. (W.L.U.)
Adjunct Instructor - Special Education
- Ripley, R.D., B.A. (McMaster), M.Ed. (Toronto)
Associate Professor - Mathematics and Science
- Robertson, A., B.A., B.P.H.E. (Queen's), M.A. (University of the Pacific, California)
Associate Professor - Health Education

- Russell, T.L., A.B. (Cornell), M.A.T. (Harvard), Ph.D. (Toronto)
Assistant Professor - Science
- Salter, H., B.A. (York), M.Ed. (Queen's)
Assistant Professor - Technological Studies
- Samuda, R.J., B.A., M.Ed., Ph.D. (Ottawa)
Professor - Guidance and Counselling
- Schiralli, M.G., B.A. (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
- Smith, D.C.M., A.R.C.T., Mus. Bac., M.M. (Toronto)
Associate Professor - Cross-appointments, Music and Arts and Science
(Music)
- Smith, H.A., B.Sc. (New Brunswick), Ed. Dip. (McGill), M.A., Ph.D. (Toronto)
Associate Professor - Psychology
- Southall, G.A., B.A., M.Div. (Queen's), M.A., Ph.D. (Syracuse)
Assistant Professor - Educational Technology
- Talesnick, I., B.A., M.A. (Toronto)
Professor - Chemistry, (on leave 1981-82)
- Thompson, L., B.A. (Toronto), M.A. (Rochester)
Professor - English and Language Arts, (on leave 1981-82)
- Turner, R.B., B.A. (Toronto)
Associate Professor - English
- Vomberg, E., B.Mus. (Toronto), M.A. (London)
Assistant Professor - Music
- Watson, P.H., B.A. (Toronto), M.A. (Acadia)
Professor - History, Economics and Political Studies
- White, W.G., B.Sc., M.Ed., Ph.D. (Ottawa)
Assistant Professor - Psychology, Director of Primary-Junior Program
- Whitehead, L.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, R.J., B.Ed. (British Columbia), M.Ed., Ph.D. (Washington)
Associate Professor - Measurement and Evaluation

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 experience.

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

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 FOUN 401 and FOUN 406.

Curriculum

Candidates must complete the equivalent of two full courses in curriculum. The courses are numbered between CURR 303 and CURR 396. 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 SKIL 131 and SKIL 142.

Practicum

Three components, without course weight, must be completed in the practicum. Candidates must pass PRAC 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 will be required to provide for the costs of such travel and accommodation. Candidates will complete PRAC 170 Community Service. The final component to be completed in the Practicum is PRAC 180 School Law and Policy.

Special Studies

Candidates must complete the equivalent of one half-course in Special Studies (courses numbered between SPED 202 and SPED 299). These are quarter courses or half courses and offer the candidates the opportunity to be involved in courses of special interest.

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.

- Hooper, F.K., C.D.
Administrative Assistant - Physical Facilities and Personnel
- Cooper, D.J., B.A. (Queen's)
Administrative Assistant - Field Studies
- Murdoch, 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 1981-82

- Allen, H.A.J., B.Sc., M.A. (Toronto), Ph.D. (Waterloo)
Associate Professor - Mathematics, (on leave 1981-82)
- Ambury, G.G., B.A., M.Div. (Queen's), M.A. (Syracuse)
Assistant Professor - Human Dimensions in Teaching and Learning,
Chairman - Educational Contexts
- Andrews, W.R., B.A., M.Ed. (U.B.C.), B.D. (Union College of B.C.), B.Ed., Ph.D. (Alberta)
Professor - Guidance and Counselling
- Applegate, M.W., B.A. (McMaster), M.A. (Toronto)
Professor, 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
- 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
- Coffey, H., B.A. (Queen's), B.S. (Toronto)
Principal Librarian
- Common, R.W., B.A., B.Ed., M.Ed. (McGill), Ph.D. (Ottawa)
Assistant Professor - Educational Administration, Social Studies
- Cowan, D.A., B.A., M.Ed. (Edinboro State College)
Assistant Professor - Art

- Crawford, D.H., B.Sc., M.A., M.Ed. (Glasgow), Ph.D. (Syracuse)
Professor - Mathematics and Curriculum, Chairman - Curriculum Studies
- Cross, H.R., B.A., M.Ed. (Toronto)
Associate Professor - Measurement, School Law and Policy
- Danby, M., B.A., B.Ed. (Queen's)
Assistant Professor - Drama
- Downes, W.E., B.A. (Queen's), M.Ed. (Toronto), Ph.D. (Ottawa)
Associate Professor - Director of Queen's-Trent Concurrent Teacher Education Program
- Eastabrook, J.H.G., B.A., M.A. (Western), Ph.D. (Toronto)
Assistant Professor - Sociology
- Elkin, W.F., B.A. (York), M.A. (Calgary)
Lecturer - Sociology (on leave 1981-82)
- 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, Chairman - Communications and Social Sciences
- 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, (on leave 1981-82)
- Higginson, W.C., B.A. (Queen's), Certificate in Education (Cambridge), M.A. (Essex), Ph.D. (Alberta)
Associate Professor - Mathematics, Chairman - Science, Mathematics and Technical Education
- 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
- Holomego, H., B.A., B.P.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
- 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
- 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., P.T.C.L. (Trinity College, London), F.R.S.A.
Professor - Dramatic Arts, Coordinator of Media Services and Director of the Intermediate-Senior Program
- King, A.J.C., B.P.E. (British Columbia), M.Sc. (U.C.I.A.), Ed.D. (Toronto)
Professor - Sociology

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

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 to teach in the publicly supported schools of Ontario. Some candidates may wish to qualify for the Bachelor of Education only by undertaking special practicum arrangements related to their special interests such as Artist in the Community.

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

Program Rationale

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

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

There is a considerable body of professional 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, as well as 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 beyond the point of the student's ordinary common-sense experience. In this regard, the teacher must confront paradoxes of perception and communication at least



Intermediate-Senior Program Components

See also the section entitled The Program Components.

Foundational Studies Courses numbered from FOUN 401 to FOUN 496.	1.5 course credit
Curriculum Two Teaching Subjects selected from odd numbered courses from CURR 303 to CURR 379.	2.0 course credit
Professional Skills Courses numbered from SKIL 131 to SKIL 142.	1.0 course credit
Practicum PRAC 160 Student Teaching PRAC 170 Community Service PRAC 180 School Law and Policy	
Special Studies Courses numbered from SPEC 202 to SPEC 299.	0.5 course credit
TOTAL REQUIREMENT FOR THE INTERMEDIATE-SENIOR PROGRAM	5.0 course credit

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 Foundational Studies, PRAC 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 CURR 303 to CURR 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 Dramatic Arts, Guidance, and Physical and Health Education where no specific courses are required.

In the Winter Term candidates complete PRAC 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 (1) CURR 303/1.0 is a full course. FOUN 487/0.5 is a half-course. SPEC 202/0.25 is a quarter course.

Foundational Studies

The three areas of Foundational Studies are Educational Psychology, History and Philosophy of Education, and Educational Contexts. Candidates are required to complete the equivalent of one half-course from each of the areas for a total of one and one-half courses. Candidates who can satisfy the appropriate Faculty Area Chairman either Psychology, Philosophy and History of Education or Educational Contexts that they have prior competence in one of the areas may be allowed to substitute a course from one of the remaining areas to fulfil 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 I S) appears to the right of the course number and name, then this course is appropriate for candidates in the Primary Division or the Junior Division or the Intermediate Division or the Senior Division.

FOUN 401/0.5 Introduction to Schools and Teaching (for Year 2 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 second year of the B.A./B.Ed., B.Sc./B.Ed. Concurrent 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.

FOUN 464/0.5 Psychology - Learning and Development in Childhood (P I)

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.

FOUN 465/0.5 Psychology - Learning and Development in Adolescence (I S)

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.

FOUN 466/0.5 Psychology - The Development of School Knowledge (P I I S)

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.

FOUN 468/0.5 Psychology - Affective and Aesthetic Development in Childhood and Adolescence (P I I S)

This course will deal with the relationship between the education of the emotions and the formation of aesthetic response, appreciation and judgement.

FOUN 472/0.5 Psychology - Human Problem Solving (P I I S)

This introductory course will focus on two different aspects of problem solving behavior. The first aspect will be a brief review of the literature on problem solving. The second aspect will focus on developing and enhancing the problem solving skills of the students taking this course. The course is based on the assumption that improved awareness of such processes on the part of the teacher will increase the probability of transmitting these skills to their students.

FOUN 476/0.5 Psychology - Exceptional Children (P I I 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.

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.

Primary-Junior Program Components

See also the section entitled The Program Components.

Foundational Studies Courses numbered from FOUN 401 to FOUN 496.	1.5 course credit
Curriculum CURR 381 Reading and Language Arts (0.3) CURR 383 Mathematics (0.3) CURR 385 Social Studies (0.3) CURR 387 Science (0.3) CURR 389 Art (0.2) CURR 391 Drama (0.2) CURR 393 Music (0.2) CURR 395 Physical Education (0.2)	2.0 course credit
Professional Skills Courses numbered from SKIL 131 to SKIL 142.	1.0 course credit
Practicum PRAC 160 Student Teaching PRAC 170 Community Service Practicum PRAC 180 School Law and Policy	
Special Studies Courses numbered from SPEC 202 to SPEC 299.	0.5 course credit
TOTAL REQUIREMENT FOR THE PRIMARY-JUNIOR PROGRAM	5.0 course credit

Junior-Intermediate Program Components

See also the section entitled The Program Components.

Foundational Studies Courses numbered from FOUN 401 to FOUN 496.	1.5 course credit
Curriculum CURR 382 Reading and Language Arts (0.2) CURR 384 Mathematics (0.2) CURR 386 Social Studies (0.2) CURR 388 Science (0.2) plus two of: CURR 390 Art (0.1) CURR 392 Drama (0.1) CURR 394 Music (0.1) CURR 396 Physical Education (0.1) plus two Intermediate Teaching Subjects selected from even-numbered courses from CURR 312 to CURR 380.	2.0 course credit
Professional Skills Courses numbered from SKIL 131 to SKIL 142.	1.0 course credit
Practicum PRAC 160 Student Teaching PRAC 170 Community Service PRAC 180 School Law and Policy	
Special Studies Courses numbered from SPEC 202 to SPEC 299.	0.5 course credit
TOTAL REQUIREMENT FOR THE JUNIOR-INTERMEDIATE PROGRAM	5.0 course credit

Concurrent Education Components

Education		Arts and Science
Year 1		
0.25 SKIL 131	Introduction to Teaching Skills (Professional Skills)	Five Courses
Year 2		
0.50 FOUN 401	Introduction to Schools, and Teaching (Foundational Studies)	Five Courses
Year 3		
0.25 SKIL 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 PRAC 168	Practicum	
0.00 PRAC 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 PRAC 180	School Law and Policy	
0.00 PRAC 169	Internship	
0.50	A half-course equivalent in Special Studies	

8.1 It is the responsibility of each course instructor to report final grades for Fall Term courses, and interim grades for all appropriate sessional courses, to the Registrar's Office by the first day of the second term of that session. The only exceptions to this shall be those courses determined as such by the 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.

8.2 Faculty advisors will be notified by the Registrar's Office of the grades of their advisees, with a specific note of those advisees who have a Fail (F) or whose progress is otherwise deemed unsatisfactory. It shall be the responsibility of the Faculty advisor to counsel any of his advisees whose progress is unsatisfactory and to make a written report to the Registrar's Office as soon as possible.

8.3 It shall be the responsibility of the Registrar, the Associate Dean, and the Dean to take any further action.

9.1 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, FN, AG, or CR in all the minimum required courses or components of the program.

9.2 The Dean of the Faculty, in consultation with the Faculty Board, may at any time, exercise the discretion of his Office to ensure that all candidates for the B.Ed. degree, the 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.

a) 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.

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Dramatic Arts Courses

- CONT 577/1.00 Dramatic Arts, Part 1
 CONT 578/1.00 Dramatic Arts, Part 2
 CONT 579/1.00 Dramatic Arts, Specialist

English as a Second Language Qualification

- CONT 539/1.00 English as a Second Language, Part 1
 CONT 540/1.00 English as a Second Language, Part 2
 CONT 541/1.00 English as a Second Language, Specialist

Environmental Science Qualification

- CONT 562/1.00 Environmental Science, Part 1

French as a Second Language

- CONT 536/1.00 French as a Second Language, Part 1
 CONT 537/1.00 French as a Second Language, Part 2
 CONT 538/1.00 French as a Second Language, Specialist

Guidance Courses

- CONT 611/1.00 Guidance, Part 1
 CONT 612/1.00 Guidance, Part 2
 CONT 613/1.00 Guidance, Specialist

Industrial Arts Qualification

- CONT 527/1.00 Industrial Arts, Part 1
 CONT 528/1.00 Industrial Arts, Part 2
 CONT 529/1.00 Industrial Arts, Specialist

Junior Education Qualification

- CONT 507/1.00 Junior Education, Part 1
 CONT 508/1.00 Junior Education, Part 2
 CONT 509/1.00 Junior Education, Specialist

Media Qualification

- CONT 580/1.00 Media, Part 1

Music Qualification

- CONT 583/1.00 Music-Instrumental, Part 1
 CONT 584/1.00 Music-Instrumental, Part 2
 CONT 585/1.00 Music-Instrumental, Specialist
 CONT 615/1.00 Music-Vocal (Primary-Junior), Part 1
 CONT 616/1.00 Music-Vocal (Primary-Junior), Part 2
 CONT 617/1.00 Music-Vocal (Primary-Junior), Specialist
 CONT 618/1.00 Music-Vocal (Intermediate-Senior), Part 1
 CONT 619/1.00 Music-Vocal (Intermediate-Senior), Part 2
 CONT 620/1.00 Music-Vocal (Intermediate-Senior), Specialist

Physical and Health Education Qualification

- CONT 510/1.00 P.H.E. Primary-Junior, Part 1
 CONT 511/1.00 P.H.E. Primary-Junior, Part 2
 CONT 512/1.00 P.H.E. Primary-Junior, Specialist
 CONT 515/1.00 P.H.E. Intermediate-Senior, Part 1
 CONT 516/1.00 P.H.E. Intermediate-Senior, Part 2
 CONT 517/1.00 P.H.E. Intermediate-Senior, Specialist

Primary Education Qualification

- CONT 500/1.00 Primary Education, Part 1
 CONT 502/1.00 Primary Education, Part 2
 CONT 503/1.00 Primary Education, Specialist

Reading Qualification

- CONT 533/1.00 Reading, Part 1
 CONT 534/1.00 Reading, Part 2
 CONT 534/1.00 Reading, Specialist

Special Education Qualification

- CONT 504/1.00 Special Education, Part 1
 CONT 505/1.00 Special Education, Part 2
 CONT 506/1.00 Special Education, Specialist

Visual Arts Courses

- CONT 621/1.00 Visual Arts, Part 1
 CONT 622/1.00 Visual Arts, Part 2
 CONT 623/1.00 Visual Arts, Specialist

Technological Studies - Additional Basic Qualification

- CONT 518/1.00 Woodwork(B)
 CONT 519/1.00 Drafting(B)
 CONT 520/1.00 Project Design(B)
 CONT 521/1.00 Machine Shop (B)
 CONT 522/1.00 Automotive (B)
 CONT 523/1.00 Electricity (B)

One Session Qualification Courses

- CONT 699/1.00 Associate Teacher Qualification

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 1981-82 session. The scale of fees and the regulations which will apply during the 1982-83 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, 1982. 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 K7L 3N6.

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 1981-82 were:

Tuition	930.00
Student Interest	97.00
Faculty Society	7.50
	\$1,034.50

Student Interest Fees

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

Student Health	\$7.00
Athletics	25.00*
University Centre	17.12
Bus-It	6.35
Alma Mater Society	17.13
Queen's Journal	4.25
Tricolour Yearbook	7.50
Golden Words	.25
Who's Where	1.00
Queen's Quest Pledge	7.50
Concert Fee	2.00
Legal Aid	.75
C.F.R.C.	.40
Community Service	.75

*Football admission tickets can be obtained at the Athletics and Physical Education Administration Offices upon presentation of the student card. These tickets admit the student to all home games excluding exhibition and play-off games.

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 form together with Student Cards, to the Registrar's

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

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

QUAL 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.

QUAL 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.

Continuing Education Qualification Courses**Honour Specialist Qualification**

- CONT 586/1.00 Honour Specialist - Biology
 CONT 587/1.00 Honour Specialist - Chemistry
 CONT 588/1.00 Honour Specialist - Dramatic Arts
 CONT 589/1.00 Honour Specialist - Economics
 CONT 590/1.00 Honour Specialist - English
 CONT 591/1.00 Honour Specialist - French
 CONT 592/1.00 Honour Specialist - Geography
 CONT 593/1.00 Honour Specialist - History
 CONT 594/1.00 Honour Specialist - Mathematics
 CONT 582/1.00 Honour Specialist - Music
 CONT 595/1.00 Honour Specialist - Physics
 CONT 596/1.00 Honour Specialist - Physical & Health Education
 CONT 597/1.00 Honour Specialist - Political Studies
 CONT 598/1.00 Honour Specialist - Technical Studies

Business Education Courses

- CONT 651/0.25 Typing Methods
 CONT 653/0.25 Business Mathematics and Machine Applications
 CONT 654/0.25 Media and Business Methods
 CONT 655/0.25 Consumer Studies
 CONT 656/0.25 Introduction to Business
 CONT 657/0.25 Law
 CONT 660/0.25 Business Department Management
 CONT 661/0.50 Accounting, Part 1
 CONT 662/0.50 Accounting, Part 2
 CONT 663/0.50 Accounting, Specialist
 CONT 664/1.00 Data Processing, Part 1
 CONT 665/1.00 Data Processing, Part 2
 CONT 666/1.00 Data Processing, Specialist
 CONT 668/0.50 Marketing and Merchandising, Part 1
 CONT 669/0.50 Marketing and Merchandising, Part 2
 CONT 670/0.50 Marketing and Merchandising, Specialist
 CONT 671/0.25 Advertising
 CONT 672/0.50 Secretarial, Part 1
 CONT 673/0.50 Secretarial, Part 2
 CONT 674/0.50 Secretarial, Specialist
 CONT 676/0.25 Curriculum Design

68 Continuing Education Program

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 Qualification 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: Associate Teacher, Business Education, Cooperative Education, Dramatic Arts, English as a Second Language, Environmental Science, French as a Second Language, Guidance, Industrial Arts, Junior Education, Music (Vocal) Primary-Junior, Music (Vocal) Intermediate-Senior, Music (Instrumental) Intermediate-Senior, Physical and Health Education Primary-Junior, Physical and Health Education Intermediate-Senior, Primary Education, Reading, and Technological Studies, and Visual Arts. (See courses - CONT 501 to CONT 603. Some of these courses are offered in Fall/Winter terms as well as in the summer. In some cases off-campus locations such as Belleville, Brockville, and Peterborough are the sites for course offerings.)

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 which 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 cooperative 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.

The Master of Education Program 69

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.)

- 1 Normal admission requirements to the program are:
 - a) A Bachelor's degree with second class standing, or its equivalent.
 - b) A B.Ed. degree or its equivalent. Equivalence to the B.Ed. degree may be completion of a certification program for elementary or secondary teachers. Where teacher training is not a requirement for employment, applications may be granted an equivalence on the basis of two years related professional or industrial experience.
 - 2 Successful Teaching Experience:
 - a) Two years in the case of applicants possessing an Honours degree.
 - b) Four years in the case of applicants possessing a General degree.
- Further details may be obtained by consulting the Calendar of the School of Graduate Studies and 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. '96. Awarded annually on the basis of merit and need to a student enrolling in a program in the Faculty of Education leading to a teaching certificate in the Sciences. Value variable.

The F.D. Sawyer Memorial Award

The Sawyer Memorial Award was established in the memory of Frank D. Sawyer who was a member of the Provincial Executive during some of its most stirring years from 1952 to 1959 and president of O.S.S.T.F. in 1954. At the time of his death in 1960 he was principal of Petrolia District High School. Mr. Sawyer's great contribution to Federation lay in his ability to discover and solve 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 Gull 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 on 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 Limited 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 satisfactory 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 December 1, 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.

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, 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 18 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.

ing the supreme importance of the dignity, freedom and responsibility of the individual in human society is presented each year. Distinguished persons from around the world are invited to Queen's to deliver these lectures, which are open to members of the university community and the general public free of charge.

The Agnes Etherington Art Centre

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

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

Radio

CFRC (1490 kilohertz), one of Canada's oldest AM radio stations, was first granted a broadcast license in 1922. CFRC-FM (91.9 megahertz), was granted a broadcast license in 1953. The stations are owned by Queen's University which finances their non-commercial operations. Programming is provided year round on a voluntary basis by the 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 Cellidh) 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 Tuck 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.

Athletics

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

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

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

Student Services

The University has established services in a number of areas to help students deal with a variety of concerns and needs. The activities of the following services are co-ordinated through the office of the Director, Student Services Group: Career Planning and Placement, The Grey House, John Deutsch University Centre, the International Centre and the International Counselling Service. In addition, services are also provided to students by the Coordinator of Services for Disabled Persons, the Day Care Centre Inc., the Dean of Women's Office, the Student Health Service and the University Residences.

Career Planning and Placement, in the St. Lawrence Building, (547-2992) offers a variety of services and information in the areas of part-time, summer and permanent job placement. An extensive collection of company files, industrial, commercial and government directories, and career files is available for student use in job search and career planning.

The Grey House, is a comfortable old house located at 51 Queen's Crescent. Open to all members of the university, this home like environment can be used for meetings, as informal study space or simply as a place to meet friends and relax. Sponsored jointly by the University and the Alma Mater Society, the house accommodates the Queen's Student Community Services Group (547-2836, 547-2806), as well as the office of the Denominational Chaplains (547-6995).

The John Deutsch University Centre (547-2933) is conveniently located on the corner of Union Street and University Avenue. The Centre offers a place where staff, faculty and students may meet, relax and dine. The facilities include 4 meeting rooms, reading lounge, games room area, a music listening room and a central meeting area. Two eating facilities and two pubs as well as several commercial outlets are housed within the student government, student newspapers, yearbook, clubs and societies, the Performing Arts office and the Alumni office.

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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 3081 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 calendars, from D. Burnett A315, Duncan McArthur Hall or from T.W.F. Stroud, Chairman for Statistics, Department of Mathematics and Statistics, Jeffery 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

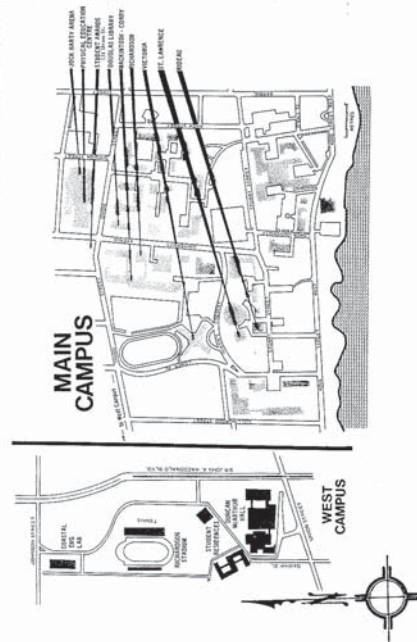
Through an endowment set up in honour of Charles A. Dunning, a past chancellor of Queen's University, a series of public lectures emphasize

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Faculty Board Representatives
(Faculty of Education)
Miss H. Holomego
Faculty of Education
Queen's University
Dr. D.S. Campbell
Faculty of Education
Queen's University

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

Photos: Jerry Baumgaertel, Ron Fairley
Maps: Frank Cerisano



The International Centre in the John Deutsch University Centre, (547-2807) exists as a community and campus service designed to help promote international understanding by providing a place where overseas students and Canadians can meet for a variety of activities.

The Student Counselling Service (547-2893) provides free psychological and counselling services, including individual counselling, psychological testing, and group programs for all students, staff and faculty. The Counselling Service is located at 32 Queen's Crescent.

The Office of the Co-ordinator of Services for Disabled Persons is located in Mackintosh-Corby Hall. Problems encountered by disabled students such as accommodation, location of lectures and laboratories, mobility around campus or any other areas should be brought to the attention of the Co-ordinator at 547-2640.

Queen's Day Care Centre provides day care for approximately 82 children from families of students, faculty, staff, and other members of the Kingston community. Full day care is provided for children from six months to five years of age, and a half-day program is available for children who attend kindergarten. Families interested in using the facilities are encouraged to make application as early as possible since there is usually a waiting list for the available spaces. The Day Care facilities are located at 96 Queen's Crescent and at 169 Union Street, telephone 546-6955.

The Dean of Women and her staff are available to students for conversation, as a sounding-board for ideas, and to give counsel when personal problems arise. The Dean's administrative responsibilities include the Women's Residences and she works closely with student government and student organizations. Her office is in Victoria Hall and also on a part-time basis at the John Deutsch University Centre, Monday and Fridays from 11 am to 2 pm and Wednesday from 10 am to 12 noon; telephone 547-6109.

Student Health Service serves the physical and emotional health needs of all students through the Medical Clinic and Psychiatric Division, located in the St. Lawrence Building on Queen's Crescent. The Service is open Monday through Friday from 9:00 am to 4:30 pm; telephone 547-6106. Appointments with the Psychiatric Division may be made in person or by telephoning 547-2889.

The University provides residence accommodation in single and double rooms for 1186 undergraduate men, 1383 undergraduate women and approximately 300 graduate students. In addition, 393 student apartments are provided. Information about the University's residences and off-campus accommodations is contained in the publication, *A Residence Brochure*. This brochure, a residence application form and a residence fee schedule are sent to each student who is offered admission to Queen's.

Housing Service, a division of the Office of Apartment and Housing Service, provides assistance for students interested in locating off-campus private accommodation. The Housing Service is located at 86 Queen's Crescent, telephone 547-2890.

Advisory Committee 81

Minister's Representatives

Mr. C.Boe
Educational Officer
Supervision Section
Faculty of Education
Eastern Ontario Region
Ottawa, Ontario
Mr. J.C. McLeod
Director of Education
Lennox and Addington County
Board of Education
Napanee, Ontario
Mr. G.G. Thomson
Realtor
Kingston, Ontario
Mr. R. Sheridan
Teacher Education Branch
22nd Floor, Mowat Block
Queen's Park, Toronto
Mr. R. Doyle
Director of Education
Frontenac, Lennox &
Addington Roman Catholic
Separate School Board
Kingston, Ontario

University Representatives

Dr. A.H. Jeeves
Department of History
Queen's University
Mrs. Beatrice Bryce
Former Dean of Women
and Member of the
Department of English
Queen's University
Dr. J.K. McSweeney
Department of English
Queen's University
Dr. G.K. Rutherford
Department of Geography
Queen's University
Dr. D.C. Symington
Faculty of Medicine
Queen's University

Representatives from:

Ontario Secondary School
Headmasters' Council
Mr. John G. Linscott
Principal
Loyalist Collegiate and
Vocational Institute
Kingston, Ontario
Ontario Association of
Education Administrative Officials
Mr. P.L. Roach
Director of Education
Peterborough - Victoria -
Northumberland and Newcastle
R.C.S.S. Board
Peterborough, Ontario
Mr. R.E. Shadbolt
Frontenac County Board of Education
Kingston, Ontario
Ontario Catholic Supervisory
Officers' Association Inc.
Mr. I.L. Jordan
Director of Education
Lanark, Leeds, Grenville County
Roman Catholic
Separate School Board
Smiths Falls
Ontario Teachers' Federation
Mr. John G. Linscott
Principal
Loyalist Collegiate and
Vocational Institute
Kingston, Ontario
Mr. D. Goodridge
Principal
Sharbot Lake High School
Sharbot Lake, Ontario
Mr. R. Sharpe
Kingston Collegiate and
Vocational Institute
Kingston, Ontario