150 years from Normal

150th Anniversary Gala Dinner Program
Saturday, October 20, 2007
McGill University is one of our oldest and most prestigious institutions of higher learning. It was therefore an honour to have received a degree of Doctor of Letters last year. Today, I have the privilege of congratulating McGill University as it celebrates the 150th anniversary of its Faculty of Education.

Over the past 150 years, this faculty has given many Canadians the opportunity to pursue their vocation. The graduates, in turn, have spread out across Canada to give young people the breadth of their knowledge and instill in them a love of learning.

I strongly believe that education is key to freedom. The Faculty of Education today stands as a bastion of this freedom, where students from across Canada and around the world are able to find their place within society.

I wish everyone joyful celebrations on this milestone occasion.

Michaëlle Jean

October 2007
150th Anniversary Gala Dinner
Saturday, October 20, 2007

McGill New Residence Hall
Ballrooms A & B
3625 Park Avenue
Montreal

6 - 7pm
Cocktail hour (Open bar & hors d’oeuvres)

7 - 9.30pm
Four-course banquet dinner (with wine)
MC - Professor Anthony Paré
Welcome - Interim Dean Jamshid Beheshti
- Principal & Vice-Chancellor Heather Munroe-Blum
- Provost Anthony C. Masi
Keynote Speaker - Chancellor Richard W. Pound
Documentary Film Screening
Raffle draw

9.30 - 10.30pm
Dancing (Live jazz band)

10.30 - 11.30pm
Dancing (DJ)
Partner in the international law firm of Stikeman Elliott, Dr. Richard W. Pound is an alumnus of both McGill (B. Comm., B.C.L.) and Concordia universities. Dr. Pound is recognized as one of Canada's leading lawyers in the area of tax litigation. He was appointed Queen's Counsel in 1991 and a fellow of the Order of Chartered Accountants in 2000.

A world-class athlete, Dr. Pound was a double Olympic finalist in the 1960 Olympic Games, was Commonwealth champion in 1962, and has competed as a nationally ranked squash player. His experience both on and off the field has provided the ideal background to his exceptional work for the International Olympic Committee. Within the IOC, he has held numerous high-profile positions, such as Vice President from 1987-1991 and again from 1996-2000; Chairman of the Marketing Commission 1986-2001; Chairman of the Television Negotiations Committee 1983-2001; and Chairman of the Olympic Games Study Commission. He is currently the chair of the World Anti-Doping Agency (WADA).

Dr. Richard Pound was first appointed to the Board of Governors in 1986, has served as its chair, and was named Chancellor in 1999. He is the chair of the McGill Athletics Board and currently serves as a member of the Executive Committee and the Nominating and Governance Committee.
Dear students, colleagues, alumni and friends,

As Principal of McGill University it is with tremendous pride that I write this congratulatory letter on the occasion of the 150th anniversary of the Faculty of Education. Founded in 1857, the McGill Normal School was regarded, even upon its opening, as a progressive institution providing teacher training to local Protestants where previously none existed. Since then, the school that first welcomed thirty-five women and five men through its doors has grown to an outward-looking and forward-thinking faculty that today boasts 2661 undergraduate and graduate students.

Throughout its history, the Faculty has benefited from the leadership of many distinguished educators beginning with the principalship of Sir William Dawson, who guided the School during its formative years. In more recent decades, the Faculty’s role has broadened from a training-ground for future teachers to a toehold of research into pedagogy and educational psychology. The Faculty has not only kept pace, but led in the fields of library and information studies, educational technology, inclusive education and professional teacher development. McGill is particularly proud of the links we have forged with Quebec and Nunavut’s First Nations and Inuit through our teacher training programs designed for practitioners in Aboriginal communities.

With Education alumni in over seventy countries around the world, McGill’s reach is global. McGill Education graduates, prepared for their chosen profession by an interdisciplinary team and exposed to a diversity of cultures, faiths and practices, bring unique insight and training to classrooms worldwide.

My hearty congratulations and appreciation to faculty members, administrative and support staff, students and alumni of the Faculty of Education. Together we are meeting the challenge of educating future generations and providing them with the tools and knowledge necessary to thrive in today’s world. May this gala evening be an opportunity to celebrate our extraordinary history and to renew our commitment to outstanding teacher education, excellence in research and exceptional service to the community.

My congratulations and very best wishes on this historic occasion,

Sincerely,

Professor Heather Munroe-Blum
1 October 2007

Dear Colleagues, students, and friends of the Faculty of Education,

The transformation of the "normal school," founded in 1857, into our present-day Faculty of Education is a remarkable chapter in the history of McGill University. The Normal School "trained teachers"; the Faculty educates educators, combining sound pedagogy with groundbreaking research in fields ranging from curriculum, second language and literacy education, leadership and administration, and philosophy and culture and values to kinesiology and physical education, from counselling and educational psychology to information studies. The Faculty of Education occupies a prominent place in the thinking that has informed McGill's strategic plans and future directions.

As McGill's chief academic officer, I am very proud of the programs of study and the way in which research and teaching are combined within them to provide our students at all levels of study with world-class preparation for their chosen professions. In addition, there is also much to praise with regard to the significant outreach and consulting activities that bring members of the Faculty of Education into the Montréal, Québec, Canadian, and international communities. Be it in establishing and staffing first nation programs, or setting up teaching training programs in developing countries, or in research on psychological addictions, or in the identification of and working with special needs and gifted children, the Faculty of Education does extremely well in reflecting the values that we all hold so dearly at McGill University.

So, I would like to take this opportunity to congratulate the students, staff, faculty, alumni, friends, and benefactors of McGill University's Faculty of Education as we celebrate the 150th anniversary of the founding of the Normal School, the institution that evolved into our wonderful, appreciated, and dynamic Faculty of Education.

As the next years and decades shape the future of the University, Québec and Canadian society and our world, I am confident that the Faculty of Education of McGill University will play a significant role in charting the directions in which we move.

Enjoy the gala!

With best regards,

[Signature]

Professor Anthony C. Masi
Provost
At the Second Annual Phyllis Shapiro Memorial Lecture, Stephen Lewis declared, “Education is the vehicle that civilises humankind.” We at the Faculty of Education are providing the fuel that propels this vehicle in the twenty-first century.

The Faculty’s academic staff conducts research that has a significant impact on the field of education and informs their teaching. The research within the Departments of Integrated Studies, and Educational Counselling and Psychology, covers topics as diverse as curriculum theory, multicultural education, critical pedagogy, second language education, educational leadership, indigenous education, cognitive neuroscience, youth and gambling, behaviour disorders, and cyber-bullying. The Department of Kinesiology and Physical Education and the School of Information Studies demonstrate that our research continually surpasses the boundaries of what is considered traditional education, from biomechanics, attention-deficit disorder, exercise psychology, and child obesity, to knowledge management, human-computer interaction, bioinformatics, and digital archives. The Faculty’s multitude of academic research interests directly engage our graduate and undergraduate students, helping to encourage and shape our future educators and scholars.

In our 150th year, we are celebrating the achievements of the past, promoting the important research and pedagogy being carried out in our Faculty at present, and looking to our students as future leaders in the multidisciplinary fields of education, kinesiology, and information studies.

On the occasion of the 150th Gala Dinner, the Faculty of Education would like to recognize and celebrate the important roles that each individual has played in our development and success. On behalf of the Faculty, I would like to thank our esteemed alumni, students, faculty members, administrative staff and patrons for their loyalty and support over the years. I hope that the friendships forged within the Faculty will be celebrated, valued and strengthened tonight.

Dr. Jamshid Beheshti
Interim Dean, Faculty of Education
On this joyous and historic occasion of the 150th anniversary of the Faculty of Education, I extend my congratulations to the present and past members of this Faculty.

Since its inception in 1857 the Faculty of Education at McGill has spearheaded excellence in educating outstanding teachers, scholars, and citizens. Although the Faculty began as a Teacher Education institution, the focus now has broadened to include both teaching and research. Its mandate and scope have gradually expanded to include a wide variety of activities ranging from elementary and secondary teaching to library and information sciences, intercultural and international education, kinesiology, as well as psychology. The Faculty can take pride in its world class research in many of these areas.

The realities of our multicultural society, along with globalization and the revolution in communications and information technology, have compelled us to view the world from new perspectives. As an internationally renowned university, McGill, more than other institutions, needs to rise to the challenges posed by the great transformations in society both locally and globally. Fortunately, the Faculty of Education at McGill is well positioned to take up these challenges.

My term as Dean (1998-2003) was rewarding and stimulating because I had the pleasure of meeting and working with exceptional faculty, students, staff, and alumni. As we prepared for the new millennium, we welcomed the challenges posed by the changing needs of students and teachers as opportunities to broaden our research, teaching, community service, and international initiatives.

I invite all of you to work together towards building a remarkable future. Our distinguished past can open new horizons for the Faculty to show creativity and leadership in educational development at all levels. Are we up to responding to the new reality of globalization and intense world competition? Undoubtedly yes!

Ratna Ghosh,
James McGill Professor
Dear Friends,

As a former student, professor, and dean, I am delighted to have this opportunity to celebrate the many contributions that those associated with the Faculty of Education have made over the past 150 years. Initially, under the leadership of Principal William Dawson, the focus was on the training of teachers for the English-speaking schools of Quebec. Since that time the mandate of the faculty has broadened to include the training of related professionals in Information Studies, Kinesiology, and Psychology. Moreover, the faculty now makes a significant contribution at the local, national and international levels.

As I look back, I believe three main factors have contributed to the success of the faculty. Since its inception, the ongoing partnership with local teachers, educational leaders and related professionals has been its central strength. Secondly, the ongoing academic support of other faculties, especially, Arts, Science, Music and Religious Studies, has enhanced the faculty’s influence. Finally, the inter-related mission of teaching, scholarship and community service that has evolved over the years has ensured that the faculty stays true to its roots while benefiting from and contributing to the impact of a modern research university.

Therefore, it is with pleasure and pride that I take this opportunity to congratulate and thank all those, within and outside the faculty, who have contributed so significantly to its work over the many years of its existence.

Sincerely,

A. E. Ted Wall, Ph.D.,
Retired Professor and Former Dean
August 31, 2007

Dear Students, Staff and Alumni of the Faculty of Education

On the occasion of the 150th anniversary of Education at McGill, I would like to extend my congratulations to you as the Faculty passes an important milestone in its history. The year 1857 marked the origins of formal teacher education in Quebec. The founding of both the McGill Normal School and the Jacques Cartier Normal School signified a great step in the democratic development of quality public education in our province.

Fifty years ago when the University celebrated the Centennial of Education at McGill, I was a third-year student here, and attended along with classmates and staff and education officials a special banquet on the downtown campus. There was much of which everyone associated with teacher education at that time could be proud. The University had only recently introduced the B.Ed. degree program, and it had merged the School for Teachers at Macdonald College with the Departments of Education and Physical Education downtown into a single Institute of Education within the Faculty of Arts and Science. On the evening of March 1, 1957, Principal F. Cyril James gave an eloquent and evocative after-dinner address on what was happening in Quebec and the world in the 1850's and on the founding of the McGill Normal School by Sir William Dawson in 1857. My diary records that it was an exhilarating evening.

There was certainly much to celebrate then, but as I look back after fifty years has elapsed, I can appreciate even more the continuing evolution of Education at McGill. What is most notable to me over this period of time is that the Faculty has broadened its conception of Education and become an institution which collectively and wholeheartedly embraces more comprehensive and inclusive ways of contributing to the Quebec, Canadian, and world communities. In your various ways each one of you has contributed to this larger vision. On this special occasion, I salute you and want to convey to you very best wishes for the continuing success in all that you are doing.

Yours sincerely,

[Signature]

Dr. David C. Smith
Professor Emeritus
Dean of the Faculty of Education, 1983-1991
A Note of APPRECIATION of Mcgill’s CONTRIBUTION

On this 150th anniversary, Mcgill University is to be congratulated for its patience, perseverance, and courage in developing and promoting teacher education. Stephen Leacock wrote about Macdonald College —
“Today, all about Ste-Anne breathes the soft atmosphere of the orchard, meadows and gardens where the gentle voices of female teachers in training echo back the murmurs of the river.” — But it was not all that easy. Roses and thorns are known to grow together.

Although the Belmont Street Normal School had opened in 1857 with Mcgill’s Principal Dawson as its principal, its fifty years of service were marred by severe criticism and the cancellation of courses due to “...most undesirable economies”. This prompted Sir William Macdonald in 1901 to finance a study of Protestant education in Quebec by John Adams from the University of London, England.

The outcome was Mcgill’s sponsoring of teacher education at Macdonald College to assist Sir William’s drive to improve life in rural Quebec by educating together the young people who were to become farmers, teachers, and home makers.

At Macdonald, teacher education had a new start. Although it opened with four-month courses, it pushed ahead with higher entrance requirements, longer courses, upgrading summer schools and new classes of certification. It was at Macdonald that Mcgill’s B. Ed degree was developed and the Canadian College of Teachers was founded.

Even in its earlier years, it must have done some things right. Aside from graduating a great number of highly regarded teachers and administrators for the schools, some of the students eventually returned to teach in the Faculty of Education at Mcgill. Two became Dean of the faculty and another was appointed Dean at York University. One became Vice Principal at Mcgill and another served as Dean of Education in Edmonton before becoming the principal of that University. Bravo Mcgill!

Wayne Hall
First Dean of Education at Mcgill
Visions of the Future of Education

Dr. Michael W. Apple
Doctor of Letters, Honoris Causa, Faculty of Education, McGill University

We are living in a time when education is being turned into a commodity like bread, cars, and toothpaste. But education is not something to be bought and sold. A truly high quality education should be available to all, regardless of wealth. It should be about creating critical citizens, people who are knowledgeable about the world and have the values and dispositions to act in that world to make it a respectful and responsive place for all, not only the rich and powerful. It should as well be about creating institutions and spaces where what counts as a common culture is debated, built, changed, and constantly rebuilt in ways that respond to the ever-changing nature of populations and knowledge. And finally, an education worthy of its name will involve a partly utopian dream—that, together, we (meaning all of us) can never settle for anything less than a set of institutions that responds to the very best in us. This will require constant criticism of the nature of our societies and their inequalities and a deep set of ethical commitments that support those educators and movements which today and in the future struggle to gain the resources and respect so rightly deserved for educational institutions that are absolutely essential for a critical and self-reflexive democracy to go forward.

Michael W. Apple - John Bascom Professor of Curriculum & Instruction and Educational Policy Studies
University Of Wisconsin, Madison

Dr. Marilyn Cochran-Smith
John E. Cawthorne Millennium Professor of Teacher Education for Urban Schools

For many years teacher education has been pushed to change and pressed to improve by policy makers, the public, critics within and outside the university, and those with a variety of political agendas. Teacher education’s response has been primarily reactive rather than proactive, a response often interpreted by others as trying to defend the status quo despite the many changes that have occurred in teacher education over the years. Currently, however, there are a number of developments in teacher education that are very promising. These include: (1) continuing heightened public and institutional attention to a whole array of issues regarding teacher quality and teacher preparation; (2) increasing use of sophisticated new research designs and instruments to study the complexity of teacher preparation and the components necessary in the preparation all teachers; (3) growing emphasis on research and empirical evidence as the basis for decision making about curriculum, policy and practice in teacher education; and, (4) working simultaneously within and against the teacher education system in keeping with critique of prevailing views about teacher education policies and practices and as part of larger social movements to expand the ways we think about teacher education’s role in society and its broader goals and purposes. The future of teacher education depends on whether we are able to enhance the promising aspects of these developments and avoid the deep pitfalls they also entail. To do so, it will take concerted efforts, clear-eyed analyses, and public critique of emerging and prevailing views. As importantly, it will take great care not to be co-opted by those with larger political and professional agendas that run counter to the greater purposes of teacher education in a democratic society.

Marilyn Cochran-Smith - Lynch School of Education, Boston College
Dr. Kenneth Robertson  
Director General of Champlain Regional College

Teaching is a complex blend of technique, science, and art. It is important to develop our teachers’ understandings of notions such as the science of evaluation and program development or the technique of differentiation, classroom management, and use of technology. However, it is the more elusive “art of teaching” that is the most difficult to cultivate, yet which makes the most profound difference, the ability to embrace change, share leadership, and most importantly foster hope and grace in all relationships. Living in a world of rapidly evolving technology and constant change, technique and science are forever in flux, and what we learn today will undoubtedly be built on or bettered tomorrow. It is the art, our capacity to build relationships, which helps us cope with this flux. The challenge for teacher education is to develop our teachers’ abilities to constantly adapt to changes in technique and science, while drawing on their art to choreograph and perform the complex dance called teaching.

J. Kenneth Robertson - Adjunct Professor for the McGill University Centre for Educational Leadership  
Member of the Québec Superior Council on Education

Dr. Noel Burke  
Dean of the School of General Studies, Concordia University

My vision of the future of Teacher Education is one that would combine a flexible delivery system and continuous re-qualification. Such a system of teacher training would begin with a modularized program which would include various components of pedagogical training and practica that could be done at a distance and by e-learning. These segments could be complemented by summer programs where-by those who cannot attend directly could fulfill minimal residency requirements. The BEd of the future would be split into three equal parts: Pedagogical Coursework, Subject Specialization (one or two) and Practica. There would also be advanced standing granted for the Subject Specialization and/or the Practica based on previous training and experience. This initial training would be complemented by a compulsory upgrade of fifteen credits every five years supervised by a college of teachers, a badly needed complement which would help boost the longstanding lack of professional status that the teaching profession has long suffered.
I have spent over 50 years of my life in the classroom either as a student or as a teacher. I come from a family where education was highly valued. My mother engrained in me her philosophy of life for a daughter, “Remember: beauty fades, but stupid is forever.” My father’s advice to me was to discover what I was passionate about in life and then find somebody who would pay me for doing it. Through the passion I saw in so many of my teachers, who served as my role models over the years, sadly, too often, unacknowledged, I discovered that it was reading and writing that fired my passions.

From Sister St. Reginald, who took on the task of taking the newly arrived eight year old immigrant me under her wing and, with unfailing determination, taught me the English language, with all its intricacies, from the ground up, to Mrs. Ryan, who taught me that adolescence does not preclude self-discipline and respect for words, to the many caring, encouraging professors in the Dept. of Education at McGill, I have been so fortunate in having the guidance I needed. At no time did I waver from my early career choice: I was going to be an English teacher. My aim was always to pass on that legacy that had been passed onto me. If I succeeded in my profession, that success can only be measured in those terms since the usual measures of success are not available to teachers. There is scant monetary compensation in a world where success is often thus measured, but there are such great intangible rewards. I am not here speaking of the approximately thirteen weeks of “vacation” that people who are clearly out of touch with the realities of teaching so often tout. Every teacher has had to get defensive about this point at some time in his/her career; we have been forced to become expert mathematicians in adding up the hours spent preparing, correcting, attending professional development workshops, all in our “free time,” thereby justifying our seemingly long vacation. The real rewards of teaching lie elsewhere as any teacher can tell you.

My favourite anecdote about the profession of which I am so proud to be a part concerns the late astronaut Christa McAuliffe, the first lay person accepted by NASA to be part of the space program. Before this, Mrs. McAuliffe had been a teacher. Naturally, this created great interest, and the media descended upon her. When asked what it felt like potentially to reach the moon, she replied that it was not so different for her, “I already reach for the stars – I teach.” I have never heard it expressed better. We educators reach so far beyond the immediate. Our reward does not come in a pay envelope. Rather, it comes each time a student recognizes that the injustice that Tom Robinson and Boo Radley suffer in To Kill a Mockingbird is unacceptable and must be stopped, that this lesson of standing up for justice and against intolerance is valuable and must be passed on to subsequent generations; it also comes, every time a student says thank you, even if that occurs, at times, a dozen years after he/she has left your classroom. It is a privilege to be part of the only profession that has such a lasting interactive impact as does education, whether on teachers or students. There cannot be a greater reward than knowing one has made a difference.

Winston Churchill wrote, “Fortune’s favourite few are those whose work and pleasures are one.” No other profession lends itself so clearly to that glorious combination.
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150 years from Normal

1857 - 2007

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