





lanuary	February	March	April
SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS
1 2 3 4 5	1 2	1	12345
6 7 8 9 10 11 12	3 4 5 6 7 8 9	2345678	6 7 8 9 10 11 12
13 14 15 16 17 18 19	10 11 12 13 14 15 16	9 10 11 12 13 14 15	13 14 15 16 17 18 19
20 21 22 23 24 25 26	17 18 19 20 21 22 23	16 17 18 19 20 21 22	20 21 22 23 24 25 26
27 28 29 30 31	24 25 26 27 28 29	23 24 25 26 27 28 29 30 31	27 28 29 30
May	June	July	August
1 2 3	1234567	1 2 3 4 5	1 7
4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12	3 4 5 6 7 8
11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19	10 11 12 13 14 15 16
18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26	17 18 19 20 21 22 2
25 26 27 28 29 30 31	29 30	27 28 29 30 31	24 25 26 27 28 29 30 31
September	October	November	December
123456	1 2 3 4	- 1	123456
7 8 9 10 11 12 13	5 6 7 8 9 10 11	2345678	7 8 9 10 11 12 13
14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20
21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27
28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 20	26 29 20 31

1981			
January	February	March	April
SMTWTFS	SMTWTFS	SMTWTFS	SMTWTF
1 2 3	1234567	1234567	1 2 3
4 5 6 7 8 9 10	8 9 10 11 12 13 14	8 9 10 11 12 13 14	5 6 7 8 9 10
11 12 13 14 15 16 17	15 16 17 18 19 20 21	15 16 17 18 19 20 21	12 13 14 15 16 17
18 19 20 21 22 23 24	22 23 24 25 26 27 28	22 23 24 25 26 27 28	19 20 21 22 23 24 3
25 26 27 28 29 30 31		29 30 31	26 27 28 29 30
May	June	July	August
1 2	123456	1 2 3 4	
3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11	234567
10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14
17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 2
24 25 26 27 28 29 30	28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 3
31			30 31
September	October	November	December
12345	123	1234567	1234
6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 1
13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 1
20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 2
27 28 29 30	25 26 27 28 29 30 31	29 30	27 28 29 30 31

Sessional Dates 1980-81

b900 September

2 Fall Term begins. All B.Ed. and Dip.in Tech.Ed. and Concurrent Year 3 and Final Year candidates meet in the Auditorium of Duncan McArthur Hail at 930 a.m.

3 Fall Term classes begin - B.Ed., Dip. in Tech.Ed. and Education courses of Concurrent Year 3 and Final Year candidates

70 Registration for M.E. Registration in the Jock Harry Arena, Division Street entrance for B.Ed. and Dip. in Tech.Ed. candidates and for Concurrent Teal Year Candidates

11.9.00 a.m. - 3.00 p.m. Registration in the Jock Harry Arena, Division Street entrance for B.Ed. and Dip. in Tech.Ed. candidates and for Concurrent Teal Year Candidates

11.21.5 Authorization of programs for Concurrent Year 2 candidates and for the Arts and Sciences courses for Concurrent Year 3 candidates

12 Registration for Concurrent Year 1 candidates

15 Fall Term classes begin - Arts and Science courses for Concurrent Candidates

15 Fall Term classes begin - Arts and Science courses for Concurrent Candidates

16-18 Registration for Concurrent Year 2 and Year 3 candidates

26 Last date for adding a full year course or Fall Term course without approval of the Associate Dean - Degree Programs

October for payment of fees for Fall Term without penalty

October for payment of fees for Fall Term without penalty

30 Last date for payment of tees for Fall Term without penalty October
13 Thanksgiving Day – no classes
14-24 Student Teaching
15 Last date for course changes – M.Ed., without Division II approval
25 Fall Convocation
31 Last date for dropping a Fall Term course – all candidates except M.Ed.

November
11 Remembrance Day Service classes (cancelled from 10:30 a.m.

to 11:30 a.m.) 24-28 Student Teaching

December 1-5 Student Teaching
1-5 Student Teaching
17 Fall Term classes end – M.Ed.
19 Fall Term classes end – all candidates except M.Ed.

19 Fail 1erm classes end – all candidates except M.Ed.
1981 January
5 Winter Term begins – all candidates
18 Last date for adding a Winter Term course without approval
of the Associate Dean – Degree Programs
3 Last date for payment of second instalment of fees without
penalty

Faculty of Education Calendar 1980-81

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

ber, 1974. It functions as a resource centre the purpose of which is to encourage all ages wishing to undertake university work at any level.

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



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

Duncan McArthur Hall.

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

Duncan McArthur Hall

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 mitro-teaching studios are included in the central television services. The well-appointed library has been designed as an educational resource centre with facilities for the use of non-book materials as well as an up-to-date educational library of books and materials as well as on up-to-date educational library of books and service area where the library is an excellent media resource and service area where the description of the control of the contro and service area where students may learn to use and to make supporting media materials. An acoustically superb theater-auditorium provides a setting for large group lectures, concerts, and dramatic productions. The complex includes its own gymnasis 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 formation of the studies of the studies and the studies are studied to the studies and the studies are supported to the studies and the studies are supported to the studies are supported to the studies and the studies are supported to the studies are supported

Adjacent to and physically connected to Duncan McArthur Hall is Jean Adjacent to and physically connected to Duncan McArthur Hall is Jean Royce Hall, a co-educational residence with accommodation for 576 students. Single rooms are arranged in groups of twelve, each group having its own lounge and kitchen for light food preparation. Jean Royce Hall has twelve "houses" each named after Queen's men and women whose distinguished careers have left their stamp, more permanent than brick and stone, on the lives of young Queen's people. Seven of the "houses" needs around a social centre which includes coffee shops, a dining room, recreation rooms, lounges, tuck shop, facilities for television visconing and a music coor.

ties for television viewing, and a music room. This has already become

February
5 Last date for course changes – M.Ed., without Division II

approval
6 Last date for dropping a full year course or a Winter Term
course - all candidates except M.Ed.
9-28 Student Teaching

16-20 Reading Week - M.Ed.

March 2-6 Student Teaching

9-13 Study Week April

3 Winter Term Classes end – M.Ed. 16 Winter Term Classes end – all candidates except M.Ed.

17 Good Friday (no classes)

21-24 Student Teaching 24 Winter Term ends – all candidates except M.Ed.

30 Winter Term ends - M.Ed.

22 Convocation - B.Ed., Dip.in Tech.Ed., M.Ed., and Concurrent Final

6 Summer Term classes begin

History of the University 1

Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1832 the Provincial Government had been petitioned '10 endow without delay an institution, or professorships, for the education and training of young men for the ministry in connection with the Scond "This and earlier veroconstable, failing of this righter." 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 lines of the Scottish National Universities. On 16 October, 1841, a Royal Charter was issued by Her Migesty, Queen Victoria, for the establish-ment 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 Canadian Government, and in part by liberal subscriptions from the friends of the young and growing Underesity. The lack of good schools in the Province made it necessary to have at first a preparatory achool 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 unwearned efforts of the early friends of Queen's. In 1867-86, the withdrawal of the Provincial grant and the fall-une of the Commercial Bank, almost brought financial disaster. The crisis was met by the determination of Principal Snodgrass and other self-denying workers, chel' among whom was Professor Mackerns. The countries of the country of the control of the control of the control of the control of the countries o

interest aroused, \$113,000 was added to the endowment.
In 1877, Principal Snodgass 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 Jubiles, \$25,000 was raised, resulting in further extension and in the establishment of new professorships.
Principal Grant died in 1902 and was succeeded in the following year
by the Very Reverend D.M.Gordon. In 1916, because of ill-health Principal Gordon resinend his position, but continued in office until the an-

oy the very Reverend D.M. Lorono. In 1916, Pecause of ill-health Principal Gordon resigned his position, but continued in office until the autumn of 1917, when the Reverend R. Bruce Taylor was appointed his successor. In 1939 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, Headmatter of Christ's Hospital, England, and for erly Fellow of Merton College, Oxford, was installed as Before and the University of the Principal P installed as Principal of the University. Dr. Fyfe resigned in 1936 to accept the Principalship of the University of Aberdeen. He was succeeded by Principal R.C.Wallace, President of the University of Alberta from 1928 to 1936. Dr. Wallace retired in September 1951 and was succeeded by Principal William A.Mackintosh, the first Queen's graduate to hold

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

6 Faculty of Education

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.

of this faculty.

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

ments overnook Lake Unitario, the oid village of Portsmouth, and the harbour site of the 1976 sailing Olympics.
Students are able through the integuiding complex to become part of a very closely knit faculty where all the resources are at hand for effective teacher ducked the complex of the

ring.

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, Kingstone

Housing and Property Management Unice, Queen's University, each ston, Ontario, Accepted students are sent application forms.

A set number of rooms in Jean Royce Hall will be held for students of the Faculty of Education until August 1. For this reason, students who wish accommodation in this residence should apply as soon as possible.

Administrative Staff - 1979-80

Kemp, D.E., B.A. (Queen's). M.Ed. (Bath), L.U.T.D. (London), L.U.D.D.A. (Central School of Speech and Drama), L.T.C.L., F.T.C.L. (Trinity College, London), F.R.S.A. Associate Doan – Degree Programs

Sharples, B., B.Sc.(Birmingham), M.Ed.(Calgary), Ph.D.(Alberta)

Associate Dean — Continuing Education, Research and Development

Kriight, E.J., 8-Sc.(St. Francis Xavier), Diploma in Education (Dalhousie), B.A.(Sir George Williams), M.Ed.(Toronto)

Assistant Registrar of the Faculty of Education

Bailey, J.C., B.A.(Queen's), M.A.(Syracuse)

Director of Concurrent Teacher Education Program

White, W.G., B.Sc., M.Ed.(Ottawa)

Psychology (Glasgow)
Director of Special Education Programs

Wright, G., B.A.(Saskatchewan), B.L.S.(Toronto)

Massey, D.A., M.A.(Cambridge), M.A.T.(Yale)

- Educational Contexts

Williams, T.R., B.Sc., Teaching Diploma, M.A.(McGill), Ph.D.(Michig Dean of the Faculty of Education

Oikle, H.B., B.A., M.Ed.(Queen's)

Registrar of the Faculty of Education

Schiralli, M.G., B.A. (City University of New York), M.A., Ph.D.(Illinois)

Director of Graduate Studies

Director of Elementary Education

Maclachlan, J., Jordanhill College of Education, graduate course in Clinical

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

rdinator of Field Studies Moore, L.A., B.A.(Western), M.A.L.S.(Michigan) Acting Coordinator of Media Services

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

Harris, M.L., B.A., M.L.S.(McGill), M.A.(Oueen's)

Woodley, J., B.A.(Queen's), M.L.S.(Western Ontario)

Cowan, D.A., B.A., M.Ed. (Edinboro State College)

Chairman - Communications and Social Sciences Ambury, G.G., B.A., M.Div.(Queen's), M.A.(Syracuse)

Munby, A.H., B.Sc.(St. Andrews), M.A., Ph.D.(Toronto) Smith, H.A., 8-Sc.(New Bunswick), Ed.Dip.(McGill), M.A., Ph.D.(Toronto)
Chairman – Psychology and Philosophy

Loney, D.E., B.Sc.(Queen's) an - Science, Mathematics and Technical Education

Administrative Assistant - Continuing Education, Research and Development

2 History of the University

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 Govern-ment Service, in University teaching at both Queen's and the University of British Columbia, as Vice-Principal of Queen's from September 1959 to of ofman Columbia, as vice-rincipal of Queen's from septement 1997 as September 1983, and as Chairman of the Economic Council of Canada from October 1983 to September 1987. On his retirement in 1994, Dr. Deutsch was succeeded by Dr. Rorauld Lampmann Watts, Rhodes Scholar and political scientist well known for his work in the area of federals and the served as Dean of the Faculty of Arts and Science at Queen's from 1969 to 1974.

1969 to 1974.

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

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

sinon with the Society sown across to Uogoode Hall.
As early as 1870 special classes in English and other subjects were formed for women but course leading to a degree were not opened to them until 1879-79. In 1890 co-education was extended to the medical program, and in 1833 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, as similar listing in forty-nine years women were again admitted to the Faculty of Medicine. In the same year the Faculty of Applied Science admitted women for the

first time.

Graduate work at Queen's University was established formally in 1889 Graduate work at Queen's University was established formally in 1899 with the adoption of regulations for the rho. and Ds.c degrees. At that time the degree of MA. was not a graduate degree, but was given in accordance with the old Scottish pattern on the completion of Honours work in certain programs provided the candidate had first class standing. With the introduction of a new system of undergraduate studies in 1919, however, a Master's program was set up requiring a year of work beyond the BA. and prescribing advanced lecture courses and a thesis or other piece of independent work.

Le 1811, the Engilty of Arts consistent a formal Committee on Cardin.

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, 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 Graduate of Art Conservationavas implemented.

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

Applied Science.

History of the University 3

In 1907 the Ontario Government established at Queen's a Faculty of in 190' the Ontain Government established at Queer'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 the scope of the normal schools and to create in Toronto, the Ontario Collegé for Teachers. In 1965, by agreement with the Department of Education, it was decided to establish a Faculty of Education at Queen's University. The new building now occupied by the Faculty is named in honour of Duncan McArthur, Head of the Department of History at Queen's University from 1922 to 1934, and subsequently Minister of Education for the Province of Ontario from 1940 until his death in 1943. The Excitic of Education for the Province of Ontario from 1940 until his death in 1943. ocation for the Frovince of Orlation from 1940 until mis death in 1945. The Faculty of Education opened in 1986 offering programs to university graduates leading to the B.E. degree and to teaching certificates valid in the secondary and elementary schools of Orlatio, and such other courses leading to Qualification of teachers as may be determined jointly by the Minister of Education and the University.

by the Minister of Education and the University.

In 871 a Graduate Porgram leading to the M.Ed. degree was introduced. Also in 1971 candidates were admitted to a program leading to the Diploma in Technical Education and qualification to teach in the technical departments of secondary schools. In 1973, with the closing of the Peterborough Teacher's College and the transfer of the faculty to Queen's through an agreement with the Ministry of Education, the Faculty of Education undertook an augmented role in the preparation of elementary teachers. A Concurrent B.A.P.B.J. and B.S.C.B.J. program was instituted in 1975 whereby candidates pursue an Arts and Science degree concurrently with a regional concurrent Education was approved in 1974. Through this inter-university cooperation students pursue academic and education courses at Trent for three or four years and complete requirements for a Trent Arts and Science degree and a Queen's B.E.d. degree during the fi-

courses at Irent for time or four years and complete requirements for a Trent Arts and Science degree and a Queen's B.e.d. degree during the final year. This program was renewed in 1979.

The Commerce program was established in 1919. In 1960 the program leading to the Degree of Master of Business Administration was introduced and the name of the School of Commerce and Business Administration was changed to School of Commerce and Business Administration was changed to School of Business. In 1963 the Board of Trustees established a sensorate Ecolor Business. In 1963 the Board of Trustees catabilished as examples to School or business. In 1980 the board of trustees established as separate Faculty Board for the School of Business, The School of Nursing began in 1942, the School of Physical and Health Ender Caton in 1947, and the School of Rehabilitation Thrappy in 1967. In 1986 the Faculty of Arts accume the Faculty of Arts and Science. New programs are continually developed within Faculties to fill changing needs grams are continually developed within Faculties to fill changing needs and interests, such as, the programs leading to degrees of Bachelor of Music and Bachelor of Fine Art (formerly Bachelor of Art Education) of-fered by the Faculty of Arts and Science in 1969, and the program in French language, Translation, French Canadian Studies all not in the Faculty of Arts and Science.

Queen's has a long history of extension work in Arts and Science: cor-Queen's has a long instory 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 One year consecutive programs are available in the Faculty of Education leading to the Bachelor of Education or the Diploma in Technical Education. In most cases these lead to recommendation to the Ontario Ministry of Education for the awarding of the Ontario Teacher's Certificate which qualifies the holder to teach in the publicly supported schools of Ontario. Some candidates may wish to qualify for the Bachelor of Educa-

Omazio. Joine tamolatene may waste to quanty for the boschelor of Educa-tion only by undertaking special practicum arrangements related to their special interests such as Artist in the Community. Additionally, concurrent teacher education programs are available at Queen's and in cooperation with Trent Universe cincurrently with their whereby candidates may take Education courses concurrently with their Arts and Science courses

Program Rationale

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

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

with the appropriate blend of skill attitude and experience necessary to the exercise good professional judgment.

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

ing of students and or schools, togetner with a occuper approximate, the nature of educational activities.

Understanding students is, of course, a difficult business – one that calls upon the contributions of the philosopher and humanist, as well as the psychologist and empiricist. It is the educator who must bring the student to participate in complex and highly formalized forms of knowledge and understanding that are often very much beside the point of

the student's ordinary common-sense experience. In this regard, the teacher must confront paradoxes of perception and communication at least as old as Plato's Meno. Understanding both the difficulty and necessity of entering imaginatively into perspectives of students and thereby finding ways of mediating between those perspectives and our own is the sine qua non of educational and instructional proficiency.

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

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

Novice educators also require the opportunity to further develop spe-cific professional skills encountered in the teaching concentrations or to acquire new skills pertinent to the planning and management of educa-

tional activities.

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

The program of study leading to the Bachelor of Education degree or The program of study leading to the Bachelor of Education degree or

The program of study leading to the Bachelor of Education degree or the Diploma in Technical Education is in the last analysis concerned to develop the candidate's ability to this critically and coherently at a level of sophistication commensurate with the responsibilities of his professional life, to inform the candidate, and plagment with various forms of knowledge, skill and experience, and roll leading the iniportance, to struggle to demonstrate by example the value of building an educational program upon respect for the individual person.

Primary-Junior Program

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

This program prepares candidates to teach in the junior division grade 4 to grade 6 and the intermediate division grade 7 to grade 10. In addition to a core program preparing generalist teachers, there is the opportunity

8 Faculty of Education

Administrative Assistant - Graduate Studies Research and Development Administrative Assistant - Physical Facilities and Personnel Leverette, R. Administrative Assistant - Field Studies Murduck, M. Administrative Assistant - Finances Travers, A., B.A., M.Ed.(Queen's)

Administrative Assistant – Hiring and Placement Mein, K., B.A.(Queen's)

Departmental Assistant – Office of the Dean Wing, J.

Departmental Assistant - Office of the Registrar

Faculty 1979-80 Allen, H.A.J., B.Sc., M.A.(Toronto), Ph.D.(Waterloo) Ambury, G.G., B.A., M.Div. (Queen's), M.A. (Syracuse)
Assistant Professor – Human Dimensions in Teaching and Learning, Chairman
– Educational Contexts Andrews, W.R., B.A., M.Ed.(U.B.C.), B.D.(Union College of B.C.), B.Ed., Ph.D.(Alberta)
Professor – Guidance and Counselling Applegate, M.W., B.A.(McMaster), M.A.(Toronto) Professor, Coordinator of Field Studies Axford, R.S., B.Sc.(Western), M.Ed.(Toronto) Assistant Professor - Science Bailey, J.C., B.A.(Queen's), M.A.(Syracuse)
Professor – Language Arts, Director of Concurrent Teacher Education Program Balanchuk, M.L., B.A.(Queen's), M.Ed.(Toronto) Professor – Guidance and Counselling Brickett, G., B.A.(Queen's), M.Ed.(Ottawa) Assistant Professor Language Arts Bull. D., B.A (Ousew's) Assistant Professor - Art Burnett, J.D., B.Sc., Ph.D.(Alberta) Durnett, 1, 15., 18.2., 18.1.(Alberty, Associate Professor – Psychology Campbell, D.S., B.A. (Washington and Lee), M.A. (North Carolina), Ed. D. (Indiana) Associate Professor – Educational Technology and Psychology Cofley, H., B.A. (Queen's), B.L.S. (Teronto) Cooper, D.J., B.A. (Queen's)
Sessional Lecturer - Social Studies
Cowan, D.A., B.A., M.Ed. (Edinboro State College) Assistant Professor – Art, Chairman Arts
Crawford, D.H., B.Sc., M.A., M.Ed.(Glasgow), Ph.D.(Syracuse) Professor - Mathematics and Curriculum Cross, H.R., B.A., M.Ed.(Toronto)

Downes, W.E., B.A.(Queen's), M.Ed.(Toronto), Ph.D.(Ottawa) Associate Professor – Queen's-Trent Linison East, J., B.A.(Queen's) Sessional Instructor – Dramatic Arts Eastabrook, J.H.G., B.A., M.A.(Western), Ph.D.(Toronto) Elkin, W.F., B.A.(York), M.A.(Calgary) Lecturer - Sociology

Freeman, R.M., B.A.(Queen's), M.A.(Minnesota), M.Div.(Princeton), Professor - Human Dimensions in Teaching and Learning Geiger, D., B.A.(Toronto), M.Ed.(Quees's)
Assistant Professor – Community Service, Measurement and Evaluation Grime, A.R., B.A.(Manchester), M.Ed.(Toronto) Professor - Geography
Halstead, R.E., B.A. (Rochester), M.Ed. (Antioch), Ph.D. (Illinois) Visiting Assistant Professor - Philosophy Harris, M.L., B.A., M.L.S (McGill), M.A. (Queen's) Hennessy, P.H., B.A.(Queen's) Herberg, E.N., B.A. (Massachusetts), M.S.S. (Buffalo), M.A. (O.I.S.E.) Adjunct Instructor - Sociology
Higginson, W.C., B.A.(Queen's). Certificate in Education(Cambridge). M.A.(Exeter). Ph.D.(Alberta)
Associate Professor – Mathematics (On leave 1979-80) Hill, R.J., B.A.(New Brunswick), M.Ed.(Toronto) Assistant Professor - Language Arts Hills, G.L.C., B.Ed., M.Ed., Ph.D.(Alberta) Associate Professor – Philosophy (On leave 1979-80) Professor – Physical and Health Education

Horwood, R.H., B.A., M.Sc. (Queen's)

Horwood, R.H., B.A., M.Sc. (Queen's) Professor - Science Howard, F., B.A.(Ottawa) Hurst, M.J., A.R.C.T. (Toronto), B.Ed. (Saskatchewan), M.Mus. (Oregon) Sessional Assistant Professor – Music Sessional Instructor - Special Education Johnston, C.F., B.A., B.Ed. (Toronto), M.A. (Syracuse)
Associate Professor – Educational Technology Kellway, J., Dip.Ed., B.A.(Bristol) Kellway, J., Dp.B.d., 2006, Scientish as a Second Language Purt-ime Lecturer – English, English, english engli

14 Education Programs

for candidates to do further study in two teaching subjects of the inter-

Intermediate-Senior Program

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

Technological Studies Program

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

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

Copperative Program in Outdoor and Experiential Education
The Faculty of Education has recognized since its inception a decade

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

The new Cooperative Program in Outdoor and Experiential Education is intended to facilitate integration and to accommodate both individual choice and institutional prescription. The program will be trans-disciplinary and based on experiential education theory with emphasite to a variety of the contribution and the contribution of the contribution of the contribution and the contribution of ganization, articulation, maintenance, administration, evaluation, and re-search needs and inmplications of outdoor, environmental, and other search neces and interplactions or outloop, environmental, and outloop, for outloop

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

Suppers.

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

Education Programs 15

a An intensive residential trans-disciplinary study period (May 1 to

b Two six week supervised internships at selected Outdoor or other Experiential Education Centre.

A six day residential course (August 26 to 3l) will be used to consol-

idate summer education gains and to plan for the regular B.Ed. pro-

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

A Comparative Study of Selected Outdoor Education Centres, May I to I4, 1981.

b A final five week internship, starting May 19.

Final six day residential session focusing on further career planning and development, June 22 to 27.

At the end of the Cooperative Program in Outdoor and Experiential Education, candidates will be recommended for the Bachelor of Educa-tion, the Ontario Teacher's Certificate, and Parts I and II of the Ministry of Education three-part qualification in Environmental Science.

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

The program, Artist in the Community, is designed to provide the

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

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

10 Faculty of Education

Kluensch, M., B.A., M.A.(Queen's)

Associate Professor – Community Service and Outdoor Education

Knight, E.J., B.Sc.(St. Francis Xavier), Diploma in Education(Dalhousie), B.A.(Sir George Williams), M.Ed. (Toronto) Assistant Registrar Assistant registrar

(Loken, J.O., B.Ed.(Alberta), M.Ed.(Calgary), Ph.D.(Alberta)

Assistant Professor – Sociology (On leave 1879-80)

Loney, D.E., B.S. (Queen's)

Professor – Technological Studies, Chairman - Science, Mathematics and

Technical Education Maclachlan, J., Jordanhill College of Education, graduate course in Clinical Psychology(Glasgow)
Associate Professor – Psychology, Director of Special Education Programs Mackay, L., B.A.(Toronto) Assistant Professor – Dramatic Arts (On leave 1979-80) Mandell, A.L., B.A., LL.B.(Queen's), B.Litt.(Glasgow) Marshall, A.R.A., B.S. (Western Australia), M.Ed., Ph.D. (Alberta)
Assistant Professor – Educational Administration Massey, D.A., M.A.(Cambridge), M.A.T.(Yale)

Professor – French and German, Chairman - Communications and Social Mellor, W.J., B.A., B.P.H.E.(Queen's), M.S.(Oregon) Mellor, W.J., B.A., B.F.H. (Common of the Professor – Physical Education Miller, L.A. B.A.(Thiel College), M.A.(Duquesne), Ph.D.(Alberta) Associate Professor – Reading and Language Arts Associate Professor - Schreibing and Language Arts - Moore, L.A., D. A. (Western), M.A.L. Schreibing). Associate Professor - Davis Andrew), M.A. (Schreibing). Associate Professor - Davis Andrew), M.A., P.D. (Tomoto) Associate Professor - Libra Andrew), M.A., P.D. (Tomoto) Associate Professor - Carricalum Studies Munto, J.R.M. (Medhaster), M.B. (Allemen - Curricalum Studies Munto, J.R.M. (Medhaster), M.B. (Allemen - Survey) (On learny 1979-80) O'Driscoll, D.C., p. & (Commiss and Habrary (On learny 1979-80) O'Driscoll, D.C., p. & (Commiss and Habrary (On learny 1979-80) Associate Professor - Comparative Education and History of Education O'Farrell, L., B.A.(Queen's), Graduate of National Theatre School of Canada Assistant Professor - Dramatic Arts (On leave 1979-80) Oikle, H.B., B.A., M.Ed.(Queen's) Registrar
Olson, J.K., B.A., B.Sc. (Queen's), M.Ed. (Toronto), Dip. Ed. (Bristol) Associate Professor - Science Osser, H., B.A.(Queen's), Ph.D.(Cornell) Professor - Psychology
Peruniak, W.S., B.A.(Queen's), M.Ed.(Toronto) Professor - Educational Adminis Pieh, R.J., B.Sc.(Wisconsin), M.Sc.(California) Professor - Community Service and Outdoor Education Pratt, D., B.A., M.A.(Oxford), M.A., Ph.D.(Toeonto) Associate Professor - Curriculum Design

Faculty of Education 11

Ready, V.S., B.A.(Oueen's) Professor - Comparative Education, Executive Assistant to the Principal Ripley, R.D., B.A.(McManer), M.Ed.(Toeono) RIPREY, R.D., B.A.(McKaster), M.B.A. (Toronto)
Associate Professor — Mathematics and Science
RobertSon, A., B.A., B.P.H.E. (Queer's), M.A. (University of the Pacific, California)
Associate Professor — Health Education
Russell, T.L., A.B. (Cornell), M.A.T. (Harvard), Ph.D. (Toronto) Assistant Professor - Science Salter, H., B.A. (York), M.Ed. (Queen's) Assistant Professor - Technological Studies Samuda, R.J., B.A., M.Ed., Ph.D.(Ottawa) Satistud, K.J., B.A., Brace, Peter College,
Professor — Guidance and Coursellin New York, M.A., Ph.D.(Illinois)
Schiralli, M.G., B.A.(CRV University of New York), M.A., Ph.D.(Illinois)
Assistant Professor — Philosophy Director of Graduate Studies
Sedgewick, K.H., B.A. (McMaster), M.B.I. (Ottawa)
Assistant Professor — Physicial and Health Education Sharples, B., B.Sc.(Birmingham), M.Ed.(Calgary), Ph.D.(Alberta) Associate Professor – Educational Administration, Associate D Education, Research and Development stion, Associate Dean - Continuing Smith, D.C.M., A.R.C.T., Mus.Bac., M.M.(Toronto)
Associate Professor – Cross-appointment, Music and Arts and Science (Music) Smith, H.A., B.Sc.(New Brusswick), Ed. Dip, (McGill), M.A., Ph.D.(Torosno).
Associate Professor — Psychology, Chairman — Psychology and Philosophy.
Southall, G.A., B.M., (Mocycons), M.A., Ph.D. (Syracuse).
Assistant Professor — Educational Technology
Assistant Professor — Educational Technology. Thompson, L., B.A.(Toronto), M.A.(Rochester) Professor - English and Language Arts Turner, R.B., B.A. (Toronte Associate Professor - English Warren, W., B.A., M.A.(Queen's) Watren, W., B.A., M.A.(Queer's)
Part-time Lecturer – Group Process
Watson, P.H., B.A.(Toronto), M.A.(Acadis)
Professor – History, Economics and Political Studies
Westfall, C.W., B.A.(Western) White, W.G., B.Sc., M.Ed.(Ottawa) White, W.G., B.S., M.B.G.(Datava)
Assistant Professor – Psychology, Director of Elementary Education
Whitehead, C.E., B.Ed., B.E. Dip., M.A., P.D.(Calgary)
Assistant Professor – Educational Administration
Williams, T.R., B.S., Teaching Diploms, M.A.(McGill), P.A.D.(Michigan)
Professor – Educational Administration and Down of the Faculty of Education
Wilson, M.P., B.A.(McGill), B.B.G.(Teomoto) VIIION, N.F., B.A.JOSCAID, D.E.A.(1000RD)
Sessional Instructor – Drimatic Arts
Wilson, R.J., B.E.d. (Berish Columbia), M.E.d., Fh.D.(Washington)
Associate Professor – Measurement, and Evaluation (On leave 1979-80)
Woodley, J., B.A.(Queen's), M.E.S.(Western Ontario) Wright, G., B.A.(Saskatchewan), B.L.S.(Toronto)

Courses numbered from 28.200 to 28.299. The requirement for Special Studies may be met by completing one Additional Qualification. The offerings available for the Primary-Junior Program are 28.293 English as a Second Language, 28.290 French as a Second Language, 28.291 Guidance, 28.294 Reading, and 28.292 Special TOTAL REQUIREMENT FOR THE PRIMARY-JUNIOR PROGRAM 5.0 course credit

0.5 course credit

28,180 School Law and Policy

Junior-Intermediate Program Components

See also the section entitled The Program Components

Foundational Studies 1.5 course credit Courses numbered from 28,400 to 28,499.

28.382 Reading and Language Arts (0.2)

28.384 Mathematics (0.2) 28.386 Social Studies (0.2) 28.388 Science (0.2)

plus two of: 28.390 Art (0.1)

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

phis twoIntermediate Teaching Subjects selected from even-numbered courses from 28.300 to 28.398. Professional Skills

Courses numbered from 28,130 to 28,145.

28.160 Student Teaching 28.170 Community Service 28.180 School Law and Policy

Special Studies 0.5 course credit Courses numbered from 28.200 to 28.299.

The requirement for Special Studies may be met by completing one Additional Qualification Course. The offerings available for the Junior-Intermediate Program are 28.295 English as a Second Language, 28.290 French as a Second Language, 28.290 Language, 28.294 Reading, and 28.295 Special Education.

TOTAL REQUIREMENT FOR THE JUNIOR-INTERMEDIATE PROGRAM

2.0 course credit

16 Education Programs

regions romat
Candidates in Artist in the Community complete all the components as required for the Intermediate-Senior Program. All Foundational Studies requirements are selected for the Fall Term. As well, three of the Professional Studies are selected for the Fall Term. Candidates register for 22-841 — Arts Management, a skills course designed specifically for Artist three programs of the Professional Studies or the Studies of the Professional Studies or the Professional in the Community.

In the Fall Term four weeks of student teaching are completed in the

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

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

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

Application for Admission - Consecutive Programs

Application to all Faculties of Education in Ontario is made through the Ontario Universities' Application Centre at Guelph. Application materials may be obtained at any of the Ontario Universities or by writing to as may be consumed at any of the Unitario Universities or by writing to the Registrar, Faculty of Education, Queen's University, Kingston, On-tario, RT. 3Ns. First offers of admission are made in the middle of March so application should be made well in advance of that date to be consid-ered for first offers of admission.

Each applicant to this Faculty of Education must submit official tran-

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

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

English Language Requirement

Englands anguage Acquirement to communicate effectively in both oral and writer lengths. Applicants may be required to provide evidence of an oral and writer English to satisfy the Admissions Committee that their knowledge of the English language is adequate for them to pursue their professional studies successfully.

Admission Requirements - Consecutive Programs

Admission Requirements

Frimary-limicy, Junior-Intermediate, and Intermediate-Senior Programs

The basic admission requirement is a Bachelor of Arts, Science, Commerce, Physical and Health Education, or other acceptable university de-

gree which has been approved by the Registrar as to admission requirements and as to content.

Education Programs 17

requirements and as to content.

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

The usual requirement for selection of teaching options in the Junior Intermediate Senior Programs is at least two full university courses in that sub-

ject, Exceptions are: Dramatic Arts, and Physical and Health Education, there no specific university courses are required.

The usual requirement for selection of teaching options in the Interme-

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

that subject.

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

Technological Studies Program

rectionogical Studies Program

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

A candidate for the Ontario Teacher's Certificate must be a Canadian

Citizen. Candidates who are Permanent Residents (Landed Immigrants), not Canadian Citizens, qualify for a Temporary Letter of Standing valid for six years. Note The above represents the usual policy. Exceptions may be made by the Associate Dean - Degree Programs where circum-

The Program Components

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

Foundational Studies

Candidates must complete the equivalent of one and one-half courses from the three areas of Foundational Studies. Credit must be earned in each area unless permission is given by the chairman of the appropriate area in which case the candidate will select a replacement from one of the other areas. The three areas are Educational Psychology, History and Philosophy of Education, and Educational Contexts and the courses are numbered between 28,400 and 28,499.

22 Education Programs

Intermediate-Senior Program Components

See also the section entitled The Program Components.

Foundational Studies Courses numbered from 28.400 to 28.499.

Two Teaching Subjects selected from odd numbered courses from 28.300

Professional Skills 1.0 course credit

Course numbered from 28.130 to 28.145.

28.160 Student Teaching

28.170 Community Service

28.180 School Law and Policy

0.5 course credit

Courses numbered from 28,200 to 28,299.

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

TOTAL REQUIREMENT FOR THE INTERMEDIATE-SENIOR PROGRAM

5.0 course credit

Education Programs 23

1.0 course credit

0.5 course credit

Technological Studies Program Components See also the section entitled The Program Components

Foundational Studies

Courses numbered from 28.400 to 28.499.

28.367 Teaching Technological Subjects (1.0)

28.368 Curriculum Development in Technological Studies (1.0)

Professional Skills

Courses numbered from 28.130 to 28.145.

28.160 Student Teaching

28.170 Community Service

28.180 School Law and Policy

Special Studies

Courses numbered from 28.200 to 28.299. The requirement for Special Studies may be met by completing one course under Additional Qualifications. The offerings available for the Technological Studies Program are 28.299 Additional Basic Qualification in Technological Subjects, 28.292 Special Education, 28.293 English as a Second Language, and 28.294 Reading.

TOTAL REQUIREMENT FOR THE TECHNOLOGICAL STUDIES PROGRAM

5.0 course credit

18 Education Programs

Curriculum

Candidates must complete the equivalent of two full courses in curriculum. The courses are numbered 28.300 and 28.399. See the requirements under specific program components.

Candidates must complete the equivalent of one full course in Professional Skills. The course offerings are quarter courses, numbered be-tween 28.130 and 28.145.

Practicum.

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

Special Studies

Candidates must complete the equivalent of one half-course in Special Cardinates must compise the equivalent or one fault-course in special studies (courses or humbered between 28,200 and 28,299). These are quatter courses or half courses and offer the candidates the opportunity to involved in courses of special interest. In each program candidates may complete the requirements for one Additional Qualification which is Part of the three requirements for one Additional Qualification which is Part of the three session specialist qualification. Examples of such offerings

The three seasons specially quantitative. Examples of section of set of the seasons specially are French as a Second Language, Reading, and Special Education Candidates may select additional components up to the equivalent of one full course. Candidates may have a total of no more than six full courses in their program. note The above represents the usual policy. Exceptions may be made by the Associate Dean - Degree Programs where imstances warrant.



Duncan McArthur Hall

28.460/1.0 Psychology/Philosophy - Understanding Teaching Note Full course under Educational Psychology and History and Philoso-phy of Education; fulfills the half-course requirement in each of these

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

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

28.465/0.5 Psychology - Learning and Development in Adolescence 22.465-0.3 Psychology - Learning and Development in Adolescence (1.7)
An introduction to learning and development in adolescence with emphasis on classroom applications in grades 7 – 13. Topics include cognitive and physical development, intelligence, motivation, creativity and

28.466-0.5 Psychology - The Development of School Knowledge (P. J. 1.5)
This course will be concerned with the nature of school knowledge and the strategies students develop to accommodate to it. Other topics include 1 the analysis of the conceptual content of lessons, textbooks and other curriculum materials; 2 the examination of the language and social dynamics of the classroom; and 3 the assessment of student knowledge Each participant will carry out an empirical study of one or more or

28.468/0.5 Psychology - Affective and Aesthetic Development in

Childhood and Adolescence (PJI5)
This course will deal with the relationship between the education of the emotions and the formation of aesthetic response, appreciation and

28.472.0.5 Psychology - Human Problem Solving (P J I 5)
This introductory course will focus on two different aspects of problem solving behavior. The first aspect will be a brief review of the literature on problem solving. The second aspect will focus on developing and en-hancing the problem solving skills of the students taking this course. The course is based on the assumption that improved awareness of such processes on the part of the teacher will increase the probability of transmitting these skills to their students

Courses of Study 31

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

HISTORY AND PHILOSOPHY OF EDUCATION

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

28.414/0.5 Comparative Education - Contemporary Education in North Atlantic

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

The international approach - by which educational policies and problems in Canada, the United States, the British Isles, and France are stud-ied within their national settings - is calculated to emphasize the

u within their induction's settings are tactuated to emphasize the property of the public property of the philosophical ques-tions which lie at the root of educational practice. by clarifying the relationships among educational policies, ideologi-cal commitments, and changing socio-economic infra-structures.

by familiarizing students with some of the current polemic literature hich serves to provide a climate and rationale for educational

change.

The course will be introduced through a series of lectures outlining the socio-ideological mediums, organizational arrangements, and signifi-cant current concerns of the educational systems studied. This will be followed by group presentations in which some major contemporary is-sues are identified, analyzed, and discussed. Class members will also be saked to accumied, sanyaeve, and discussed. Closs iterative which has asked to accumied, sanyaeve, with some of the literature which has fuelled the continuing all debate on educational policies and practice home and about a same strain and the same strain there will be ample time for de-bate and stimulating others.

Issues will be identified in their historical and contemporary settings,

and will be studied with a view to elucidating those philosophical princi-ples and ideological and social pressures which affect policy decisions on educational control, organization, support, content, personnel, and op-

it provides more than a provincial orientation to the system in which they will probably teach – but also those students who come from Que-bec every year and who plan either to teach in Ontario or return to Que-

bec. For them it can provide a helpful explanatory "bridge" between different systems of values reflected in education.

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

with include the processions involved in the stemination after special control of criteria, testing and judging the 'object' to be valued, and justifying evaluative standards. Theoretical insights will be applied to problems acting classroom teachers. The advantages and disadvantages and classroom teachers the advantages and disadvantages of alternative grading systems e.g. Numerical Grading, Letter Grading, Two-value Grading and Annecdotal Reporting will be examined. The relation be-

tween systems of grading and various instruments of evaluation includ-ing tests of: academic achievement, aptitude and personal-social adjustment will be investigated. The course will be sufficiently flexible

that individual students may develop applications relevant to their own special concerns with teaching and learning.

28.442/0.5 Philosophy - Ethics and Education (P J I S)
This course will identify, discuss and investigate a number of related

Issues in the "professional ethics" of education. Sample questions: Should homosexuals be debarred from teaching? Are teachers justi-

fied in striking for higher pay? Important social, moral, religious and political problems which ei-Sample questions: What kind of "sex education"(if any should schools provide? Do schools discriminate against children of the

schools provider to Schools discriminate against chainers of the poor? What kind of "citizenship training" if any is the proper function of schools? What "moral education" programs are best? Second-order questions about the concepts "ethics," "values", "morality", "religion", etc. Sample questions Do "value issues" have right answers? Is it really possible to distinguish religious commitment from other kinds of commitment?

28,441/0.5 Philosophy - Grading and Evaluation

Courses of Study 33

28.4320.05 History – The Separate Schools of Ontario (P.J.1.5)
The intent of the course is to familiarize students with the particular aims, philosophical-theological rationale, historical background, and contemporary problems of this large and important sector of Ontario public

The course endeavours to meet the needs of several categories of stu-

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

28.433/0.5 History - Education in Ontario and Quebec 28.4330.5: History – tétocation in Ontario and Quebec
This is an introductory survey which essays a parallel study of educational development in Ontario and Quebec by comparing the educational development in Ontario and Duebec by comparing the educational deals, soals, and procedures in these provinces and the responses of the different systems at various times to changing ideological and social pressures. Current educational issues and problems are also examined and compared in order to facilitate the analysis of educational policy and its determinants in contemporary society.

The aim of the course is twofold – first, to further understanding be-

tween two important elements of the Canadian community and, second, to promote among teaching candidates a more sophisticated awareness of what shapes those principles and policies which, in turn, determine

ment from other kinds of commitment?

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 rolled, plus a seminar each week for divisional groups.

matters of the following kinds:

This course will consist of a general meeting each week for all en-

28.443/0.5 Philosophy - Literary Theory This course is intended to assist prospective teachers of literature to understand more fully the variety of ways in which literary works might be understood and to become aware of the experiential complexity of our appreciation of literary texts. Although intended primarily for candidates

Concurrent Teacher Education

There are, in cooperation with the Faculties of Arts and Science of this university and of Trent University in Peterborough, teacher education programs whereby candidates complete Education components concurrently with their Arts and Science courses. This model is a four or five year combined Arts and Science/ Education program in which candidates pursue academic and professional studies simultaneously.

With the strong field-centred orientation of its professional compo-nents, the Concurrent Program has the advantages of clarifying voca-tional interest, sharpening awareness of issues inherent in teaching and learning, and achieving better integration of academic and professional studies. From the initial year candidates are provided with in-school experiences which form the basis of theoretical studies. The educational portion of the program is developmental in nature culminating in a four month internship in the final year.

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

Admission by Transfer

Admission by Transler

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

Program Format

28 Education Programs

Hiring and Placement

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

eight half-days in school settings.

In Year 2, in addition to the full complement of second year Arts and Sciences courses, candidates complete the Professional Skills course 28.131 – Introduction to Teaching Skills. This is a series of seminars plus additional involvement in school settings. This involvement may be a week of student teaching during the Winter Break or at the end of examinations in April.

inations in April.

In Year 3 candidates complete at least four Arts and Science courses and further Education components. The usual selection includes two quarter-courses from Professional Skills, one half-course from Foundational Studies, 28.168 – Practicum (supervised student teaching) and 28.170 - Community Service.

If a candidate is in an honours program, the fourth year is spent in completing the Arts and Science requirements for the honours degree. The final year sees the completion of all outstanding Arts and Science requirements and on-campus Education components in the Fall Term.

Candidates will normally take one quarter-course in Professional Skills, one half-course in Foundational Studies, 28.180 - School Law and Policy, the equivalent of two courses in Curriculum and the equivalent of one half-course in Special Studies. The Curriculum courses are related to the certificate program selected i.e. Primary-junior, Junior-Intermediate, or Intermediate-Senior. Candidates in the Junior-Intermediate Program also select two Teaching Subjects from Dramatic Arts, English, French, Geography, General Science, History, Mathematics, Physical and Health Edu-cation, Music (Vocal or Instrumental), and Visual Arts. At least two full university courses in a subject are required to select each Teaching Subuniversity courses in a suspect are required to select each i secting begined with the exception of Dramatic Arts and Physical and Health Education where no specific university courses are required. Candidates in the intermediate-Senior Program select two Teaching Subjects from odd numbered courses 28:303 to 28:379 inclusive. At least three full university course in a subject are required to select the first Teaching Subject. and at least two full university courses in a subject are required to select and at reast two and ing solutions of the score of the sc

selected from French as a Second Language, Reading and Special Educa-

In the Winter Term candidates complete an internship in an elemen tary or secondary school. The majority of internship schools are located in Kingston and Peterborough.

Successful candidates who are Canadian Citizens are recomme the Ontario Ministry of Education to be awarded the Ontario Teacher's Certificate. Another requirement for recommendation for any Ontario teacher qualification is that the candidate be free of active tuberculosis as evidenced by a negative tuberculin test or a normal chest x-ray adminis-tered during the program year or within one year prior to registration. To accompany the Ontario Teacher's Certificate, the Ontario Ministry

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

Candidates who are Permanent Residents (Landed Immigrants), not Canadian Citizens do not qualify for the Ontario Teacher's Certificate.

They qualify for the Temporary Letter of Standing which allows them to teach in Ontario for six years. When they become Canadian Citizens before the end of the sixth year, they are awarded the Ontario Teacher's Certificate on application to the Ontario Ministry of Education.

The Faculty is committed to provide all assistance possible to students in their efforts to find employment. This assistance takes many forms. Information is systematically gathered from boards of education in Information is systematically gathered from boards of education in Ontario regarding their hiring procedures and expected needs for teachers. School boards are encouraged to come to Queen's to speak with and interview interested students. Teaching opportunities in other provinces and countries are also actively investigated. The Bachelor of Education program prepares students not only for teaching careers but also for many educationally related positions. A substantial number of graduates of the Bachelor of Education program annually find graduates of the Bachelor of Education program annually find consider the variety of backing situations available and the diversity of called fields of the Consider the variety of backing situations available and the diversity of called fields of ferring emotyment. In Black Arndusters. The placement related fields offering employment to B.Ed. graduates. The placement service maintains a current list of such possibilities and is committed to the constant pursuit of other employment opportunities for our

graduates.

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

Courses of Study 29

Course Weights

Weights are assigned as full courses or parts thereof. The course weight follows the course number preceded by (f) 28.4607.0 is a full course. 28.3180.5 is a half-course. 28.2020.25 is a quarter course.

Foundational Studies

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

Note Courses in Foundational Studies are intended primarily for Spe-

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

28.401/0.5 Introduction to Schools and Teaching

(for Year 1 Concurrent Education Candidates)
This course is intended to bring foundational perspectives to bear on students' interests in the teaching profession, their observation of an in-teraction with children during school assignments, and their personal learning experiences at university. Psychological, philosophical and sociological perspectives on the experiences of learning and teaching are the major topics of this introductory course for students in the first year of the B.A.M.Ed., B.Sc.M.Ed. Concurrent Program.

the B.A.B.Ed., B.S.C.B.Ed. Concurrent Program.
In the Fall term, five two-hour seminars are integrated with an assignment to a school for one-half day per week over five consecutive weeks. The same schedule repeats in the Winter term, with a different school assignment to provide observation and experience at another grade lev-

EDUCATIONAL PSYCHOLOGY

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

28.4597.0 Psychology Philosophy - Understanding Students
Note Full course under Educational Psychology and History and Philosophy of Education; fulfills the half-course requirement in each of these

Contemporary cooperative work in psychology and philosophy is be-ginning to shed important light on the differences cognitive, affective, and volitional between teachers and students that are present in, and of-

28.489/0.5 Sociology - 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:

- Teachers. How do teachers exert control in the classroom? What are the implications of different teacher's strategies for maintaining or-
- Students. What rights do they have? What rights should they have?
- Parents. What kind of power are they able to exercise over schools? What are the constraints on their participation?
 Teachers' organizations. What sort of power do they have? How
- have they used it?
- Government. How do school boards and provincial governments af-Government. How do school boards and provincial governments af-fect education? We will examine some proposals for redistributing power in order to change the educational system. Voucher systems, performance contracting, community schools, student run schools and "open" classrooms will be discussed.

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

28,490.0.5 Sociology - Social Class and Sex Role Stereotyping

in Education (P) 1 5)
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

- three questions: How are children of different sexes and social classes brought up differently? Are there biological differences, intellectual differences, differences in self esteem, in achievement drive, in response to authority figures etc?
- 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 teated by the school;
- What are the prospects for change? Do we want to eliminate social class and sexual differences in achievement useful for the society-Students will be expected to conduct interviews with students and teachers and parents, as well as to do library work. Classes will be run as seminar discussions or task groups.

28.491/0.5 Sociology of Education for Secondary School Teachers

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

28.493/0.5 Sociology of Education for School Counsellors

2a.471.05. Sociology of Iducation for School Counsellors
This Course has been designed as a support course for students enrolled
in Guidance as a teachting subject. Operational aspects of the seconds,
school system will be examined including; timetabling procedures, house
systems, credit systems, unstructured time and the evaluation of student
achievement. The influence of social class, ethnicity, and religion will be
considered. Roles of School counselions, teachers, students, and administrators will be viewed from various perspectives and the areas of conflict
trators will be viewed from various perspectives and the areas of conflict and accord analyzed.

28.494/0.5 Sociology - Explorations in Learning Environments in the Elementary School (P.)
Those taking the course will share in exploring various learning enviror ments provided for children at our elementary school levels. We will at-tempt to conduct our explorations from primarily three points of view: the teachers', the parents' and most importantly the students'.

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

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

28.496/0.5 Professionalization of Teachers

Student teachers can better fulfill their commitments to children and youth in the public education system by facing and dealing with questions of bureaucratic realities in education, collective pressures relating to job security, professionalism and unionism, and human rights in the school. Topics to be covered include the authority structure in education, collective bargaining and the rights and privileges of students and teach-

Curriculum

PRIMARY - JUNIOR PROGRAM

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

This course is designed for students interested in teaching the younger child. It consists of a survey of the development of language skills with emphasis on the interrelationships of reading, speaking, listening and

40 Courses of Study

writing. Specific techniques used in the Primary and Junior Grades will

28.383/0.3 Mathematics (Primary-Junior)

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

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

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

28.385/0.3 Social Studies (Primary-Junior)

28.3850.3. Social Studies (Primary-Junior). The Social Studies course is designed to develop an awareness of the goals of an effective social studies program, especially in the Primary and Junior Years and to learn how to translate those goals into instructional objectives, teaching strategies and evaluation techniques. To these ends, students will demonstrate their competency by designing a short but effective social studies curriculum. To assist them in this, the course will familiarize students with the media and other resources available to the social studies teacher.

28.387/0.3 Science (Primary-Junior)
This course is developed with an emphasis on the process approach, through a series of workshop sessions which stress the problem-solving level of learning. This is applied to specimen study, physical science, natural phenomena, the outdoor setting, and the integrated learning ex-

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

28.389/0.2 Art (Primary-Junior)

This course explores the needs of the Primary and Junior child in Art Education through investigation of resource materials and studio sessions, with a focus on the stages of creative and mental growth, and regulations outlined by the Ministry Guidelines. Attention is given to a neaningful process in the overall development of the child as opposed

28.391/0.2 Drama (Primary-Junior)

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

28.393/0.2 Music (Primary-Junior)

This is an introductory course to the teaching of music in the element school. The content of the course will focus on methods and materials Courses of Study 41

suitable for use in the teaching of children. There will be considerable

emphasis on the rudiments of music.

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

28.395/0.2 Physical Education (Primary-Junior)

28.355.0.2. Physical Education (Primary-Junior)
This activity, based course is designed to provide the student teacher with sufficient knowledge and skills to develop a program which provides meaningful experiences for the children in the gymnasium. A rationale along the related activities, will be developed, dealing with the nature and development of motor skills and gross motor patterns in younge children. The course will examine curriculum guidelines for Kinger children, the course will examine curriculum guidelines for Kinger children. The course will examine curriculum guidelines for Kinger children. The course will examine curriculum a thindex with the activities and gymnasium organization for children as this date with the children of the course co-operative, creative, group, gymnastics (movement education)

JUNIOR - INTERMEDIATE PROGRAM

CORE SUBJECTS - JUNIOR AND GRADES 7 AND 8

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

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

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

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

The course will also provide an opportunity to examine those Ministry

of Education guidelines relating to the teaching of mathematics in the

unior and Intermediate Divisions.

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

28.386/0.2 Social Studies (Junior and Grades 7 and 8)

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

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

This course views science activities in the elementary school as a basis for developing social and communication skills. Candidates will prepare

in the intermediate and senior divisions the course will also be of value to any candidate interested in literature education

28.444/0.5 Philosophy of Education for Teachers

of Mathematics and Science (P J I S)
This course will examine a number of contemporary accounts of nature and structure of knowledge in mathematics and in the physical and bio-logical sciences. The insights derived from this study will prove particu-larly relevent to the instructional concerns of teachers in these subject areas. Arrangements will be made to accommodate students enrolled in each of the programs.

28.445.0.5 Philosophy – Planning Teaching Strategy This course is intended to develop the student-teacher's ability to exercise professional judgement in both instructional and general educational contexts. Toward informing that judgement, topics such as "Understanding Students", "Coming to Know", and "The Pragmatics of School-life will like he teached. ing" will also be treated.

28.446/0.5 Philosophy - Principles of Scientific Inquiry 28.446.0.5 Philosophy - Principles of Scientific logality (P.118). There are two influential and competing accounts of the nature of science. This course will examine and analyze the hypothesis-confirmation theory, and the conjecture-refutation theory, and will explore implications of these theories for teaching physical and biological sciences. Top-ics will include the following: the connection between scientific investigation and scientific explanation, the relation of scientific to non scientific explanation, the nature and role of concepts, theories, princi-ples, laws, and models in scientific explanation. The significance of these matters for formulating educational objectives and selecting classroon procedures will be probed.

28.447/0.5 Philosophy - Problems in History and Social Science (P 11 5)
This course will deal with the theoretical foundations, the objectives and the methods of History and the Social Sciences. Alternative and competing theories will be examined and their practical implications will be considered from the point of view of the teacher of History or Social Sci-

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

28.449/0.5 Philosophy - The Revolution (P | | 1 | 5)
This course will deal with revolutionary ideologies in the moral, social and political spheres. The relationships between ideology and reality, and between theory and practice, will be explored and analyzed. The course is intended to assist teachers to understand more fully the theoretical basis of moral, social and political radicalism.

28.450.0.5 Philosophy - Language Theory

This course will treat a number of important topics in the theory of lan-guage in a philosophical way. Particular emphasis will be placed upon

the important implications such topics as "meaning", "truth", and "grammar" hold for classroom teaching.

28.451.0.5 Philosophy – Discipline and Classroom Control (P 11.5)
This course will consider the alternatives open to teachers in establishing the patterns of authority within their classrooms and will consider the moral, institutional and prudential reasons which are used to defend particular patterns of authority. Examples ranging from the "anarchy" of the "free" classroom to the "tyranny" of the "regimented" classroom will be studied. Students will be helped to establish their aims and ob jectives, to choose the patterns of organization most appropriate to those objectives and to decide upon the most efficient and appropriate disci-pline and control techniques for successful teaching.

28,455/0.5 Philosophy - Science Curriculum:

28.4530.5 Philosophy - Science Curriculum: Riolosophy Perspective In this course such topics as The Nature of Scientific Inquiry, Science and Technology, and Science and Social Issues will be examined in relation to contemporary science curricula. These matters will be discussed in seminars and tutorials. Students will be asked to apply the principles emerging from class discussion in analyzing or developing curriculum

PREREQUISITE 28.446 Philosophy - Principles of Scientific Inquiry or per-

28.454/0.5 Philosophy - Teachers and the Law

This course will examine the jurisprudence and analyze issues drawn from three areas of law. First, the law governing employment relationships in education will be examined. This will include such topics as collective bargaining, the contract of employment, tenure, demotion and redundancy. Secondly, the course will consider aspects of liability law. Recent cases involving schools and teachers will be studied in order to or make teachers aware of the risk of liability for physical, emotional or other injury that students may suffer and of the standard of professional responsibility that the law requires. Finally, the course will examine issues selected from those areas of the law that deal specifically with children. Particular attention will be paid to the types of legal problems in which teachers may be involved because of their close contact with chil-

28.459/1.0 Psychology/Philosophy - Understanding Students NoteFull course under Educational Psychology and History and Philoso-phy of Education; fulfills the half-course requirement in each of these

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

36 Courses of Study

opportunities for divisional specialization within the overall framework

28.460/1.0 Psychology/Philosophy – Understanding Teaching (P J 1 5) Note Full course under Educational Psychology and History and Philosophy of Education; fulfills the half-course requirement in each of these

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

EDUCATIONAL CONTEXTS

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

28.422/0.5 Human Dimensions in Teaching and Learning

(formerly Human Problems) (P I I S)
The fundamental objective of this course is to foster using an interdisciplinary approach, the learning and development of the teacher candidate as a person so that in turn s'he can foster learning and development in students. A major emphasis is placed on the interpersonal aspect of edu-cation and how this may affect perception, motivation, achievement and evaluation. Candidates are introduced to life cycle theory,self-concept theory and birthing theory. There is also the exploration of a language about being human that can facilitate the application to teaching and learning of insights drawn from several disciplines and from the experience of the candidates. The course is influenced by the work of Erik Er-ikson, Rollo May, Martin Buber, Jean Vanier, Frederick Leboyer, Paulo Freire and others.

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

28,423/0,5 Contemporary Issues

The aim of this course is to provide an opportunity for students and in Ine aim of this course is to provide an opportunity for students and instructors together to consider some of the most pressing individual and social problems confronting teachers and learners in our society. In weekly relative processing a variety of formats and media and assisted by expert resource people, attention may be given to such issues as environmental pollution, resource conservation, energy alternatives, aborginal native rights, vandalism, the changing roles of the processing and control of the cont ing roles of men and women, educational alternatives, etc.

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

Admission to this course is by permission of the instructors.

Courses of Study 37

28 484/0.5 Sociology of Sport, Recreation and Leisure Activities

The course is for two types of students(1) those who have had little or no experience in sociology as a "disclipline" particularly as it might apply to teaching in areas related to recreation such as P.H.E. and commu-

aity education: (2)those who wish an applied focus as opposed to a surely theoretical or conceptual examination in the study of educational nomena. Our course will begin with a general exploration of various groups of types of people's activities, in the context of present trends in work, and isure patterns. The more detailed exploration may be restricted to es-ntially school-related issues, e.g., open physical education, pupil freeom in curriculum selection or pupil choice in topic de-

goom in Curriculum opps closed in op 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 volving student-teacher, youth-adult, subordinate-supervisor, peers. In other words, there will be the opportunity to look at the implications of the current trend toward egalitarianism, individual freedom, debureautisation or whatever the specific discipline jargon might label it. In the second term provision will be made for a number of candidates to do their "field" explorations in various of the local "institutions". Methods or ways of "reading" group concerns or wants will be developed. Candidates will be assisted to make the appropriate contacts to investigate the area of their concern. As a result of this field exploration candidates (collectively or individually) will develop an activity or program (devise a strategem) to address their particular group's needs.

28.485/0.5 Sociology of Deviant Behaviour in the Schools

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

28.487/0.5 Sociology - Education and Society

28.487.0.5 Sociology - Education and Society (**) 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 struc-

Courses of Study 45

28.351, the student will take the work described above in one section and will participate in a further seminar section (four hours per week) in which the broad aspects of science education will be addressed in greater depth, and in which special subject matter interests may be pur-

28.311/1.0 Dramatic Arts (Intermediate-Senior)
A course concerned with the theory and practice of drama in education Students will explore the imaginative use of voice, movement, light, sound, and costume through improvisation and group project work leading to an understanding of the nature of the dramatic experience and its place in education. Consideration is given to the particular de-mands placed on a teacher of Dramatic Arts and a variety of teaching techniques which can be applied in this context. This course aims at preparing candidates to teach a first course in Dramatic Arts and to struc-ture advanced-level courses according to subject-knowledge strengths.

28.313/1.0 Economics (Intermediate-Senior)

This course is intended to provide candidates with competence in basis classroom skills, including classroom management and motivational tech-niques. 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 Eco cluding that of Fenton on Inquiry methods and Oliver and Fraenkel or Value Clarification. Students will receive practice in instructional plan ning in the areas of defining objectives, lesson planning and test design.

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

28.317/1.0 English (Intermediate-Senior)

48 Courses of Study

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

28.319/1.0 Environmental Science (Intermediate-Senior)

This course will examine the basic methods of instruction common to all sciences. The exercise of options provides students opportunities to prac-

tise special interest in Environmental Science Education, or, alternative-

tise special interest in Environmental Science Education, or, alternative, by to expand their abilities to teach proficiently in other sciences.

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

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

- The course is designed to enable prospective teachers of French to, develop and improve techniques and procedures used for modern foreign language teaching:
- Analyse the psychological and philosophical aims and rationale of the systems and methods advocated for learning and teaching modern foreign languages:
- Examine and use materials published for learning and teaching odern foreign languages;
- repare a sample of a suitable program and materials for specified groups of pupils studying French language, culture and civiliza-
- 5 Pursue comparative linguistic studies and to apply the results of such studies to the solving of problems in the modern foreign language classroom;
- Analyse available tests and examinations and to prepare sample ests which measure the attainment of specified object
- Obtain information on recent and current theories of language

28.323/1.0 Geography (Intermediate-Senior)
This course is designed to prepare candidates to teach Geography at the Intermediate/Senior level.

The program will provide instruction in lesson planning, lesson pres-ntation, different types of lessons, different methods of instruction, efective questioning, the use of various instructional materials, and basic tills in classroom management.

The program will also provide for an examination of those guidelines

ssued by the Ministry of Education which relate to the teaching of Geography at the Intermediate and Senior levels.

Throughout the course, efforts will be made to strengthen those onal qualities that enhance the teaching process and to eliminate those

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

classroom participation peer-group teaching

study units

Courses of Study 49

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

- us course is designed to enable prospective teachers of derman to:
 develop and improve techniques and procedures used for modern
 foreign language teaching;
 analyse the psychological and philosophical aims and rationale of
 the systems and methods advocated for learning and teaching modern foreign languages;
- examine and use materials published for learning and teaching modern foreign languages;
 4 prepare a sample of a suitable program and materials for specified
- roups of pupils studying German language, culture and civiliza-
- 5 pursue comparative linguistic studies and to apply the results of such studies to the solving of problems in the modern foreign language classroom;
- analyse available tests and examinations and to prepare sample tests which measure the attainment of specified objectives;

 obtain information on recent and current theories of language learn-

28.333/1.0 Guidance (Intermediate-Senior) The Guidance option leads to eligibility for admission to Part II of the three-session Specialist qualification in Guidance. The following areas will be covered: guidance for human development, the counsellor as change agent, an introduction to counselling theories, and interpersonal skills and human relations.

Credit in five full courses in the behavioural sciences, including three

in psychology, is required for registration in the Guidance Option

28 335/1 0 History (Intermediate-Senior)

This course is intended to provide candidates with competence in basis classroom skills, including classroom management and motivational tech-niques. 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 sci ence, including that of Massialas and Lee on Inquiry methods and Oli-ver and Fraenkel, Kohlberg, and Simon on Value Clarification. Students will receive practice, instructional planning in the areas of defining ob-jectives, 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 teaching subject.
- 3 It is recommended that candidates selecting History have a strong multi-disciplinary background in Canadian Studies

28.341/1.0 Man in Society (Intermediate-Senior)

28.341.7.0 Man is Society (Intermediate-Senior)
Candidates in this course will have an academic background in Anthropology, Psychology or Sociology. Prospective teachers of Man in Society will study the means by which students may acquire an understanding of social behavior by adopting social science perspectives. Selected substantive areas and resource materials, including excerpts from literature, will serve for illustration and demonstration. Curriculum organization

will be considered, and the relationship of Man in Society to other secondary school subjects.

28.343/1.0 Mathematics (Intermediate-Senior)

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

The course will also provide an opportunity to examine those Ministry of Education guidelines relating to the teaching of mathematics in the In-

termediate and Senior Divisions.

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

28.345/1.0 Music-Vocal (Intermediate-Senior)

A course designed to prepare candidates to teach vocal music in the In-termediate and Senior grades. Music at this level is most effectively taught by specialist teachers with considerable musical background, ability and performance experience.

This course reflects the concern for balance of performance skills with musical understanding, listening, creativity and aesthetic response to music as stated in the Ontario Ministry of Education guidelines for mu-

This course leads to eligibility for admission to part two of the three part Specialist qualification in Vocal Music. Graduates of an Honours program in music normally meet the academic requirements for admission to the one session Honour Specialist qualification.

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

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

Gymnasium laboratory sessions will be held in basketball, gymnastics,

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

The Ministry of Education guidelines for these divisions will be stud-

The summity of canocators guidelines for these divisions will be studied and various school programs will be presented.

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

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

Note A fee will be levied to cover partial cost of the printed materials

teaching materials aimed at stimulating inquiry into natural phenomena

and associated value issues.

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

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

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

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

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

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

entrale for use in the testang of chanters are an accommon emphasis on the rudiments of music.

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

28.396/0.1 Physical and Health Education (Junior and Grades 7 and 8) The health education section of the course will focus on the methods

materials, and resources for the topics stipulated by the Ontario Ministry of Education guidelines for the Junior Division.

The physical education course will focus on the following areas: An overview of the program of Physical and Health Education, and its objectives; in the Junior and Intermediate Divisions, as stipulated in Ontario Ministry of Education Documents.

- The development of motor skills and related activities.

 The development of methods, organizational considerations, and skills related to specific team games.
- The development of methods, organizational considerations, and skills related to Educational and Formal Gymnastics.

INTERMEDIATE TEACHING SUBJECTS See Admission Requireme

28.312/0.5 Dramatic Arts (Intermediate)

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

mands placed on a teacher of Dramatic Arts and a variety of teaching techniques which can be applied in this context.

This course aims at preparing candidates to teach a first course in Dra-

28.318-0.5 English (Intermediate)

28.318.0.5 English (intermediate)
This course is designed for prospective teachers of Intermediate grades, who have university background in the subject of English. The programs stresses careful explication and imaginative presentations of literature with the primary aim of helping students to see with feeling. The methods of instruction used in the course should, display a variety of approaches to the teaching of both literature and composition. The course will include mixed the procedure of the control of the control of the course of the control of the shops and seminars.

23.3220.5 French (Infermediate)
The course is designed to enable prospective teachers of French to:
1 Develop and improve techniques and procedures used for modern foreign language teaching:
2 Analyse the psychological and philosophical aims and rationale of the systems and methods advocated for learning and teaching modern for the processing of the processing the processing of the processing ern foreign languages;

- Examine and use materials published for learning and teaching modern foreign languages;
 Pursue comparative linguistic studies and to apply the results of
- such studies to the solving of problems in the modern foreign language classroom; Analyse available tests and examinations and to prepare sample
- tests which measure the attainment of specified objectives

28.324/0,5 Geography (Intermediate)

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

Throughout the course, efforts will be made to strengthen those per-onal qualities that enhance the teaching process and to eliminate those

Evaluation will be based on the following areas of performance:

classroom participation
 regular assignments.

28.328/0.5 Science - General (Intermediate)

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

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

44 Courses of Study

28.336/0.5 History (Intermediate) This course is designed to assist candidates to explore ways of establishing effective history programs, grades 7-10. Candidates will learn how to ing effective history programs, grades 7-10. Candidates will learn how to implement a variety of teaching strategies appropriate to student needs and Ministry philosophy. Resource material will be examined and cand-dates will develop a unit suitable for classroom implementation. Evaluation strategies will be explored. Considerable time will be devoted to helping candidates improve their knowledge and understanding of the forces and individuals who have helped to develop Canada.

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

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

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

28.346/1.0 Music-Vocal (Intermediate)

This is an additional concentrated course to prepare candidates regis-tered in 28.394 Music (0.1) to teach Vocal Music. Music at this level is most effectively taught by teachers with considerable music back ground and previous experience in choirs and vocal ensembles. This course leads to eligibility for admission to part two of the three part Specialist qualification in Vocal Music (Intermediate-Senior). Graduates of an Honours program in music normally meet the academic requirements for admission to the one session Honour Specialist

28.348/0.5 Physical and Health Education-Men (Intermediate

28,350/0.5 Physical and Health Education-Women (Intermediate The health education section of the course will focus on the methods, materials, and resources for those topics stipulated by the Ontario Minis

try of Education guidelines for the Intermediate Division. The physical education course will focus on the following areas:

1 A program overview, both curricular and co-curricular for the Inter-

- mediate Division as stipulated in Ontario Ministry of Education do 2 The use of appropriate teaching strategies for this division. Class or
- ganization and materials will be offered for the wide range of activities to be taught in the Intermediate division. Identification of those factors that will provide a safe learning envi
- ronment. 4 Various methods of evaluating students and reporting results to

28.366/0.5 Music-Instrumental (Intermediate)

78.960-25 Maniforminamental thermocates? This is an additional concentrated course to prepare candidates registered in 28.394 Music (0.1) to teach instrumental music at the Intermediate level. Music at this level is most effectively taught by teachers with considerable music background and previous experience with band or orchestral instruments.

This course leads to eligibility for admission to part two of the three part Specialist qualification in Instrumental Music. Graduates of an Honours program in music normally meet the academic requirements for ada to the one-session Honour Specialist qualification.

28.380/0.5 Visual Arts (Intermediate)

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

The candidate is invited to join the Intermediate-Senior Art Education candidates on field trips for an additional fee of twenty-five \$25.00 to candidates on the field trips for an additional fee of twenty-five \$25.00 to

cover transportation costs. Field trips to the Art Gallery of Ontario, Toronto and the National Gallery, Ottawa are planned.

INTERMEDIATE-SENIOR PROGRAM

28.303/1.0 Science-Biology (Intermediate-Senior)

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

Teaching resources and materials will be surveyed and analyzed.

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

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

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

their abilities to teach proficerably in other scientarcey, to expand their abilities to teach proficerably in other scientification and analyzed Methods of communication, planning and performing demonstrations, laboratory management and safety, the nature of student-teacher disaboratory management and safety, the nature of student-teacher disaborations are successful and soft of the safety of the safety

28,141/0.25 Arts Management

28.1410.25 ArM Management
This course is intended to provide students of the 'Artist in the Community' Program in particular and students of the B.E. Program in general
with practical skills necessary in the administration of community arts
organizations. The course will be presented in a variety of formats. Several lecture-discussions will describe basic administrative principles and
organizational problems. Experts in specific administrative fields will be invited to assume leadership and consultant roles with the students who will then undertake the application of principles in development-labora-

It is expected that having completed this course the participants will,

1 Be able to implement basic administrative principles in specific com-

munity arts organizations.

Be familiar with organizational and structural problems in the Arts.

Through the application of administrative principles, be able to ameliorate organizational problems in community arts programs. 4 Be able to define and apply principles of financial management in community arts programs.

5 Be in a position to evaluate and implement marketing policies in arts management.

NOTE Professional Skills credit for this course is available only to those candidates enrolled in the program Artist in the Community.

Practicum

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 in-cluding separate schools of our teaching area. By special arrangement between Faculty of Education instructors and the Field Studies Office, one two week period of the practicum may be done in outdoor educa-tion or special education settings.

In preparation for the regular practicum, various instructors arrange

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

In addition to the basic eight weeks of practice teaching, one week to observation is expected of each candidate and a final week at the end of

the program is arranged by each successful candidate in any school of

the program is arranged by each successful candidate in any school of his/her choice.

Candidates must be prepared to be assigned to any school within on designated area. This will mean that they may have to travel up to 200 miles from Kingston and they should be prepared for an additional ex-penditure of up to \$200.00 for this purpose.

28.170 Community Service

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

winds unclaimed service of the servi

many students tate that the experience resulting from the Community Service requirement greatly enhanced their learning, but that they needed the requirement to encourage them to risk new experiences and to assume new responsibilities. Candidates also use this opportunity to explore carrer possibilities other than classroom teaching. This has given candidates valuable experience in prison education, community colleges, probation and parole services, perschool programs, foster homes, recreation services, special education, and education alternatives. Candidates gain from experience which prepare them to function effectively in a variety of service-entered or helping professions. Evaluation data also indicates many candidates find their Community Service experience valuable preparation for the more formal student teaching assignment. Anxiety appears markedly reduced for those who lack comparable experience.

the more formal soutern teaching assignment. Amorey appears markedly reduced for those who lack comparable experience 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 innecepable. The controls established in stu-helping efforts are relatively innecepable. The controls established in student teaching do not exist. Participants who effectively respond may ex-plore, test, and strengthen their capacities for awareness, acceptance, involvement, and commitment. These attributes may then enable them involvement, and communent integer particular may then enable them to cope more effectively with those periodic waves of discouragement which confront most teachers, particularly in their beginning years. In field service projects of a one-to-one nature more fortunate teacher candidates may also begin to feel the impact of those basically irrepressible forces which drive less fortunate individuals of the cores which drive less fortunate individuals or the control of the control of

forces which drive less fortunate individuals and must their choices. Such perceptions expand one's capacity to help others help themselves. Projects begin at a variety of entry points. Individuals and groups who seek help indicate problems which concern them and kinds of help they seek help indicate problems which concern them and kinds of help they feel they need. Projects now exist in public and separate elementary and secondary schools, in community colleges, with 80 y Scout and Girf Guide organizations, in churches and prisons, with particular hospital departments, with Board of Education services for retarded or accelerated or endoctangly disturbed or physically handicapped persons, with the Children's Aid Society, with Alternative and Community schools and similar groups. Service efforts usually involve a biend of guidance and tutoring, and require from three to four hours each week for a period of about the velocy weeks. Participants of the project of a special p and recording and require from three to four hours each week for a period of about heview weeks. Participants often create their own projects. It is necessary that student-created projects be action-centred, observe the principles of felt need and self-help in clients, and present a strong measure of personal and professional challenge. Many projects can be effectively integrated with other courses. The requirement extends through both terms.

56 Courses of Study

28.180 School Law and Policy

This course, obligatory for all candidates seeking an Ontario Teacher's Certificate, will provide an overview of the legal aspects of teaching in Ontario. Attention will be focused on the Education Act 1974 and the Teaching Profession Act, 8.5.0 1970 and selected regulations supporting these statutes. Candidases will receive basic information about the legal duties of education personnel to the teacher's contract of employment and related job security procedures, and the purposes, structure and practices of the teacher's contract of employment and related job security procedures, and the purposes, structure and practices of the teacher's contract of employment and security procedures and the purposes.

Special Studies

28.202/0.25 Conversational French Advanced

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.

28,204/0.25 Effective Written Communication

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.

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

Note: I Candidates in the B.S. program who what no act as turbs of the above course may receive quarter course credit in Special Studies in the Interest Courses area under the heading 28.259 Private Studies. Tu-tors will be under the general supervision of a faculty member. Prospec-tive turion should identify themselves to Professor Turner, A204, early the Fall term. Note 2 Candidates enrolled in English as a teaching subject may find the content base of this course reduc

28.206/0.5 Open Country Explorations
A challenge and discovery-focused introduction to outdoor education in A crisinenge and underly-incused introduction to odition education in this broadest sense, involving a progressive sequence of natural and man-making, action, and critical thinking. The program's stresses are adjusta-ble to all readiness levels. No one will be over-extended. All parti-pants, however, will be reasonably challenged. There will be opportunities to elect a week-end solo experience. Evidence is increasing that impelling experiences outside of classroom walls provide powerful opportunities for students and teachers to influence and integrate learning. Student-teacher relationships and roles can be enhanced by sharing resources in situations when consequences are less escapable.

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

This two-part sequence is designed for those persons who are interested in teaching and other helping professions which are attempting to im-

Courses of Study 57

prove the quality of human use of natural environment. It is intended to prove tine quanty of numan use of natural environment. It is intended to present opportunities for an intensive exploration of the educational possibilities of outdoor and other forms of experiential education including atwale, work, alternate semsetres, service, and other forms of community involvement. The overall aim is to help participants develop appropriate attitudes, skills, and other resources. Natural and other community resources will be used to provide direct, first-hand experiences. Participants will examine concepts and means of extending classroom boundaries which are useful in most subjects.

28.207/0.5 Outdoor and Experiential Education, Part 1

The course begins with an intensive outdoor orientation week-end fol-The course begins with an initiative control of the course begins with an inventory of student needs, interests, resources, and expectations in preparation for individual contracts. A series of integrated tations in preparation for individual contracts. A series of integrated adventure, environmental, and personal growth experiences and opportunities for fall and winter wilderness camping are blended into a review of resources for outdoor and experiential education program planning, process development, underlying rationales, staffing needs, evaluation feedback procedures, and equipment and facility needs and care. A series of program models will be examined, Open Country internships will be varianced for students omalified for enter into Part 2. Part 1 is required. be arranged for students qualified for entry into Part 2. Part 1 is required for Part 2.

28.208/0.5 Outdoor and Experiential Education, Part 2

Part 2 is open only to students twin some outdoor education experience Part 2 is open only to students twin some outdoor education experience who ment exceeded the content of the conte tion, neath and priviscal education, guidance, mathematics, and elemen-tary education. Admitted students must have teaching concentrations where integration is possible and encouraged. Students enrolled in the full O.E.E. program (Parts I and 2) must enrol in Group Process 28.134 which will focus on process skills applicable to outdoor and other forms of experiential learning.

of experiential learning.

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

Individual and group contracts based on needs assessment will be formulated and applied. Units and other experiences developed by individuals and groups will be presented and evaluated. Carreer planning, job concentrations, and evaluatements will be formed to the proposed of the p

opportunities, and requirements will be examined. Persons seeking admission to Part 1 or Parts 1 and 2 must complete a background invento-

28.209/0.5 Adult Basic Education and Retraining

28.299.5. Adult Basic Education and Retraining Adult basic education and retraining programs exist in all major cities in Canada and the U.S.A. with outreach programs penetrating most small towns. Staffing these centres with teachers who have had some experience in the field of adult education is a problem. The challenges of teaching disadvantage adult learners are very different from those which arise when dealing with adult basic education, so that they may effectively prepare themselves for teaching in these settings.

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

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

parents.

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

methods and materials particularly in the area of audiovisual. Participants need little background in health education, but courses in psychology or sociology would be helpful.

In both of these, there will be discussion about adaptations of program for four and two year students. Special practice teaching and microteaching, when necessary, will be available in both. Organization and Administration Problems specifically related to department headship, e.g., budgeting, purchasing, personnel. Foundations of Physical and Health Education An introduction to the an-

reumaintons of projects and result caucation. An individual and sociological aspects of physiological, kinesiological, psychological and sociological aspects of physiola dictivity and total health aspects of physiola dictivity and total health aspects. Skills Practical As much time as is possible within the limits of timetable will be given over to skill improvement of the candidates. Note No textbook is required but a few will be levied to cover partial

cost of the printed materials made available to students.

28.351/1.0 Science-Physics (Intermediate-Senior)

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

Teaching resources and materials will be surveyed and analyzed.

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

When this course is chosen along with any one of 28.303, 28,305,or

28.319, the student will take the work described above in one section and will participate in a further seminar section (four hours per week) in which the broad aspects of science will be addressed in greater depth, and in which special subject matter interests may be pursued.

28,353/1.0 Political Science (Intermediate-Senior)

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

Candidates should note that:

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

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

28.365/1.0 Music - Instrumental (Intermediate-Senior)
A course designed to prepare candidates to teach instrumental music in
the Intermediate and Senior grades. Music at this level is most effectively taught by specialist teachers with considerable background, ability nd performance experience.

This course reflects the concern for balance of performance skills with ussical understanding, listening, creativity and aesthetic response to ussic as stated in the Ontario Ministry of Education guidelines for mu-

sic.

This course leads to eligibility for admission to part two of the three part Speciliast qualification in Instrumental Music. Graduates of an Honours program in music normally meet the academic requirements for admission to the one-session Honour Specialist qualification.

28.379/1.0 Visual Arts (Intermediate-Senior)
A course concerned with the theory and practice of Art in Education. Students will explore the philosophy and ideas related to visual educa-tion. The program stresses teaching strategies, curriculum planning, classroom management, budget planning and leadership in the Visual cassroom management, buager panning and leadersing in the Visual Arts. By enabling the candidate to work with professional arts deucators, practising artists, authors and visual art administrators, the candidate will have the opportunity to acquire the professional skills needed to teach art in an educational setting. Additional sessions are made possible for the candidate to further ex-

riment and to acquire new knowledge and skills in studio practice in a

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

TECHNOLOGICAL STUDIES PROGRAM

28.367/1.0 Teaching Technological Subjects

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

52 Courses of Study

Professional Skills 28.131/0.25 Introduction to Teaching Skills

(for Year II Concurrent Education Candidates)

(for Year It Concurrent Foucation Candidates)
Teaching is a purposeful activity requiring the capacity to establish effective learning environments. It implies the ability to develop and implement basic lesson plans, given particular lesson objectives. And it implies the ability to understand fundamental principles of group process and class management.

28.1320.25 Curriculum Design This course aims to provide participants with the necessary knowledge and skills to design valid and effective curricula. The course will be of-fered in both intensive and conventional formats. Curriculum concepts principles, and strategies will be presented in factures and seminars, and students will apply these principles in developing curricula in practical laboratory sessions. The emphasis on the course is on the design of cur-ricula which are based on significant learner needs, and which enable ners to achieve high levels of success

28.133/0.25 Introduction to Educational Media

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

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

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

28.134/0.25 Group Process

In order that students will work together in co-operative learning activities, teachers should not only understand group dynamics and be skilled ties, teachers should not only understand group dynamics and ne satied in working with small groups but also be able to implement interactive activities integrated with their subject matter which will motivate but dent students. This group process skills unit will attempt to give student teachers in the BLE 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

- course objectives;
- 2 Be able to administer and interpret instruments to diagnose class-
- room climate; Develop skills necessary for working in small groups
- Develop skills necessary for working in small groups; be familiar with a set of interactive activities and ways of imple-menting them in specific classroom settings: Understand concepts of small group behaviour and operation in or-der to effectively work with small groups within a classroom setting: Design and be able to implement at least one activity which will be integrated with course content and which will be designed to im-prove classroom climate.

Courses of Study 53

28.135/0.25 Measurement and Evaluation This course will assist the student to develop practical skills necessary to

measure, evaluate and report on student progress and achievement. In-formal and formal measurement and evaluation devices and techniques including observation by the teacher, teacher-made tests and standardincluding observation by the teacher, teacher-made tests and standardized tests will be considered. Constructing, scoring, and interpreting formal teacher-made tests and using and interpreting more informal techniques will also be discussed. Lack of mathematics background will not be a handicap. Emphasis on specific topics will be varied to suit the needs of specific groups of students.

28.137/0.25 Effective Speech in the Classroom

The course is specifically aimed at making the student aware of the full potential of the most valuable teaching instrument that the teacher possesses - the voice. Part of the course will be concerned with discovery while other areas

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 expected outcome of the course will be to ensure that the student

can read and speak effectively in a lively manner and will not be trou-bled by the minor, and even major afflictions of the voice which can arise from mis-use.

ise from mis-use.

A limited time will be spent on questioning skills, Candidates will be required to make a video tape in which they will teach an 8-10 minute microlesson which will subsequently be analysed and discussed. 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 massing situations. varying situations

28.138/0.25 Values Education This course will assist candidates,

- Into course win assure cinoulastes,

 1 to be able to identify values and value issues in the curriculum, the
 school setting, and in teacher-student interactions;

 2 in understanding, using and critiquing the cognitive- developmental
 approach of Lawrence Kohlberg, the
 values clarification approach
 of Raths and Simon et al.
- to explore other values educating possibilities in role playing, simulation and games, media, etc. and to develop their own materials for values education.

28.140/0.25 Instructional Design
This course is intended to enable students to design effective units of in-Instruction through the application of such skills as analyzing and se-quing objectives, selecting appropriate models and media for teach-ing, adapting instruction to the characteristics of students and planning specific teaching activities.

Participants will find that this course will complement other skills

courses in Curriculum Design, Measurement-Evaluation and Educational

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 Bertalanfin

28,260/0.25 Teaching Reading in the High School

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

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

28.263/0.25 Teaching International Development

An interdisciplinary approach to the problems of international develop-ment incorporating varied topic and lesson treatments. Curriculum mateinclude sides, films, tapes and depth of transition include sides, films, tapes and maps. The course is designed to lend its self to various levels of use and depth of treatment. It aims at relating phenomens, with particular emphasis on youth. Guest speakers and for-claradians, with particular emphasis on youth. Guest speakers and for-clandians, with particular emphasis on youth. Guest speakers and foreign students from countries specifically chosen for illustrative purposes will lead several of the sessions. The modular construction of the kit will enable teachers of a broad range of subject areas to use modules to "Internationalize" their curricula

28.282/0.5 Technical Skills

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

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

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

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

techetical teaching.

Roman Catholic Separate School boards expect their teachers to be responsible for a Religious Education Curriculum. It is strongly recom-mended that students planning to teach in Roman Catholic Separate Schools enrol in this course.

The course is conducted by the Religious Education Consultants of the local Separate School Boards.

28.299/0.25 Private Studies

Private study may be undertaken by a student to satisfy a particular Private study may be undertasen by a student to saway 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 active the proposed of the proposed o ceptance of the responsibility for monitoring and evaluating the student's study. The faculty member must submit his written approval to the Registrar before a student may be registered for Private Studies.

Additional Basic Qualification Course

28.289/1.0 Additional Basic Qualification in Technological Subjects The teacher of technical subjects is frequently required to teach outside of his initial area of expertise. To do so, he must have additional qualifications in those secondary subject areas. These qualifications can be obtained by successful completion of Basic Qualifications Courses B.Q.C. that are recognized by the Ministry of Education.

Each B.Q.C. consists of minimum of 125 hours of work, and is peda-gogically oriented. Upon completion of the course, the candidate is con-sidered competent to teach the subject to the Intermediate Level; he will also be recommended for Additional Basic Qualification to be included on the Ontario Teachers' Qualifications Record Card. Many subject offerings are possible. Availability will vary from year to

year, depending upon demand and administrative considerations.

Additional Qualification Courses

Adultional Qualification Courses

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

23.2391.0 Feeds as Second Language, Part 1
This course will enable candidates to teach systematically oral and written French to English-speaking pupils in the Core program using materials produced commercially and by the teacher. Emphasis will be placed on creating an environment through the use of games, audiovisual media and interesting activities, in which pupils express themselves in Parach Candidates will also analyse and morear tests designed to eval-French. Candidates will also analyse and prepare tests designed to evaluate pupil's progress in French.

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

28.291/1.0 Guidance, Part I

This course will provide candidates with a knowledge of the develop-mental tasks of children re their physical, social and emotional development, particularly as they apply to those children who fall within the

64 Courses of Study

normal range. The emphasis will be on children who fall in the interme

diate group.

Candidates will also examine certain counselling theories - Adlerian, Behavioural, Reality and Client Centered and the methods and techni-

ques advocated in dealing with the concerns of children.

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

ing, case analysis and video taping.

The course leads to the Ministry of Education Additional Qualification,
Guidance, Part I. PREREQUISITEAT least five courses in psychology and/or
sociology with at least three in psychology.

28.292/1.0 Special Education, Part I

This course introduces students to the broad spectrum of education for all exceptional children. The specific objectives will be (a) to teach students to identify exceptional children; (b) to develop an awareness of the problems experienced by exceptional children and ways in which these can be mitigated; and (c) to provide the student with tools to develop and respond to curriculum objectives. A practicum will also be required. The course leads to the Ministry of Education Additional Qualification, Special Education, Part 1.

28.293/1.0 English as a Second Language, Part I

22.293/1.0 English as a Second Language, Part I As a base for humanistic approach to techniques, this course will pursue an understanding of the problems encountered by learners of English as a Second Language. Then the knowledge of the skills to teach English to these students will be related to an analysis of the structure and sound systems of Canadian English.

This course will examine and recognize the implications of cultural dif-ferences. Sensitivity to these differences will illuminate specific concerns such as testing and placement, school-family values and parent-teacher relationships. The course leads to the Ministry of Education Additional Qualification, English as a Second Language, Part I.

28.294/1.0 Reading, Part 1

22.394.10. Reading, Part I
the emphasis of this course will be on corrective and remedial techniques that can be used by both classroom teachers and teachers in programs involving children who have reading problems. While reading will receive special retartment, the whole of the Language Arts will be considered. Candidates should be prepared in their Computing Service commitment to work with children who are having reading difficulties. The course leads to the Ministry of Education Additional Qualification. Reading Part I.

28.296/1.0 Community School Development

28.296.1.0 Community School Development
Conoccting a conceptual model (or even a set of models) to represent
more ideal relationships between educational authorities (e.g.school) and
the various members of their communities is relatively easy. One can go
so far as to label the model blocks: "sensitization," "efficacious commuso fail as to asset the model offices. Scrindzialni, Erinedous communication," "Participatory decision making," "needs assessment mechanisms,".... Putting such models into operation is a quite different matter. Yet, the rather arrogant aim of this course is that each who elects to take the program will emerge as not only a concoctor but an efCourses of Study 65

The course will have three areas of emphasis:(a) the examination of The course will have three areas of emphasis (a) the examination or theoretical underprinnings, conceptual orientations of the community education movement (i.e. what are the assumptions made by those who advocate or who provide various forms of "education" for the people of a community), (b) a critique of the methodologies associated with current ventures in community education, (c) developing and applying a "bet-left amounts." ter" approach.

The first two weeks will include an overview of the field. During this

the list two verses will include an overview of the field. During this time specific and common intentions will be identified.

Because we assume that one learns more effectively when one feels a need to learn, we have organized the course so as to permit the students to select a number of topics for detailed study.

There are, however, several "required" topics:

- The concept of community education
- The discovery and utilization of community resources
- Investigating community needs
- Planning, administering, and evaluating community based programs.

It is expected that each member will-

- actively participate in weekly seminars
- make two major seminar presentations (relevant documents etc.) to be made available for members prior to the seminars.

Continuing Education Qualification Courses

Honour Specialist Qualification

- 28.586/1.0 Honour Specialist Biology
- 28.587/1.0 Honour Specialist Chemistry
- 28.588/1.0 Honour Specialist Dramatic Arts
- 28.589/1.0 Honour Specialist Economics 28.590/1.0 Honour Specialist - English
- 28.591/1.0 Honour Specialist French
- 28.592/1.0 Honour Specialist Geography
- 28.593/1.0 Honour Specialist History
- 28.594/1.0 Honour Specialist Mathematics
- 28.595/1.0 Honour Specialist Physics
- 28.596/1.0 Honour Specialist Physical & Health Education
- 28.597/1.0 Honour Specialist Political Studies
- 28.598/1.0 Honour Specialist Technical Studies

tion for skill development programs in Canada. Individualized contracts, taking into consideration their needs and curriculum expertise, will be worked out with students. The course is based on a weekly two hour seminar combined with a weekly field component of one hour. Students may choose to increase the clinical aspect of the course by electing a Community Service project in the St. Lawrence Retraining Program. It is desirable that students undertake two weeks of Student Teaching in a retraining centre. 28.210/0.5 Seminar in Community Education

The course emphasis will be on those concerns unique to adult educa-

There is a slow but persistent trend in Ontario toward greater involve-ment 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 to connote. Instyl, 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 educated in a chool seation. Only ucator 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.

based agency or organization.
This course attempts, by involving students with practitioners in the field, to provide a solid core of experience in some aspect of Community Education. This is combined with (a) an examination of the theories and concepts that are held by the leading figures in the community education movement, (b) a critique of methodologies associated with current practice and (c) the development and application of "better" approaches. Registration in this full year course will be limited to twenty persons.

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

28.212/0.25 Canadian Native Studies

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

The course, comprised of weekly two hour sessions will be offered in the second term only. All interested students will require an interview

with the instructor prior to admittance into the course. Highly motivated individuals with genuine interest in or experience with Native people will be preferred. The high level of participation will give class members ample freedom to contribute in a creative, individualized way. Enrolment will be restricted to twenty.

28.13 oc. 1 for Society recent of routy 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 ans sense. Offered in the Winter Term on Monday evenings from 7:30 to 9 pm.

28.214/0.25 Something About Science

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

covery" approaches will be discussed.

28.215.025 Simple Universe Models and Education in New Social Contexts Ideas and readings will be presented which will assist the candidates in determining how to live one-owneality and less wastefully. Communities that have made progression-missed less will be studied. Attempts will be made to engage the student in ideas leading to the davalenment of simpler and more creative lumnar communities. The Irr development of simpler and more creative human communities. The in-structor will provide examples of educational curricula and school organ-ization that may be appropriate in the future environments.

28.219/0.25 Classroom Management

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

28.223/0.25 Nonverbal Communication in Teaching

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

28.271/0.5 Practical Theatre Production I

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

28.272/0.5 Practical Theatre Production II

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

60 Courses of Study

28.226/0.25 First aid and Emergency Controls Participants will have opportunity to qualify for standard level first aid certification. Simulation and other stress-centred preparation will be used. Adjunct staff will be drawn from various local and regional agencies established to help individuals and community groups cope effec-tively with major first aid problems. Applications will be made to classroom and other school situations. External examiners will be used.

28.227/0.25 Choral Lab Ensemble

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

28.228/0.25 Band Lab Ensemble

Students with some ability to play a wind or percussion instrument at about an intermediate level or better may register for a one term Lab En-semble. 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 ma-jority of the players. The ensemble also provides experience for student conductors.

28.231/0.25 Sociology of Liberation
A seminar on the sociology of becoming free. The class will discuss the theories of human liberation, especially those of the French social philosopher, Jaque Ellul in his Ethics of Freedom.

28.232/0.25 Communicating With Motion Pictures
This course is designed for teachers in all subject areas who wish to use film, and have students use film, as a medium for communication. During the course students will:

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

28.233/0.25 The Teacher as T.V. Producer

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

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

Courses of Study 61

28.239/0.25 Educational Alternatives This course will examine current alternatives community schools, free schools, non-schools, etc. to the conventional school. The class will read criticism of the existing educational system and examine these alternatives in that light.

28.245/0.25 Computer-Assisted Instruction

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

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

28.246.0.25 Introduction to Computer Programming
The course is intended for students with no previous programming experience. General goal, to provide a brief introduction to the writing omputer programs using a computer language called APL. Problems will be selected from both instructional and testing situations.

28.251/0.25 Parenting Education

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

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

within the curriculum:

within the culre-ucum;
Attention will be given to new perspectives on birthing and bonding, and to parenting undi include both group presentations and lectures. The The course will include both group presentations and lectures. The special knowledge and skills of both enrolled candidates and invited resource persons will be of vital assistance to the instructor in approaching source persons will be of vital assistance to the instructor in approaching the property of the pro

this comprehensive field of learning. The course is correlated with divisional concerns. It is suggested that candidates opting for this course also take the Foundations course, the Human Dimension in Teaching/Learning, either previously or concur-

28.255/0.25 Aspects of Integrative Education

Integrative Education is an atempt to provide an alternative to the pres-ent 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

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 Contin-uing Teacher Education programs outside the area of concern of the Graduate Studies. Since its inception in the autumn of 1969, this office has performed its major role in the offering of both basic and advanced Certification Programs designed for Ontario Elementary and Secondary School teachers. These programs include such important fields of study sa the Homour Specialist Courses and the one or three session additional qualification courses in Business Education, Dramatic, Arts, English as a Second Language, Environmental Science, Fench as a Second Language, Carlonnental Science, Fench as a Second Language, Caudance, Physical and Health Education Primary-Junior, Physical and Health Education Intermediate-Senior, Reading, Special Education, Technological Studies, and Visual Arts. (See courses 28.501 to

A second major concern of the Office of Continuing Education lies in A second major concern or the Ornee or Continuing Entication 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 admin-tograms in response to needs perceived by teachers and school administrators in general, and by groups such as Associate Teachers, Instruc-tors within the Federal Penitentiary system as well as the staffs of Colleges of Applied Arts and Technology.

A third function of growing importance for this Office is the arrange-ment 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 importan Throughout the years since 1969 the Office has assumed an important liaison function between the Faculty, the Ministry of Education, the Regional Professional Development Committees of Eastern Ontario, Community Education groups, Federal Penitentiary Staff Colleges, County Boards of Education and Professional Teacher Organizations.

The Master of Education Program 71

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

work plus a thesis.

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

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

Further details may be obtained by consulting the Calendar of the School of Graduate Studies & Research, Queen's University or by writing to Graduate Studies, Faculty of Education, Queen's University, King-

66 Courses of Study

Rusiness Education Courses 28.651/0.25 Typing Methods 28.653/0.25 Business Mathematics and Machine Applications 28.654/0.25 Media and Business Methods 28.655/0.25 Consumer Studies 28.656/0.25 Introduction to Business 28.657/0.25 Law 28.660/0.25 Business Department Management 28.661/0.50 Accounting, Part 1 28.662/0.50 Accounting, Part 2 28.663/0.50 Accounting, Specialist 28.668/0.50 Marketing and Merchandising.Part 1 28.669/0.50 Marketing and Merchandising, Part 2 28.670/0.50 Marketing and Merchandising, Specialist 28.671/0.25 Advertising 28.672/0.50 Secretarial, Part 1 28.673/0.50 Secretarial, Part 2 28.674/0.50 Secretarial, Specialist 28.676/0.25 Curriculum Design Dramatic Arts Courses 28.570/1.0 Learning Through Dramatic Arts,K-13 28.576/1.0 Movement, Dance, Drama and Mime 28.579/1.0 Theatre Performance 28.580/1.0 Advanced Curriculum in Dramatic Arts English as a Second Language Qualification 28.539/1.0 English as a Second Language.Part I 28.540/1.0 English as a Second Language,Part II 28.541/1.0 English as a Second Language, Specialist Environmental Science Qualification 28.562/1.0 Environmental Science,Part I French as a Second Language 28.536/1.0 French as a Second Language Part I 28.537/1.0 French as a Second Language,Part II

Courses of Study 67

Guidance C	ourses
28.611/0.25	Guidance for Human Development
28.612/0.25	The Counsellor as Change Agent
28.613/0.25	Introduction to Counselling Theories
28.614/0.25	Interpersonal Skills & Human Relations
28.621/0.25	Guidance for Human Development 11
28.622/0.25	Information for Decisions – Outcomes
28.623/0.25	Group Methods and Processes
28.624/0.25	Counselling Practicum
28.631/0.25	Curriculum Development and Planning
28.632/0.25	Marketing, Coordinating & Evaluating
28.633/0.25	Advanced Counselling Practicum
28.634/0.25	Business-Industry-Education-Practicum
Industrial A	rts Qualification
28.527/1.0	Industrial Arts,Part I
28.528/1.0	Industrial Arts,Part II
28.529/1.0	Industrial Arts, Specialist
Junior Educ	ation Qualification
28.507/1.0	Junior Education,Part I
28.508/1.0	Junior Education,Part II
28.509/1.0	Junior Education, Specialist
Media Qual	ification
28.580/1.0	Media,Part I
Music Qual	ification
28.583/1.0	Music-Instrumental,Part I
28.584/1.0	Music-Instrumental,Part II
28.585/1.0	Munic-Instrumental, Specialist
28.615/1.0	Music-Vocal(Primary-Junior),Part I
28.616/1.0	Music-Vocal(Primary-Junior),Part II
28.617/1.0	Music-Vocal(Primary-Junior),Speciliast
28.618/1.0	Music-Vocal(Intermediate-Senior),Part 1
28.619/1.0	Music-Vocal(Intermediate-Senior),Part II
28.620/1.0	Music-Vocal(Intermediate-Senior),Specialist

72 General Information

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

The scale of fees and the regulations contained in this section are those that applied during the 1979-80 session. The scale of fees and the regulathat applied outing the 19750-25501t. He season were not available at the time of this printing but can be obtained, upon request, from the Of-fice of the Registrar, Queen's University. Please note that it is the re-sponsbillty of the student to obtain this information.

Payment of Fees

Fees are due and payable on or before September 30, 1980. Students, in cluding recipients of scholarship, bursaries, and loans, who are unable to pay their fees at these times must apply in advance for permission to delay payment as detailed in the paragraph entitled Permit to Delay Pay-

Fee payment procedures are outlined in an instruction sheet which is

sent with the final examination results to previously registered students and is available at registration to students registering for the first time. Cheques should be made payable to Queen's University at Kingston, and mailed to Department of Financial Services, Queen's University,

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
- 2 Any student who has an overcute deet owing to the University was 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 Students registering for the first time are requested to pay fees after registration, but they must pay by September 30. Students who fail to complete payment, or who do not obtain a Permit to Delay Payment by September 30 will be assessed a service charge at 1 percent per month on the outstanding balance commencing with the date fees became due. The preceding paragraph applies to all students registering at the Faculty of Education.

	Payment In Full	Payme Instal	
		First	Second
Tuition	\$715.00	\$357.50	\$357.50
Student Interest	95.69	95.69	_
Faculty Society	7.50	7.50	
Installment Charge	-	5.00	
	\$818.19	\$465.69	\$357.50

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

610.00
\$10.00
25.00°
14.98
6.00
15.31
4.50
6.00
.25
.75
7.50
2.00
.75
1.00
.40
.75
.50

Victories d'Iremies

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

Service Charges

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

Permit to Delay Payment of Fees

Frents to Unity rayment of Free 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, apply to the Assistant Registrar Student Awards, Queen's University, apply to the Assistant Registrar Student Awards, Queen's University, apply to the Assistant Registrar Student Awards, Queen's University of the Awards Awards and Awards an ment penalty will not apply.

If after paying the prescribed fees, a student finds it impossible to attend If after paying the presented tees, a student finds it impossible to attend the University and notifies the University of the situation before Septem-ber 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 form together with Student Cards, to the Registrar's CHICR, Faculty 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, Cueen's University, not from the date of withdrawal. Fee refunds are not made to students who are auditing a course.

Physical and Health Education Qualification 28.510/1.0 P.H.E. Primary-Junior,Part I 28.511/1.0 P.H.E. Primary-Junior,Part II 28.512/1.0 P.H.E. Primary-Junior, Specialist 28.515/1.0 P.H.F. Intermediate-Senior Part I 28,516/1.0 P.H.E. Intermediate-Senior, Part II 28.517/1.0 P.H.E. Intermediate-Senior, Specialist Primary Education Qualification 28.50 V1.0 Primary Education,Part I 28.502/1.0 Primary Education, Part II 28.503/1.0 Primary Education, Specialist Reading Qualification 28.533/1.0 Reading,Part I 28.534/1.0 Reading.Part II 28.534/1.0 Reading.Specialist Special Education Qualification 28.504/1.0 Special Education,Part I 28.505/1.0 Special Education,Part II 28.506/1.0 Special Education, Specialist Visual Arts Courses 28.543/0.26 Studies in Contemporary /Comparative Visual Arts Education 28.544/0.12 Canadian Studies-Visual Arts 28,545/0.26 Curriculum Design in Art Education 28.546/0.26 Art History-An Overview 28.547/0.26 Philosophy of Art Education 28.548/0.12 Program Development J-I 28.549/0.26 Design 28.550/0.12 Drawing 28.551/0.12 Painting 28.552/0.12 Paper Sculpture 28.553/0.12 Picture Making P-J 28.554/0.12 Picture Making J-R 28.555/0.12 Ceramics-Introductory 28.556/0.12 Ceramic Sculpture-Advanced 28.557/0.12 Program Development P-J 28.558/0.12 Print Making-Elementary

28.559/0.12 Print Making-Advanced 28.560/0.12 Crafts for Schools

28.561/0.12 Puppetry 28.601/0.12 Weaving-Introduction 28.602/0.12 Weaving-Advanced 28,603/0.12 Stick Materials 28.604/0.12 Program Development I-S

Technological Studies - Additional Basic Qualification

28.518/1.00 Woodwork(B) 28.519/1.00 Drafting(B) 28.520/1.00 Project Design(B) 28.521/1.00 Machine Shop (R)

28.522/1.00 Automotive (B)

28.523/1.00 Electricity (B) 28.699/1.00 Associate Teacher Qualification

Courses of Study 69

The Agnes Enterington 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 gits. Selections from the collection are on exhibition and provide original source material for students of Art History. Admission to the exhibitions is free.

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

Radio
CFRC. 1490 kilohertz, Canada's third oldest AM radio station, was first granted a broadcast license in 1922. CFRC-N4 91,9 megahertz. Kingston's first FM radio station, was granted a broadcast license in 1933. 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

basis by the CFRC.

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 The joint Deutsch University Cherie 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 claribles may meet in a University building designed for that particular purpose and privilege.

The facilities include club meeting rooms, student government offices, the student newspaper, year book offices, Alumni Association and the International Centre. The Centre has a main dining room, a large coffee bar, billiard rooms, common rooms, bank, dry cleaners, book store, tuck shoppe, hair stylist, and other facilities designed to meet the require-ments of student activities.

Amendos

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

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

The Student Affairs Centre, which is located in "the grey house" at 51 The Student Alians centre, which is located in 'the grey noise' at 51 Queen's Crescent, operates as a coordination and resource centre for Student Services. It also provides support to the student-oriented University services to facilitate the provision and development of effective services to meet the needs of Queen's students. All members of the University services to meet the needs of Queen's students. versity 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 estabablished specialized services. In such cases, the informal home-like environment of the comfortable old house, the expertise of the staff and a cup of coffee are of special value n putting the students at ease and pointing the way towards solutions of their problems.

The Student Affairs Centre people are available to all students, and

staff, for discussion, consultation and help with problems of any nature. They are "hassle free" and confidential. They will put a handle on the problem for the student and then find out exactly where it should be taken for solution if they cannot take direct action themselves. They will also provide follow-up to ensure a satisfactory conclusion.

An important support function provided by the Student Affairs Centre is the provision of facilities and continuity for several student-run services including those of the Queen's Student Community Services Group (Birth Control Centre, Drug Centre, TAK, Student Volunteer Bureau, Queen's Homophile Association). Four denominational chaplains (Rev.Sel Caradus, Anglican; Rev.Bill Dykstra, Christian Reformed; Rev. Bill Burns, Roman Catholic, Rev. David Pfrimmer, Lutheran) are present at "the grey house" for a few hours a week; students and staff are welat "the grey house" for a few hours a week; students and staff are welcome to visit the chaplains on a "drop in" basis. Details of their
schedules can be obtained by calling "the grey house". Also located in
'the grey house" are the Women's Centre and KART (Kingston Area Recycling Team). The Student Affairs Centre offers the use of its facilities
to a number of university, community, social, cultural and intellectual
activities. Discussion groups, teach-ins, dinner meetings, mediation
groups are a few of the many activities supported. The Student Affairs
Centre is open as long as its services and facilities are required. Telephone \$47-6995.

Academic Facilities and Student Services 83

82 Academic Facilities and Student Services Career Planning and Placement Service

Career Hanning and Placement Service
The Career Planning and Placement Service located in the St. Lawrence
Bulding (telephone 547-2992) offers a variety of information and services
to Queen's students in the area of career development and implementation. Part time, summer and permanent placement assistance as well as
career counselling are the primary activities of the staff.
The part-time employment program operates during the regular cardemic year and aids students in gaining work experience and supplementing their incomes with casual work in the Kingston area. The
summer employment programs assists structure, and

summer 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 a Canada Local employment on a more casual basis is oftered through a Canada Employment and Immigration sponsored job Bank which runs from May to mid-August. The permanent employment program consists of both on-campus and off-campus recruitment. Representatives of companies and government agencies visit Queen's to interview students for possible employment. Companies which do not come on-campus notify the CRAP. Office of their hirring needs and qualified students registered with the service are informed about these covanienes.

Crear Office of time runing needs and quantied students registered with the service are informed about these openings.

Other important facets of the Crear service include career counselling (both individually and in groups), career seminars, and job search skills workshops on such areas a writing resumes, taking interviews and seecting employers.

The staff maintains a large resource centre consisting of relevant material obtained from over 1000 companies, associations and government agencies. A wide selection of directories and pamphlets gives students information on career opportunities in all occupational areas.

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

The International Centre

The International Centre, built as a joint venture between the University The International Centre, built as a joint venture between the University and Rotary Clubs of Kingston and District, was opened in January 1966. It is located in The John Deutsch University Centre and exists as a community and campus service providing a meeting place for all with an interest in any aspect of internationalism. It is designed to help promotine international understanding by providing a place where overseas students and Canadians can meet. Its facilities include a pleasant furnished tonge, fully equipped kitchen, large recreation room, meeting room and conge, fully equipped kitchen, large recreation room, meeting room and Associated with the Centre are the International Club, various national clubs. the World University Service of Canada, the Canadam Intrinsessity

clubs, the World University Service of Canada, the Canadian University Service Overseas, and the Canadian Bureau for International Education.

Its doors are open to the public at all times, as are all of its events. Most of the activities correspond with the academic year. In September, the Centre sponsors an orientation program for newly arriving foreign students which includes discussions on immigration, housing, health, laws, clothing and finances. Meetings with other students from the recent arrival's country are arranged. The staff of the Centre welcome any opportunity to be of assistance to new arrivals, in particular, and to all students as their needs arise.

Students as their necus 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 stu-

dents 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 for-

The international center state, with the cooperation and neep of re-eign and Canadian staff, faculty and students, presents programs of in-terest to the public; these include making foreign students available to local schools as resource people for studies and film programs of topical

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-

One of the prime functions of the Overseas Student Advisor is to ease the entry of students of other countries and cultures into the life of the entry of squeens 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 uni-versity community at large. His office is located in the International Cen-ter Takelonies, \$42,290° tre. Telephone: 547-2807

Queen's Day Care Centre

This Centre provides cooperative day care for children from six months This Centre provides cooperative day care for children from six months to six years for families of students, staff and community members. The day care is incorporated as a charitable organization whose aim is to provide the best possible day care for children and families and to provide a stimulating program of activities and supervised play. The day care is licensed and operates under the provisions of the Day Nurseries Act of Ortation. The management and administration are handled entitle of the control of t

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

96 Queen's Crescent - an infant/toddler centre for children ages 6 months to two and one half years

169 Union Street preschool program - ages two and one half

years to five years half day kindergarten program

Collectively these programs serve 75 children

Hours of operation: 7.45 a.m. to 5.30 p.m. Subsidized fee available to parents through the Province of Ontario.

Information on request: 564-6955.

Student Counselling Service

Student Counselling Service provides free Psychological counselling services for all students, staff and faculty. This confidential professional help is available to assist with educational, vocational, and personal problems. In addition to individual personal counselling, a number of specific group programs are available to provide training in selected areas: Students with academic difficulties may wish to join the "Reading Improvement", program as well as the "Study Skille" program. Both of these meet on a group basis but also provide for individual help to meet

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. sity, in the Intermediate-Senior Program who, in the opinion of the Faculty Board of the Faculty of Education, has shown the most outstanding qualities of 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 Division in the Legislative Council of the Province of Quebec for many years prior to his death in 1940.

Candidates for Carrel Scholarships must for at least one year prior to their application for admission to Queen's University or for at least one year prior to April 30 if enrolled in an upper year have been and remain until the expiry of their scholarship domiciled in the Province of Quebec 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 Bonsventure, Gaspeeset, Gaspeenest and lies 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 Several scholarsups are awarded annually on the basis of deemed need to students enrolled in any year of any program who achieved at least a B standing the previous year. Applications should be submitted to the Assistant Registrar (Student Awards), Queen's University, prior to 1st October of the year of application. Restricted to students domiciled in Quebec prior to enrolment at Queen's University; Value variable. IBM Canada Bursary Program

IBM Canada Limited makes an annual grant of \$2,000 for bursaries to to the control that is a name of the course at the university who have satisfactory standing and who demonstrate financial need. Application may be made through the office of the Assistant Registrar (Student Awards).

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

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

John Watson Award

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

78 Academic Facilities and Student Services

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 Douglas Liorary building as well as housing the major holdings of the humanities and social sciences and the university archives, contains the administrative offices and other related library services. For the purpose of library privileges students of the Faculty of 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 Information Centre (BRIC) of the United States Department of Health, Educational Resources Information Centre (BRIC) of the United States Department of Health, Educational Resources Information Centre (BRIC) of the United States Department of Health, Educational Resources (BRIC) and RESOURCES (BRI tion and Welfare. This collection grows at the rate of approximately 12,000 microfiche per annum. Computer-assisted reference service (CARS) is also available to library patrons to facilitate specialized research requirements and information retrieval. The Resource Centre in the library houses a growing collection of audio-visual materials relev to the curricula in the schools and in the Faculty.

the Computing Centre
The Queen's University Computing Centre provides computing services
to meet the needs of education, research and administration.
The Express Batch Service offers rapid turnaround and comprehensive

diagnostic capabilities for small batch jobs. The languages supported in-clude, WATFIV, based on the FORTRAN language, FLC and SP/k based on the PLA language and PASCAL.This service is provided on an IBM system.

The Queen's University Interactive Computing (QUIC) service offers small individual computers for people with jobs which can be done in

small incrivational computers for people with jooks winn; can be done in an interactive mode using display screen terminals. The programming languages available on the (QUIC)systems includeAPL, BASIC and FORTRAN All other academic computing is carried out on a Burroughs B6700 dual processor system. Batch computing is accessible through remote job entry terminals at several locations around the campus. The principal languages provided are ALOOL, BASIC, COROL, FORTRAN , FASCAL and PL/I. Socialized Leuruses seeds a NOMENT

Specialized languages such as SNOBOL and LISP are also available. Mass storage of magnetic disk and tape devices is available to all users. A comprehensive library of application

programs is maintained on-line.

Time-sharing computer is available via key-driven terminals distributed around the campus. Service offered to time-sharing users are AFL., 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. Academic Facilities and Student Services 79

An IBM 370/148 system provides administrative computing services for All services are provided at terminal sites supervised by full-time staff

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

The Faculty of Education maintains an IBM 5000 desk-top computer in

The racuity of Education maintains an IBM 5800 desk-top computer in the Education Library. The computer uses BASIC or API. The Library has a magnetic tape of sample instructional programs for general use. There is also a statistical package for analyzing small-scale data sets. Further details may be obtained from D. Burnett (A-315, Duncan McArthur.) Hall).

Statistics is a subject of great importance to scientists, managers, engineers, politicians, economists and others interested in interpreting and understanding data. There is also an increasing recognition of the value of statistics at all levels of education. Because of its usefulness in so many areas, it is not unexpected to find many courses being offered in many departments at Queen's. Details on specific department offerings can be obtained from the Arts of California and Arts of California and Arts of California and Cal can be obtained from the Arts and Science and Applied Science calen-dars, from D. Burnett A315, Duncan McArthur Hall or from T.W.F. Stroud, Chairman for Statistics, Department of Mathematics & Statistics Performing Arts Office

Performing Arts Office
In Performing Arts Office is responsible for programming performing arts events on campus. Six series are presented this season.
Four series are held in Grant Hall: the Masters, Chamber, Jazz and Quartet Pius. They feature international artists in solo and ensemble performances. Symphony orchestras are also featured. The Quartet Pius series presents the Vaghy String Quartet. Artists-in-Residence at Queen's Laboratory of the Pius Series presents are also featured. The Quartet presenting the best professional theatre, dance and mime companies touring in Canada.

Canada.

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

Since these events are an important part of the occurricular 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

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

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, coamination fears, or interpersonal anxieties. Individual help may also be provided to complement this group program. People who wish to have Relaxation Training may join the groups which meet on a regular basis for four weeks of group training, accompanied by homework practice sessions with cassette lapes. People who would like to improve their understanding and expressionness in Interpersonal Relations may join an evening group during both Fall and Winter terms.

Winter terms.

An Assortinenes Training Group will be held to provide an opportunity to discuss problems surrounding assertiveness, and to suggest and practise ways of increasing effectiveness in social situations.

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

Career planning and exploration may involve students in a program in-cluding 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.

students registered at Queen's University.

The Medical Duission, provides ambulatory medical care on a walk in basis. Medical examinations for employment, scholarships, scuba diving, sport parachuting etc. and annual health examinations are done by appointment. Preventive medical services are also provided e.g. routine immunizations, allergy injections, diet counselling, contraceptive advice and immunization and advice for travelling.

Eye and deematology clinics are conducted by specialists at the Student Health Service. All medical records are confidential.

dent Health Service. All medical records are confidential.

The Psychatric Division provides help for that small minority of students who suffer from the more serious kinds of "nervous breakdown." To a much greater extent, however, it is concerned with preventive psychiatry, the most important of which consists of the early treatment of relatively minor emotional disorders, and the relief of the districts (often manifested as depression, arxiety or study difficulty) caused by problems of adjustment. Complete confidentiality is observed.

HOURS OF OPERATION Medical Clinic: 9:00 a.m. - 4:30 n.m. Monday to Friday inclusive Walk-in or by appointment Telephone: 547-6106 Emergency 24 hour answering service

Psychiatric Division: By appointment

Medical and Hospital Insurance

Medica and respitat insurance. University policy requires that all full-time students and their dependents have insurance to cover medical and hospital costs in order to protect their interests and the interests of the university community. At

tect their interests and the interests of the university community. At registration students are required to produce evidence of this insurance or to complete an application for insurance. Insurance coverage in Ontario is obtained by subscription to the Ontario Health Insurance Plan (OMIP). Premium assistance is provided for candidates who qualify. Further information may be obtained from the Ontario Health Insurance Commission, 2195 Yonge Street, Toronto, Ontario, or the Regional Office, Ontario Health Insurance Commission, P.O. Box 9000, 1055 Princess Street, Kingston, Ontario. The staff of the Student Health Service are she assistable stars. Student Health Service are also available to answer your queries concern-

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

86 Advisory Committee

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

Dr. W.C.Lougheed Associate Dean (Arts) Faculty of Arts & Science Mrs. Beatrice Bryce Former Dean of Womer and Member of the Department of English **Queen's University** Dr. A.I.Coleman Professor and Head Department of Mathematics Queen's University Mrs. Helen Mathers

Roman Catholic Separate School Board Smiths Falls Mr. John G.Linscott Principal Director - Ban Righ Foundation Vocational Institute for Continuing University Kingston, Ontario Education Oueen's University

Mr. D.Goodridge Dr. B.S.Osborne LaSalle Secondary School Associate Professor and Head Kingston, Ontario Department of Geography Mr. D.Wvatt Queen's University Sydenham Public School Kingston, Ontario

Representatives from: Ontario Secondary School

Mr. John G.Linscott Principal Loyalist Collegiate and Vocational Institute Kingston, Ontario

Education Administrative Officials Mr. R.A.Cressman Director of Education Lanark County Board of Perth. Ontario Mr. P.L.Roach Director of Education Peterborough-Victoria-

Northumberland and Newcastle R.C.S.S. Board Peterborough, Ontario M.R.E.Shadbolt Frontenac County Board of Education Kingston, Ontario

Ontario Catholic Supervisory Officers' Association Inc. Mr I.L.Jordan Director of Education Lanark, Leeds, Grenville County

Ontario Teachers' Federation Loyalist Collegiate and

Advisory Committee 87

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

Faculty of Education

Queen's University

Faculty Board Representative

(Faculty of Education)

Faculty of Education

Queen's University

Mr. G. White-Faculty of Education

Queen's University

Dr. H.A.J. Allen