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

# Sessional Dates 1978-79 5

# July 1978

First day of Summer School

Last day of Summer School

# September 1978

- Opening day. All B.Ed. and Dip. in Tech. Ed. candidates meet in the Auditorium of Duncan McArthur Hall at 9:30 a.m. on Tuesday, September 5. Candidates receive their confirmed timetables First day of classes, Fall Term—B.Ed. and Dip. in Tech. Ed.
- Registration for M.Ed. candidates
- 9:00 a.m. -3:00 p.m. Registration for B.Ed. and Dip. in Tech. Ed. candidates in the Jock Harty Arena, Division Street entrance First day of classes, M.Ed.—Fall Term
- Last day for adding a full year course or Fall Term course without approval of instructor and Registrar

### October 1978

Thanksgiving. No M.Ed. classes Student Teaching

Last day for dropping a Fall Term course Remembrance Day

# 20-30 Student Teaching

Student Teaching

Last day of classes, M.Ed. -Fall Term

Last day of classes, B.Ed. and Dip. in Tech. Ed. -Fall Term

First day of classes, 8.Ed. and Dip. in Tech. Ed. - Winter Term

First day of classes, M.B.d.—Winter Term
Last day for adding a Winter Term course without approval of instructor and Registrar

Last day for dropping a full year course or a Winter Term course

12-28 Student Teaching

Faculty of Education Calendar 1978-79

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

**QUEEN'S** 

**Faculty of Education** 

1978-79

# FEBRUARY MAY AUGUST 4 5 6 7 8 9 910 1 2 3 4 5 AUGUST

JUNE MARCH | IVNE | SEPTEMBER | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

1978

1979

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

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



# The Faculty of Education 11

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

### 6 Sessional Dates 1978-79

March 1979

12-16 Study Week

### April 1979

Last day of classes, M.Ed. - Winter Term 13 Good Friday. No classes

Last day of classes, B.Ed. and Dip. in Tech. Ed. - Winter Term Student Teaching

# History of the University 7

Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1832 the Provincial Government had been petitioned "to endow without delay an institution, or professorships, for the education and training of young men for the ministry in connection with the Synod." This and other representations 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 tided over by the aried 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 determina tion of Principal Snodgrass and other self-denying workers, chief among whom was Professor Mackerras. The country was canvassed for riptions 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 rdon 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 Fyle, Headmaster of Christ's Hospital, England, and formerly Fellow of Merton College, Oxford, was installed as Principal of the University. Dr. Fyfe resigned in 1936 to

# 12 The Faculty of Education

Royce Hall has twelve "houses" each named after Queen's men and women whose distinguished careers have left their stamp, more permanent than brick and stone, on the lives of young Queen's people

Seven of the "houses" nestle around a social centre which includes coffee shops, a dining room, recreation rooms, lounges, tuck shop, facilities for television viewing, and a music room. This has already become the social heart of the west campus where students and staff meet informally for the social interaction which is one of the characteristic

features of this faculty.

Just north of Duncan McArthur Hall is John Orr Tower, a 16-storey Just north of Duncan McArthur Hall is John Orr Tower, a 16-storey anattments. Most of the aparthigh-rise containing 124 one-bedroom apartments. Most of the apart-ments 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, Kings-

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 mmodation in this residence should apply as soon as possible





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

# 8 History of the University

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.

graduate to note in the Frincipalsing.
In 1961, by Act of Parliament, the positions of Vice-Chancellor and
Principal were separated and Dr. Mackintosh became Vice-Chancellor.
He was succeeded as Principal by Vice-Principal J. A. Corry, who since
1936 had been the Hardy Professor of Political Science and since 1951. the Vice-Principal of the University. In 1965 on the retirement of Dr. Mackintosh, Principal Corry was named Vice-Chancellor and Principal. Principal Corry was succeeded in September 1968 by Dr. J.J.Deutsch who had had a distinguished career in Economic Research, in Government Service, in University teaching at both Queen's and the University of British Columbia, as Vice-Principal of Queen's from September 1959 to September 1963, and as Chairman of the Economic Council of Canada from October 1963 to September 1967. On his retirement in 1974, Dr. Deutsch was succeeded by Dr. Ronald Lampman Watts, Rhodes Scholar and political scientist well known for his work in the area of federalism. He served as Dean of the Faculty of Arts and Science at Queen's from

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 re-

The Faculty of Law opened in 1861 and closed in 1864; it reopened in The racuity of Law opened in 1801 and closed in 1809, it reopened in 1880, and closed in 1885. 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

Graduate work at Queen's University was established formally in Graduate work at Queen's Conversity was essentiable, and 1889 with the adoption of regulations for the 'ho. and D.s. 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

History of the University 9

. 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 Conserva-

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

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 Depart-ment of Education, it was decided to establish a Faculty of Education at Queen's University. The new building now occupied by the Faculty is named in honour of Duncan McArthur, Head of the Department of History at Queen's University from 1922 to 1934, and subsequently Minister of Education for the Province of Ontario from 1940 until his death in 1943. The Faculty of Education opened in 1968 and offers courses leading to the B.Ed. and M.Ed. Degrees; to teaching certificates valid in the secondary and elementary schools of Ontario, and such other courses leading to certification of teachers as may be determined

jointly by the Minister of Education and the University.

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

5 credit hours

Education Programs 27

12 credit hours

2 credit hours

2 credit hours

3 credit hours

3 credit hours

### Vocational Program or Occupational Program

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

A candidate for Ontario teacher certification must be a Canadian

citizen or have Landed Immigrant status.

Further information about admission requirements can be obtained

from the Coordinator of Technological Studies.

### The Program Components

Course credit will be counted on an hour basis. The credit hour is intended to reflect the notion of "learning time", that is, the study time spent by the student both in-class and out-of-class. Thus a course having a weight of six credit hours which runs through the complete year would require a total of six hours approximately per week while the student is on campus for a total of 120 hours. In general one credit hour equates to twenty hours of "learning time", whether the course is taken during the whole year or during one term only. The weights of courses are listed with the course descriptions on pages 33 to 69.

Candidates in all programs enroll in Professional Issues in Contem-

porary Education. In addition, twelve credit hours in Foundation Courses and twelve credit hours in Curriculum courses must be com-

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

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

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

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

The Secondary Program, the Vocational Program and the Occupa-

tional Program require a total of thirty-two credit hours.

# **Elementary Program Components**

Professional Issues in Contemporary Education

A non-credit, two-hour per week program offered during the Fall Term. The course is 28,400 and is described on page 33.

### Foundations

Twelve credit hours are to be selected from at least two of the following areas: Contemporary Issues and Human Problems, History and Comparative Education, Philosophy, Psychology and Sociology. These urses are numbered 28.414 to 28.496 and are described on pages 33 to Total requirement under Foundations 12 credit hours

Sixteen credit hours are to be completed made up of: 28.374 Communications (p.52)

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

28.374 Communications (p.52) 5 credit hours 28.376 Social and Environmental Science (p.53) 3 credit hours 28.378 Expressive Arts (p.54) 2 credit hours 28.334 Guidance (p.47) 6 credit hours

(Please note the requirements on page 23 to select

### Total requirement under Curriculum 16 credit hours

28.170 Community Service (n.56) 2 credit hours 28.160 Student Teaching (p.58) Total requirement under Practicum 2 credit hours

Secondary Program Components

Total requirements under Foundations

Science (pp.43-52).

options listed above)

**Teaching Skills** 

Science and Political Science.

28.170 Community Service (p.56)

Total requirement under Practicum

28.160 Student Teaching (p.58)

Total requirements under Curriculum

12 credit hours

Professional Issues in Contemporary Education

A non-credit, two-hour per week program offered during the Fall term. The course is 28.400 and is described on page 33.

Twelve credit hours are to be selected from at least two of the following

areas: Contemporary Issues and Human Problems, History and Com-

parative Education, Philosophy, Psychology, and Sociology. These courses are number 28.414 to 28.496 and are described on pages 33 to 42.

Twelve credit hours are to be completed and can be made up by select-

Dramatic Arts, Economics\*, English, French, Geography, Guidance, History/Social Science\*, Mathematics, Music, Physical and Health Edu-

ing two of the following: Art, Biology Type A, Chemistry Type A,

cation, Physics Type A, Political Science\*, School Librarianship, Single

\*No more than one can be selected from Economics, History/Social

Twelve credit hours can be completed in 28.373 Double Science (p.52)

(Please note the requirements on page 23 for selection of the curriculum

Three credit hours are to be completed from those courses numbered 28.132 to 28.138 which are described on pages 58 to 60.

Total requirement under Teaching Skills 3 credit hours

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

TOTAL REQUIREMENT FOR THE ELEMENTARY PROGRAM 33 Credit Hours

# 14 The Faculty of Education

Administrative Staff - 1977-78 Williams, T.R., B.Sc., Teaching Diploma, M.A. (McGiil), Ed.D. (Michigan) Dean of the Faculty of Education and Acting Coordinator of the B.Ed. Program Peruniak, W.S., B.A.(Queen's), M.Ed.(Toronto Associate Dean of the Faculty of Education Hooper, F.K., C.D. Administrative Assistant Travers, A., B.A., M.Ed.(Oueen's) Murduck, M. Administrative Assistant Mein, K., B.A.(Queen's) Departmental Assistant Oikle, H.B., B.A. M.Ed (Overn's) Registrar of the Faculty of Education Knight, E.J., B.Sc.(St. Francis Xavier), Diploma in Education (Dalhousie), B.A.(Sir George Williams), M.Ed.(Toronto) Assistant Registrar of the Faculty of Education Wing, J. Departmental Assistant Pieh, R.J., B.Sc.(Wisconsin), M.Sc.(California) Coordinator of Community Service

Applegate, M.W., B.A.(McMaster), M.A.(Toronto)

Coordinator of Continuing Education

Crowe, N.

Administrative Assistant

Wilson, R.J., B.Ed.(British Columbia), M.Ed., Ph.D.(Washington) Coordinator of Graduate Studies and Research

Southall, G.A., B.A., M.Div.(Queen's), M.A., Ph.D.(Syracuse)
Acting Coordinator of Media Services

Cross, H.R., B., A., M.Ed.(Toronto) Coordinator of Student Teaching

Leverette, R. Administrative Assistant

Salter, H.E., B.A.(York), M.Ed.(Queen's)

Acting Coordinator of Technological Studies Wright, G., B.A.(Saskatchewan), B.L.S.(Toronto)

Chief Librarian

Coffey, H., B.A.(Queen's), B.L.S.(Toronto) Senior Librarian

### To sum up, the Faculty of Education affirms its faith in scholarly compentence, in the intellectual life, in total personality development,

and in the efficacy of technique when tempered by reverence Candidates in the program are Associate members of the Ontario

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

### A Person-Centred Process

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

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

### Individual Study Plans

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

one specific group of students who may be eligible for consideration.

Recognizing that certain applicants may have a need to know beforehand about the acceptability of their proposed individualized study plan, the B.Ed. Coordinator's Office is prepared to discuss in tentative

# 26 Education Programs

# **Elementary-Secondary Program Components**

Professional Issues in Contemporary Education
A non-credit, two hour per week program offered during the Fall term. The course is 28.400 and is described on page 33.

Twelve credit hours are to be selected from at least two of the following areas: Contemporary Issues and Human Problems, History and Comparative Education, Philosophy, Psychology and Sociology. These courses are numbered 28.414 to 28.496 and are described on pages 33 to

Total requirement under Foundations 12 credit hours

# Curriculum

Sixteen credit hours are to be completed and must include:

28.374 Communications (p.52) 28.376 Social and Environmental Science (p.53) 5 credit hours 3 credit hours 28.378 Expressive Arts (p.54) The remaining six credits can be made up by selecting one of: Art, Biology Type A, Chemistry Type A, Dramatic Arts, Economics, English, French, Geography, History/Social Science, Mathematics, Music, Physical and Health Education, Physics Type A, Political Science, School

Librarianship and Single Science (pp.43-52) 6 credit hours (Please note the requirements on page 23 for selection of the curriculum

options listed above) Total requirement under Curriculum 16 credit hours

Practicum 28.170 Community Service (p.56) 2 credit hours 28.160 Student Teaching (p.58) Total requirement under Practicum 2 credit hours

### Teaching Skills

Three credit hours are to be completed from those courses numbered 28.132 to 28.138 which are described on pages 58 to 60. Total requirement under Teaching Skills

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

TOTAL REQUIREMENT FOR THE ELEMENTARY-SECONDARY PROGRAM

33 Credit Hours

Courses having a total weight of at least three credit hours are to be selected from Interest Courses numbered 28.202 to 28.299 which are described on pages 61 to 69 or Alternative Settings numbered 28.180 to 28.182 which are described on pages 54 and 56

Three credit hours are to be completed from those courses numbered

Total requirements under Electives

28.132 to 28.138 which are described on pages 58 to 60. Total requirement under Teaching Skills

TOTAL REQUIREMENT FOR THE SECONDARY PROGRAM 32 Credit Hours

# 22 Education Programs

terms student-initiated plans at the time of admission. No firm undertakings can be entered into before the start of the academic year, but some preliminary judgment will be given regarding the general suitability of the proposal.

Before an individualized study plan can be finalized the coordinator will need to be assured that :

1 All the required components of the program will have been hon-

oured in a way acceptable to the respective instructors;

2 A Faculty advisor has been identified to assume overall responsibility for monitoring the academic progress of the candidate;

3 The performance of the candidate has been sufficiently meritorious to justify optimism about a successful outcome in an independent program of studies; the basis for this judgment ordinarily rests on the tudent's record during the fall term in the regular program.

### Continuous Assessment Policy

Continuous assessment entails a de-emphasis of term examinations and increased attention to all aspects of application and development over the entire school year. In this respect, it anticipates the kind of professional assessment that will prevail in the school situation, where teacher performance is gauged not by marks but by such factors as dedication. effectiveness, creativity and interpersonal relations. The object is not to make the work easier or the professional discipline less demanding, but rather to redirect motivation from the secondary consideration of meeting external requirements to the primary task of meaningful achieve-

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

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

### Elementary Program

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

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

# Elementary-Secondary Program

This program is designed to prepare candidates to qualify for certifica-tion in both elementary and secondary schools. Candidates are exposed

Education Programs 23

to two school divisions of the elementary schools and elect a secondary school subject for the study and development of teaching methods in the intermediate and senior divisions.

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

## Secondary Program

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

# **Vocational and Occupational Programs**

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

# Admission Requirements

### Elementary and/or Secondary Programs

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

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

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

A candidate for Ontario teacher certification must be a Canadian

citizen or have Landed Immigrant Status.
Further information about admission requirements can be obtained from the Registrar.



Technical Education - Duncan McArthur Hall

### A Educational Studies

PROFESSIONAL ISSUES IN CONTEMPORARY EDUCATION

28.400 Professional Issues in Contemporary Education

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

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

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

### **EDUCATIONAL FOUNDATIONS**

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

Contemporary Issues and Human Problems History and Comparative Education

Philosophy

Psychology Sociology

Properly regarded, the several studies comprising Educational Foundations have an important place in the preparation of professional educators. It is not enough for teachers to master the skills related to their work; they must also develop conceptual frameworks for proper understanding and criticism of both their work and its general educa-tional setting. These options help to strengthen the professional competence of teacher candidates by providing them with the distinctive insights and analytical perspectives peculiar to each discipline. Most of the Foundation disciplines will offer courses at more than one level to accommodate students with varying backgrounds in the subject.

### CONTEMPORARY ISSUES AND HUMAN PROBLEMS

28.422 Human Problems in Teaching and Learning

4 credit hours 4 credit hours

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

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May, Victor Frankl, Martin Buber, Jean Vanier, Paulo Freire and others. It is assumed that students electing either course or both take an active part in educating themselves according to their personal needs and

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

HISTORY AND COMPARATIVE EDUCATION

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28.414 Contemporary Education in North Atlantic Countries 4 credit hours Educational developments and problems in Canada, the United States, the British Isles and France will be studied in terms of their particular national settings and of their implications for teaching and learning Such study will include the extent to which school organization, pro-gram development, classroom practice and the role of the teacher are affected by such major issues as racial, ethnic and social conflicts population trends and movements, international competition and cooperation, technological innovation, and changing attitudes towards D.C.O'Driscoll

28,417 Education in Industrial Nations

This is an introductory course in comparative education which introduces students to international and intercultural similarities and differ ences in educational ideas, attitudes, values and institutions. The focus of the course is the role and function of education in advanced industrial societies. Selected issues and problems such as the following will be considered in their national settings: Senior Secondary School Reform (Sweden), Education of the Gifted (USSR), Immigrant Education (UK) and Educational Selection (Japan).

28,418 Education and New Canadians

Each year thousands of immigrant children enter Canada's schools. Many young teachers will experience the challenges, problems, and enrichment which teaching them in their new environment involves. The aim of this course is to examine the implications of cultural differences for educational policy and practice. Specific concerns such as the reception, testing and placement, school-family values, and parentteacher relations will be considered.

28.432 The Separate Schools of Ontario 4 credit hours

This course is designed primarily to help students who may wish to seek employment within the Roman Catholic Separate Schools system, by orientating them to the particular background, objectives, and contem-porary problems of this large and important sector of Ontario public

The course should also be useful to those with a more general interest in Canadian Studies since it takes a closer look at an educational institution and perspective which have been intimately-and sometimes controversially-involved in the pattern and course of Canadian life from before Confederation to the present day.

The historical background of the separate schools in Ontario will be traced within the context of social, religious and political developments in the province. Attention will be directed to the official Catholic viewpoint on education, and to the climate of public opinion within which separate school supporters have endeavoured to promote this viewpoint. The implications for education of recent movements within the Church, such as the charismatic movement, will also be considered.

The course will be conducted chiefly through seminars, lectures, open discussions and guest presentations. D.C.O'Driscoll

28.433 Education in Ontario and Ouebec 4 credit hours

The aim of this course is twofold - first to facilitate a greater understanding between two important elements of the Canadian community, and second, to promote among teaching candidates a more independent view of the place of schools and schooling within society and an aware-ness of those influences which are likely to affect them as professionals and as citizens concerned with the quality of education

The course essays a parallel study of educational development in Ontario and Quebec by comparing the educational ideals, goals, procedures and institutions of these provinces and the responses of the different systems at various times to social, economic, religious and political pressures. Contemporary educational arrangements and problems are viewed within the framework of their historical and interna-tional settings. Course members have the opportunity to become familiar with the broad historical as well as contemporary aspects of education in Ontario and Quebec, and also to sample some of the current educational literature which expresses and influences educational thinking in North America generally.

28.434 Education and Modernization

The aim of this course is to provide students with a comparative historical background of the growth and development of contemporary forms of elementary and secondary schooling and their relationship to the ocess of modernization. Material is drawn from Japan and Canada to help students appreciate the nature of educational change over time; gain a broader understanding of the development of modern educational policy, thought and practice; and illuminate the role and function of indicate the role and function of educational institutions and teachers in modern society.

4 credit hours

28.441 Philosophy-Grading and Evaluation

This course will consider theories and procedures for evaluation. Topics will include the problems involved in the identification and specifica-

# Vocational/Occupational Program Components

Professional Issues in Contemporary Education
A non-credit, two-hour per week program offered during the Fall term

The course is 28.400 and is described on page 33.

Twelve credit hours are to be selected from at least two of the following areas: Contemporary Issues and Human Problems, History and Com parative Education, Philosophy, Psychology and Sociology. These courses are numbered 28.414 to 28.496 and are described on pages 33 to Total requirement under Foundations 12 credit hours

Curriculum

Twelve credit hours are to be completed made up of the following: 28.310 Project Design (p.44) 28.367 Teaching Technological Subjects (p.51) 4 credit hours 28.368 Curriculum Development in Technological Subjects (p.51) 4 credit hours

Total requirement under Curriculum 12 credit hours

28.170 Community Service (p.56) 2 credit hours 28.160 Student Teaching (p.58) Total requirement under Practicum 2 credit hours

Three credit hours are to be completed from those courses numbered 28.132 to 28.138 which are described on pages 58 to 60. Total requirement under Teaching Skills

Courses having a total weight of at least three credit hours are to be selected from Interest Courses numbered 28.202 to 28.299 which are described on pages 61 to 69 or Alternative Settings numbered 28.180 to 28.182 which are described on pages 54 and 56. Total requirement under Electives

TOTAL REQUIREMENT FOR THE VOCATIONAL/OCCUPATIONAL PROGRAM

32 Credit Hours

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

the candidate is a Canadian citizen or Landed Immigrant and; b the candidate is free of active tuberculosis as evidenced by a negative

tuberculin test or a normal chest X-ray administered during the program year or within one year prior to registration.

The basic teaching certificates are:

The Interim Elementary School Teacher's Certificate, Standard Four (E.S.T. 4) which qualifies the holder to teach in an elementary school or in Grades 9 and 10 of a secondary school.

- The Interim High School Assistant's Certificate, Type B or Type A (H.S.A.) which qualifies the holder to teach in Grades 7 and 8 of an elementary school or in a secondary school. The Type B certificate is awarded to a candidate who holds on admission a general degree. The Type A certificate is awarded to a candidate who holds on admission a degree of Bachelor of Arts or Bachelor of Science from an Ontario University, or a degree the Minister considers equiva-
- lent thereto, in a program.

  I that requires four years of university study, or the equivalent thereof, beyond Grade 13, to a total of at least sixty university credits,
- ii in which the candidate has obtained at least second class or equivalent standing in each of one or two specialist fields including, in the case of two specialist fields, at least forty-two university credits with not fewer than eighteen university credits in each of the specialist fields or, in the case of one specialist field, at least twenty-seven university credits.

The specialist fields referred to above, and listed in alphabetical order, are as follows: Agriculture, Anglais, Anthropology, Art, Biology, Chemistry, Computer Science, Drama or Theatre Arts, Economics, English, Francais, French, Geography, Geology, German, Greek, History, Home Economics, Italian, Latin, Mathematics, Music, Physical and Health Education, Physics, Political Science, Psychology, Russian, Sociology, Spanish.

Note 1 To interpret the above, a university credit means a unit of recognition in respect of the successful completion of a university course such that sixty such university credits are required to complete a four-year university degree program beyond Grade 13.

Note 2 A teacher who has the academic requirements for the High

School Assistant's Certificate, Type B, and who wishes to upgrade his academic qualifications to the Type A admission level should consult the Assistant Registrar, Advanced Standing, to find out the courses and standings required. After an applicant's qualifications have been ap-proved for admission, he will be required to take a six week summer seminar in his area of specialization. Upon successful completion of this seminar, he will be recommended for the Interim High School Assistant's Certificate Type A.

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

  □ The Interim Occupational Certificate, Type B (Occupational Subjects) which qualifies the holder to each in the occupational department of a secondary school.

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

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

# **Grading System**

- 1 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.
- 2 At the beginning of each course, the instructor of that course will notify the students taking it of the grading system used, a clear statement of the basis on which the final grade will be assigned, the term work expected, and the weight, if any, that it will contribute to the final grade.
- 3 The possible grades for all components of the B.Ed. program (Educational Studies, Practicum, Supporting Skills and Studies) and the Diploma in Technical Education are:

Honours-H Incomplete-1 Fail-F

No Grade Assigned-N Course not Taken-NW Within this framework, individual instructors will determine whether the category of Honours will be included in their evaluations. 4 The No Grade Assigned (N) shall be recorded only for those courses or components which the B.Ed. Program Committee has determined are not to be graded, e.g. Professional Issues.

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5 The Incomplete (I) is a temporary designation which is used when, in the judgement of the instructor, a student merits an extension of time for the completion of a course. In such cases, the instructor will draft a statement indicating work to be completed and the due date, with copies provided to the student, the Registrar's Office and the Office of the B.Ed. Coordinator. Incomplete (I) is automatically converted to Fail (F) if the student has not successfully completed the course by the time specified or, in any event, no later than twelve calendar months from the original completion date of the course. The B.Ed. Program Committee has the authority to make exceptions to these rules where, because of extenuating circumstances, a stu-dent has been unable to complete the course, for example, serious illness. The Committee shall report all such exceptions to the Regis-

trar and any Faculty members involved.

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

- 7.1 It is the responsibility of each course instructor to report final grades for Fall Term courses, and interim grades for all appropriate sessional courses, to the Registrar's Office by the first day of the second term of that session. The only exceptions to this shall be those courses determined as such by the B.Ed. Program Committee and so indicated on the list referred to in Item 1 above. Within two weeks of that date, students shall be advised by the Registrar's Office of all their grades.
- 7.2 Faculty advisors will be notified by the Registrar's Office of the grades of their advisees, with a specific note of those advisees who have a Fail (F), or whose progress is otherwise deemed unsatisfac-tory. It shall be the responsibility of the faculty advisor to counsel any of his advisces whose progress is unsatisfactory and to make a
- written report to the Registrar's Office as soon as possible.
  7.3 It shall be the responsibility of the Registrar, the B.Ed. Coordinator,
- and the Dean to take any further action.

  8.1 To be eligible for the B.Ed. degree, the Diploma in Technical Education, and any teaching certificate, a student must have grades of Honours, Pass, or No Grade Assigned in all the minimum required inponents of the program.
- 8.2 The Dean of the Faculty, in consultation with the Faculty Board, may at any time, exercise the discretion of his Office to ensure that all candidates for the B.Ed. Degree, the Diploma in Technical Education and the Ontario Teaching Certificate conform satisfactorily with the general professional and ethical requirements of teachers as described in Section 227 (2) and 229 of the Education Act.

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

tive programs currently being attempted in Ontario schools.

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

### 28.484 Sociology of Deviant Behaviour in the Schools 28,485 Sociology of Deviant Behaviour in the Schools 4 credit hours

An outline of the theories of deviant behaviour will be accompanied by an examination of different types of behaviour labelled as deviant Various forms of social deviance, such as drug taking, sexual noncon formity, student activism, alienation, and delinquency that particularly affect teaching and learning will be given special attention. The major emphasis will be on possible types of accommodation that are made and can be made by students, teachers, and school administrators. The role of deviant subcultures which affect the ongoing process of education will also be considered.

### 28.486 Sociology-Education and Society 28.487 Sociology-Education and Society A credit hours

This course will explore the role of the teacher in social change. The primary question will be whether the school simply reflects and ensures the survival of the present social structure, or whether it can have an independent impact on the shape of the future. The class will look at social inequality, ethnic differences, sex role stereotyping and youth cultures and examine their impact on the school, and the school's impact on them. The possibilities of change through alternative school structures (free schools, community schools, non-schools) will also be examined.

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

# 28.496 Sociology of Sport, Recreation and Leisure Activities: Some Implications of Free-time 4 credit hours The course is for two types of students (1) those who have had little or no

experience in sociology as a "discipline" particularly as it might apply to teaching in areas related to recreation such as P.H.E. and commi education: (2) those who wish an applied focus as opposed to a purely theoretical or conceptual examination in the study of educational

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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 develop (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 mplications of the current trend toward egalitarianism, individual freedom, debureautization or whatever the specific descipline jargon might label it. In the second term provision will be made for a number of candidates to do their "field" explorations in various of the local "institutions". Methods or ways of "reading" group concerns or wants will be developed. Candidates will be assisted to make the appropriate contacts to investigate the area of their concern. As a result of this field exploration candidates (collectively or individually) will develop an activity or program (devise a strategem) to address their particular

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

# 28.489 Sociology-The Politics of Education

This course will examine issues of power and control in the school. We will ask what sort of power, how it is maintained and what its effects are. We will focus primarily on the following groups:

1 teachers. How do teachers exert control in the classroom? What are

- the implications of different teachers' strategies for maintaining
- 2 students. What rights do they have? What rights should they have?
- 3 parents. What kind of power are they able to exercise over schools?
- What are the constraints on their participations?

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

tion of criteria, testing and judging the "object" to be valued, and justifying evaluative standards. Theoretical insights will be applied to problems facing classroom teachers. The advantages and disadvantages of alternative grading systems e.g. Numerical Grading, Letter Grading, Two-value Grading and Anecdotal Reporting will be examined. The relation between systems of grading and various instruments of evalua tion including tests of: academic achievement, aptitude and personalsocial adjustment will be investigated. The course will be sufficiently flexible that individual students may develop applications relevant to

their own special concerns with teaching and learning. G.L.C.Hills 4 credit hours 28.442 Philosophy-Ethics and Education This course will identify, discuss and investigate a number of related matters of the following kinds:

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

28.443 Philosophy-Literary Theory 4 credit hours

Representative aesthetic and critical theories of literature will be considered. The course is intended to assist prospective teachers of English to understand more fully the variety of approaches one might attempt in considering a literary work and to help them develop some skill in adapting general theories to particular works under consideration.

28.444 Philosophy-The Logic of Mathematical Reasoning 4 credit hours This course will introduce certain basic questions about the nature of mathematics, and will investigate the practical significance of these issues for the teaching of mathematics. Topics examined will include the following: the nature of truth in mathematics, the character of evidence and of the evidence-conclusion relationship in a mathematical

demonstration, the relation of mathematics to the world of experience, and the relation of mathematics to both formal logic and the empirical

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

28,446 Philosophy-Principles of Scientific Enquiry 4 credit hour There are two influential and competing accounts of the nature of science. This course will examine and analyze the hypothesisconfirmation theory, and the conjecture-refutation theory, and will explore implications of these theories for teaching physical and biological sciences. Topics will include the following: the connexion between scientific investigation and scientific explanation, the relation of scientific to non-scientific explanation, the nature and role of concepts, theories, principles, laws, and models in scientific explanation. The significance of these matters for formulating educational objectives and selecting classroom procedures will be probed.

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

28.449 Philosophy-The Revolution 4 credit hours This course will deal with revolutionary ideologies in the moral, social, and political spheres. The relationships between ideology and reality. and between theory and practice, will be explored and analyzed. The course is intended to assist teachers to understand more fully the

theoretical basis of moral, social and political radicalism.

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

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

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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. I.O.Loken

# 28,490 Sociology-Social Class and Sex Role Stereotyping in Education 4 credit hours A student's achievement in school is better predicted by his/her social

class and sex than it is by any teacher behaviour, curriculum change or school organization. In this course we will try to understand why this is. and what, if anything, can and should be done about it. We will focus on

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

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:

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

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The Curriculum fields are listed below. Please see the section on Certification on page 29. Candidates in the Elementary Education Program select 28.374, 28.375 and 28.377. Candidates in the Secondary Education Program select two of the Curriculum Options listed below. Candidates in the Elementary-Secondary Program select 28.374, 28.376 and 28.378 and one of the Curriculum Options (except Guidance) listed below. Candidates selecting Elementary Education and Guidance qualify for elementary certification only. Candidates in the Vocational/Occupational program select 28.310, 28.367 and 28.368.

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

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

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

- 1 Guidance, where at least fifteen credits in Psychology and/or Sociology (nine of which are to be in Psychology) are required;

  2 Physical and Health Education, School Librarianship, and Dramatic
- Arts, where no university credits are required.

### 28.301 Art (Type A) 28.302 Art (Type B)

of media and crafts

6 credit hours A course concerned with the theory and practice of Art in education Students will explore the philosophy and ideas related to visual educa-

tion. The program will stress teaching strategies, curriculum planning, classroom management, and leadership in the visual arts.

It is strongly suggested that all candidates have a minimum of two courses in studio art. Additional classes will be made available to further extend experimentation, experience and knowledge in a variety

# 38 Courses of Study

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

# 28.453 Philosophy-Science Curriculum: Philosophical Perspectives

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

PREREQUISITE 28.446 Philosophy-Principles of Scientific Inquiry or 28.458 Philosophy of Education for Science Teachers or Permiss the Instructor.

28.458 Philosophy of Education for Science Teachers 4 credit hours There are two influential and competing accounts of the nature of scientific inquiry. This course will examine the hypothesisconfirmation theory and the conjecture-refutation theory, and will explore the significance of these theories for teaching physical and biological sciences. Topics to be discussed will include the following: the relation between scientific investigation and scientific explanation; the relation of scientific to non-scientific explanation: the nature and role of concepts, theories, laws and models in scientific explanation. The significance of these matters for the formulation of educational objectives and the selection of curriculum materials and classroom procedures will be explored with special attention being paid to those issues of concerr to teachers of Chemistry, Biology and General Science. G.L.C.Hills

# PSYCHOLOGY

28.461 Introduction to Educational Psychology 28.463 Introduction to Educational Psychology 4 credit hours This introductory course will not assume a background in psychology.

Topics from the mainstream of education and psychology will be presented in order to achieve a comprehensive view of psychological contributions to education. The objectives will include helping student teachers acquire an understanding and working appreciation of such topics as: child and adolescent development, learning, motivation, environmental influences, and individual differences. Course emphasis and instructional format will vary from section to section.

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

28.472 Psychology-Human Problem Solving 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

# Courses of Study 39

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

28 478 Psychology for Individualized Instruction

Previous work in psychology is not a prerequisite for this course. Enrolment is open, but mandatory for students in the elementary level internship program. The primary objective of the course is that students come to identify,

comprehend and apply psychological principles which may be em-ployed to design and maintain adaptive learning environments.

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

# 28.479 Development of Thinking

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

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

28.481 Sociology of Education for Secondary School Teachers

8 credit hours 28.491 Sociology of Education for Secondary School Teachers

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

the Ontario educational system. A.J.C.King, W.F.Elkin, J.O.Loken 28.482 Sociology—Explorations in Learning Environments in the Elementary School

28.494 Sociology - Explorations in Learning Environments in the Elementary School

4 credit hours Those taking the course will share in exploring various learning environments provided for children at our elementary school levels. We will Ontario high school mathematics. In addition to the emphasis on doing mathematics, the course will examine a variety of teaching philosophies and instructional techniques appropriate to mathematics. The course will consist of lectures, discussions, student presentation and activity H.A.I. Allen, W.C. Hieginson

28.345 Music (Type A) 6 credit hours

This course is for students who have satisfied the academic requirements for Type A in Music. Since candidates will normally have had previous experience in music education through a Bachelor of Music program, emphasis will be upon the practical application of previously acquired skills.

The goals for this program of study are:

- to develop and improve techniques and procedures for music teaching in elementary and secondary schools

  to develop a working knowledge of effective methods, materials and
- facilities for music instruction
- to become acquainted with school patterns, procedures and professional relationships in music

 to maintain and improve music skills
 Students may take advantage of opportunities for performance and study for credit through Private Studies (28,299), Band Lab Ensemble (28,228) or Choral Lab. Ensemble (28,295).

6 credit hours

28.346 Music (Type R)

This course is for the student who has attained a good standard of performance through private study (approx. Grade 8 R.C.M. level), has participated in a school music program, and has taken some music ourses at the university level. The goals for this course are similar to those of 28.345 Music (Type A).

Graduates of this course may assist the secondary school music program in teaching and with extra-curricular music activities. Students taking this course may also teach general classroom music in the Intermediate Grades of the elementary school. Upon successful completion of the program he will receive a Ministry of Education Intermediate Certificate, Part I in Vocal music.

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

28.347 Physical and Health Education (Men)-Type (A) 6 credit hours 28.348 Physical and Health Education (Men) - (Type B) 6 credit hours There will be a core of work common to both Type A and Type B courses

- 1 Physical Education
- Planning the curricular program,
- b Organization and administration of school programs;
  c An analysis of teaching behavior as it relates to the teaching of physical activities. A study will be made of Mosston's Spectru

Teaching Styles. Students will have opportunity to practice and

- analyze their teaching behavior in various circumstances.

  2 Health Education Health Education is an integral part of physical education and consists of approximately twenty-five hours of class work, labs, seminars and workshops. A heavy emphasis will be placed on methods and materials (particularly in the area of audiovisual). Participants need little background in health education but courses in psychology or sociology would be helpful. ADDITIONAL TYPE A AREAS
- 1 A study of problems related to the organization and administration of a school's Physical and Health Education Department: budgeting, evaluation, policy matters, personnel.
- 2 Assisting in the program designed to help the Type B candidate improve his physical skills and competencies in a number of physical and health activities.
- 3 Assisting in the over-all administration of the Faculty's total recreation program.

ADDITIONAL TYPE B AREAS

- 1 Foundations An introduction to the basic principles of exercise This section of the course will include an appraisal of personal fitness and a study of various fitness parameters.
- Physical Skills Improvement Each candidate will have the opportunity to attend extra sessions where he will receive help in improving his skill level in various activities.
- 3 Coaching An extensive unit on the principles and philosophy of coaching the high school athlete will be offered.
- 4 Intramurals A variety of existing intramurals will be analyzed and an opportunity to build your own program will be given.
- 28.347 leads to Interim High School Assistant's Certificate, Type A 28,348 leads to Interim High School Assistant's Certificate, Type B and Intermediate, Part I, Certificate in Physical and Health Education. Note A fee will be levied to cover partial cost of the printed materials made available to students. W.Mellor, A.Rohertson

28.349 Physical and Health Education (Women) (Type A) 6 credit hours 28.350 Physical and Health Education (Women) (Type B) 6 credit hours Core program common to the Type A and Type B courses are:

- 1 Physical Education Planning the curricular program; planning the extracurricular program; teaching methods; lesson planning; or-ganization and administration of secondary school program; evaluation and reporting to parents;
- 2 Health Education Health Education is an integral part of physical education and consists of approximately twenty-five hours of class labs, seminars and workshops. A heavy emphasis will be placed on methods and materials (particularly in the area of audiovisual). Participants need little background in health education but courses in psychology or sociology would be helpful.

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

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

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

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

Staff, (Special to Biology: R.H.Horwood)

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

Single Science-Type B.

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

Staff, (Special to Chemistry: I. Talesnick)

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

Project Design consists, essentially, of project work in which groups of students are given the opportunity to contribute to the selection and design of a material object or system which they subsequently construct, test, and evaluate. By involving the vocational candidate in the struc-tured series of activities that constitute Project Design, he will have the opportunity to learn, first-hand, the strategies and skills that must be acquired by those who would teach it in a secondary school setting.

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

This course is intended to provide candidates with competence in basic classroom skills, including classroom management and motivational techniques. Candidates will become familiar with a wide range of

teaching strategies, such as audiovisual aids, simulations, and small group work. Close attention will be paid to recent work on teaching Economics, including that of Fenton on Inquiry methods and Oliver and Fraenkel on Value Clarification. Students will receive practice in instructional planning in the areas of defining objectives, lesson planning and test design.

Candidates should note that:

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

28.317 English (Type A) 28.318 English (Type 8)

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

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

6 credit hours

28.322 French (Type B)

The goals of the course are: to maintain or improve language skills in French;

to increase knowledge about French and French-Canadian culture

to develop and improve techniques and procedures used for modern

foreign language teaching:

to analyse the psychological and philosophical aims and rationale of the systems and methods advocated for learning and teaching modem foreign languages;

to examine and use materials published for learning and teaching modern foreign languages;

to prepare a sample of a suitable program and materials for specified groups of pupils studying French language, culture and civilization; to pursue comparative linguistic studies and to apply the results of such studies to the solving of problems in the modern foreign lan-

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In both of these, there will be discussion about adaptations of program for four and two year students. Special practice teaching and microteaching, when necessary, will be available in both. TYPE A ADDITIONAL WORK

Organizational and Administration Problems specifically related to department headship, e.g., budgeting, purchasing, personnel. TYPE B ADDITIONAL WORK

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

Skills Practical As much time as is possible within the limits of time table will be given over to skill improvement of the candidates. 28.349 leads to Interim High School Assistant's Certificate, Type A. 28.350 leads to Interim High School Assistant's Certificate, Type B and Intermediate, Part 1, Certificate in Physical and Health Education. Note: No textbook is required but a fee will be levied to cover partial cost of the printed materials made available to students.

H.Holomego, A.Robertson

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

Science-Type B. An additional hour per week will be devoted to work involving the physics students only. A study of the history of physics will be pursued ith a view to providing some background for historical sketches and so, to some extent, a more humanistic approach to the teaching of high school physics. Staff (Special to Physics: T.L.Russell)

28.353 Political Science (Type A) 6 credit hours

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

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

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28,362 School Librarianship

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

The course leads to Interim High School Assistant's Certificate, Type The course leads to Interim right school Librarianship.

B and Intermediate, Part 1 Certificate in School Librarianship.

L.Moore

28.367 Teaching Technological Subjects (Type A and B) 4 credit hours This course is designed to help technical teacher trainees develop a personal style of teaching which is consistent with basic concepts and principles of the teaching/learning process. Techniques, strategies and skills in relation to lesson preparation, questioning, evaluation, inter-personal relationships and motivation are discussed and practised with peers and adolescents. Each student is also encouraged to develop abilities in the areas of multi-disciplinary techniques, group work, use of audio-visual systems, simulation, and role playing.

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

4 credit hours

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

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

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

The outline as stated above is similar for Type A and Type B students although Type A students will be expected to take part in additional D.Kemp, L.Mackay, L.O'Farrell, A.A.Orr

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his future teaching.

□ to analyse available tests and examinations and to prepare sample tests which measure the attainment of specified objectives;

to obtain information on recent and current theories of language D.A.Massey, F.Howard

28.323 Geography (Type A)

6 credit hours

28.324 Geography (Type 8) 6 credit hours
Course 28.324, which covers both terms of the academic year, is designed to prepare candidates to teach Geography at the high school level. The program will provide instruction and practice in lesson planning, lesson presentation, different types of lessons, different methods of instruction, the development of curriculum units, effective question ing, the use of various instructional materials, and basic skills in class-

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

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

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

1 peer-group teaching and classroom participation;

2 regular assignments:

3 study units.

Type A candidates, in addition to the requirements outlined above, must complete one project in the Fall term and another in the Winter term. On completion of these projects, candidates may be required to

make suitable presentations to their colleagues.

The evaluation of Type A candidates will be based on the term projects and the regular course combined.

28.327 Single Science-Type B This course examines the basic methods of instruction common to all

sciences. Teaching resources and materials will be surveyed and analyzed. Methods of communication, planning and performing de-monstrations, laboratory management and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be discussed and practiced.

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

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

tal Psychology. This course will provide candidates aspiring to work as counsellors in the schools with an opportunity of studying and discussing the philosophy, principles and practices of school guidance programs. Throughout the course, considerable emphasis will be placed on the practicum so that students can develop effective counselling techniques. Role playing, audio-tapes, video-tapes, simulation exercises, etc., will be utilized as a means of providing necessary feedback to the cousellor trainees. The course leads to Part Lof the Guidance Certificate after one year of successful teaching in Ontario

R.Samuda, R.Andrews, M.L.Balanchuk

28.335 History/Social Science (Type A)

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28.336 History/Social Science (Type B) 6 credit hours This course is intended to provide candidates with competence in basic classroom skills, including classroom management and motivational techniques. Candidates will become familiar with a wide range of

teaching strategies, such as audiovisual aids, simulations, and small-group work. Close attention will be paid to recent work on teaching history/social science, including that of Massialas and Lee on Inquiry methods and Oliver and Fraenkel, Kohlberg, and Simon on Value Clarification. Students will receive practice in instructional planning in the areas of defining objectives, lesson planning, and test design. Candidates should note that:

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

2 Only one of History, Economics and Political Science can be selected

as a curriculum option;

3 It is recommended that candidates selecting History/Social Science have a strong multi-disciplinary background in Canadian Studies. P.H.Watson, I.R.M.Munro

28.343 Mathematics (Type A)

28.344 Mathematics (Type B) 6 credit hours The main aim will be to develop an attitude toward Mathematics and its teaching. The course is designed to ensure that the student is quite familiar with most areas of high school mathematics and to prepare the student to develop the variety of mathematics programs to meet the Module 3 Participation in a series of skill labs centered on individual needs and intended to help participants develop the skills necessary for adapting outdoor and experiential education programming to the felt needs of individuals and groups.

Module 4 A two week internship during the student teaching winter term in established outdoor and other alternate education programs; use of the April Round for additional professional preparation. Approval of curriculum faculty necessary.

STUDENT ADMISSION Students seeking admission into the course must be able to indicate clearly their professional and personal goals, and be able to coherently link these aspirations with their program choices. They will take part in a course orientation weekend the first week of classes.

# **B** The Practicum

### COMMUNITY SERVICE 28,170 Community Service

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 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 confron most teachers, particularly in their beginning years. In field service projects of a one-to-one nature more fortunate teacher candidates may begin to feel the impact of those basically irrepressible forces which drive less fortunate individuals. 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 element tary 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 accelerated or emotionally disturbed or physically handicapped persons, with the Children's Aid Society, with Alternative and Com 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, observing 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 regular foundation and curriculum option courses. The requirement extends through both terms.

# May Showing Practice Teaching Area



28.373 Double Science (Type A or B)

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

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

- 1 Communication skills and group presentations;

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- 2 Unit planning; 3 Investigating Lab-Based Instruction;
- Out-of-Class Instructional Techniques
- 5 Science as Process in the Human Context:
- 6 Alternative Teaching Techniques; 7 Independent Study Program.

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

Type A candidates will be required to take part in an additional one

hour per week seminar program specific to their Type A specialty (see description of additional components of 28.303, 28.305, 28.351). Staff

### 28.374 Elementary Education - Communication Arts 5 credit hours

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

—reading, writing, listening and speaking.

G.Brickett, R.Hill, L.Miller

### MATHEMATICS

The main purpose of this course is to familiarize students with the content of mathematics curricula in elementary schools and methods for effectively teaching fundamental mathematical concepts. Considerable emphasis will be placed on having students experience methods of instruction which are compatible with those commonly used in lan-guage, science and art which are consistent with recent knowledge about child development.

The acquisition of a positive attitude toward the subject of mathema-

tics and its teaching is seen as a high priority of the course. A large portion of the total class time will be given over to the use and analysis of a wide range of resources particularly concrete materials, for mathematics instruction. H.A.J.Allen, D.H.Crawford, W.Higginson, R.Ripley

# 28,375 Full Elementary Program – Social and Environmental Science

### 5 credit hours

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

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

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

1. Haythornthwaite, I. Munro, P. Watson

### 28.376 Single Elementary Option - Social and **Environmental Science**

### 3 credit hour

See 28.375 for general description. These are the same courses but 28.376 is given on a reduced time scale.

### 28.377 Full Elementary Program-Expressive Arts 6 credit hours

An explanatory investigation of media, materials, technical skills, and application will be conducted during the studio sessions. An insight into painting, three dimensional form, printing and animation will be gained through participation in the studio periods. The beginning teacher will explore various teaching strategies in Art Education through live demonstrations, reading, interaction with peers and practising artist and the participation in creative pursuits. The rudimentary tools for building a sound development curriculum in Art Education will be dealt with in depth. D.Bull. D.Cowan DRAMA

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

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### 28.160 Student Teaching

Each 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 our teaching area. By special arrangement between Faculty of Education instructors and the Student Teaching Office, one part of the practicum may be done in alternative settings: outdoor education schools, rehabilitation centres, special schools, community colleges, etc.

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.

Candidates must be prepared to be assigned to any school within our designated area (p. 57). This will mean that they may have to travel up to 200 miles from Kingston and they should be prepared for an additional expenditure of up to \$200.00 for this purpose.

# Supporting Skills and Studies

### TEACHING SKILLS

This part of the program reflects a movement by the Faculty toward consolidating those skill elements of generic professional importance into a division separate from content-specific courses.

Each candidate will select courses from the Teaching Skills area having a total weight of three credit hours.

### 28.132 Curriculum Design 1 credit hour

Teachers are today usually expected to be able to develop curricula as well as to deliver instruction. This course aims to provide participants with the necessary knowledge and skills to design valid and effective curricula. The course will be offered in a variety of formats. In most cases, lectures will describe basic curriculum principles, which participants will then apply in curriculum development laboratory

### 28,133 Educational Media

This course is designed to assist students in using educational media effectively and creatively in the teaching-learning environment. Course

- 1 operation of various instructional equipment (e.g., still and motion picture projection, sound and video recording);
- 2 design and production of instructional materials;
- 3 acquiring media utilization techniques in the classroom Instruction in the course is through self-directed lab exercises, lecture

and demonstration. Fall term only. A lab fee is required.

F.Johnston, G.Southall, W.Morris, D.Campbell

1 credit hour

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28.134 Group Process In order that students will work together in cooperative learning activities, teachers should not only understand group dynamics and be skilled in working with small groups but also be able to implement interactive activities integrated with their subject matter which will motivate their students. This group process skills unit will attempt to give student teachers in the B.Ed. program group process background to help their students work effectively together in the classroom.

- It is expected that having completed this course the participants will: 1 See the value in working in small groups to effectively meet their urse objectives:
- 2 Be able to administer and interpret instruments to diagnose classom climate:
- Develop skills necessary for working in small groups;
- 4 Be familiar with a set of interactive activities and ways of implementing them in specific classroom settings:
- 5 Understand concepts of small group behaviour and operation in order to effectively work with small groups within a classroom set-
- 6 Design and be able to implement at least one activity which will be integrated with course content and which will be designed to im-

Some sections of Group Process will be offered on weekends in a residential environment. Particulars about this alternative approach will be available from the respective instructors at the time of registration.

### 28.135 Measurement and Evaluation

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

### 28.136 Question-Response Patterns 1 credit hour

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

Question-Response Patterns will have three sections of 20 students (maximum) each. Section A will commence the week of October 23. 1978, and Sections B and C the week of January 8, 1979. The late start is to ensure that all places are given to students who can benefit most from

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By acquiring and applying basic knowledge of the rudiments of music along with the skills of teaching classroom music, each candidate should be able to plan a simple, but effective music program for an elementary school class, and then lead the class in the enjoyment of that program with the ultimate objective that the children will develop skills in music from which they will derive lasting benefit. M. DeGaris PHYSICAL AND HEALTH EDUCATION

An activity based course in which participants acting as teachers and students develop activities used in elementary school physical education. Methods and content are developed for motor skills, games skills, rhythmic activities, gymnastics and movement education

# K.Sedgewick

28.378 Single Elementary Option-Expressive Arts 2 credit hours See 28.377 for general description. Candidates in the single elementary option take two of the four offerings in the Expressive Arts area. Also, these two units will be offered on a reduced time scale.

### ALTERNATIVE SETTINGS FOR EDUCATION

### 28,180 Seminar in Community Education 4 credit hour

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

This course attempts, by involving students with practitioners in the

field, to provide a solid core of experience in some aspect of Community Education. This is combined with (a) an examination of the theories and concepts that are held by the leading figures in the community education movement, (b) a critique of methodologies associated with current practice and (c) the development and application of a "better" approach.

Registration in this full year course will be limited to 20 persons. Students are advised to postpone selection of a Community Service project until after they have consulted with the instructor(s). This course will require approximately 4 hours per week; 2 of which will be spent in reading, study and documentation and 2 in the weekly semina

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### 28.181 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 experi-ence 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 fields 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 and 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 contracts, taking into consideration their needs and curriculum expertise. will be worked out with students. The course is based on a weekly two hour seminar combined with a weekly field component of one hour. Students may choose to increase the clinical aspect of the course by electing a Community Service project in the St. Lawrence Retraining Program. It is desirable that students undertake two weeks of Student Teaching in a retraining centre. Not offered 1978-79 M.Kluensch

# 28.182 Outdoor and Experiential Education

The course will offer a series of experiential modules specifically designed to intensively explore the educational possibilities of the out-door and other forms of experiential education, including adventure, travel, work, alternate semesters, and community involvement. There will be opportunities for participants to develop those attitudes and skills which may stimulate their personal growth and enhance their professional efforts. Participants will examine concepts of extending the boundaries of the classroom which are useful in the teaching of most

### ORGANIZATION AND SCHEDULE

Module 1 Participation in a first term Adventure and Personal Growth sequence coupled with two extended solo experiences, one in the fall other in winter.

Module 2 Participation in a series of seminars throughout both terms focused on curriculum development; process consideration and staff development; underlying philosophies; evaluation-feedback procedures; equipment and facility needs, development and care.

28,226 First Aid and Emergency Controls

28.233 The Teacher as T.V. Producer 1 credit hour The purpose of the course is to familiarize students with the potential of television in the classroom setting. During the course students will: 1 credit hour

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. 1 credit hou

1 credit hour 28.228 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.

intensive with the aid of cooperating staff from various local and re-

gional agencies established to help individuals and community groups

cope effectively with major first aid problems and community disasters

Applications will also be made to classroom and other school

28.230 Scientific Glassblowing 1 credit hour A laboratory course designed to meet the needs of teachers of science in

the care and repair of laboratory glassware. The main concern of the rse will be to enable candidates to work with glass and prepare joins, bends, and simple apparatus for special use.

The skills developed in this course will be of maximum use to those candidates enrolled in one or more of the science curriculum options. Evaluation in this course will be based on attendance and participation in the activities of the course. D.Quinn, I.Talesnick

28.231 Sociology of Liberation 1 credit hour A seminar on the sociology of becoming free. The class will discuss the theories of human liberation, especially those of the French social

philosopher, Jaque Ellul in his Ethics of Freedom. I.O.Loken 28.232 Communicating with Motion Pictures 1 credit hour This course is designed for teachers in all subject areas who wish to use

film, and have students use film, as a medium for communication During the course students will-

1 view films as models for production;

2 become familiar with film sources; 3 learn how to relate motion pictures to instructional objectives and

strategies; 4 acquire the knowledge and skill involved with scripting, shooting

and editing; 5 design and produce a short film in the 8 mm format.

A lab fee is required.

become familiar with various educational television systems;

Staff

28.239 Educational Alternatives

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

28.240 Introduction to the Teaching Profession 1 credit hour This ten week course will serve to introduce Student Teachers to the structure of public education. Using case studies, guest experts and

problem-solving techniques, the following features of the education system will be explored:

1 the legal framework of the teacher (personal liability, government regulations, contracts, certificates);

2 the professional associations (functions, mode of decision making,

3 the teacher in the community (teacher-board and teacher-parent

relationships);

4 the changing status of the pupil.

Each student will be expected to select one of the four topics listed above for intensive study.

28.242 Studio Art (For Art Education Students Only) A course concerned with the practical application of the visual arts in a secondary school studio setting. Basic studio activities in design, com-

position, drawing, painting, and printmaking applicable in the dary school will be explored. A variety of media and crafts will be reviewed throughout the program. A special weekend in ceramics is made available. This course is open to those candidates only who are prolled in 28.301 or 28.302 - Art, Type A or Type B. D.A.Cowan

28.245 Computer-Assisted Instruction 1 credit hour The course is intended for students interested in becoming familiar with recent advances in the use of computers to assist in the instruc-

tional 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

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

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

Not offered 1978-79 J.D.Burnett

28.246 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.

Not offered 1978-79 J.D.Burnett

28.255 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

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

28.263 Teaching International Development 1 credit hour

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

W.C.Higginson and Staff

28.265 Historical Imagination This course is intended for teachers in search of stimulating approaches and topics in history teaching. It may also appeal to others with an

interest in recent United States history.

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

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

D.Pratt

28.271 Practical Theatre Production I (Faculty/Student Production)

An involvement in a major production as designer, actor or technician. Available only to those students taking Dramatic Arts as one of their curriculum options. The course will coincide with the first major theatrical production of the academic year and will be offered in the Fall D.E.Kemp, L.O'Farrell, A.A.Orr

28.273 Religion in the Schools

How much does the religious background of the pupils affect the classroom? How does school law re religious education affect the work of the teacher? What is creationism? These and other questions raised by class members will be discussed in this course designed for those with an interest in and a concern for this matter.

It is the primary objective that all participants will develop a more sympathetic understanding of the basic concepts of faiths common in tario classrooms and their effect upon the life and thought of their adherents, and thus be able to relate better to the spiritual natures of their pupils.

course should be of particular interest to elementary candidates.

28,278 Enamelling on Metal 1 credit hour

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

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

28.282 Technical Skills This course is designed primarily for technical option students, al-

though 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

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the course. To that end, interested students must have the approval of Professor Hennessy or Professor Turner in the form of a signature on the Registration Form or the Academic Change Form as the case may be. Normally, students wishing this course in the Fall Term will be able to seek approval for admission during or right after the first block of student teaching. Those wishing the course in the Winter Term may seek approval at any time between October 23 and December 15.

P.H.Hennessy, R.Turner

28.137 Effective Speech in the Classroom 1 credit hour The course is specifically aimed at making the student aware of the full

potential of the most valuable teaching instrument that the teacher posesses - the voice.

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

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

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

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

D.Kemp, A.Orr

28.138 Values Education 1 credit hour

This course will require students to: 1 become proficient in identifying various types of value issues which

arise both within the standard curriculum and outside it; 2 acquaint themselves with a number of different proposals and techniques regarding the moral education of children in schools today; for example, those based on Kohlberg's moral stages or in Value

Clarification exercises (this will involve both studying the rationale given for these, and practice in employing them); and 3 develop and try out their own "moral education" materials. Staff INTEREST COURSES

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

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

Opportunities will be provided for those who already have a good command of spoken French to practise and improve their skill. Topics

for discussion will include aspects of French Canadian and French life. and current affairs. 28 203 Orientation to School Guidance Programs 1 credit hour

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

28.204 Effective Written Communication

28.202 Conversational French (Advanced)

Aimed at developing proficiency in written style and expression, this course features close personal supervision and focuses on individual needs and performance in writing through a series of consultations and exercises. A review of necessary grammar basics, paragraph and essay structure, and formal rhetorical devices will be tailored to the strengths and weaknesses of each participant.

The course may be pursued in one of two ways: either the candidate enrolls in one of the regular class sections listed in the timetable guide, or, upon consultation with Professor Turner, the candidate is assigned a personal tutor with whom he makes his own timetable arrangements on a one hour per week basis.

Note 1 Candidates in the B.Ed. program who wish to act as tutors in the above course may receive one credit hour in the Interest Courses area under the heading 28.299 Private Studies. Tutors will be under the general supervision of a faculty member. Prospective turors should identify themselves to Professor Turner, A204, early in the Fall term. Note 2 Candidates enrolled in the Secondary English Curriculum Option may find the content base of this course redundant. R. Turner

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28,205 Drama in Education (K-13) This course has to it two parts: in the first half students will have the opportunity to explore by doing; that is, making imaginative use of classroom drama in the teaching of various subjects both at the elementary and secondary level; in the second half they will spend time examining and preparing scripted material for use in a classroom. At the end of the course groups of students will make, in class, a very brief scripted presentation.

28.206 Open Country Explorations 2 credit hours

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

28.211 Legal Aspects of Education The course is intended to give beginning teachers a working knowledge

of the legal and professional framework within which they operate. Such topics as the structure and function of the Ministry of Education and the County Boards of Education, the responsibilities and rights of a teacher, certification and contracts, hiring procedures and interviewing and the role of the Federations will be discussed.

This is a half course offered as a series of two hour evening sessions in the Fall Term

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

The course, comprised of weekly two hour sessions will be offered in the second term only. All interested students will require an interview with the instructor prior to admittance into the course. Highly motivated individuals with genuine interest in or experience with Native people will be preferred. The high level of participation will give class mbers ample freedom to contribute in a creative, individualized way. Enrolment will be restricted to twenty. I. Munro 1 credit hour

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

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

28.221 Teaching French as a Second Language ELICIBILITY FOR ADMISSION

a Evidence of standing in French at the Ontario Secondary School

Honour Graduation level or equivalent and success in an oral test and a written test in French to be administered at Duncan McArthur Hall.

b Registered in the Full Elementary Program or in the Elementary Education Option and not registered in 28.321 or 28.322 French. This course will provide instruction in French and enable candidates to teach systematically oral and written French to English-speaking pupils in elementary schools using materials produced commercially and by the teacher. Emphasis will be placed on creating an environment

through the use of games, audio-visual media and interesting activities, in which pupils will express themselves in French. Successful candidates will be recommended for the certificate Teaching French as a Second Language D.A.Massey

28.223 Nonverbal Communication

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

28.224 Practical Theatre Production II

An involvement in a major production as designer, actor or technician.

Available to all students within the Faculty of Education. This course will coincide with the second major theatrical production of the year and will be offered in the Winter Term. D.E.Kemp, L.O'Farrell, A.A.Orr

The Board of Trustees reserves the right to make changes, without notice, in the published scale of fees, if in their opinion, circumstances so require.

### Important Notice Concerning Fees

The scale of fees and the regulations contained in this section are those that applied during the 1977-78 session. The scale of fees and the regulations which will apply during the 1978-79 session were not available at the time of this printing but can be obtained, upon request, from the Office of the Registrar, Queen's University. Please note that it is the responsibility of the student to obtain this information.

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

Fee payment procedures are outlined in an instruction sheet which is sent with the final examination results to previously registered students and is available at registration to students registering for the first time. Cheques should be made payable to Queen's University at Kingston,

and mailed to the Accountant's Office, Queen's University, Kingston,

# Regulations Concerning Non-Payment of Fees and Charges

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

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

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

sal fees in all fees for the B.Ed. and Dip. in Tech. Ed. for 1977-78 were:

ne sessional rees to the	Payment In Full	Payment by Installment	
		First	Second
uition (see below)	\$680.00	\$340.00	\$340.00
itudent Interest	90.41	90.41	_
aculty Society	7.50	7.50	_
nstallment Charge	-	5.00	-
	\$777.91	\$442.91	\$340.00

Student interest fees consisting of the following amounts are included

Student Health	\$10.0
Athletics	25.0
University Centre	13.2
Bus-It	5.8
Alma Mater Society	13.6
Oueen's Journal	4.5
Tricolour Yearbook	6.0
Golden Words	.2
Who's Where	.7
University Centre (Capital Pledge)	5.0
Unassignable Reserve	.2
Concert Fee	3.0
Legal Aid	- 2
Project Green	1.0
C.F.R.C.	.2
Community Service	.5
Licensed Premises	
"Football admission tickets can be obtained at	the Athle
	Student Health Athletics University Centre Bus-It Alma Mater Society Queen's Journal Tricolour Yearbook Golden Words Who's Where University Centre (Capital Pledge) Unassignable Reserve Concert Fee Legal Aid Project Green C.F.R.C. Community Service Licensed Premises

letics and Physical Education Adon Office upon presentation of the student ide ification card. These tickets admir the student to all home games excluding exhibition and play-off games. The student identification card also permits the student to draw any athletic equipment from the general storeroom in the gymnasum.

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

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### Late Payment Charges

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

### Permit to Delay Payment of Fees

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

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

### Receipt for Income Tax Purposes

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

# Student Awards and Financial Aid

# **Government Financial Aid Programs**

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

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

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

Assistance under the Ontario Student Assistance Program is available to all residents of Ontario who qualify under the terms of the Program.

Application forms and further information may be obtained from the Assistant Registrar (Student Awards), Queen's University or the Ontario Ministry of Colleges and Universities. Completed application orms should be forwarded to the Assistant Registrar (Student Awards),

Queen's University, Kingston, Ontario. Non-residents of Ontario must apply to their own Province for Canada Student Loans Plan assistance as well as any provincial aid that

### 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 dents. 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 applica-

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

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

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 Technical candidates.

28.284 Speech: Normal and Abnormal Development 1 credit hour

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

# 28.286 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

Any teachers who plan to teach in the Roman Catholic Separate Schools will find this course helpful as a basic orientation in regard to the theological and pedagogical principles underlying contemporary Catechetical teaching.

Roman Catholic Separate School boards expect their teachers to be responsible for a Religious Education curriculum. It is strongly recommended that students planning to teach in Roman Catholic Separate

Schools enrol in this course.

The course is conducted by the Religious Education Consultants of the local Separate School Boards. C.M.DeGaris (Liaison)

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

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

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

### 1 credit hour 28.299 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.

# 70 Continuing Education Program

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

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

provincial Colleges of Applied Arts and Technology.

A third function of growing importance for this Office is the arrangement of programs which are especially designed to bring the Faculty of Education into a closer communication not only with the other Faculties within the University, but also with the community at large. During the period 1969 to the present, a number of significant conferences and workshops have been instituted on a co-operative basis between this Faculty and other Faculties and Institutions of the University and the

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

# The Master of Education Program 71

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

Each program has a weight of 8 half courses and consists of a core of 4 (5 in Counselling) required half courses, together with 4 (3 in Couselling) 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;
- B.Ed. degree or equivalent teacher preparation;
   Four or more years of successful teaching experience.

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

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

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

### **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 emphasiz-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 commun ity 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

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.

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

### The John Deutsch University Centre

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

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

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

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

The new stadium and track, four illuminated fields, the pool, arena, three gymnasiums, indoor track, squash and handball courts, and other athletic and recreational facilities afford the interested student many

choices of activities revolving around the Physical Education Centre.

Queen's University is a member institution of the Ontario Universities Athletic Association and the Ontario Women's Intercollegiate Athletic Association and, as such, abides by the constitutions of these associa-Association and says a state of the control of the says of the say Administrative Office - Athletics and Physical Education in the Physical

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 provi-sion of programs and of facilities in support of a variety of student activities of a social cultural and intellectual nature.

The Co-ordinator of Student Service, Mr. Finn Bogstad, is responsible

for the active co-ordination of the Career Planning and Placement Service, Queen's Day Care Centre, the International Centre, the Student Affairs Centre, the Student Counselling Service, and the Student Health Service. His duties also include the maintenance of effective liaison with the Chaplains, the Dean of Women and the officers of the Alma Mater society, and in general the facilitation of effective services to meet the needs of Queen's Students. Mr. Bogstad's office is located in the Student Affairs Centre, 51 Queen's Crescent, 'the grey house,' and he is available to all students, faculty and staff for assistance and consulta-tion. 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.

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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 sum mer employment program assists students in finding career oriented and other appropriate summer jobs in a variety of geographic regions. Local employment on a more casual basis is offered through the Alma Mater Society Job Bank from mid-April to mid-August. The permanent employment program consists of both on-campus and off-campus recruitment. Representatives of companies and government agencies visit Queen's to interview students for possible employment. Companies which do not come on-campus notify the CP&P Office of their hiring needs and students registered with the service are asked to contact these com-

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

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

The service is available to Education Students through facilities and

personnel located in Duncan McArthur Hall. Information about the service is made available during the opening day of the session.

### The International Centre

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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 communis located in the gonth consists 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 Music Room.

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

Its doors are open to the public at all times, as are all of its events. Most

of the activities correspond with the academic year. In September, the Centre sponsors an orientation program for newly arriving foreign students which includes discussions on immigration, housing, health,

laws, clothing and finances. Meetings with other students from the recent 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 stud as their needs arise.

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

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

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 ramifica-tions for education both on and off campus.

One of the prime functions of the Overseas Student Advisor, Mr.

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

### Queen's Day Care Centre

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

through the first half of the year. Those eligible for assistance from the Government sponsored financial aid programs are expected to obtain the maximum assistance possible from this source before applying for a long-term University loan. Before a long-term loan is approved, the loan committee must be satisfied that the applicant has exhausted all other

sources of assistance. A long-term loan may not exceed the value of a session's tuition fee and the applicant must be in at least his second year of full-time attendance at Queen's University

Although long-term loans may be extended for as long as two years after graduation, the due date is usually September 30 immediately following the granting of the loan. The student is expected to repay the loan on this date and may, if the need arises, apply for another loan for

the forthcoming year. Only by the prompt repayment of loans is the University able to assist the greater number of students.

Applications for assistance from the University's student loan funds

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

### The Andrina McCulloch Prizes for Public Speaking

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

### The Alexander Morton Robertson Awards

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

### The F.D. Sawyer Memorial Award

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

The value of the award is \$100 annually. The O.S.S.T.F. will present the Sawyer Award to the student in regular attendance during the winter session of the Faculty of Education of Queen's University, in the High School Assistant's Course, who, in the opinion of the Faculty Board of the Faculty of Education, has shown the most outstanding qualities of scholarships, 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 Divi-sion 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, Gaspe-est, Gaspe-ouest and lles de la Madeleine). The Senator Frank Carrel Scholarships: Several scholarships are awarded annually on the basis of general proficiency. All eligible candidates will be considered automatically; Value \$1,000

### The Frank Carrell Merit and Need Scholarships

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

### IBM Canada Bursary Program

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

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# 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

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

For the purpose of library privileges students of the Faculty of Educa-tion 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 biblio-graphic 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 In-formation Centre (ERIC) of the United States Department of Health, Education and Welfare. This collection grows at the rate of approximately 12,000 microfiche per annum. The Resource Centre in the library houses a growing collection of audio-visual materials relevant to the curricula in the schools and in the Faculty.

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

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

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

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

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

Statistics is a subject of great importance to scientists, managers, en-gineers, 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) of from the Director of Queen's STATLAB, Mr. Donald Watts, Jeffery Hall.

### Performing Arts Office

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

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

The Dunning Hall series of five concerts specializes in chamber music.

The Vibrant Stage series presents the best professional theatre, dance,

and mime companies touring in Canada.

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

A large number of additional events are presented to satisfy the increas-

ing audience demand for quality performing arts events.
In conjunction with the Film Studies Department four different sub-

scription film series are presented in Ellis Hall.

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

Students wishing to become involved with the presentation of performing arts events can do so by participating in related committee work

and in front-of-house management.

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

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Student Affairs Centre

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

solutions of their problems.

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

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

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

In addition to individual personal counselling, a number of specific group programs are available to provide training in selected areas: Students with academic difficulties may wish to join the "Reading Im-

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

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 com-

plement 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 prac-tise ways of increasing effectiveness in social situations.

Career planning and exploration may involve students in a program including psychological testing, discussion of personal goals and style. Orienting to the world of employment may involve some extended

self-evaluation as well as active exploration of resource materials.

The service is open from Monday to Friday, from 9:00 a.m. to 5:00 p.m. at 32 Queen's Crescent. Appointments are made on an individual basis. For information and appointments telephone 547-2893.

Student Health Service

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

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

The Psychiatric Division of the Student Health Service offers a com-

prehensive range of services, including counselling, testing and psychotherapy. Difficulties in coping with the demands of the univer-sity environment are experienced by many students. If unresolved, these difficulties may lead to nervousness, depression, physical com-

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plaints or impairment of concentration; and these symptoms in turn may result in individuals profiting less from their university experience and interfere with academic progress. The psychiatric division of the Student Health Service, while it is also able to help that small minority of students who suffer from severe emotional breakdowns, exists primarily to help those students who are not psychiatrically ill in the usual sense of the term but whose relatively minor problems of adjustment impair their health, academic performance or sense of well-being. Students are seen by appointment, 9 a.m. – 5 p.m., telephone 547-2889. Complete confidentiality is observed.

HOURS OF OPERATION Medical Clinic:

9:00 a.m. - 4:00 p.m. Monday to Friday inclusive

Telephone: 547-6106 (24 hours) When the service is closed, answering service will place the caller in touch with the duty physician.

Psychiatric Division: 9:00 a.m. - 5:00 p.m. by appointment Telephone 547-2889

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

### Medical and Hospital Insurance

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

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

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

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

# Advisory Committee 87

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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

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