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**From Windsor Teachers' College to Faculty of Education, University of Windsor:
A story of institutional change.**

By

Ana Savić

A Thesis

Submitted to the Faculty of Graduate Studies

through the Faculty of **Education**

in Partial Fulfillment of the Requirements for

the Degree of **Master of Education**

at the University of Windsor

Windsor, Ontario, Canada

2018

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**From Windsor Teachers' College to Faculty of Education, University of Windsor:
A story of institutional change.**

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DECLARATION OF ORIGINALITY

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ABSTRACT

Formal initial teacher preparation in Ontario began in 1847, with the opening of the Toronto Normal School. Presently initial teacher preparation occurs in Faculties of Education across Ontario. This thesis represents a quest to better understand the evolution of how prospective teachers are prepared for the teaching profession in Ontario. It is a case study that examines initial preparation of elementary school teachers in Windsor, Ontario, focusing on the establishment of the Windsor Teacher's College and its transition into the Faculty of Education at the University of Windsor. There are three focal points for analysis: the history of teacher education in Ontario, the philosophy of teacher preparation, and the politics of educational institutional change. The main research question is, to what extent did the new Faculty of Education represent continuity with the past, and to what extent was it a break with the past? Archival data from the Ontario Archives, the Windsor Public Library, and the Leddy Library at the University of Windsor were examined, as well as public documents. In the 1950s in order to become a teacher you had to have finished secondary school. By the early 1970s however, teaching was increasingly becoming professionalized, and prospective teachers were required to have a degree before they could begin their initial teacher preparation program. The curriculum of initial teacher preparation stayed largely the same, but the student experience and educational background of the prospective teachers changed significantly. This case study provides a useful historical context for decision makers as they consider new reforms in the formal preparation of teachers.

Key words: Faculties of Education, History of Education, Initial Teacher Preparation, Teacher Training, Teacher Education, University of Windsor, Windsor Teachers' College

DEDICATION

To my tata, Milan.

To my siblings, Marina and Miloš.

To my husband, Harry

and

To my son, William(Gojko).

Thanks for always pushing me to do my best, supporting me and believing in me.

ACKNOWLEDGEMENTS

Writing this thesis was not an easy feat for me. I would not have been able to complete it if it was not for all the wonderful people in my life.

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LIST OF ABBREVIATIONS/SYMBOLS

W.T.C. - Windsor Teachers' College

C.P.U.O. – Committee of Presidents of the Universities of Ontario

O.C.T. - Ontario College of Teachers

B. Ed. – Bachelor of Education

I.T.E. – Initial Teacher Education

I.T.P. - Initial Teacher Preparation

DEFINITIONS

Education Act: The Education Act is the main piece of legislation, or “statute”, governing public education in Ontario. This legislation provides authority for the creation of all of the main features of the education system.

Elementary School: Kindergarten- grade 8

General Education: the studies that college-educated persons take in common with each other, regardless of their field of specialization

Grammar School: Grammar schools provided secondary education in Ontario until 1871.

Initial Teacher Preparation: often defined as the professional year (Normal school, teacher’s college, faculty of education Bachelor of Education program). Note: Initial teacher preparation as used in this investigation refers to the professional year or years. It does not include the three or four years of a liberal education preceding the professional preparation. Since September 2015 the Ontario Ministry of Education has changed initial teacher preparation to a four-term-program from a two-term program.

Normal School: formerly (1847-1960s), a school or college for the training of teachers.

Professional Studies: those courses and experiences directly structured to students’ intellectual and occupational specialties such as preparation for teaching (where liberal and technical studies are addressed).

CHAPTER 1

INTRODUCTION

General Statement of the Problem

In 1846 Egerton Ryerson issued his landmark report entitled “Report on a System of Public Elementary Education for Upper Canada.” In this report he recommended that teacher training should be uniform and that a school for elementary teacher training be created, which would be called a “Normal School”. The first Normal school in Ontario opened in 1847 and was named the Toronto Normal School. Gradually, as the population grew, other normal schools were established. Teacher education remained largely unchanged until 1953 when the first normal school was renamed, becoming the Toronto Teachers’ College. In 1962 the Windsor Teachers’ College (W.T.C.) was created. It existed independently for less than a decade, becoming the Faculty of Education at the University of Windsor, in 1970. Many factors played a role in this rapid change from a stand-alone institution for preparing elementary teachers to a semi-autonomous faculty within a university. Certification to teach in Ontario was granted by the Ministry of Education upon successful completion of the Bachelor of Education, and after 1992, by the Ontario College of Teachers.

The following investigation is a case study that examines this Ontario institution in Windsor that changed from a teachers’ college to a faculty of education at the beginning of the 1970s. To understand this change, I will begin by taking a look at the history of teacher education, as this will help explain the path that was taken to get to the status quo as it existed in the 1960s. It will also be important to examine the difference between “education” and “training”, and what role they each take in initial teacher

preparation. This will then lead to a consideration of the politics and policies of the 1960s and who was involved in deciding what changes would be made.

Between the years 1946-1965 (the first two decades after World War II) there was a significant increase in the birthrate in Canada (and most other Western countries) usually referred to as the Baby Boom. This was significantly related to improving economic opportunities and a subsequent trend towards larger families. By the 1960s the bulk of the Baby Boom generation had reached school age, creating a need for new teachers and new schools. There was also local change in Windsor, as between 1961 and 1971 the population in the City of Windsor mushroomed due to boundary changes, in addition to the overall population growth in the province. This demographic growth resulted in an increasing need for institutions of higher education. Assumption University was transformed into the non-denominational University of Windsor on December 19, 1962 through the passage of BILL Pr36 (Pr36, 1962). Along with the growing need for new teachers was a desire to prepare them better for their role, as was evident in the report prepared by the Minister's Committee on the Training of Elementary School Teachers known as the McLeod Report (Minister's Committee on the Training of Elementary School Teachers, 1966). The report recommended the transfer of teacher education from teachers' colleges administered by the Ontario Ministry of Education into faculties of education that would be located on university campuses and thus be subject to university procedures. Significantly, the chair of the committee that issued this report was C.R. McLeod, the Director of Education for the City of Windsor, Ontario (1964-1972).

This investigation has both a historical and political focus on two key moments of change: the initial establishment of Windsor Teachers' College, and its subsequent

transition into the Faculty of Education, University of Windsor. A particular emphasis will be given to the causes and consequences of these changes. It will be shown that the evolution from college to faculty was the result of a number of factors coming together in an attempt to transform the preparation of classroom teachers. Also, of importance is the question of continuity versus change. What really changed about teacher preparation in the Windsor region, and what remained the same? There will be three points of comparison: the pre-W.T.C. era, the 1962-1970 era of the W.T.C., and the immediate post-faculty of education establishment period.

Research Purpose

There are three focal points for analysis: (1) the history of teacher education in Ontario; (2) the philosophy of teacher preparation; and (3) the politics of educational institutional change. The main research question is as follows: To what extent did the new Faculty of Education represent continuity with the past, and to what extent was it a break with the past?

These four sub-questions will also be investigated:

What were the factors behind the initial establishment of the Windsor Teachers' College (W.T.C.) in 1962?

What was the program like at W.T.C between 1962 and 1970, in terms of curriculum, staffing, and student-life?

What factors explain the decision to convert the Windsor Teachers College to the Faculty of Education at the University of Windsor, when some other teachers' colleges across Ontario were simply closed?

During the early years of the Faculty of Education at the University of Windsor, what changed and what stayed the same, compared to the Windsor Teachers' College?

Significance of Study

This study will investigate the intellectual ideas and political forces behind the change from teachers' colleges to faculties of education across Ontario, with particular emphasis on events in the Windsor area from the 1950s to the 1970s. This additional knowledge will provide a useful historical context for decision makers as they consider new reforms in the formal preparation of teachers. It will contribute to the growing body of knowledge around the dynamics of change in Ontario educational institutions.

CHAPTER 2

LITERATURE REVIEW

Introduction

Three main themes emerged from my review of literature. The first theme is the history of teacher education in Ontario, starting with Egerton Ryerson's landmark report entitled "Report on a System of Public Elementary Education for Upper Canada", and published in 1846. It includes the subsequent establishment of the first teacher-training institute of Upper Canada in 1847, *The Toronto Normal School*. At that time, Normal school graduates could teach at the elementary level, and those that wanted to teach at the secondary level needed a university degree, thus assuring a higher level of subject-specific knowledge. Over the subsequent years, Normal schools went through significant changes in curriculum as well as the length of their programs. In 1847 prospective teachers attended Normal school for five months; by 1903 the length of the program was changed to a full-year session and in 1927 to a two-year course. However, by the 1960s only those students who had not completed grade 13 had to take the two-year course; otherwise the program had reverted to a one-year session (Foxcroft, 2017). In the 1950s, Ontario Normal schools changed their name to teacher colleges. Another change happened in the late 1960's with the move from an institution governed solely by the Ministry of Education and Training to a university-affiliated one, namely the faculty of education, although the Ministry of Education retained oversight of program accreditation.

The second theme of this literature review is the debate over teacher training versus teacher education, which leads to the question "what is ideal in initial teacher

preparation?” This section will look at various philosophies of teacher preparation, and their purpose through time, in a range of locations. Traditionally, Normal schools have been associated with the concept of teacher training, while faculties of education are expected to focus more directly on teacher education.

The third theme is the politics of education and focuses on actual policy changes related to teacher preparation in Ontario in the 1960s and early 1970s. The Hope Report (1950), MacLeod Report (1966), the Hall-Denis Report (1968), and the specific changes to the Education Act will be discussed. They provide an important context for the specific institutional and policy changes that were implemented in Windsor, Ontario during this period.

History of Teacher Education in Ontario

Overview of the history of teacher education in Ontario.

Before the 1800s, formal education was a privilege of the well-to-do and a way to preserve religious orders (Wallner, 2014). The first recorded school in Ontario was set up in 1786 in what is now Windsor by two sisters from Quebec (Brehaut, 1984). It is important to note that from 1791 to 1841 present day Ontario was known as Upper Canada, and from 1841 to 1867 as Canada West. In the 1830s both Upper Canada and Lower Canada were in economic distress. In 1837-8 there were rebellions against the Crown and non-elected local political elites. The rebellions were unsuccessful but resulted in the Act of Union in 1841, whereby the Upper and Lower provinces of Canada were now under one provincial government. Citizens wanted a responsible form of government that would limit state control. This helped spark interest in a provincial school system that would insure a stable state (Houston, & Prentice, 1988, p. 95). It was

thought that ignorance causes crime, particularly, in urban centers, “An uneducated public was not only ripe for crime, it was ungovernable. This latter condition, provided the central focus of mid-century school reform: the creation of subjects who were capable of being governed – or of governing themselves” (Houston, & Prentice, 1988, p. 100).

During the early 19th Century, “politicians, churchmen and educators debated questions of educational financing, control and participation, and by the 1840s the structure of the modern school systems can clearly be discerned in an emerging official consensus throughout Canada” (Gaffield, 2013). The Common School Act of 1841 created, “a central administrative authority, supported by a hierarchy of administrative bodies at various levels of local government, second, local property assessment to match the provincial government’s contribution to the cost of schooling, and third, the principle of religious immunity” (Houston, & Prentice, 1988, p. 110).

The roots of the Ontario public school system developed during the pre-Confederation period, but with Confederation the Schools Act was created, reflecting the fact that education had been made a provincial matter by the British North American Act, 1867. Increasingly, there was standardization of textbooks, teacher training, classroom organization, and curriculum (Houston, & Prentice, 1988). One-room rural school houses were common and even though church-run schools of various denominations still existed, public non-denominational schools funded by taxes were growing in numbers. The constitution guaranteed funding to Catholic schools in Ontario, as it did for Protestant schools in Quebec (Gidney, 1999).

Just as the public school system did not emerge overnight but took years of evolution with a change here and a change there, so the education of qualified teachers

for those publicly-funded schools took an evolutionary path before finally being housed at the university level. This discussion will ultimately lead to a fuller understanding of the emergence of the Faculty of Education at the University of Windsor.

History of teachers and teacher education in Ontario.

The only stated qualification for a teacher in Ontario in 1816 (year of the first Common School Act) was that he or she be a British Subject (Houston, & Prentice, 1988, p. 99). Teaching was to a considerable extent a missionary activity, as well-to-do parents would send their children to school to learn the three R's (reading, writing, and arithmetic) at least in part so that they could be proficient at reading the Bible. In the 1830s, teachers were paid low wages as teaching was not often a lifelong career, but something taken up for a few years to save money. Common reasons why people taught were, to save up and buy a farm, or to save up for their own education. Often, teaching was combined with other occupations such as farming or watch making (Houston, & Prentice, 1988, p. 92-95).

In 1843 there were two types of teaching certificates. A special certificate was a one-year license in a particular school, the "general certificate good for the district of origin until revoked" (Houston, & Prentice, 1988, p. 117). The general certificate was earned upon completion of teacher training at a model school. County model schools had been established as a result of the Act of 1843. They were a superior group of schools where prospective teachers got on-the-job training before going into their own classrooms (Houston, & Prentice, 1988, p.118).

Egerton Ryerson served as Superintendent of Education for Ontario between 1844 and 1876. One of Ryerson's first changes to the educational system in Ontario was the

implementation of central standards for certification. Local trustees were no longer responsible for teacher certification; provincially appointed district and township superintendents of education were given this responsibility (Love, 1978). In 1846, Ryerson toured the United States, Prussia, France, Ireland, and Great Britain to examine their school system. Ryerson's motives were to create a school system with promoted social order, political stability, and Christian morals. Ryerson came home from his foreign tour inspired.

The school 'machinery' and law would be taken mainly from the state of New York, he said, while the tax system and free schools would follow the Massachusetts model. The government-sponsored textbooks would be Irish in origin, but the Upper Canadian approach to training teachers would draw chiefly on German institutional practice. (Houston & Prentice, 1988, p.116)

This tour inspired Ryerson's landmark report entitled *Report on a System of Public Elementary Education for Upper Canada*. In 1847 he established the first teacher-training institution, The Ontario Normal School, located in Toronto, in an attempt both to set progressively higher standards for the certification of elementary school teachers and to promote improved teaching. November 1st, 1847 was the official opening of the Toronto Normal School; Ryerson spoke at the opening regarding the nature and purpose of Normal schools and the origin of the label 'Normal.' Ryerson stated, "The word Normal signifies according to the rule or principle and is employed to express the systematic teaching of the rudiments of learning ' A Normal School ' is a school in which the principles and practices of teaching according to the rule are taught and exemplified" (Ryerson, 1846b, p.97). This definition was reproduced every year in the Ontario Department of Education's Calendar of Teachers' Colleges (Ontario Department of Education, 1953-1975). A Model school was attached to the Normal school, prospective teachers learnt from the Irish 'national' series of textbooks, and the headmaster was Irish.

The Toronto Normal School “stressed deference, competition for rewards, and punctuality...certificates upon graduation were by 1859 divided into six possible levels of achievement” (Houston & Prentice, 1988, p. 165).

After completing grammar school (which is what secondary school was called until 1871), first class teachers attended The Ontario Normal School for 10 months. Women (allowed to enroll starting in 1848) had to be a minimum of 16 years old to enroll, and men 18 years old. These teachers were allowed to teach in grammar schools as there were not enough university-trained grammar school teachers. In 1865 a “2nd class” five-month Normal School program was established to help with the elementary teacher shortage (Brehaut, 1984). Not until the mid 1900s did the majority of teachers get trained at Normal School, when more opened up. The Model schools were still the most common form of initial teacher training.

The Canadian Confederation of 1867 occurred during Ryerson’s time as Superintendent. The new constitution left public schooling a provincial matter (Clark, 2014). The guarantee of protection for minority religious schooling in Ontario and Quebec was a pre-condition of confederation. The Roman Catholics were a minority in Ontario (Upper Canada) and the Protestants were a minority in Quebec (Lower Canada). “Between 1840 and 1867, Upper Canada was locked in a legislative union with Lower Canada (Quebec). There was a single legislature in which each section had an equal number of seats” (Gidney, 1999, p.17). The Canadian constitution of 1867 guaranteed the protection of Catholic religious schooling in Ontario and Protestant schooling in Quebec. On this matter, provincial education policy had to respect the Canadian constitution.

Egerton Ryerson led the campaign to make every elementary school tuition-free and to introduce Ontario's first tentative measure of compulsory attendance, which led to the Schools Act of 1871. Because of compulsory attendance, there was a huge increase in school enrollment. Inevitably there was a pressing need for teachers. To help solve the teacher shortage, in 1875 a second Normal school with the 10-month program opened in Ottawa, and shortly after a third in London. Just two years later in 1877, more county model schools were established. There were about fifty schools throughout the province designated as model schools, where prospective teachers could observe and learn for a short period of time to gain the lowest-level teaching certificate from the province (Brehaut, 1984). These teachers lacked formal training in the science of pedagogy and were thought by educational experts to be inadequate in preparing students for the new industrializing economy. Change and improvement in Ontario's initial teacher preparation was thus being considered by the late 1800s, as is evident with the dissatisfaction of some in regard to the curriculum at the Normal school. The "art of teaching" should be at the forefront of the curriculum and not the "cramming" of knowledge of the subject the teachers were supposed to teach. "A commentator [in 1850] suggested that admission be restricted to experienced instructors, who presumably would already know the subject matter when they arrived" (Houston & Prentice, 1988, p. 169). To solve this issue, a principal by the name of H.W. Davies submitted a report to the Minister of Education in March of 1884. Mr. Davies, along with Principal MacCahe had visited several Normal schools in the United States (Collegiate and Polytechnic Institute in Brooklyn, the Stevens Institute of Technology in Boston, Bridgewater in Salem

Massachusetts, Albany, Oswego and Buffalo in New York) in order that they might ascertain how the Physical Sciences were taught (Davies, H.W., 1884).

Similar debates about the goals and means of teacher preparation were occurring in other provinces. In a book entitled *The Grand Regulator* (2013) George Perry writes about the history of the provincial Normal School in Nova Scotia. In 1854 Nova Scotia passed an act of legislation establishing a normal school for the province, with responsibility to train teachers. However, this act had multiple motives. Opponents of the act thought that the grammar schools and academies were supposed to prepare school teachers. Although there was a teacher shortage, some critics were skeptical about the necessity to train teachers. Perry suggests that the program of teacher training was in some ways an attempt to control the lower classes, so they would be obedient, and learn social order and their place in it. Teachers were trained to follow a strict routine with their students, with a prescribed curriculum, row seating, bells, and attendance. In this way school would prepare students for factory work the author alleges. His focus is on the political and social origins of teacher training, and the move towards government supervision of all aspects of public school teaching.

At the turn of the twentieth century it was evident that Ontario needed more Normal schools. In June of 1906, John Seath, who was the Superintendent of Education from 1906-1919, wrote to the Minister of Education (1905-1918) HON. Robert. A. PYNE, M.D., LL.D. in a memorandum regarding Normal schools,

In order to serve as many districts as possible, that there should be four new schools; each of the old ones- London, Toronto, and Ottawa – should accommodate about a maximum of 200 pupils; and each of the new ones, about 160...394 attended the Model Schools east of Toronto, while 600 attended those west of Toronto... It follows, therefore, that, of the new Normal Schools, only one is needed east, while three are needed west, of Toronto. (Seath, 1906)

In deciding on the locations of the new Normal Schools, four things were listed to be considered. First, the location should be central in a district and readily accessible. Second, the town or city should have a Public School large enough that the pupils of the Normal School can have ample observation and practice-teaching without disrupting the efficiency of the Public Schools. Third, the school accommodations, teachers, and the inspectors should be good. Lastly, the town or city should have evidenced a liberal and progressive educational spirit and should be of such character as to afford reasonable facilities for the improvement of the Normal School students' general and social culture. The decision was reached in 1907 to establish Normal Schools in Stratford, Hamilton, Peterborough, and North Bay (Pyne, R. A., 1907). The county model schools, a mainstay of teacher preparation in the latter half of the nineteenth century, were abolished.

Gradually, the word 'normal' became less descriptive of the purpose of schools for the professional education of teachers, since the emphasis in teacher education moved from the study of "teaching according to rule" to the study of child development and learning. As one result of this trend, in 1953, Normal schools were renamed teachers' colleges. In the early years of Normal schools, emphasis was placed on methods of teaching but mid-way into the 20th century, child study had become the emphasis. The focus became to guide the all-round development of the individual child and not just to deliver a body of knowledge to pupils (Calendar of the Teachers' Colleges, 1958).

Elementary teacher preparation and the university.

As the twentieth century progressed, it became evident that teacher preparation needed further change. The process of change was a long one since it was a systemic change. Systemic change, which is a paradigm shift that is transformational, where the 'whole

thing' changes, takes time (Reigeluth, 1994). Anderson (1993) lists the six elements of systemic change: vision, public and political support, networking, teaching and learning changes, administrative roles and responsibilities, and policy alignment. Anderson (1993) also lists the developmental stages of systemic change: maintenance of the old system, awareness, exploration, transition, emergence of new infrastructure, and predominance of the new system. Several societal factors slowed down this process of change including: the teacher shortage, the cost of implementation, and societal disruptions associated with World War I, the Great Depression, and World War II. Meanwhile, universities were undergoing a lot of change, too. Many universities used to have religious affiliations; their aim was to preserve Christian ideals, along with training elites for leadership positions in society. When there was a change to the way of life due to the industrial revolution and new kinds of skilled jobs needing to be filled, universities began to adapt themselves to fulfill this additional role of training individuals for these new societal needs. Programs in mining, engineering, pharmacy, social work, and secondary-school teaching were created (Axelrod, Reid, 1989). The first meaningful mention of pedagogy at universities in Ontario was in 1893 when the *Educational Journal*, in Toronto, published a welcome to the pedagogy degree at the University of Toronto.

If there is any doubt as to the inherent right of teaching to be regarded as one of those (learned) professions, that doubt arises mainly from the fact there are necessarily many grades of teachers, and that hitherto extensive learning has not been regarded as necessary except for the higher of those grades. The day will, we venture to predict, come, though we fear it is yet far-off future, when this opinion will have changed, and high educational qualifications (will) be deemed as indispensable for the lower as for the higher departments of educational work. Indeed, it might not be hard to show that a thorough knowledge of the mind and its workings is even more essential for those who have to do with its training in its earlier stages of development. (University of Toronto *Educational Journal*, 1893, p.56)

Here is the first scholarly mention in Ontario that a time will come when elementary school teachers, too, will need to be educated and that having sound pedagogical knowledge when teaching the early years is essential. Teaching, according to this statement, is not merely acquiring the skills to teach the three R's, but "knowledge of the mind" is required.

By mid-century, elementary teacher preparation across Canada began to move to the universities: Alberta and Newfoundland in the 1940s, British Columbia in the 1950s, then Saskatchewan, Manitoba, Ontario, and Quebec in the 1960s (Sheehan, Wilson, 1994). This was more than 50 years after the establishment of the initial pedagogy degree at the University of Toronto. There were steps in the transition of initial teacher preparation from the Normal school, to the teachers' college, then to the faculty of education. The political aspects of this change will be discussed in the *Politics in Teacher Education* section, later in this chapter.

Teacher education in university: 1900-1960.

Beginning in the early 1900s, the Faculty of Education at the University of Toronto educated teachers for both the elementary and secondary school panels. The pre-requisite for the program at one time was the completion of secondary school. This was short-lived. The Department of Education was not satisfied with the program, as it felt that there was insufficient theory versus practice. In 1920 the Faculty of Education at the University of Toronto was closed and the Ontario College of Education (OCE) established, under the direction of the Ministry of Education. OCE was situated within the University of Toronto, with a dean as its chief operating officer (Smyth, 2006). OCE was the only institution in Ontario authorized to provide high-school teacher preparation

in Ontario, but students could take the option to get qualified for the elementary level, as well. However, it is important to note that until the mid 1960s, to be qualified as an elementary school teacher did not require a university degree, although it was an option. In 1966, the University of Toronto gained complete jurisdiction over the OCE, and in 1972, it was renamed the Faculty of Education.

In September 1949 the Canadian Education Association (CEA) wrote a report entitled “An SOS from the Schools”. It reported a poor view by the public of the status of the teaching profession, as many teachers were poorly trained. A big concern was that when high school teachers who were university educated applied for an elementary teaching position, they were preferred over Normal school graduates (Moffatt, 1949). According to a report from the Canadian School Trustees’ Association (CSTA) entitled *The Road Ahead, 1952-1953*, “there were approximately 5,150 instructors in Canadian classrooms without any professional training serving as teachers and almost 4,000 more whose education and training were below the prescribed minimum of their respective provinces” (CSTA, 1953, p.12). As part of a movement to seek higher status for themselves and their graduates, in 1953, the Normal schools of Ontario changed their name to teachers’ colleges. However, the curriculum remained largely unchanged, and unlike in some other provinces, initial elementary teacher preparation had not yet moved to the University.

The Cold War era, building upon a lengthy period of post-World War II economic expansion and urbanization, helped to produce a change in the government’s philosophy of the purpose of education. Governments began to see education not just as a key to prosperity, but also as a matter of national security, due to the importance of scientific

advancements on the events of World War II and its aftermath (Rohstock, Trohler; 2014). According to Statistics Canada the university enrolment in Ontario at the undergraduate level increased by almost 82% between the years 1940 and 1950. Several reasons account for this increase. In the 1940s a large percentage of university aged men were in uniform, in the early 1950s, returning veterans who chose to go to university on the Veterans Act after de-mobilizing were just graduating or still enrolled. With financial aid from the Veterans Rehabilitation Act, 54,000 veterans went to university, crowding many educational institutions which were not prepared for so many students (Veterans Affairs Canada, 2017). The baby boom in the two decades following World War II resulted in a significant increase in elementary school enrollment. For the immediate future, a university-educated teacher for every classroom was not an attainable goal; but with a projected jump in university enrollment as the Baby Boomers progressed through the system, it was more feasible for initial teacher education to move to the university level in the near future.

In 1957 the Russians put their Sputnik satellite into space, the first nation ever to succeed in this endeavor. Fears developed that Western nations were falling behind. This put a spotlight on teacher education in North America. “If Ontario was going to keep up with the postwar world, and with the pedagogical work being done in other countries, teacher preparation in the province would have to be improved from the ground up, and this meant integration with the university” (Jofre, & Cole, 2014, p. 86). Initial teacher education was to be more globalized, internationalist, and scientific – in a word, more academic (Rohstock, & Tröhler, 2014). “It was not educators but scientists, especially from the disciplines that had previously been crucial to the war effort-psychology,

mathematics, chemistry, physics, and biology-who played a dominant role in the debates about the future design of school curricula, new systems of teacher education, and the reform of universities.” (Rohstock, & Tröhler, 2014, p.122) As one example of the change in thinking, the Education Committee of the National Academy of Sciences, an American society serving as advisors on science, engineering, and medicine, held a ten-day Conference in Woods Hole, Massachusetts in 1958,

Subject specialists, together with psychologists, developed new teaching plans and textbooks that had no less a goal than the complete reformulation of the curriculum. From now on, abstract problem-solving capabilities should be at the forefront of learning in each individual discipline, and logical operations and a general understanding of a subject should take precedence over its mastery. (Rohstock, & Trohler, 2014, p. 124)

The traditional approach to teaching was strongly criticized. “Instead of applying the methods designed to promote abstract cognitive abilities, (teachers) continued to teach facts” (Cohen, 1973, p. 33). Educational policymakers sought a reform of the educational system, including the way teachers are prepared. “In keeping with the goal of scientification, the ideal teacher had to be first and foremost a teacher-researcher with a broad repertoire of thinking and problem-solving strategies” (Rohstock, & Trohler, 2014, p.127).

By the 1960s educators, teacher educators, government administrator and school board officials realized that major improvement was needed to prepare teachers for the future. As a result, an Advisory Committee on the Training of Elementary Teachers, Ontario was formed in 1964. The committee was made up of representatives from several stakeholder groups. Clair MacLeod, Director of Education for the City of Windsor, was chosen as the chair. Out of its recommendations came the provincial decision to fold some of the teacher’s colleges into the universities while closing others (e.g. Hamilton,

Lakeshore, Stratford). By the end of the 1960's, both elementary and secondary initial teacher preparation was designated to take place at the university. In Ontario, initial teacher preparation was a one-year-program after the completion of a bachelor's degree. More details pertaining to this decision-making process are detailed in the *Policy changes and political perspective* section, later in this chapter.

Teachers' federations and the teaching profession.

Teacher unions and federations have played an integral role in improving the status of teachers, including their wages. In 1860 The Upper Canadian Teachers' Association was created to protect the profession and raise its status in the eyes of the public but also of the teachers themselves. One of the main issues in those years was "the tendency to regard teaching as a temporary rather than a permanent occupation" and the tendency to enter teaching when everything else had failed. Male teachers were sometimes referred to as 'unfortunate tradesmen', 'decayed gentleman', or 'disbanded old soldiers'. (Houston, & Prentice, 1988, p. 170). Teachers were engaged by school trustees essentially as a labourer. They cleaned the school house, made sure the water and wood were brought in, did the gardening, and made repairs.

In March 1861, complaints and queries finally resulted in the printing of the following in the *Journal of Education*. Teachers are not required to make Fires. The teacher is employed to teach the school, but he is not employed to make the fires and clean the school house, much less repair the school house. (Houston & Prentice, 1988, p. 172)

Another major issue was that of unequal status and pay for female teachers. "A world gradually emerged in which men governed as superintendents, trustees, and headmasters, while women served as assistant teachers" (Houston, & Prentice, 1988, p. 186). Evidence doesn't show women as inferior in their abilities but their work costs 50%

less. The lower standards and expectations of women can be seen in the lowered admission standards to Normal school for women. Women had to be at least 16 years old, while men were required to be 18 years old. It was thought that men could better handle the upper years, and women would assist with the younger pupils. This inequality helped to fuel the establishment of the Federation of Women Teachers' Association of Ontario (elementary only) in 1918.

Province-wide voluntary associations of teachers began to develop more fully after World War I. However, their impact was not felt till 1944, with the passage of the Teaching Profession Act. It created the Ontario Teachers' Federation (OTF). The Teaching Profession Act set teaching as a profession by providing a code of ethics, regulated internal discipline, and very importantly, established compulsory membership in one of five existing federations: Ontario Secondary School Teachers' Federation (OSSTF), Ontario Public School Men Teachers' Federation, Federation of Women Teachers' Association of Ontario (elementary only), L'Association des enseignantes et des enseignants franco-ontariens, and Ontario English Catholic Teachers' Association (OECTA) (Gidney, 1999). Prior to 1944, trustees (elected community representatives) "made nearly all the important decisions about hiring and firing, working conditions, and, above all, salaries" (Gidney, 1999, p. 21). Now the Ontario Teachers' Federation had leverage, power in numbers to organize mass teacher resignations, which would leave the trustees no choice but to bargain with the teacher Associations (Gidney, 1999). Throughout the 1950s and early 1960s, teachers saw rising salaries; teachers' federation played a role in this, but the shortage of teachers itself was also used as leverage.

There were many inequalities built into the teacher pay scales. The federations made a big change in their approach beginning in the 1950s.

To address disparities in salaries – between men and women, urban and rural, and north and south – the federations gradually developed a new approach to bargaining. They moved away from the concept of pay determined by gender or grade level, to salary schedules based on qualifications, years of experience, and additional responsibility. This gradually developed into a grid with minimum and maximum pay and annual increments in each of seven categories. Additional allowances recognized the increased responsibilities of principals, vice-principals, consultants, and other positions. (Richter, 2007)

The fight for higher and more equal wages would ultimately be based on equalizing the education requirements. The move of the elementary teachers' initial teacher preparation program to the university level was one significant way to equalize the education that secondary school teachers and elementary school teachers possessed.

Education versus Training of Prospective Teachers

As stated in the history of teacher education section, post 1945 there was a shift in global thinking, such that all children needed to be educated well and *socialized* into being just and *good* non-prejudiced citizens. For the change in schools to occur, there needed to be significant change in initial teacher preparation. The change from teacher training to teacher education was first reflected in the *Educational index* (an educational journal in the United States of America) in 1955 - when “teacher training” ceased to be employed as a major heading in this standard reference work (Carpenter, 1955, p. 1257). As of June, 1955, “teacher education” became the major heading (Carpenter, 1957, p. 1339). Around the same time, government-sponsored commissions for research and policy change for teacher preparation were established.

Teacher training and teacher education are two different terms with very different meanings; however, they are often used interchangeably, even by educators. Three decades ago, O’Neil (1986) stated that faculties of education must make up their minds if initial teacher preparation is teacher *training* or teacher *education* and stick with one term. O’Neil suggested that, once it is conceived as teacher *education*, respect for educators would be gained in the scholarly and scientific community and teachers would not be considered second-class citizens. The switch to Faculties of Education did help initial teacher preparation to be conceived as teacher “education” by more people, but the O’Neil article was written in 1986, well after the inauguration of the Faculties of Education. Many did not fully embrace the transition and didn’t put much thought into the implications of the interchanging use of both teacher *training* and teacher *education*. In order to clarify these two fundamental concepts in teacher preparation, education and training will be defined and differentiated in this section. The question, “is professional teacher preparation predominantly training, or mostly education?” can then be more readily answered. Proponents of each (teacher training and teacher education) will be identified.

What is teacher education? What is teacher training?

That teacher education and teacher training have different meanings, yet have been used interchangeably, has caused confusion and debate for the teaching profession. According to Rowntree (1981), the phrase teacher education,

.. .is wider than teacher-training in that it includes not simply a teacher's vocational training (whether initial, pre-service training or subsequent in-service training) but also whatever general post-secondary education he has that contributes to his growth as a person regardless of his future profession. Thus, teacher education courses include the study of one or more academic disciplines as well as educational subjects and supervised teaching practice. (p. 313)

In other words, education is,

The process of successful learning (usually, but not necessarily, aided by teaching) of knowledge, skills and attitudes, where what is learned is worthwhile to the learner (in the view of whoever is using the term) and usually (in contrast with training) where it is learned in such a way that the learner can express his own individuality through what he learns and can subsequently apply it, and adapt it flexibly, to situations and problems other than those he considered in learning it. (Rowntree, 1981, p. 75)

Other educational researchers (Sleeter, 2004; Taylor & Sobel, 2001) agree with Rowntree, stating that teacher education builds on the “whole teacher” and emphasizes reflective practice, critical inquiry and the engagement of candidates in learning communities.

In contrast, training is,

The *systematic* development in a person of the knowledge, attitudes and skills necessary for him to be able to perform adequately in a job or task whose demands can be reasonably well identified in advance and that requires a fairly *standardized* performance from whomever attempts it (Rowntree, 1981, p. 327)

O’Neill (1986) summarizes education as the “global concept,” as it includes theoretical and practical components of a teacher education program, whereas training just includes the practical components of initial teacher preparation.

The term education, then, includes the total intellectual, emotional, and social development of the individual. Expanded, it comprises the philosophical, professional, and pedagogical components of a teacher preparation program. Conversely, the word training is restricted more to specific, systematic, standardized, well-identified, job related, results-oriented practices. Consequently, training involves activities that relate to the mechanical, technical and vocational aspects of the teaching process; activities which might be aptly labelled rote, ritualistic, or repetitive. (O’Neill, 1986)

Teacher training can therefore be said to have pragmatic goals, dealing with things sensibly and realistically in a way that is based on practical rather than theoretical

considerations. On the other hand, teacher education deals with transformative goals, causing a marked change in the way we conceptualize and approach education.

What is a profession?

Defining a profession is important in this debate of training or educating teachers.

Teachers have fought for decades to be considered professionals. Eliot Friedson describes professions as links between high levels of formal education and practice in the field. The view of the teacher as a professional goes beyond providing teachers with teaching and management skills. It seeks to provide teachers with the ability to know the social and political context in which they work (Gonzales and al. 2005).

How does initial teacher preparation differ if it is teacher education versus teacher training?

Keeping in mind the definitions of teacher education and teacher training, whether an initial teacher preparation (I.T.P) program is considered to be educating teachers or training teachers depends on its' curriculum. If an I.T. P. program is to be referred to as teacher education, it would include courses such as education theory, child development, and curriculum development. The prospective teachers would still get a chance to put the conceptual knowledge into practice in a teaching placement, but broad-based skills such as designing original education lesson plans and promoting critical thinking in students would be practiced and discussed. Teacher education is the idea of developing versatile, reflective practitioners with a wealth of professional knowledge. If an I.T.P. program is called teacher training it would emphasize classroom management, classroom observation, and teaching practice; for example, the tone of voice of the teacher, the behaviour management, organizing the paperwork, maintenance of grade book, knowledge about modes of learning and instruction, and calculating reading fluency

scores. These skills that teacher training programs would emphasize could also be taught and practiced in teacher education programs, but they would be in addition to the courses and skills already mentioned for a teacher education program. As O'Neill (1986) stated, the teacher education program would be training, and education combined.

Arguments of initial teacher training.

The first initial teacher preparation institutes in Canada, Normal schools, trained teachers. "The term "normal" was derived from France's École normale supérieure of the 1790s, and implied that teaching methods used therein would become the norm for all schools within the government's jurisdiction" (Stamp, 2012). As mentioned previously, a Normal school "is a school in which the principles and practices of teaching according to the rule are taught and exemplified" (Ryerson, 1846b, p. 97). The students of these Normal schools were trained in the methods of instruction; teachers did not differentiate instruction based on best practice. Ryerson, who opened the first Normal school in Ontario, was a proponent of teacher training and with his international experience saw Normal schools as the best fit for initial teacher preparation.

Hilda Neatby was a professor of History, the first woman president of the Canadian Historical Association (1962), and a careful analyst of official education documents published by Canada's ten provinces. In 1953, Neatby wrote a book, entitled *So Little for the Mind*, in which she disagrees sharply with John Dewey's progressive education. John Dewey (1859-1952) was an American philosopher, often referred to as the father of progressive education. He argues that children learn by doing and that student's own interests should shape their learning, as will be further discussed later in this section. Neatby argues for a traditional liberal education as genuinely liberating, and hence as most suitable for individuals living in a democracy in which the majority

opinion can become a form of tyranny. Rather than socialize children by not teaching Western civilizations' history and the best it offers, Neatby counsels that:

Experience has shown that pupils who receive a liberal education at the hands of teachers of character and cultivation have at least a good chance of being enlightened, cultivated and responsible citizens. To suggest, however, that this result is best achieved by requiring the teacher to concentrate not on the tortured Hamlet but on 'the way in which literature functions in the pupil's daily life' is to deprive him and his pupil of the unique, incomparable satisfaction of losing themselves together in the contemplation of a great work of art. One must note indeed, with regret, that the contemplative life has little appeal for the [bureaucratic] expert in education. (Neatby, 1953, p. 43)

In Neatby's view, Dewey's approach was not preparing students for democratic citizenship and modern social life, as he argued. Dewey's philosophy departed from the idea that there are permanent ideas and permanent human needs or longings to which education need address itself. For him, man was a social construct (Dewey, 1938).

Neatby strongly rejected this view,

Most people reared in the tradition of western culture, acknowledging their debt to the past and the obligation to use its achievements at least for the improvement of their own minds, experience at times a sense of guilt at the thought of all that they have not read and of all that they do not know. It is, therefore, easy to understand that well-meaning men of restricted reading had a real if unconscious sense of relief at the suggestion that this was all old stuff prepared for idle aristocrats and only barely suitable for a working democracy. They could forget about the glory that was Greece and the grandeur that was Rome, in order to concentrate on concrete definable problems of school administration, school equipment, the latest findings of child psychology, and the 'philosophy of education.' Of course there was a growing pile of literature in all of these fields which left little time for mere culture. (Neatby, 1954, p.58)

Neatby argued that if the progressive educators believed in the ability of all children to solve problems, as they claimed to, why did they not teach the knowledge and inspiration that might help them solve these problems: "Why do they not open to all, as far as they are able, the best of our civilization in literature, science, mathematics, history, art, and

then 'have faith' that they, like their predecessors, will build on that foundation?"

(Neatby, 1953, p.59). Neatby supported prescribed readings and examinations. She commented that, "The official attitude towards examinations is in accordance with the general feeling on which we have remarked that the use of the intellect is a painful thing, which people ought to be spared on humanitarian grounds" (Neatby, 1953, p.67). Neatby believed all students should be prescribed a set curriculum, and teachers should be trained to teach to this curriculum.

Over the years, many alternate routes to teacher certification have existed in the United States. Arguments for such alternative routes, which have fewer pre-requisites and are completed in less time, are that it improves the diversity of the teaching staff and alleviates teacher shortages in urban centers. Elizabeth Warner, Jill Constantine, Melissa Clark, Vicki Bernstein & Russ Whitehurst (2013), authored a report prepared for the Mathematica Policy Research group, *Addressing Teacher Shortages in Disadvantaged Schools Alternative Routes to Teacher Certification and Student Achievement*. One of their studies included 174 teachers from seven states and 63 schools who had received their teaching certificate by alternate means other than traditional teacher preparation. The students taught by these teachers were from high poverty and in kindergarten to grade 5. It was noted that this reflects the typical placement of novice alternative route teachers. The schools in this study were with 92 percent minority and schools with below average on test scores. The study also examined a range of teacher characteristics: selectivity of college, college courses taken, math content knowledge, student teaching experience, and coursework. With a few exceptions, none of the characteristics examined predicted teacher effectiveness. In addition, teaching experience and content knowledge

at the high school level were associated with increased effectiveness. Coursework taken while teaching was associated with decreased effectiveness. Their research showed that students of alternatively certified teachers performed the same, on average, as students of traditionally certified teachers in their schools. Moreover, variation in the amount and content of required coursework in teacher preparation was not linked to teachers' effectiveness in terms of student achievement. Therefore, teachers from both highly selective and less selective alternative certification programs could help fill teacher shortages without decreasing student achievement. It was noted that teacher effectiveness was indeed hard to evaluate. However, the authors concluded that alternate routes more attuned to teacher training rather than education, were an effective way to meet teacher supply needs without compromising the quality of education for youth (Warner et al., 2013).

Proponents of teacher education.

Many educators and scholars are proponents of teacher education. O'Neill is a proponent of teacher education and has stated that since it occurs in a university setting and contains courses on pedagogy, teaching both 'closed' and 'open' skills, the term teacher education should be used (O'Neill, 1986). According to James-Wilson, new teachers need to have the knowledge of culturally relevant pedagogy and skills in differentiating for learners with varied backgrounds, strengths and needs (James-Wilson, 1999). This requires teacher education as it will prepare the teacher to apply his knowledge in various situations that are unique and have not been experienced previously. This is what Rowntree (1981) explained in his definition of teacher education. Stephen Jarvis and Alfrid Sunskis (2007) explain, "We are not saying that training teachers is wrong. But we are saying that when it comes to providing professional development opportunities for

our teachers, training, all to the exclusion of educating, is wrong. And that's the situation we are facing today" (Jarvis, S. & Sunskis, A., 2007). Jarvis and Sunskis (2007) explain that the problem with solely training teachers is that the training quality and the specific skills learnt depend on the mentor and the class student teachers are exposed to. Every class is unique and if prospective teachers only get trained they are limited to their own experience. When faced with a different class and situation, if the teacher cannot go back to theory and pedagogy they may not have the tools to adequately do their job. It is in the best interest of the public and students for teachers to have a broad knowledge base that is the foundational knowledge for the development of critical thinking skills and reflective thought. Initial teacher education prepares teachers to have those skills by teaching such concepts and topics as: diverse perspectives, human rights, parental involvement, social issues, stages of learner development, professionalism, and ethics and values (Gambhir, M., Evans, K., Gaskell, J., 2008). Moreover, many educators make the case for the importance of critical inquiry, professional collaboration, and the use of research to improve student learning and teacher performance (Bransford, Brown & Cocking, 2000; Cochran-Smith & Lytle, 2001; Fullan, Hill, & Crevola, 2006; Katz, Sutherland & Earl, 2005). This is a transformative approach and reflective of the richness of teacher education. Gambhir and al. (2008) explain that,

In the last forty years, there has been a shift in the Canadian perspective of ITE. This shift is from the traditional skill-based transmission and training models to more holistic views of teacher preparation...fostering awareness and understanding of education in the broader context – community and world. (Gambhir and al., 2008, p. 17)

Kliebard (1995), Bernstein and Solomon (1999) argue that in any society, groups struggle for the means to control consciousness of children and youth: "The pedagogic device, the condition for the materializing of symbolic control, is the object of a struggle

for domination, for the group who appropriates the device has access to a ruler and distributor of consciousness, identity, and desire” (Kliebard, p.268). Educators must be well educated in all realms as they need to be aware of biases in educational philosophies and always have the students’ best interests in mind. They must fight to create policies that protect students, precisely because teachers have direct influence on students. Just as theories on the nature of education differ, so too do opinions on what initial teacher preparation should look like.

Mortimer Adler wrote the *Paideia Proposal* (1982), in which he stated the three objectives of basic schooling: (1) the moral obligation to help each student make the most of himself or herself; (2) the need to make them *good citizens*, able to perform the duties of citizenship with all the trained intelligence that each is able to achieve, and (3) the obligation to prepare them for earning a living, but not by training them for this or that specific job while they are still in school. This was to be achieved by a common curriculum, except for one elective (a modern language). As a method of teaching, Adler suggested discussions with the students sitting around a table and the teacher sitting with them as an equal. In order to achieve this, the learning must be active, use the whole mind and not just memory, and it must be learning by discovery. Adler argued that this cannot be achieved unless teachers are themselves, truly educated according to the *Paideia Proposal*. They should have additional schooling, at the college and university level, in which the same kind of general, liberal learning is carried on at advanced levels. “Liberal learning provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. In a sense, liberal education leads to the cultivation of a free human being.” Adler continues by

regarding specialization as “the worst cultural disease” (Adler, 1982). Students in teacher preparation must participate in practicum, for they must learn how to teach well by being exposed to the performances of those who are masters of the arts involved in teaching.

John Dewey one of the main proponents of progressive education, and mentioned earlier in this chapter, believed that teachers should learn to teach students through discovery and life experiences, interdisciplinary themes, a value-based active education, problem-solving, and engaging students in critical thinking (Dewey, 1938). Brazilian born educational philosopher, Paulo Freire (1970), advocated for a more world-mediated, mutual approach to education that considers people incomplete. According to Freire, this *authentic* approach to education must allow people to be aware of their incompleteness and strive to be more fully human. He believed education should involve: curriculum based on the learners’ lives and needs, the teacher knowing and understanding the lives and cultures of the students, the teacher and learner sharing the learning experience, critical consciousness, and revolution and dialogue (Freire, 1970).

Elliot Eisner (2002) wrote about the role of teachers. He suggested that they should constantly reflect, collaborate and learn from other teachers, in order to make the process of education a process students wish to pursue, and be lifelong learners. Eisner stated that,

the idea that the school is the center of teacher education is built on the realization that whatever teachers become professionally, the process is not finished when they complete their teacher education program at age 21. Learning to teach well is a lifetime endeavor. The growth of understanding and skill in teaching terminates only when we do” (Eisner, 2002, p. 581).

In his view, teachers should invite other teachers to observe their practice to prevent secondary ignorance, where we don’t know and are not aware we don’t know something.

Eisner believed that teachers should be encouraged to have the mind frame that “in

education, surprise ought to be seen not as a limitation but as the mark of creative work. Surprise breeds freshness and discovery” (Eisner, 2002, p.581). The task of teaching is “in part, to transmit the culture while simultaneously cultivating those forms of seeing, thinking, and feeling that make it possible for personal idiosyncrasies to be developed” (Eisner, 2002). Students must know how to transfer what they learn in school to the real world, and be independent and responsible. Teachers should make it possible for students to have “the ability to serve the self through intensive study and the desire and ability to provide a public service” (Eisner, 2002). Eisner identified critical thinking as an essential element of education.

Society is always changing, sometimes towards progress, sometimes taking a step back, but the only constant is change. Since the beginning of the industrial age, societal change has proceeded at a very rapid pace. Education has not always kept up with the change. Franklin Bobbitt, a century ago in 1918 wrote, “A program never designed for the present day has been inherited” (Bobbitt, 1918, p.9) And not much since then has changed in schools. Education still cannot keep up with the changing times. Bobbitt’s advice was “Education is now to develop a type of wisdom that can grow only out of participation in the living experiences of men and never out of mere memorization of verbal statements of facts” (Bobbitt, 1918, p. 10). The key word here is “mere”. You need to memorize some facts but not all. Rather than just memorizing facts, he promoted teaching proficiency in citizenship, proficiency in maintaining robust health, proficiency in the use of ideas in the control of practical situations, the ability to think and feel and will and act in vital relation to the world’s life. Bobbitt emphasized the need to be able to problem solve and decipher situations stating that, “to know what to do is as important as

to know how to do it” (Bobbitt, 1918). He recommended his article as an introductory text for teachers in training about how to build the curriculum. Even though the times were very different at the time of the publishing of this article, his aims of education merit attention. He did not focus on educating a child to fit a certain mold, but rather his emphasis was on educating the whole child, as a being.

Lisa Delpit (2006), in her *Lessons from Teachers*, offers ten precepts to assist teachers in their role: teach more, not less, content to poor, urban children; ensure all children gain access to conventions/strategies essential to success in American society; whatever methodology/instructional program is used, demand critical thinking; provide the emotional ego strength to challenge racist societal views of the competence and worthiness of children and their families; recognize and build on children’s strengths; use familiar metaphors, analogies, and experiences from the children’s world to connect what children already know to school knowledge; create a sense of family and caring in the service of academic achievement; monitor/assess children’s needs and address them with a wealth of diverse strategies; honor and respect children’s home culture; and foster a sense of children’s connection to community (Delpit, 2006). Teachers need to be taught to think critically and, to create their own teaching philosophies, though such a philosophy should not be set in stone but remain fluid. As teachers gain more life experiences, they may gain further insight and change their thoughts on education.

In the preceding section, I have introduced several different theories on the aims of education: Adler, Friere, Dewey, Eisner, Bobbitt, and Delpit. Even if the included theories are limited in number, the goal is to reflect on the aim of education. As Egan states, “these great aims are meant to guide our instructional decisions. They are meant to

broaden our thinking – to remind us to ask *why* we have chosen certain curriculums, pedagogical methods, classroom arrangements, and learning objectives” (Egan, 2003). Egan points out that we take many constructs in our life for granted, without critically asking what their purpose might be. It is important to have a critical perspective on what education is, and to be mindful of the many external influences: policy makers, board directors, ministers of education, and principals to name a few. With the brief overview of theories on the aims for education, it is possible to summarize some key points about initial teacher preparation. Freire (1970) advocated the person knowing they are incomplete and constantly striving for this completeness. Dewey (1938) suggested teachers teach problem solving, and critical thinking. In order to teach this, they would need to possess these skills, but if they lacked the contextual knowledge, it would be insufficient to just be trained in these skills. Eisner (2002) believed in the element of surprise in teaching, meaning teachers should not expect all problems and scenarios to be in a textbook but should always be ready and open to surprise. With this as background, the important question can be framed as follows: is teaching merely a skill that one needs to be trained to do, or is it more complex, requiring a broadly educated professional?

Many academics believe that the move to universities has been beneficial to teacher education and to the professional development of the teaching force. Three major reasons can be found while reviewing literature. Today, teachers in Ontario for the most part have a degree, which means they have a broad liberal education in addition to general knowledge in teaching, learning and education gained from their B. Ed. program. Furthermore, with the move to Faculties of Education, educational research has expanded, which has an influence on education policies, initial teacher preparation

programs, and curriculum and resource material development. Another benefit mentioned is that with more teachers getting graduate degrees, there are more well-qualified administrators, counselors, curriculum developers, and specialists of all kinds (Fullan & Connolly, 1987; Clifford & Guthrie, 1988; Stapleton, 1988; Houston, 1990).

Darling-Hammond and Goodlad advocate that teachers be able to situate their teaching in relation to the historical, political, and institutional context in which they work, to learn how to learn in their practice and schools and to be an active member of school renewal (Darling-Hommond 1999; Goodlad 1990). This is reflected in the teacher-as-researcher movement (Volk, 2010; Maaranen and Krokfers, 2008; Postholm, 2009), where teachers are encouraged to participate in active-research and constantly be analyzing and thinking critically about their methods of teaching. This movement seems to favour a vision of the teacher as a broadly educated professional.

Cherkowski (2015), in the book series *Contested Sites in Education*, suggests that teachers should be leaders, “who thoroughly understand, consciously apply, and intentionally use democracy, self-knowledge, cultural knowledge, habits of mind, and reflective learning and advocacy in their professional lives” (Cherkowski, p.91). This suggests that in order to teach one needs to be educated and not just trained as a teacher. Each scenario is different, and one needs to be able to think critically and authentically. Increasingly, teacher leadership is recognized as an integral element of school reform and school improvement, with research suggesting that improving the professional capital in schools through developing the human, social, and professional capital of teachers is the key to transforming teaching in every school (Hargreaves & Fullan, 2012). As Cherkowski suggests it is important for teachers and teacher educators to question the

aims of education on an ongoing basis. She states that, “without reflective practice, how will teacher leaders ensure they are attending to their students’ authentic learning needs when these needs may or may not be reflected in the schooling demands coming from administrators, school districts, and ministers of education?” (Cherkowski, p.102).

Conclusion

Within the history of Ontario, three main institutions for initial teacher preparation have existed: normal schools, teacher's colleges, and faculties of education. Where do these fit in, regarding education or training? According to O’Neill, “the expression ‘teacher training’ may have been appropriate when the titles ‘normal school’ and ‘training college’ were in vogue. However, with the advent of the university faculty, it is argued that the phrase ‘teacher education’ should have replaced ‘teacher training’” (O’Neill, p.257, 1986). Based on the literature examined in this chapter, Normal schools were the most pro-training; teacher's colleges, perhaps a little less so, and then faculties of education, as their name implies, much more pro-education, at least in their ideal shape. Wallner (2014), in *Learning to School: Federalism and Public Schooling in Canada* has pointed out that, “Although they exhibited a number of strengths, normal schools were never known for encouraging personal growth in teachers and enabling self-reflection or self-critique” (Wallner, 2014, p.71). Moving initial teacher preparation to the university has potential advantages; it could improve the status of the profession, increase teachers’ subject knowledge, and provide an opportunity for prospective teachers to develop critical thinking skills.

Policy Changes and Political Perspective: Time of Change in Teacher Education in Ontario (1945-70s)

Overview.

Large scale changes, such as reforms to the preparation of elementary teachers across Ontario, are complex processes and take time. Three public bodies- the provincial legislature, the cabinet, and local school boards- share authority over publicly-funded schools. When ideas, needs, and philosophies change, there is growing pressure to change public policies. Jerome Delaney, in his book *Educational Policy Studies (A Practical Approach)*, states, “the social, political, philosophical and fiscal issues that policy-makers must attend to always exert great influence on their decisions. Research must, therefore, be seen as just one of the many sources of information and beliefs from which policy is derived” (Delaney, 2002, p.285). Ultimately, education is a political matter and policies and practices cannot and do not change with linear progression, nor do they change easily. There are many stakeholders involved, each claiming to safeguard the public interest. As part of the literature review, a recent study of the causes and consequences of change in an educational institution will be examined: a Master of Education thesis by Kathleen Y. Sharman, *The Origins and Significance of the Toronto Technical School, 1891 – 1904* (2006).

As the first technical high school in Ontario, the Toronto Technical School played a role that directly influenced provincial legislation, resulting in the formal recognition, public funding, and eventually, the inclusion of technical education in the public school system. A well organized local support network for technical education, as well as a highly supportive local newspaper, created an environment suitable for educational

change that would serve as a model for the province of Ontario. Kathleen Sharman outlines the arduous journey involved in establishing the first Technical School in Toronto. It was a process more than an event, and multiple elements had to come together to make the change. The combination of the following three factors influenced the establishment of the Toronto Technical School.

First, the insistence on education that suited the needs of the working class by local labour organizations. Second, the ability to influence legislation that would provide municipalities with the power to establish technical schools and school boards at their own expense and control. Third, the Toronto Board of Trade also had direct influence with George Ross and supported the establishment of a technical school. (Sherman, p.131, 2006)

Sharman describes the multiple players involved in this change and the roles each of these players had. Cause and consequence could not be explained in a few sentences but a thorough investigation through multiple lenses was necessary. The effects of the establishment of the Toronto Technical School spread across the province as part of the ongoing evolution of vocational training in the public education system of Ontario, specifically at the secondary school level.

Economic prosperity, social change and educational reform.

The post World War II era (1945-1970) was in deep contrast to the earlier part of the 20th century. There was an economic boom in Ontario, which meant more tax money for government to spend. In the late 1940s and 1950s local roads were paved, the four-lane highway series was vastly expanded, and rural electrification was largely completed. For education, easier transportation meant it was easier for many pupils to attend school. Thanks to the growing economy, parents could afford to keep their children in school longer, and they wanted more opportunities for their children. "In 1946 only 38 per cent of those aged fifteen to nineteen had been in school. By 1955, 51 per cent were in school,

and by 1960, 63 per cent” (Gidney, 1999, p. 27). In the 1950s there was an availability and demand for white-collar work, new technology, specialist knowledge and scientific research. “The economy of the future, it was said, would be dominated by ‘knowledge industries’” (Gidney, 1999, p.38). It was argued “that investment in education could create ‘human capital,’ which, [some economists] argued, was as important to economic growth as other forms of capital, or even more so” (Gidney, 1999, p. 38). Ontario underwent urbanization and suburbanization which meant the growth of networks of freeways, boulevards, new town centers, and novel configurations of home and work (Fahrni & Rutherford, 2008, p. 3). The population increased dramatically due to an increase in immigration rates (many of the immigrants were young and ready to start families) and the Baby Boom (Gidney, 1999, p. 24-26). In addition, Gidney points out that,

The fact that two successive ministers of education went on to become premiers is important: this was an era when the education portfolio was in the hands of prominent and powerful men within the Conservative caucus and the cabinet, something that helped to ensure priority treatment for education issues and education spending. (Gidney, 1999, p. 43)

The two influential ministers of education that Gidney is referring to are John Robarts and William Davis. Their years at the head of the Department (now Ministry) of Education coincided with great changes in Ontario education. A number of these changes were set out in three significant reports; Hope, MacLeod, and Hall-Dennis.

Report of the Royal Commission on Education in Ontario, 1950 (Hope Report).

Shortly after World War II, a royal commission chaired by Justice John Andrew Hope was established to review and examine the education system of Ontario. Chapter 21 of the report, *The Teaching Staff of the Publicly Supported Schools of Ontario*, directly

addressed the preparation of teachers. The shortage of teachers in the late 1940s was a serious problem. Some measures were taken to alleviate the teacher shortage by an increase of teachers who had only completed emergency normal school summer courses, or who had received permits to teach (Royal Commission on Education in Ontario, 1950). This evidently was a lowering of standards to enter the teaching profession. Another chapter in the report, *Recommendations with Respect to the Professional Preparation of Teachers*, examined initial teacher preparation in England, the United States, and other provinces of Canada. It proposed a new teacher training program for Ontario:

“In the light of all the evidence available, we have concluded that the programme of teacher training for this province should be determined in accordance with certain principles:

1. The programme should make available the services of teachers holding the highest possible personal, academic, and professional qualifications.
2. The programme should be co-ordinated as far as possible with courses in the universities.
3. Adequate provision should be made, through courses offered by the universities and by the Department of Education, to permit teachers in service to improve their academic and professional qualifications.
4. An adequate supply of teachers must be secured and maintained.”

(Royal Commission on Education in Ontario, 1950, p.572-73)

The report acknowledged the current teacher shortage as a result of the baby boom and recognized the importance of the fourth recommendation as the most important, in the short term. The report, however, emphasized that quality of the teaching program must not be compromised as a result.

It is our hope that requirements for admission may be steadily raised until the possession of a Bachelor's degree from a recognized university is the minimum academic requirement for admission to any teacher-training course in the province. But the time is not yet. The proposals which we now make do, however, contemplate a rising of the entrance requirements and standards of training for teachers for elementary schools. (Royal Commission on Education in Ontario, 1950, p. 574)

The report went on to suggest that initial teacher preparation not be combined with liberal arts education at the university but rather after the fact, stating that the liberal arts education cannot be compromised as it is important for teachers to have the knowledge base and then the professional preparation in addition. In summary, the Hope report recommended that the two qualifications be separated, with initial teacher preparation not even held at a university, but at a teacher's college.

Before the full Hope Report was ready for submission, a brief report on teacher training was submitted in 1949 (Report on an Emergency Training Scheme for Teachers for the Public and Separate Schools of Ontario. December 2, 1949. "The subject matter of the present brief report is basic and of such great importance and urgency that, in the opinion of the Commission, its immediate submission is demanded" (Royal Commission on Education in Ontario, 1950, p. 604). The urgency stemmed from a serious shortage of teachers, and this trend was predicted to continue. "The birth rate increased drastically after World War II and the number of persons immigrating to Ontario had increased from about 9,000 in 1945 to over 60,000 in 1948" (Royal Commission on Education in Ontario, 1950, p. 605). Knowing that requiring all prospective elementary teachers to obtain a bachelor's degree before being admitted into a teacher preparation program was not feasible at the time, but still sticking with the principal of raising the education, standards for teacher certification, the Hope commission recommended shutting down the normal colleges and starting up two-year junior teacher colleges. "The most acceptable solution appears to be to continue the present one-year program of normal school training for one year following the introduction of the new two-year program. Thus, for one year the two types of programs will run concurrently" (Hope Report, p. 584). However, this

recommendation was not accepted, and was never actualized. “To deal with the teacher shortage, in May 1952 Minister of Education W.J. Dunlop informed the Premier of Ontario, Leslie Frost, that bursaries were to be made available to teacher candidates, and normal schools were re-named teachers` colleges to provide greater prestige and to attract more grade 13 graduates” (Stamp, 1982, p. 199).

While John Robarts was the Ontario Minister of Education (1959-1962), he had made quite a few changes to initial teacher training, the most significant being that the Elementary School Teacher’s Certificate replaced the 1st class status for teachers who had completed grade 13. The Hope report (1950) had suggested moving elementary teacher education to an Ontario Junior College alongside the Ontario Normal College for the training of secondary teachers. Instead four levels for the Elementary School Teacher’s Certificate were introduced in 1961. Level one indicated a one-year program completed after grammar school, level two indicated the one-year program and five university courses, level three indicated a one-year program and 10 university courses, and level four indicated the completion of the one-year program and a bachelor’s degree. Elementary teacher status changed for the better but elementary teachers were still not fully respected by the public, in the way that university-educated secondary school teachers were (Gidney, 1999).

MacLeod Committee Report (1966).

In 1966, the Premier of Ontario was John Robarts and the Minister of Education was William Davis. The Minister's Committee on the Training of Elementary School Teachers, under the chairmanship of C. R. MacLeod, Director of Education for the City of Windsor, published a report on teacher education in Ontario. The report recommended

47 changes to teacher education. The most significant recommendation regarding elementary school teacher preparation was that it become a university responsibility, with concurrent arts and education programs available in addition to a separate one-year professional course following academic work (MacLeod Report 1966, p.xvi). It declared that teachers must have a university degree, and elementary and secondary teacher training should occur in the same institution. What were the reasons for these suggestions? According to the Report, the public was dissatisfied with new elementary teachers; their complaints were that new teachers possessed insufficient maturity and inadequate academic education (MacLeod Report, 1966, p.15). Another pressing issue at that time was the divide between the secondary school teachers and elementary school teachers. Historically, not everyone went to secondary school. Only in 1919 did the Adolescent School Attendance Act make education compulsory until the age of 16 in Ontario. None the less, many parents opted for exemption certificates, which excused students from school so they could go to work. Thus, the demand for high school teachers was always lower, and it was feasible to demand that they spend more years preparing for their role as teacher. Moreover, teaching at the elementary level was thought of as a craft that could be taught as an apprenticeship. Since secondary school teachers needed more education, they tended to be respected more, and certainly they were paid more than elementary school teachers. The authors of the Macleod Report thought that this needed to be changed, and both elementary and secondary teachers should be respected as academic and professional equals.

As recommended by the Report, the provincial Department of Education began the difficult process of phasing out independent teachers' colleges, by integrating them with

universities, at the same time announcing that all elementary teachers would require a university degree. One challenging issue was what to do with the members of teachers' college staffs, few of whom possessed the academic qualifications increasingly required of university faculty (Stamp, 1982, p. 209). After five years (1971), eight teachers' colleges had transformed into faculties of education, but eight independent teachers' colleges still remained. It took thirteen years for the change-over from teachers' colleges to faculties of education to be complete with the closing of the Hamilton Teachers' College (renamed the Ontario Teacher Education College in Hamilton in 1974) in the summer of 1979.

Hall-Dennis Report (1968).

This influential committee was co-chaired by Justice Emmett Hall and educator Lloyd Dennis. Their final report was entitled *Living and Learning*, and "was the most radical and bold document ever to originate from the bureaucratic labyrinth of the provincial department of education." (p.217, Stamp) It was only 200 pages long and full of illustrations. By contrast, the earlier Hope report was a 900-page document, with no pictures at all. The Hall-Dennis report recommended the adoption of such innovative ideas as open concept classes, team teaching, child-centered-instruction, and exploratory learning, among other progressive ideas.

With regard to initial teacher preparation for elementary teachers, *Living and Learning* stated that most other Western countries and other Canadian provinces required 2 years of professional preparation after secondary school for those wishing to become elementary teachers. Ontario still required just one year after grade 13 for those wishing to become elementary teachers. Increasingly the public thought that its teachers were

entering the profession too young and were not adequately prepared academically. “Improvement in the selection and education of teachers is fundamental to the improvement of education in Ontario,” (PCAOESO, p. 129). The Report was critical of traditional teacher preparation programs as being “based on an inflexible schedule carried out in a traditional way, with limited experimentation” (PCAOESO, p. 129). The focus of teacher education “needed to shift teaching to learning, with an emphasis on child-centered programs and child development approaches” (PCAOESO, p. 130). It emphasized critical thinking. Fisher (2001) defines critical thinking as “a kind of evaluative thinking- which involves both criticism and creative thinking – and which is particularly concerned with the quality of reasoning or argument which is presented in support of a belief or a course of action” (Fisher, 2001, p. 14). Bembenutty (2011) explains that “critical thinking refers to individuals’ ability to engage reflectively in high-level information processing and entails producing, evaluating, and reflecting on the evidence, facts, syllogisms, and reasoning” (Bembenutty, 2011, p. 434). A university education was seen by the authors of the Hall-Dennis Report as something that enabled one to think critically in all aspects of life. Teachers possessing a university degree would therefore be able to think critically and in turn teach students to think critically.

The Ontario Ministry of Education was responsible for both the teachers' colleges (where elementary teachers were prepared) and the colleges of education (where secondary teachers were prepared). “The ratio of students to staff is much greater in the teachers' colleges than in the colleges of education. The facilities and equipment in the teachers' colleges are limited in type and number in comparison with the colleges of education. Staff salaries in the colleges of education are significantly higher than those in

the teachers' colleges" (Living and Learning, p.4). The committee disagreed with this difference in treatment and suggested that teachers for all levels be educated in the same faculty of education within a university and treated as one group, having core courses together. The committee called for the selection and interview process to be more rigorous, involving the Department of Education, trustees' organizations, the Ontario Teachers' Federation, and the faculties of education.

Like many other fields at the time, teachers were striving for professional status. Teachers wanted more competitive pay and working conditions. The Hall-Dennis Report (1968) made the recognition of teaching as a profession one of its priorities. A key aspect of making teaching a recognized profession was to have teachers go through more rigorous training. By the late 1960's, formal teacher preparation was ready to move to the university. This would mean that regulations about who could teach future teachers should change too. Master practitioners from the field of education (experienced teachers) would gradually be replaced by professors who needed standard university credentials. Graduating teachers would themselves have spent more time in school and would be older when they started working. In this way, teachers could gain respect, and more professional status along with it.

Changes to the Education Act.

The suggested changes to the teacher training program in the McLeod Report were further discussed and taken more seriously by the public after the appearance of the Hall-Dennis Report, officially titled *Living and learning* (Provincial Committee on Aims and Objectives of Education in the Schools of Ontario [PCAOESO], 1968). Most of the recommended changes to teacher education contained in these two reports were endorsed

and implemented by William Davis, first as Education Minister, then as Premier. In 1974, Regulation 269 of the Education Act, was edited to include the change to the program of initial teacher preparation, requiring that it be offered at Faculties of Education in Ontario. Regulation 269 also defined teacher qualifications and created qualification categories as follows: Primary/Junior, Junior/Intermediate, Intermediate/Senior, and Technological Studies. It also defined Additional Qualifications, specialist courses, and principal courses. The university teacher preparation programs had to pass program reviews in order for the ministry of education to certify its' graduates. Teachers in the field now consulted a curriculum guideline instead of following the prescribed provincial courses of study to plan their lessons. Teacher-made examinations replaced the standardized provincial examinations (Kitchen, 2013).

In the 1960s, there was a move away from strict government regulation and control toward more autonomy for non-government organizations and individual citizens. Union membership grew, and different working-class groups strove for professional recognition, among them professional teachers. "A key question was one of control: should teacher education be the exclusive domain of the Ministry of Education?" (Gidney, 1999, p. 6). The change to all teacher education being run by universities ensured that the provincial government did not have 100% of the control on teacher education. Now it would be shared with the governance structures of the universities.

Conclusion and Summary

My goal has been to provide a clear context for the movement of elementary teacher preparation in Ontario from a free-standing college to a university faculty. The section on the history of teacher education has established that the concept of formal teacher

preparation is a relatively recent phenomenon, with a range of methods being used. The coverage of the “training” versus “education” debate makes clear that there are significantly differing viewpoints as to the goals of teacher preparation, and therefore the methods, as well. The third part of the literature review shows that reform is a process. There is always a degree of change and a degree of continuity. Multiple causes can lead to a significant consequence, and a single cause can lead to multiple consequences. There are multiple perspectives involving many stakeholders to be considered when investigating any significant institutional change. In the first section of this chapter, it was shown how underlying social changes led to the demand for institutional reforms. Big changes did not usually happen overnight; rather they were the result of many smaller changes happening over a longer period of time. The politics involved in this general move of teacher preparation from separate colleges to faculties of education housed in universities played out within the context of three influential public reports that were responding to historical events spanning several decades.

CHAPTER 3

DESIGN AND METHODOLOGY

Historical Research in Education

This investigation has been designed as an example of historical research in the field of education. What is historical research? As defined by Fraenkel and Wallen, it “is the systematic collection and evaluation of data to describe, explain, and thereby understand actions or events that occurred sometime in the past” (Fraenkel, Wallen, 1996, p. 495).

Historical research

involves the identification and limitation of a problem or an area of study; sometimes the formulation of a set of questions; the collection, organisation,

verification, validation, analysis and selection of data; answering the questions; and writing a research report. This sequence leads to a new understanding of the past and its relevance to the present and future (Cohen, Manion, & Morrison, 2002, p. 158).

It can be argued that historical method is not just one method. Instead it is the product of a subjective interaction between the present-day historian and an incomplete record of past events. There are however general directions that a historian may use to lead their inquiry. “When choosing a topic, historians must initially establish the significance of the subject and insure the adequacy of surviving records.” (Sherman et al., 2004, p. 52). After the initial questions are established historians must limit their investigation. As the investigation proceeds, limits can change depending on the available resources. If no limits are set, infinite amount of details and directions may be researched. Cohen, Manion & Morrison, (2002) add that historical research sometimes begins with only a rough idea of the topic; when the available resources have been examined the limitations and specific focus of the research can be decided on. Therefore, there is always a choice of what the focus will be, what should be included in the report and what must be investigated further. Narrative history can only offer the best and most likely account of the past, based upon the resources that the researcher can find. History is an art as well as a social science, and if historians are to realize the qualitative goals of historical inquiry, they must make themselves understood by writing clearly and carefully (Sherman and al., 2004).

Many historians have written about the distinction between structural history and narrative history (Himmelfarb, 1984; Berkhofer 1983; Stone, 1981, pp. 74-96; Tuchman, 1981, pp.13-64). Structural history is analytical, thematic, concerned with circumstances, collective and statistical. Narrative history can be described as chronological, concerned

with individuals, the particular, and the specific. These two types of historical writing can be, and are often combined. According to Sherman et al, “Historians both describe and analyse – they seek to understand as well as to explain the past” (Sherman et al., 2004, p.55).

There are several reasons for choosing this methodology. Fraenkel and Wallen (1996) state the following five reasons. First, when the past is investigated we may learn from its successes and failures. Second, our findings will let us see the ways things were done in the past, so we can assess to see if we could apply them to present day problems and concerns. The third reason they state is that it can help us make predictions. If something has worked in the past for a similar circumstance, it is a valid hypothesis that it may work again. This would help policymakers with their decisions. The fourth reason for historical research is to confirm or reject a relational hypothesis, one that aims to determine whether relationships exist between a set of variables, and if the relationship is positive or negative. The fifth reason is to better understand current educational practices and policies, as history tends to repeat itself, at least in part (Fraenkel & Wallen, 1996, p. 496). Cohen, Manion, and Morrison (2002), add that the historical study of an educational institution can help us understand how the present educational system developed, thus creating a “sound basis for further progress or change...it can contribute to a fuller understanding of the relationship between politics and education, between school and society, between local and central government, and between teacher and pupil” (p. 159).

Dr. Peter Seixas and Tom Morton in *The Big Six: Historical Thinking Concepts*, propose six main ideas as the basis of critical historical thinking. Of these concepts, two

are of particular importance for this investigation. First, how can we make sense of the complex flows of history? We must examine continuity and change. Change is often associated with progress, but it can also lead to decline. Moreover, while some things are changing, others are staying the same. Having a good grasp on the complex nature of change and continuity is crucial to good historical research. Second, why do events happen and what are their impacts? Therefore, historians analyze cause and consequence. “Causation is fundamental to history” (Seixas & Morton, p. 6). We want to know why things happened. Often this is due to many smaller events leading to a bigger, more significant event. What decisions, events, chances, beliefs, and people took part in the change? One small simple event can cause something to change, or a complex set of events can lead to change. Once we know what change took place we can look for the consequence of such change. The consequence may not always be positive, immediate, or singular. It may be negative, it may be long-term, and there could be more than one consequence of the change. These two sets of twinned concepts, continuity and change, and cause and consequence, will be given particular attention in this paper.

Four key steps in carrying out historical research are outlined by Fraenkel and Wallen. These include: defining the problem, locating relevant sources, summarizing information obtained from historical sources, and the evaluation of historical sources. The first step, defining the problem, is choosing an aspect of education to explain, clarify and possibly correct. Having a manageable problem is important. Sometimes to get the whole picture, it would be necessary to undertake several studies. Thus, the scope of the problem must be manageable. Step two is locating relevant sources. There are four basic categories of sources: documents, numerical records, oral statements and records, and

relics. Different investigative problems will call for different sources of information. Step three is summarizing information obtained from the historical sources. This necessitates a properly organized and categorized storage system, so that information can be retrieved and properly cited. According to Fraenkel and Wallen, the critical evaluation of sources is vitally important. External criticism refers to how genuine the documents that the researcher uses actually are. It is important to remember that sources can be falsified (Fraenkel & Wallen, 1996). Internal criticism refers to verification that the contents of the sources are accurate. They may be genuine but due to research error or bias, factually untrue. These four procedural steps have guided the current investigation.

Data Analysis

This investigation included research into many primary sources. I used The Windsor Star Archives, Ontario Archives, Leddy Library Archives, and ERIC search, collection and thesaurus tool. The Windsor Star archives located at the Windsor Public Library have been consulted, using the following categories on microfilm and they have offered a rich resource for this investigation: Teacher Education, Faculty of Education, University of Windsor, Windsor Teachers' College, Public Education and Macleod Report. The microfilms of newspapers were searched for focused periods following the publication of the MacLeod Report and the Hall-Dennis Report, the opening of the Faculty of Education at the University of Windsor, and the amendment to the Education Act's regulation 269. The Ontario Archives were visited multiple times at York University. An online search of the Ontario Archives allowed me to browse their collection and order boxes to sort through. The Leddy Library Archives contain documents in relation to the change from the Windsor Teacher's College to the Faculty of Education at the University of Windsor.

The Leddy Library Archives has correspondence between the president of the University of Windsor, Dr. Francis Leddy, and Principal Devereux of the Windsor Teacher's College, as well as letters to other key players in the transition. These documents contribute to a better understanding of the events leading to the creation of the Faculty of Education at the University of Windsor. I searched for patterns and processes in the information I found. From these sources, and where possible, I sought to validate potentially key findings through the triangulation of sources. My analysis was guided by the linked concepts of "change and continuity" as well as "cause and consequence", both identified earlier in this chapter.

The key question identified in Chapter One of this proposal, "to what extent did the new Faculty of Education represent continuity with the past, and to what extent was it a break with the past?" was answered primarily through a detailed consideration of the four sub-questions identified in Chapter One. The first sub-question is "what were the factors behind the initial establishment of the Windsor Teachers' College (W.T.C.) in 1962?" The second is, "What was the program like at W.T.C. between 1962 and 1970, in terms of curriculum, staffing, and student-life?" The third reads, "What factors explain the decision to convert the Windsor Teachers' College to the Faculty of Education at the University of Windsor, when some other teachers' colleges across Ontario were simply closed?" Lastly, "During the early years of the Faculty of Education at the University of Windsor, what changed and what stayed the same, compared to the Windsor Teachers' College?"

To answer these questions, it is also important to look at the original establishment of Windsor Teachers College (W.T.C.) in 1962. The creation of W.T.C. can be viewed as

the birth of the institution under study. Questions that will be investigated are: What came before? Why was it created? Why here? Why now? What were the goals? Who helped it change? Who opposed it? Why did those in favour of it prevail? The main sources of evidence for this section were newspaper articles and editorials, government documents, and W.T.C.'s yearbooks. Having a solid grasp of the factors contributing to the establishment of W.T.C. will assist in clarifying the twin concepts of change and continuity in the transition to a university faculty.

What was the program like at W.T.C. between 1962 and 1970, in terms of curriculum, staffing, and student-life? To find this answer I searched through the W.T.C. yearbooks called *Magister*, and files in the archives at the University of Windsor. The yearbooks proved to be great resources as they contain the school song, a complete list of students, and pictures and information on numerous other activities and committees students were involved in. Student letters regarding their memories of Windsor Teachers College were found and used to answer this question. A professor at the faculty of education, University of Windsor, Dr. Donald Laing, had written about his memories at the faculty of education while mentioning the similarities to the W.T.C.

Several teachers' colleges in Ontario were closed permanently in the late 1960s and early 1970s. What had to happen for W.T.C. to survive, albeit in changed form? To help analyse this, these questions guided my research: Which government bodies had to give their approval? How was approval gained? Were there community allies (city/county council, teacher federations, faculty association, others)? To obtain this information, one of the sources I consulted was the Windsor Star articles, columns and editorials of that time. I also looked for possible behind-the-scenes political influences that may have

come into play. For example, to what extent was there lobbying with cabinet, or the ministry of colleges and universities? I looked for evidence of this in both newspapers and in private correspondence.

The final section of the investigation looks at the first few years after the institutional change. During the early years of the Faculty of Education at the University of Windsor, what changed and what stayed the same, compared to the Windsor Teachers' College? Questions investigated were: What were the enrolment numbers? Did the graduates earn a Diploma of Education or a Bachelor of Education? By the mid-1970s what was the prognosis going forward for the new Faculty of Education? Documents by the education ministry, correspondence letters from the president of the University of Windsor and the principal of the WTC, minutes and meeting agendas of the first few years of life as a Faculty of Education, and WTC yearbooks constitute the primary documents I found useful in answering these questions.

Answering the four sub-questions will lead to an answer to the main question, with its focus on continuity and change.

List of Search Terms

Here are the key search words and terms that have been used as part of the research: development, educate, Education Act, faculty of education, Hall-Dennis report, MacLeod report, Ontario public education, profession, professional development, public policy, teach, teachers' college, teacher-as-researcher movement, teacher preparation reform, teaching, training, transformative, transition, William Davis.

Limitations of Design

As in any historical study, one limitation is determined by how many primary sources are available. In historical research, variable controls used in other methods of investigation are not possible, since the focus is on the past. Furthermore, researchers cannot ensure absolute representativeness of the sample, nor can they ensure the reliability and validity of the inferences made from the data available. For example, there was an incomplete file with a report from a research firm hired by the Ministry of Education about dealing with the teacher shortage of the 1960s. The results of the investigation and any indication as to whether the ministry acted on the report's suggestions was missing. I was not able to get any information regarding that matter. Some of the positions held by members of the advisory committee on the transfer of the Windsor Teachers' College to the Faculty of Education at the University of Windsor could not be found. However, a significant number of primary sources were found and examined, to enable me to adequately finish the task of narrating the story of initial teacher preparation in Windsor, from the establishment of the Windsor Teacher's College to the first few years of the Faculty of Education at the University of Windsor.

The possibility of bias due to researcher characteristics (in data collection and analysis) is always present (Fraenkel & Wallen, 1996). To reduce these limitations in my research I am aware of these risks, and have tried to overcome any personal bias, by attempting to consider multiple points of view. This was particularly achieved using triangulation. Triangulation is defined as "when a conclusion is supported by data collected from a number of different [documents/perspectives], its validity is thereby enhanced" (Fraenkel & Wallen, 1996, p.461). The literature review acquainted me with

prior discoveries in the field, and with this I had formed an initial expectation of what I would find. Then, I explored the primary sources that were available to me and refined the account as justified by my research findings. To overcome any personal bias, I have used several kinds of sources to ensure a proper triangulation of data: personal letters, professional letters, news media accounts, official public documents and reports.

CHAPTER 4

DATA ANALYSIS

Historical and Political Focus on Two Key Moments of Change

This research project aims to establish an evidence-based analysis of the story of Windsor Teachers' College. To some extent it is a "Rise and Fall" story, but more accurately, it depicts the "Birth and Re-birth" of the institution for initial teacher preparation in Windsor, Ontario. Initial teacher preparation formally began in Windsor in 1962, with the establishment of Windsor Teachers' College. Eight years later, it was transferred to the University of Windsor, becoming the Faculty of Education in 1970. This analysis will exhibit the reasoning and considerations involved in the transition of Windsor's initial teacher preparation program from one institution to another and provide a foundation upon which concepts for future institutions can be designed. It will also serve as a voice to the individuals involved in working towards the creation of what they intended to be a beneficial and enduring contribution to their society: a permanent institution for teacher education.

On Saturday December 30th, 1967, The Windsor Star decided to take a long look at education, in Windsor particularly and in Ontario generally, through a collection of educational articles entitled, *Education: A boundless future*. The Windsor Star stated that,

Between 45 and 60 per cent of a taxpayer's dollar across Ontario goes into education. Expansion of facilities has been phenomenal, attitudes and methods are changing radically and the base of the educational philosophy has been broadened. The Star assigned its two education reporters, Mrs. Pat Sherbin and John Miller to the job. (The Windsor Star, 1967)

This collection of educational articles will be referred to on occasion throughout this chapter, as it adds to the narration of the story of the Windsor Teachers' College, and its evolution into the Faculty of Education, University of Windsor.

Initial Establishment of Windsor Teachers' College, 1962

In the Windsor Star collection of educational articles from December 30th, 1967, one article was titled, *College Problems Funny Now*. The article stated that, "After years of pleading by Windsor educators, the department of education finally agreed to build a teacher's college in the city...Plans for the million-dollar building were drawn up and construction began – then halted– the construction companies went on strike" (Miller, J., 1967). On July 3rd, 1962 a temporary office had to be opened for the Windsor Teachers' College (W.T.C.) at John Campbell School, an elementary school in the city. Opening day of the W.T.C. was set for September 11th, 1962. The same article continued,

Mr. Devereux [W.T.C. Principal] and other college officials persuaded the department officials to let them open at the 14-acre campus on Con.3, even if the building wasn't "quite" finished. The department agreed and the school opened as scheduled on Sept.11th, with borrowed furniture, no lockers, temporary wooden partitions in the washrooms, no auditorium, no library, no cafeteria, no gymnasium, and not even campus facilities because construction equipment was still around the building. The official opening of the college was held April 23, 1963. (Miller, J., 1967)

These startup issues might have seemed like big and serious challenges at that time, but as the title states, in the holistic view they were minor things that could be looked back on later and humour found in them.

In this section of the chapter, I will seek to answer several questions: what were the events leading up to the opening of Windsor Teachers College? What were the reasons for its establishment? What were the goals of W.T.C? What was school life like at W.T.C? What did students experience? Within the overall story of the W.T.C., the little

hiccups in construction were just a minor hurdle to be overcome, a small part of the journey.

Background events.

Until the mid-1960s, prospective teachers in Ontario trained at teachers' colleges and model schools; teachers' colleges trained high school graduates to become teachers, while model schools were "practical schools" established in functioning public schools for training purposes, in particular when qualified teachers were scarce. Most teachers trained at teachers' colleges. However, due to the increase in enrollment during the post-war years, model schools (which had been established in 1877 and abolished in 1907) were brought back as an emergency measure from 1960-1962. In Ontario there were seven teachers' colleges and two model schools; Hamilton Teachers' College, Lakeshore Teachers' College, London Teachers' College, Ottawa Model School, Ottawa Teachers' College, Peterborough Teachers' College, Stratford Teachers' College, Toronto Model School, and Toronto Teacher's College (Archive of Ontario, 2017). Windsor did not have a teacher's college. If you were from the Windsor area and wanted to become an elementary school teacher prior to the 1960s, you would need to attend one of the schools listed above.

Teachers' colleges qualified teachers to teach from kindergarten to grade 10. It was noted in the Calendars of the Teachers' Colleges that "While detailed treatment of the work of the Kindergarten and of Grades 9 and 10 will not be required, attention will be directed to the place of the Kindergarten in the educational system, and to the scope and objectives of the Intermediate Division as a curriculum unit" (Ontario Department of

Education, 1958, p. 17). Courses were listed as either, Primary Division (grades 1-3), Junior Division (grade 4-6), or Grades 7 and 8 of Intermediate Division.

Reasons for the establishment of the W.T.C.

While Ontario's Normal schools were renamed teachers' colleges in 1953, they remained under the regulations of the Ministry of Education's Teacher Education branch, financed and operated by the Ontario Ministry of Education. The change was in the focus of the institutions. Smyth (2006) stated:

As the Calendars of the Teachers' Colleges annually announced to the incoming students, the change in name was indicative of a change in focus. No longer was the goal of the teacher education program to instruct students in the craft of 'teaching to the norm'. Instead, their goal was 'the professional education of teachers' through academic and pedagogical studies. (Smyth, 2006, p. 82)

Teacher's colleges focused on developing teachers who could think critically. Teachers' were expected to be knowledgeable of how students learn, and the stages of development in children. They needed to be able to back up their practice with theory. Teachers were expected to prepare students not just to be hard-working, law-abiding citizens, but also to become well-balanced adults who could contribute to the progression and safety of society, through scientific knowledge, innovation, and sound policy-making in the future.

There are several reasons that explain the timing of the addition of new teacher preparation institutions in post war Ontario. The first reason is the economic principle of supply and demand. As noted in Chapter 1, after World War II there was a dramatic population growth (the Baby Boom) with a demand for more schools and teachers. For example, five hundred schools were built in 1959 alone, under Minister of Education, Hon. John Robarts (Dunlop, 1959, p.1). There was thus a great need for more teachers. However, as noted in the previous chapter, the teaching profession was not very enticing

as a career choice. Changing the name of the initial elementary-teacher preparation institution was one way to try to make elementary teaching a more appealing choice. It was a step in the right direction in the fight for higher and more equal wages, not just with other professions, but also with secondary school teachers, since more teachers were needed, there was also a need for more teacher training institutions. Five additional teachers' colleges were added to the nine Normal schools or Model schools throughout Ontario, making the total number of teachers' colleges fourteen. Windsor Teachers' College was one of the ones created. In addition to province-wide demographic trends, Windsor- Essex County itself showed a lot of population growth during the first two postwar decades.

Mr. William Dunlop, Minister of Education in Ontario (1951-1959), wrote an eight-page report on the supply of teachers (1959). In this document, he acknowledged that since World War II never have the schools had to provide classrooms and teachers for so vast an influx of students. "Although our school population has doubled in twelve years," he explained, "no school has been closed, no classroom has been without a teacher, and not a single child has been denied an education" (Dunlop, 1959, p. 1). During the war, instead of going to Normal School, many graduates of secondary schools, both men and women, went into the Army, the Navy, and the Air Force. "By 1944, the total enrolment in the Normal Schools had fallen to 675" (Dunlop, 1959, p.1). This shortage of teachers was met in two ways. Many former female teachers who had married came back to the classroom, and Letters of Permission valid for one year and renewable if their work proved satisfactory, were given to people with good academic backgrounds, many of whom had some teaching experience. Dunlop explained that this

was the situation that Dana Porter (Minister of Education in Ontario from 1948-1951) inherited, and Dunlop subsequently inherited. Dunlop explains that he did not have the power to tell anyone what profession to go into, making the following remark, typical of public discourse during the Cold War, “You can say that in Russia perhaps but not in Ontario” (Dunlop, 1959, p. 2). He pointed out, however, that in recent years the conditions of work for teachers had greatly improved; salaries had risen, teachers worked in new buildings, and there was an increased public esteem for the teaching profession. He took some credit for these changes in the conditions of work for teachers, going on to explain elementary teacher supply, and then secondary teacher supply.

Regarding the supply of elementary teachers, Dunlop mentioned that he had been accused of “not foreseeing the future and of not preparing for it” (Dunlop, 1959, p. 2). He claimed that the Ministry and he had indeed prepared for it. “In September 1958, 4,688 students enrolled in the Teachers’ Colleges. This is an increase of 1,041 over the previous year” (Dunlop, 1959, p. 2). That was an increase of 4,000 over the year 1944. Before the war, for some time 10.5% of the graduates of Grade 13 went to Normal Schools and became teachers. This was a good rate and adequate for the need of the times. In the 1958-1959 school year 18.5% of Grade 13 graduates were currently enrolled in teachers’ colleges. He noted that,

Today’s young teachers must be drawn from the comparatively small number of births occurring before 1941, but the time is approaching when those born in the prolific later years will become the source of our teacher supply. To meet the increase that can then be expected, three new modern Teachers’ Colleges have been built at Toronto, Hamilton, and London, and are in operation, and the staffs of these Colleges have been enlarged. A fourth will be ready for occupation in September in New Toronto. A site for a fifth has been obtained at the Lakehead. A sixth is projected at Windsor, and a site for a seventh has been secured in Ottawa. (Dunlop, 1959, p. 4)

Windsor was mentioned in Dunlop's report, suggesting some confidence and assurance that the Windsor Teachers' College would be established in the near future.

Pertaining to the supply of secondary teachers, Dunlop did not mention Windsor, but an expansion of facilities was mentioned,

I can now foresee the day when one College of Education [in Toronto] will not be enough to supply our needs. This may be located at the University of Western Ontario, at McMaster, or at Queen's. That has yet to be decided. It may be that considering the vast expansion of this Province and the continuing growth of population, a third or even fourth College of Education will be required. (Dunlop, 1959, p. 4)

From that statement it can be concluded that the case for expansion and opening of initial teacher preparation facilities was favourable. It was also mentioned that teachers could take a 15-week summer course for additional qualifications; teachers were taking summer courses in mathematics, physics, and other specialized subjects to continue their education. Minister Dunlop mentioned that "it is a matter of great satisfaction to me that there are more than 3,000 teachers in our elementary schools (almost 10% of the total) who hold a university degree." The requirement that all elementary school teachers would need a bachelor's degree in the future was not too far reaching. This statement is foreshadowing the change to both elementary and secondary school teacher preparation at the University. Dunlop went on to mention, "at the present time a number estimated at about 4,000 elementary school teachers who are proceeding to the degree of B.A. through the extension departments of the various universities. Many of these are doing so with a view to entering secondary school teaching" (Dunlop, 1959, p.6). Teachers who had entered the profession with either grade 12 or 13 were upgrading their qualification by taking university courses. This would put them higher on the pay grid (salary schedule)

which was based on qualifications, years of experience, and additional responsibility, as mentioned in Chapter Two.

On September 1, 1960, John P. Robarts, Dunlop's replacement as Minister of Education for Ontario, arrived in Windsor to visit with new teachers to tour educational facilities. The specifics pertaining to the opening of the Windsor Teachers' College were mentioned in *The Windsor Daily Star* on Thursday September 1, 1960 in an article entitled, *Teachers' College Due in '62: Windsor Project Very Definite' Education Minister on Visit Says Details Being Studied*. The article noted that a 15-acre site for the Windsor Teachers' College was purchased in 1958, as part of a long-range expansion program. Hon. John P. Robarts, provided details of the proposed building that had been submitted to the Department of Public Works and the Treasury Board. He predicted, "Additional colleges will be necessary in future years because of 'staggering' increases in school enrollments across the province...at present plans are also underway for another Teachers' College in the Niagara Peninsula" (*The Windsor Daily Star*, 1960, A2). Robarts provided the governments' reasoning in their decision to open new teacher colleges. Mr. Robarts predicted that in the next 20 years the Ontario school system would double, stating that, "This prediction assumes a constant rate of growth and discounts the "abnormally heavy birth rate" that followed World War II" (*The Windsor Daily Star*, 1960, A2). Robarts further mentioned that "About 9% of the age group from 18 to 21 is now attending university, rather than the 4.5 % in 1940. This results, in part, from the growing recognition of the need for higher education on the part of both students and industry, and the offering of additional scholarships" (*The Windsor Daily Star*, 1960, A2). This increase in the rate of university attendance leads to the assumption that there

would be enough university graduates to supply applicants for the faculties of education. Windsor was thus a good choice for a teachers' college, since the area saw a lot of growth in post-secondary education at the university located in the city, Assumption University. The article mentioned that "Assumption University, through Essex College, was added to the plan in 1954. Since then, Assumption has received a total of \$6,175,000, for new construction and maintenance. This year, Essex College is receiving \$1,500,000 for new construction, a sum exceeded only by the University of Waterloo" (The Windsor Daily Star, 1960, A2).

What was school life like at Windsor Teachers' College?

The Windsor Teachers' College (W.T.C.) operated from 1962 to 1970. Based upon copies of the W.T.C. yearbook, the *Magister*, and student letters regarding their memories, this section of the chapter will provide a preliminary picture of what it was like at the Windsor Teachers College. Some key questions that will be answered are as follows: what were the goals of W.T.C.? Was teacher training or teacher education valued? How did the students experience W.T.C.? This last question will be answered through evidence in the yearbooks, as well as from a letter from a student to Mr. Devereux, the principal at W.T.C. during its entire history.

Goals.

In the 1963 W.T.C. *Magister*, the Minister of Education, William G. Davis addresses the students of the first class of W.T.C. on November 13th, 1962 in a letter sent from Toronto, "The teaching profession demands the best from its members, and to advance in your chosen work you, yourselves, must continue to grow intellectually and professionally. May you approach your dual task of teaching and learning with the vigour, the

enthusiasm, and the fresh outlook of youth.” (Magister, 1963, p.4). In a closing remark to the first graduating class of W.T.C. in 1962-1963 in the Magister, R. L. Fritz, the Vice principal of Windsor teacher’s college suggested:

I should like to take the liberty of suggesting certain things which might be incorporated in your planning. The first suggestion would be an organized reading program; one that will increase your fund of general knowledge. Along with this goes a wide variety of interests, both of which will help you to better meet the different needs and interests of the children you will teach. Your plans should include further academic study at university or college for one cannot teach what one does not know. Further professional training by attendance at summer school, from time to time, will help to prevent your getting into a rut. (Magister, 1963, p.5)

The idea of life-long learning as an integral part of the teaching profession is very evident in this quotation. The Vice Principal was suggesting that teachers should continue to develop and grow academically and professionally. This suggests more than just valuing teacher training, as a set of techniques to be mastered, but teacher knowledge and education as well.

Student experience.

There appears to have been a lot of school spirit felt by the students at W.T.C., as we can surmise by looking at the yearbooks. There were various committees, and a sports day of competition against the London Teachers’ College. There was even a School Song, composed by a student, Jack Redmile:

School Song

Onward Windsor Teachers’ College,
We all honour gold, red and blue
‘Tis to thee we pay our homage
Always faithful, loyal and true.

School of learning, wisdom, knowledge

Guiding light to such as we
Thus dear Windsor Teachers' College
Our alma mater shall ever be. (Magister, 1963, p.53)

Although articulated several decades later, the memories and thoughts of Donald Laing (2013) describe the sense of community at the Teachers' College. It is important to note that Dr. Laing was a faculty member at the Faculty of Education, University of Windsor, hired in the spring of 1976. He notes that not much seemed to have changed but the name, according to his description of those first years. The promise of a building on the main university campus didn't come true until 1992, and so the Faculty of Education was isolated from the rest of the University. Laing explains:

We had had a stronger sense of community out on Third Concession..., students and faculty ate and drank together and got to know each other more than ever I recall after the move... Many years students would perform skits making fun of faculty, and we would join in (Laing, 2013, p.131).

By contrast, when the Faculty of Education moved to the main campus in 1992, Dr. Laing stated, "we were no longer as closely connected to the local educational community as we had been" (Laing, 2013, p. 131). It seems likely that the sense of community camaraderie that Dr. Laing experienced at the off-campus site was a carryover from the institution's formative years as Windsor Teachers' College.

The Windsor Teachers College building had both a cafeteria and gymnasium. Local schools could bus their students in to see plays and presentations. There were classrooms to stimulate a real school environment and a lot of space and facilities that were very inviting and made community involvement easy. Peter Harsh, a student at The Windsor Teacher's College in 1962-63, gave a list of memories of his year at W.T.C. to Mr. Devereux. According to his memories the school year at Windsor Teachers' College was from September to June, with 45 days in practice-teaching placements. There were

eight weeks of actual student-teaching (with another week set aside for observation), hiring day in May and there was a graduation dance. Peter remembers being excused from final examinations as a reward for his industrious efforts during the year (Harsh, 1975).

Admission requirements to teachers' colleges had changed with the change from Normal schools to teachers' colleges. An article in the Windsor Star, Saturday December 30, 1967, *Shortage waning Teacher standards on increase*, stated that now that the teacher shortage of the 1950s was 'waning', admission requirements had changed. The article continued to state that when the W.T.C. opened there were four programs available and 500 students registered. By contrast, in 1967 there was one program offered with 290 students registered. Admission requirements were explained in the article,

In 1962, students were able to enter the summer courses, the first or second year of the two-year course or the regular one-year program.

The summer course was for students who took lessons during one summer, taught for a year, took lessons for another summer then spent the 'third' year at the college. The two-year courses were for Grade 12 graduates while the one-year program was for graduates of Grade 13.

A year after the college opened the Ontario Department of Education abolished the emergency summer courses as the teacher gap started to close. A year after that, Grade 12 as an entrance requirement was also eliminated leaving a Grade 13 standing as the only requirement. The change in courses, Mr. Devereux said, accounts for the registration drop.

As well as this one-year course, the Windsor College has a type of "enrichment" program for students who have one year or more of the general arts degree. This year, 12 per cent of the students at the school are in the enrichment program; including 14 who already have a degree and one who has his master's degree. (Miller, 1967)

The article stated a few other facts as well: tuition fees were never charged at teachers' colleges. This fact would certainly encourage applications. According to the article, Mr. Devereux explained two benefits to the community in having W.T.C. in the area. The first benefit was that the community saved money. Students no longer had to

move to London for initial teacher preparation, which at the very least cost 1000 dollars per pupil. The second benefit was that many teachers attending W.T.C. stayed in Windsor and area to teach.

Transition to Faculty of Education, University of Windsor

Background.

In 1964, an Advisory Committee on the Training of Elementary Teachers, Ontario was created with representatives from several stakeholder groups. Claire MacLeod, Director of Education for the City of Windsor, was chosen as the Chair. The fact that the chair of this committee had ties to Windsor might have helped W.T.C. to evolve into the Faculty of Education at the University of Windsor, rather than closing its' doors. Members of the Minister's Committee on the Training of Elementary School Teachers were: C. R. MacLeod, R. Beriault, F. S. Cooper, H. W. Cyr, W. Davies, L. Desjarlais, G. L. Duffin, F. A. Leitch, G. Levasseur, R. D. MacDonald, L. D. Martin, R. A. McLeod, R. B. Moase, G. R. Munnings, C.A. Mustard, L. P. Pigeon, V. Ready, K. J. Regan, J. W. Singleton, Sr. St. John, B. W. Monday, and C. W. Booth (Department of Education, 1964).

On July 22nd, 1964 the Advisory Committee appointed by The Ministry of Education in Ontario sent out letters to Departments of Education and various universities in the United States of America, Australia, New Zealand, England, Scotland, Wales, Ireland and Canada requesting information on their teacher education programmes. They requested copies of sources of any research reports in this particular field of education, the names and addresses of some educational institutions that have outstanding teacher education programmes, and any other relevant information that might be of use to this

committee (Moase, R. B., 1964). The committee received many replies and pamphlets. On November 23rd, 1964, Mr. R.B. Moase, Secretary, Minister's Committee on Teacher Education sent a letter to Mr. Don Davies, Executive Secretary of the National Education Association in Washington D.C., to inquire about institutions with an outstanding programme in teacher education, and to express the interests of members of the committee to visit a few. Mr. Moase mentioned that the committee did not want to make any decisions until they talked to deans and heads of these programmes. Four types of institutions were of most interest. Institutions with: 1. practice teaching and internship programme; 2. courses in which academic and professional training is concurrent; 3. programmes in which the professional training is given after the academic degree has been obtained; and 4. institutions which have recently changed from training not requiring a degree to that in which a degree is a pre-requisite or is obtained during the training period (Moase, R.B., 1964). Mr. Don Davies replied on December 2nd, 1964 with a list of suggestions for each category. The researcher could not find which teacher preparation institutions were visited but a record of approval by the Department of Education to the Minister's committee on the training of elementary school teachers for an increase in funds for the purpose of travel. "It now appears that sixteen members are anxious to carry out visits in January 1965, and that travel to the U.S.A., to other provinces, and to the United Kingdom, Belgium, and Switzerland will be necessary" (Department of Education, 1964).

The Toronto Teachers' College staff had created a report for the Committee of Teacher Education with suggestions for change in the process of teacher education. This report was dated December 15th, 1964. It stated that the Toronto Teachers' College staff

had a “unanimous agreement among the committee members that all elementary school teachers in Ontario should have, among other things, the rich background in general education and the personal maturity which are thought to result from university experience” (Staff of Toronto Teachers’ College, 1964). The report suggested that the teacher preparation program should require a bachelor’s degree as a pre-requisite for admission to the program and “be limited to professional education courses and/or experiences” (Staff of Toronto Teachers’ College, 1964).

Once the Minister’s Committee on Teacher Education felt they had a significant amount of information on the existing programs to help in implementing and creating a new teacher preparation program, they sent a letter to presidents of Ontario universities. The letter was signed by Mr. R.B. Moase, Secretary, Minister’s Committee on Teacher Education, and read:

January 29, 1965.

Dear [addressed to each individual University President]:

The Minister’s Committee on the Training of Elementary- School Teachers has been meeting since early October. Among the topics being discussed is the desirability of securing the co-operation of the universities in the preparation of teachers for the elementary schools.

The Committee has noted with interest the following statement in the Report of the Presidents of the Universities of Ontario to the Advisory Committee on University Affairs: “If the Department of Education were to decide to set the admission requirements for elementary school teacher training at one, two or three years of liberal arts beyond the secondary school, we should plan to have the facilities to take care of them.”

The Committee would appreciate having your comments, and possibly those of your Board of Governors, on the above quotation with particular reference to its implications insofar as your university is concerned. This information would be of great value to the Committee in its continuing deliberations.

Sincerely,

Mr. R.B. Moase, Secretary, Minister’s Committee on Teacher Education.
(Moase, R. B., 1965)

On February 2nd, 1965, Dr. John Francis Leddy, president of the University of Windsor replied favourably to the idea of transforming teachers' colleges to faculties of education. In his reply Leddy stated, "I am very much interested in a closer link between the Universities of Ontario and our teacher training institutions. I have seen much at first hand on such arrangements in Western Canada, and they seem to me to have much to be said in their favour" (Leddy, J. F., 1965). It is important to note that Dr. Leddy had accepted the position of the President of the University of Windsor not even a year earlier. He had come from the University of Saskatchewan, where he was a student and later a professor, department head, dean of the College of Arts and Science, and the academic vice-president before accepting the position as President of the University of Windsor. He had spent most of his adult life in Saskatchewan and so was new to Ontario. Dr. Leddy expressed his desire to be filled in on the discussions of the Minister's Committee on the Training of Elementary School Teachers and he pointed out that he had not been involved in the Report of the Presidents of the Universities of Ontario as he was newly appointed. He inquired about speaking with Mr. Clare MacLeod "I would hope to have an opportunity of discussing the whole problem with the chairman of your committee, Mr. Clare MacLeod of Windsor, when this matter begins to crystallize in the discussions taking place in the committee." It is interesting that he mentions Mr. MacLeod is from Windsor. This might suggest that Leddy thought that the fact that Mr. MacLeod was from Windsor could benefit the process of transferring the W.T.C. into a Faculty of Education at the University of Windsor. An important note to add is that a new faculty at the relatively young University of Windsor (established 1963) would bring in more grant money for the University. Since the education program was a professional

one, the University of Windsor would be rewarded with twice the funding per student, as compared to students pursuing another undergraduate degree program. The government also provided additional funding by the government for the new Faculty of Education as well as subsidies for study leaves for staff that would pursue advanced degrees.

Statistical evidence indicated that Ontario in general would show growth in post-secondary education. On February 25, 1965, J. Bascom St. John, Chairman of the Policy and Development Council of the Department of Education wrote a letter addressed to C.A. Mustard (Superintendent of Teacher Education in Ontario) stating that university enrollment was expected to double within the next five years and that university campuses were given “substantial grants” to expand their facilities. It could be inferred that if the pool of university bound students grew, the potential pool of Teachers’ College students would grow as well. It was also mentioned in this report that “where possible, sites on university campuses [should] be acquired at once, upon which to relocate” Teachers’ Colleges (Ontario Department of Education, February 1965, p. 2). That same year on May 25th, another report was prepared with a plan for the Certification of Secondary-School Teachers by the Policy and Development Council.

The elementary-school teacher certification plan with its four levels of certificate [the levels of certification are explained in more detail later on in this chapter], introduced in 1962, has been very well received by teachers, school administrators, school boards and the public. Not only has the plan served to simplify and codify the certification of elementary school teachers, it has proved very effective in encouraging teachers to improve their qualifications through further study of an academic or of a professional nature. (Ontario Department of Education, May 1965, p. 2)

The report continued to suggest that a similar plan should be implemented in the secondary school system for the same advantages mentioned above. Moreover, it was

suggested that “such a plan would serve further to integrate elementary and secondary-school teaching” (Ontario Department of Education, May 1965, p. 3).

The MacLeod Report (1966) (fully detailed in Chapter 2) was released in 1966. For the purpose of this discussion, the key points were: 1. elementary school teacher preparation was to become a university responsibility, with concurrent arts and education programs available in addition to a separate one-year professional course following academic work, 2. Teachers in future must have a university degree, and 3. elementary and secondary teacher training should occur in the same institution (MacLeod Report 1966, p.xvi). On March 28, 1966, Minister Davis announced to the Ontario Legislature that he was “in complete agreement with the program suggested and it will be the policy of my department to implement the plans to this end as quickly as possible” (Ontario Legislative Assembly, 1966). The Deputy Minister of Education, J.L.McCarthy, and the Director of the Teacher Education Branch, G.L.Woodruff, oversaw negotiations with each university (Smyth, 2006).

The universities did not share the same enthusiasm. Speaking on behalf of the newly formed Teacher Education Committee of Presidents of Universities of Ontario, Carleton University's Dean, D.M.L. Farr, showed concern and wanted reassurance that university autonomy would be respected in negotiations regarding 'admissions, curriculum, academic standards and staffing' (ALU, 12 December 1967). After three years of negotiations, the first agreement was reached regarding the integration of a teachers' college with a university. In 1969, Lakehead University in Thunder Bay officially obtained a Faculty of Education. Negotiations continued for another five years

until agreements were reached for the nine other faculties of education in Ontario (Smyth, 2006).

While the reform of teacher education was in full-swing, there was also a teacher shortage in Ontario, at both elementary and secondary school levels. However, by the mid-1960s, it was a much bigger issue in secondary teacher recruitment. Teaching as a career had to compete with other job opportunities in a booming economy. The teacher education reform was intended as a way to combat this and hopefully, in the long run, help to resolve the teacher shortage. In the summer of 1966, the Director of the Teacher Education Branch in the Ministry of Education in Ontario inquired on the methods used by Departments of Education across Canada in recruiting teachers. A summary of such promotional materials was made. In examining all the material, it was concluded that, first, no province had developed a better recruiting booklet than Ontario, and second, that the use of radio and television recruitment ads should be considered (Ontario Department of Education, 1966).

The Department of Education set up a Recruitment Committee for Teacher Education; the Chairman was Mr. G. L. Woodruff, Director of Teacher Education within the provincial bureaucracy. Members represented the Teachers' Colleges (H.A. Blanchard), Colleges of Education (D. Steinhauer), Program Branch (A.H. Dalzell), Information Branch (G. Simser), administration (J.D. Londerville), boards of trustees (F.L. Bartlett), and the Ontario Teachers' Federation (W.A. Jones). The committee's first meeting was on December 1, 1966. According to the minutes of this meeting, it was recommended that Ontario do the following: (1) print a booklet to be entitled *Teaching in the Secondary Schools of Ontario*; (2) print a simple information booklet to be used in

booths at fairs, exhibitions, and career expositions; (3) approach the treasury with the request that a sum of \$27,000 be made available at once to provide six one-minute TV films in colour (at a cost of \$4,000 each), and to provide for the investigation by a competent professional research firm of the reasons why students do not enter the teacher profession (at a cost of \$3,000); (4) ask the Minister if he would make a statement for general release to news media stating that a shortage of teachers exists in the separate schools and secondary schools of Ontario, and that opportunities for teaching are available (Ontario Department of Education, 1966). It was also noted that the Metropolitan Toronto Separate School Board was now considering a campaign to attract young people into teaching. The sum of money being considered as necessary for a comprehensive program was in excess of \$90,000 (This was in a note to Mr. G.L. Duffin, assistant deputy minister of education from G. L. Woodruff, Director of Teacher Education).

The Department of Education in Ontario took the recommendations of the recruitment committee and hired a research firm, McDonald Research Limited, from Don Mills, Ontario. This firm prepared a document entitled *A Proposal for a Study of Teacher Recruitment Problems* dated March 16, 1967 (McDonald Research Limited, 1967). The proposal stated that,

At present the Ontario Department of Education is faced with two problems in teacher recruitment. The first, and most immediate problem, is a current shortage of secondary school teachers which can be met only by recruiting more teachers. The second problem is the maintenance of sufficient numbers of primary school teachers and of improving the caliber of new recruits into the primary school systems. (McDonald Research Limited, 1967)

The report stated two problems which existed regarding the maintenance of a sufficient number of high caliber primary school teachers. The first problem was stated as follows:

Since it is becoming increasingly easy for students to gain admission to universities, the current cultural and social emphasis on the need for higher education tends to exert influence on the high school graduate to enter university rather than teachers' college. (McDonald Research Limited, 1967)

Consequently, students in teachers' colleges, particularly male students, tended to be those that did not meet university admission requirements. Teachers' College entrance requirements were 50% in grade 12 English and five other grade 12 courses. If the requirement was raised to 60%, the loss of admission would be 42%. The second problem was that with the eventual requirement of a university degree, primary school teaching and secondary school teaching would be drawing from the same pool of university graduates. The secondary schools already had the problem of attracting sufficient university graduates, as other professions seemed to exert a bigger pull (McDonald Research Limited, 1967).

To resolve the two problems above, the McDonald report suggested it would be necessary to collect information on the following: (1) what characteristics of the individual relate to selection of teaching as a profession, and (2) the decision making process, including the degree of influence of parents, teachers, guidance teachers and counselors, and students' own experience (McDonald Research Limited, 1967). It was advised that the immediate project would have emphasis on the public relations and communication aspect in the acceleration of teacher recruitment and upgrading of candidates. The report concluded that,

On the basis of the study findings, it will be possible to define the target group among students to whom the promotional campaign should be directed, as well as the most effective time to exert the promotional effort. At the same time, information will be obtained on current attitudes to teaching in relation to other professions which will influence and direct the content of advertising, guidance outlines, brochures, educational films, etc. (McDonald Research Limited, 1967).

Unfortunately, the results of the study were not found by the researcher. However, the study seems to have been made, since the archives do contain many survey responses.

Ontario educators in the Department of Education collected a lot of information to try to solve the problems in regards to the quality and supply of teachers. Mr. Woodruff (the Director of the Teacher Education Branch, and Chairman of the Ontario Recruitment Committee on Teacher Education) and Mr. Steinhauver (representative of the Colleges of Education on the Ontario Recruitment Committee on Teacher Education) had access to newspaper articles from the United States. One such article was from the *Christian Science Monitor*, a newspaper from Chicago, Illinois. On Monday October 24th, 1966, it had carried an article entitled *Big-city teachers 'graded'- crisis lingers* by Lucia Mouat. Mouat had stated that educators and administrators were worried about the long-range effects of this year's teacher shortage, noting that "recently schools in Chicago had eased up on standards for substitutes...we're ending up with a lot of people who hold teaching as their third or fourth choice, and their experience is coming at the expense of the children" (Mouat, L., 1966). This statement from a neighbouring American state seemed to support the Department of Education's commitment to the increase in standards for teaching.

The targeted recruitment of teachers in Ontario was successful, but with an unexpected turn of events. By the early 1970s there was a teacher surplus. According to the *Globe and Mail* (June 1, 1973), 120 teachers from abroad had to be recruited just two year earlier. The province had lured hundreds of students into post-graduate studies for teaching upper levels with easily obtainable fellowships. Only two years later, the surplus began. According to Canada Manpower and Immigration in 1971, after a 115% increase

in teaching graduates, there was a 53% decrease in demand. In addition, there was a demographic downturn in the number of students in the school system as the baby-boom generation began to graduate, and lower birthrates resulted in a reduction in students. Recent graduates could not find teaching jobs, and in some regions, teachers were being laid off. The article suggested closing the teachers' colleges and faculties of education for a year, as Ontario graduated 8,000 teachers in 1973. In this article it was also noted that Statistics Canada had reported there was a continuing decrease (averaging 40 per cent) in demand for university graduates (Turchet, S., 1973). The suggestion of closing teacher colleges and faculties of education did not happen. However, the fact that officials of the University of Windsor were so pro-active in seeking a Faculty of Education at the University of Windsor, might have contributed to their success in seeing the W.T.C transformed into the Faculty of Education instead of it being closed permanently.

The University of Windsor felt the effects of the decrease in demand for university graduates. The Windsor Star reported this surprising development in *Leddy cites trend U. of W. enrolment down* by Bruce Blackadar on November 8th, 1971. "The university's five-year projection of undergraduate enrolment has proven to be "too optimistic", Dr. Leddy's brief said, citing a "very considerable drop in the number of students" in the faculty of education as just one example. Dr. Leddy explained that there were two possible explanations for the decline: "the current economical recession and the fact that to a number of "intelligent and enterprising" students, a university education is far less attractive than it used to be" Leddy did however mention that even if the enrolments projections were too optimistic, The University of Windsor was still thriving. The article explained, "Speaking of the University of Windsor's development, Dr. Leddy

said that during the past eight years the enrolment has increased three and a half times, from 1,800 to 6,000, with a comparable increase in academic expansion". In regard to the university's Faculty of Education in its first year of operation, Dr. Leddy was pleased that there were no controversies. He did mention that the drop in enrolment from 400 in 1970 to 200 the next year, was in response to the surplus of qualified teachers in Ontario (Blackadar, B., 1971).

Demographic pressures.

Foreground: Why Windsor?

Why was the Windsor Teachers College one of the ones that was converted to a faculty of Education, when some others across Ontario were simply closed? This is due to several factors coming together. Three key factors were these: (1) university enrolment across Ontario increased dramatically in the span of 20 years between the 1950s and 1970s; (2) given Windsor Teachers' College's proximity to the University of Windsor, the government was willing to support the transition financially, and (3) there were similar programs in Ontario and elsewhere that the Faculty of Education at the University of Windsor could model their program after. Some other Windsor-specific factors played a role as well, and these will be further developed in this chapter.

Enrolment at universities across Ontario dramatically increased between the years 1950 and 1972. The total undergraduate student enrolment in the year 1950 was 21,268; by 1960 it was 29,576. The trend spiraled upward so much that by 1962 there were 36,058 undergraduates enrolled in Ontario universities. In the year 1970 the number of students had reached 106,304 and by 1972 there were 118,700 students (Statistics Canada, 1970).

Several factors enable the success of institutional reform and the success of two institutions merging. According to Eastman & Lang (2002) physical proximity to a university is a success indicator. The University of Windsor was just a few kilometers away from the Windsor Teacher's College. Among the teachers' colleges that closed only Hamilton had a university nearby, namely McMaster University. Even today McMaster University does not have a Faculty of Education. Rather, Brock University in St. Catherine's has a satellite education campus in Hamilton. Lakeshore Teachers' College was in fair proximity to the University of Toronto; however, the Toronto Normal School was closer and therefore it was the one that was integrated into the Faculty of Education in Toronto. Stratford did not have a university nearby and it was closed. The government's decision over which normal schools to close, and which to maintain or integrate with a university, was also influenced by financial considerations. In the case of the Windsor Teachers' College being integrated into the University of Windsor, the Ontario government was willing to lease the 15 acres of physical property and the Windsor Teachers' College building to the University for one dollar (Ruth, N.J., 1969). Another big factor is degree complementarity. Even though the University of Windsor did not have a secondary teacher education program, the committee in charge of the transition from Teachers' Colleges to Faculties of Education was made up of presidents of universities in Ontario. The University of Toronto, Queen's University (in Kingston), and Western University (in London) already had faculties of education and they served as advisors and models for the universities without Faculties of Education (Eastman, J., & Lang, D.W., 2002). Before too many years, Windsor's Faculty of Education would add a program for secondary school teachers.

Within the collection of educational articles published by The Windsor Star in 1967, *Education: A boundless future*, the article by John Miller, *Windsor's new role in higher learning* gives us a possible reason as to why W.T.C. was transferred over to the University of Windsor. Miller states,

The University of Windsor- newly incorporated and a relative dwarf among Ontario's 14 universities – plans the quietest \$15,000,000 expansion possible in the next 10 years. St. Clair College – one of Ontario's new colleges of applied arts and technology – plans a loud \$13,000,000 expansion... right now. Windsor's two developing post-secondary institutions thus reflect growth of education across the province: The gradual sprouting of large scale universities – a process that took the U. of W. from a \$4,474,000 school with 900 students in 1957, to a \$29,322,300 institution with 3,350 students this year – and the explosion of community colleges which will see the 850- student St. Clair College become a 5,000-student beehive by 1975. (Miller, 1967, 18F)

Miller continued by noting that Dr. Leddy, the president of the U. of W., was forecasting an above provincial average increase of enrollment, to 8,000 students by 1975. The article stated that “A recent Economic Council of Canada report estimated Ontario university enrolment will double by 1975. Windsor will expand by about 65 per cent” (Miller, 1967, 18F). Miller went on to suggest a key reason for the rapid growth, “The night school explosion-what's responsible? The increasing status of a degree, according to Rev. Edward Cecil Pappert, director of extension and summer school at the University of Windsor. More persons, especially women teachers, are finding upgrading necessary. In simple monetary terms, a degree is worth more. “This shows that teachers were willing to get more education. There was a need and a motivation for professional development. In the same article Miller (1967) states that teachers had been given the status of “professional” rather than laborer. Another article by Sherbin (1967), *Strange concepts for tomorrow*, talked about all the technological advances and how schools will be transformed in the future. Life-long learning for all was mentioned in the article as well.

Curriculum keeps up with times: Teachers warned not to allow status quo to impede progress, reported that at a recent teachers' convention, Kenneth Robb, inspector with the Windsor Separate School Board, "warned teachers not to become satisfied with the way they are teaching for satisfaction means complacency and complacency slows down progress" (Miller, 1967). In other words, he suggested teachers be critical thinkers, decide what dissatisfies them and create solutions to improve conditions. The department of education used to tell teachers what the problems were and prescribe solutions, but now it was being left up to the teachers. "The curriculum must be the servant, not the master, he concluded" (Miller, 1967). We could assume from this article that the inspector with the Windsor Separate School Board would be supportive of moving teacher preparation to a university. University graduates should be better able to think critically, as they have gained a broader knowledge base during their more extended studies.

In the same series another article appeared, entitled *Teacher Qualification Entirely Up to City: Department Has No Idea of Forcing Windsor to Take Summer School Trainees*. According to this article, education authorities in Windsor and Hamilton would not accept summer course certificates as qualification for teaching jobs, only accepting first class certificates in its public schools. They were the only school boards in the province taking that stance. The article mentioned that "at least one top man in the department doesn't disagree... he said that if he was in the same position he might do the same thing" (Sherbin, 1967). This suggests that educational authorities in Windsor were taking a highly professional view of teaching. They seem to have wanted teachers that were well rounded and could think for themselves. In the Windsor area, the MacLeod

Report was well regarded, and many local educational authorities shared those views.

This provided a great foundation for opening a Faculty of Education at the University of Windsor.

There was an advisory committee in regard to the transfer of the teachers' college from the Department of Education to the University of Windsor. The advisory committee members were as follows: appointed by the Department of Education, Griffith and MacLeod; appointed by the Ontario Association of Educational Officials, W. Wood, and appointed by the University of Windsor Senate, Paul DeMarco (academic vice president), Rourke, McMahon, Wood, Bunt, Phillips (professors in the humanities); and representatives from the Ontario Teachers' Federation, Riberdy and Davies. Members of the subcommittee on Teacher Education at the University of Windsor were: Dr. J.F. Leddy (the president of the University of Windsor), Dr. F. A. De Marco (Vice-President of the University of Windsor), Dr. A. Gnyp, Mr. S. R. MacLeod, Rev. N.J. Ruth, C.S.B. (Dean of Arts and Science)

The first president of the University of Windsor, J. Francis Leddy, and the advisory committee on the transfer of the Windsor Teachers' College from the department of education to the University of Windsor, made final decisions about the transfer, along with the Minister and Deputy Minister and the first Dean of the Faculty of Education, A. Stuart Nease. Dr. Leddy was a long-time advocate of a Faculty of Education at the University of Windsor. On September 23rd, 1969, President Leddy sent a letter to Hon. W. G. Davis, Minister of Education in Ontario. Writing about the future status of the Teachers' College of Windsor he stated, "This is an enterprise in which I am very much interested, and I propose to take part in the work of the negotiating

committees as chairman of the group from the University of Windsor.” The letter goes on, “It is my personal conviction that the establishment of an integration of teacher education in Windsor will be advantageous to all parties concerned” (Leddy, 1969). This letter provides conclusive evidence that President Leddy was strongly in favour of the formation of a Faculty of Education at the University of Windsor and would be using any influence he had to make the transition happen.

At the time of the transfer of teachers’ colleges to faculties of education, Ontario was in the middle of a 42-year period of Conservative rule. Ontario’s Tory dynasty lasted from 17 August 1943-26 June 1985. John Parmenter Robarts, the premier of Ontario from 8 November 1961-1 March 1971, was the leader of the Progressive Conservative Party. However, Windsor West (where the University of Windsor was located) had voted for the New Democratic Party at the provincial elections from 1967-1975. This area’s provincial representatives sat in the legislative opposition, so clearly the presence of any overtly partisan preference by the provincial government can be ruled out.

The integration of the W.T.C. into the University of Windsor was complex. Luckily lots of difficult issues were clarified by the negotiations between the Department of Education and the University of Ottawa and Lakehead University, both of which had previously integrated their initial teacher preparation programs from local colleges to university faculties. The process went relatively quickly as a result, starting on September 10th, 1969, with a University of Windsor Senate meeting, and coming to an end with a news release on May 19th, 1970. The motion of the meeting of the University of Windsor Senate on September 10th was that the resolutions regarding the establishment of a Teacher Education facility at the University of Windsor be approved as amended. A

subsequent news release stated that the Department of Education and the University of Windsor had completed an agreement to integrate Windsor's Teachers' College into the University as a Faculty of Education.

There were still disagreements between the Ministry of Education and University of Windsor, mostly about staffing and budget and items that Lakehead University had advised Windsor about. In a letter from the president of Lakehead University, W.G. Tamblyn to Reverend N.J. Ruth dated September 23rd, 1969, the former stated, "I would suggest that if there is any way that you could get prior agreement to a budget before signing the agreement of transfer that you would be in a stronger position. There was no difficulty in getting a clause in the agreement for the upgrading of teachers, but there seems to be difficulty in getting the money required for this upgrading" (Tamblyn, 1969). On November 20th, 1969 a letter from (Rev.) N. J. Ruth, C.S.B., Dean of Arts and Science, University of Windsor was sent to the Department of Education. Attached to the letter was a draft copy of a proposed agreement between the Department of Education and the University of Windsor regarding Windsor Teachers' College. The agreement between the Department of Education and Lakehead University was followed, with four changes. There was mention of the Education campus being relocated to the main campus as soon as possible, at the Ministry of Education's expense. In addition, the University of Windsor wanted a financial commitment from the Ministry of Education in regards to the cost of commuting from one campus to another. Provisions were requested for courses leading to post-graduate degrees in education and to research (Ruth, 1969). Lakehead had warned Windsor to ask for specifics within the contract on financial matters regarding the salaries of teachers who take a sabbatical. All the above were omitted from the draft sent

forward by the Minister. There was no promise of financial help in liaising the Faculty of Education to the main campus, no mention of post-graduate degrees, and no definite assurance from the Department of Education concerning provision of salaries for those teachers who might go on sabbatical leave. Clearly, there would be significant administrative challenges ahead for the fledgling Faculty of Education.

The press release which was issued on May 19th, 1970 stated that the Windsor Teachers' College would become integrated with the University of Windsor on July 1st, 1970. With the official announcement, the work of establishing the University of Windsor, Faculty of Education, could begin in earnest.

Early years at the Faculty of Education, University of Windsor

On July 1, 1970, the Windsor Teachers College became the Faculty of Education of the University of Windsor. The understanding was that in the year 1970-71 there was to be no change in the program or the staff, which would continue to operate as it would otherwise have done as a Teachers' College. The school year 1971-1972 was a year of transition, when the program planning, staffing, and degree credit were discussed. The first Dean took office on July 1st, 1972. The academic year of 1972-1973 was the first year the Faculty of Education at the University of Windsor had a dean, rather than a principal.

As previously mentioned, the Department of Education and the University of Windsor completed an agreement to integrate Windsor's Teachers' College into the University as a Faculty of Education. As part of this agreement it was specified that there would be an Advisory Committee for the Faculty of Education with membership drawn from various sources. Six members were appointed by the Senate of the University, two

members appointed by the Minister of Education, two members appointed by the Ontario Teachers' Federation, and one member appointed by the Ontario Association of Education Officials. William G. Davis, the Minister of Education, had appointed Mr. H. A Griffith who was the Assistant Director of Education, Region 4, Western Ontario for a period of one year and Mr. C. R. MacLeod, Director of Education for the City of Windsor, for a period of two years. There was still influence from the government but as we can see there were a lot of different government officials and university officials participating in dialogue. Things could not change overnight but with time it brought progress. The first meeting of this committee was Wednesday December 9th, 1970. This was followed by a Faculty of Education Workshop on December 21-22, 1970. The second meeting was held on January 6th, 1971. There was a third meeting held February 1st, 1972, after which no other meetings have been documented in the archives.

The Report of the President, University of Windsor for the academic year 1967-1968, noted that at a meeting of the Council of Deans of Arts and Science of Ontario Universities, among the topics discussed was the integration of teacher colleges with Ontario Universities. The following year, 1968-1969 a special subcommittee on teacher education in Ontario was created. Dean Ruth was named chairman of a local subcommittee of the Senate to study the problems involved with regard to the integration of the Windsor Teachers' College with the University of Windsor. It soon became evident that no solution for local problems could be undertaken until there was agreement on general principles between the universities of Ontario and the Department of Education. The Committee of Presidents of Ontario Universities (C. P. O.U.) therefore named a special subcommittee on teacher education with Dr. Gibson, President of Brock

University, as Chairman. In the spring and summer of 1967, Dean Rev. N. J. Ruth (Dean of Arts and Science at the University of Windsor) was asked to be acting chairman of this special subcommittee. They had three meetings in which they formed a drafting subcommittee with Dean Ruth as Chairman and Dean Turner of Althouse College of Education and Professor Good of Queen's University as members. A draft resolution incorporating the terms and principles on which any agreement between the universities and the Department of Education should be based was prepared. This agreement was discussed with representatives of the Department of Education and the Department of University Affairs. It was noted that the committee was hopeful that progress would be made during the coming year.

On September 10th, 1969 the University of Windsor Senate gave approval to the recommendations of the sub-committee for the establishment of a Faculty of Education at the University. Subsequently, in late April the Department of Education also approved the integration of Windsor Teachers' College with the University and forwarded a draft agreement. It was signed by the University of Windsor and approved by Order-In-Council. The integration of the Windsor Teachers' College with the Faculty of Education at the University of Windsor was to be made official on July 1st, 1970. "The work of the subcommittee continues with regard to the details involved in the integration of staff and assimilations of facilities", said the 1969-1970 Report of the President of the University of Windsor (University of Windsor, p.5, 1970).

The afore-mentioned Advisory Committee for the Faculty of Education at the University of Windsor had a meeting on December 9th 1970. Items on the agenda included: selection of a dean, personnel, admissions, and curriculum. In the end,

curriculum was left to the next meeting. Regarding admission it was remarked that now some students had been admitted to the Faculty of Education under Department of Education regulations, from Grade 12 plus two or three years at a College of Applied Arts and Technology, with an average of 60%. For admission to the other Faculties at the University, a student was expected to have two years with an A average, in an appropriate program for admission to first year of a bachelor's degree program, or three years with a high B average for admission to second year of a bachelor's degree program. It was felt that this inconsistency of admission standards could result in issues for the Faculty of Education. Lower admission standards compared to other faculties might result in a lack of respect for its graduates. It was agreed that the requirements for admission to the Faculty of Education must include the minimum requirements for admission to the University.

Recommendations from Faculty of Education Workshop, Dec.21-22/1970.

At this Faculty of Education planning workshop, it was agreed that a diploma would be presented to graduates of the 1970-71 year, indicating successful completion of the one-year professional course. This should be presented at a suitable time near the date of University convocation. There was a discussion about the one-year diploma course curriculum and the details regarding it. A Bachelor of Education Degree which would be a two-year course was proposed as well. It was decided that the two-year course would not be offered, or a curriculum agreed upon, until the one-year diploma curriculum was finalized.

Because of the workshop, a week of pre-registration orientation experience in any Ontario school was added as a program pre-requisite and it had to be certified by the

principal of that school. This would give 51 days of experience as compared to the present 45 (as in W.T.C.). It was also noted that in the first school year as the Faculty of Education (1970-1971), there had been absolutely no change in the curriculum due to a lack of lead time. However, for the 1971-1972 school-year, first term remained the same but during the second semester, students would choose Primary and Junior, or Junior and Intermediate areas of concentration. Curriculum and instruction would deal with content and planning mainly in these areas. Practice teaching assignments would be given in the area of choice. The graduation diploma would indicate the specific area of concentration. This departure from the Windsor Teachers' College practice was implemented but there is no precise indication as to why. The idea for the change in the Faculty of Education curriculum in second semester, namely specializing in a division, might well have come from a 1964 report done by the staff of the Toronto Teachers' College, and submitted to the Department of Education. It was entitled, *Suggestions for change in the process of teacher education*. The report stated that the ideal teacher education program would "make provisions for the student to develop real insight into the process of education by developing understanding and skill in depth in working with a particular age level and curriculum area" (Staff of Toronto Teachers' College, 1964). This would be different than the existing practice of a general but perhaps too superficial, treatment of all age levels and all areas of the curriculum.

Second meeting of the Advisory Committee, Faculty of Education – 6 January 1971.

"The Chairman recalled that at the previous meeting of the Committee, discussion had centered on the integration program and a consecutive program of study, and how either program could be expanded toward Secondary teacher training, graduate work and

research” This suggests more options for local prospective teachers who would like to teach at the secondary level and those with a desire to further their education and do graduate work in the profession. Lifelong learning, an idea seemingly integral to the profession, always would be easily accessible.

Regarding program admission, it was noted that, “The chairmen explained that the Admissions Committee of the University applies the general University Admission requirements, but since these general requirements may not admit to a specific professional program, each faculty should draw up its own admission requirements; these may include a personal interview of each applicant, as is currently the requirement in Teachers Colleges.”

Enrolment at the Faculty of Education at the University of Windsor totaled 425 for the year 1970-1971; however, with the change in admission requirements in 1971-1972 from grade 13 standing to that of one completed year in university, enrolment decreased to 186 students. This shortfall in student enrolment was much greater than expected. However as mentioned earlier, this was also partly due to a province wide teacher surplus. The shortfall in enrollment did not cause any financial problems for the faculty, as the Ministry of Education provided the bulk of the funds and would continue to do so for another two years. As mentioned in a study regarding the transfer of the Faculty of Education to the main campus of the University of Windsor (Marshall, 1972), the enrolment decrease would involve substantial deficits in the area of operating funds immediately after budget review support was terminated and replaced by formula funding, and in capital funds as soon as Education was included in the Capital Formula (Marshall, 1972). It was concluded that a transfer of the Faculty to the main campus in

existing, unused space would bring Faculty of Education expenditures into line with revenue, based on a 200-student enrolment assumption. Moreover, the decrease in student enrolment would be good for faculty members as they were complaining of too high a workload. With the advent of university status, research and committee involvement now became an additional requirement for the instructional staff (Marshall, 1972).

In the first few years of the existence of the Faculty of Education, the University of Windsor did an internal study regarding the transfer of the Faculty of Education to the main campus (as the faculty continued to operate from the former W.T.C. facilities and was isolated from the main campus). For the first few years of its existence, the Faculty of Education operated on a budget review basis, but after this initial period, support was on a formula basis. The study found that the formula with 1971-72 enrolment produced substantially less revenue than current expenditures. However, with the transfer of the faculty to the main campus (into unassigned and surplus space areas on main campus) overall university expenditures would be reduced, bringing them into line with revenues based on a 200-student enrolment basis. It was also stated that the move to main campus would provide an improved academic climate for Faculty of Education students.

Students were eager to become part of a university because of the promise of access to opportunities and resources offered to university students. James M. Peltier, President of the Education Society, wrote to Dr. Leddy on October 22nd, 1970;

Dear Sir,

I am writing to you on behalf of the Education Society. The students here have expressed an interest in more meaningful extra-curricular activities. The University, being an educational institution, should be a tremendous source for lectures relevant to our profession.

We appeal to you for assistance and guidance in our choice of Speakers.

Also, if the opportunity arises, the students here would welcome an address from you, at your convenience at the college.

On November 2nd, 1970 Dr. Leddy replied, apologizing for his busy schedule and promising to arrange for speakers and to come to the college to speak to the students (Leddy, 1970).

In the annual *Report of the President 1970-71*, President Leddy stated, “In introducing my seventh report as President of the University of Windsor I must refer again, as I have done in the last several years, to the unrelenting pressure of a constantly rising enrolment, characteristic of all universities in Canada, particularly of those in Ontario” (University of Windsor, p.1, 1971). He then turned to the most significant change in the previous 12 months. “During the year under review the most important academic development concerned the successful conclusion of negotiations with the Department of Education, resulting in the transfer of the Windsor Teachers College to the jurisdiction of the University as a Faculty of Education, effective July 1, 1970” (University of Windsor, p.1, 1971).

According to R.L. Fritz, Vice-Principal & Director, Practice Teaching, and Associate Professor, the Faculty of Education continued to deliver already established courses. Certain modifications were made throughout the year in accordance with university regulations. Examples included the formation of the Faculty Council with student representation, changeover to letter grade evaluation, computer reporting, and the change of date in the termination of the school year to permit registration of Intersession. Also, the Senate approved the granting of a diploma to those students who would be recommended to the Ontario Department of Education for a Teachers Certificate, having successfully completed the course requirements. To receive the diploma and to be

recommended for a certificate, a student must obtain at least a C standing in each of Practice Teaching and five academic courses: Philosophy in Education, Psychology in Education, Curriculum: Administration, Curriculum: Teaching Methods, Curriculum: Construction & Content, and Practice Teaching. Two options were also given to those students who could qualify: Teaching Oral French to English speaking pupils and Elementary Vocal Music (The University of Windsor, 1972, p. 96).

The Ontario Department of Education retained the right to certify the student-teacher upon successful completion of professional training. The type of certificate granted depended upon the educational level on admission. The standard Elementary School Teachers Certificate (E.S.T.) was based on the following minimum requirements: Standard 1: Grade 13 with an average of 60% in seven credits, two of which must be English; Standard 2: Five university credits toward an academic degree beyond Grade 13 or Preliminary year; Standard 3: Ten university credits; Standard 4: A B.A. or other academic degree. For the year 1970-71: 48% of the students registering had completed one or more years towards their degree. Half of this group (24%) had completed the B.A. or B. Sc. degree (The University of Windsor, 1972, p. 97).

In March 1971, The Minister of Education announced that in September 1971 admission to teacher training would require at least one year (five credits) toward an academic degree, and that, in September 1973, a full degree would be required for admission. This would place elementary and secondary entrance requirements on a similar base. Course content in the Faculty of Education program would have to be revised to take into consideration the greater degree of academic qualification by incoming students.

In the Report of the President, University of Windsor for the academic year 1971-72, R. S. Devereux, Principal of the Faculty of Education, stated that many problems with the transformation of Windsor Teachers' College into the Faculty of Education at the University of Windsor were solved without much conflict. Problems pertaining to staffing, such as ranking, salary, study leave and staff load, seemed to have been solved with both sides happy. Overall, he stated, the staff believed that they had been treated with fairness and consideration. Minor difficulties were dealt with individually.

Regarding the development of the program, a couple of changes were made. An observation week was added that students completed before the start of courses, in an elementary school. Regarding the curriculum during the first semester, the staff gave general coverage of the elementary program from Grades 1 to 8. In December each student was given the opportunity to choose either the Primary- Junior (PJ) or Junior Intermediate (JI) areas of concentration. An integrated Environmental Studies Unit plan was created by all students, to show how all subjects are connected in a major study. In lieu of final exams, students had weekly assignments and tests. Reports were done at the end of each semester. Some students felt that dress codes and attendance requirements were not appropriate at the university level, feeling that as adults the decision should be left to the individual. As in other faculties at the University, five students represented the student body at the Faculty Council Committee. Since the appointment of the new Dean would be effective July 1st, 1972, the creation of new programs or long-term decisions was difficult. However, there were lots of discussions and the foundation for future growth developed. Planning had been approved by the Ministry of Education to offer a pilot project for secondary certification for a selected number of students in 1973. At

spring convocation, the University conferred the first Bachelor of Education degree on 124 graduates of the Faculty of Education (The University of Windsor, 1972, p. 97).

There were a few contentious issues worthy of note. One of the bigger issues was that the staff in the Faculty of Education had found out who was appointed Dean through the news media and not from the committee on the selection of the Dean. In addition, there was also some tension between the Faculty of Education students already holding degrees and faculty. In 1971 there were several grievances and appeals of grades from students that had accused faculty in the Faculty of Education of discriminating against them and preferring students without a degree.

In a letter dated, June 28th, 1972. Principal R. S. Devereux reported to Mr. G. A. MacGibbon, Director of Information Services at the University of Windsor, on the hiring situation for recent Faculty of Education graduates,

At the end of May only 16% of our graduates were employed. As of the third week of June, we know of over 70% who have now received offers for this next year...It will appear that most of our graduates will have positions by September, or if they cannot leave the local area due to other commitments they, no doubt, will register for supply work and secure part-time work throughout the year. (Devereux, 1972)

This confirms reports of a decline in the need for teachers, as compared to the pre-1970 era of serious shortages, but also shows that a large majority of graduates were still able to find a teaching position. Principal Devereux continued by highlighting the fact that “this is the last time in which students can register without having completed a full degree. In September 1973, it will be necessary to have completed a degree before starting on a teacher training programme” (Devereux, 1972). Applications had been coming in slowly and Principal Devereux thought it would be wise to give “publicity to

the advantages of registering now while our faculty is being developed and we are planning toward graduate work in the very near future” (Devereux, 1972).

In May of 1972, a letter from the University Registrar, Paul T. Holliday, to the Faculty of Education students noted that, “the University has adopted the practice of mailing diplomas to the recipients rather than presenting them personally during a graduation assembly. Candidates who qualify for a Bachelor of Education degree will be participating in Convocation” (Holliday, P.T., 1972). The letter informed students that their names would be listed on the Convocation program even if they earned a diploma, and the program was mailed to them along with their diploma. However, the diminished status for Education graduates receiving only a diploma was certainly made clear by this administrative decision.

The integration of the W.T.C. into the Faculty of Education at the University of Windsor opened unique opportunities, and sparked discussion about new ideas for program planning. Dean Stuart Nease (the first Dean of Faculty of Education from 1972-1983) went on a trip June 24th – July 8th, 1972 to England to visit the Commonwealth Secretariat. The more specific purpose of the trip was to consult with Dr. James Maraj, the Director of the Education Division, who was supervising a study of the problems of youth in the developing countries of the Commonwealth. Dean Nease wrote about his trip to Dr. Leddy, president of the University of Windsor (August 11th, 1972), “My hope was that in the course of the next two or three years a center for youth studies could be established in the Faculty of Education” (Nease, S., 1972). He suggested that “the Faculty of Education could offer optional courses on education in developing countries at both the undergraduate and graduate levels” (Nease, S., 1972). Dr. Nease mentioned

professors he knew with international experience that were willing to help with the establishment of such a center. He went on to suggest the development of courses in Chinese education. In addition, he reported, Dr. James Maraj had accepted an invitation to give lectures in Windsor and to meet students in seminars. On his trip, Nease also heard about the success of short courses that the Bristol School of Education gave to practicing teachers. In other words, the university setting encouraged the Dean to explore global perspectives and opportunities such as these for the Faculty of Education. While under the control of the Ministry of Education, there was one course calendar mandated by the Ontario provincial government for all Teachers' Colleges. Now, individual Faculties had more freedom to research and implement new programs. Even though international links did not occur in any sustained way at the University of Windsor until the 2000s, this later development was foreshadowed by Dean Nease's report from 1972. With the change of status from teachers' college to faculty of education, more scope existed for research and innovative programs.

Expansion of the Windsor Faculty of Education's program offerings was aided by a policy preference emanating from the provincial government, Robert Welch, the new Minister of Education, who wrote to Dr. De Marco on the 6th of January 1972 as follows:

Where feasible, the preparation of elementary and secondary school teachers in the same teacher-training institution is desirable and, indeed, it may be regarded as inevitable if we are to move ahead with current plans for the establishment of a single teaching certificate. The new certificate, however, is not likely to be instituted until 1973-74 when all those qualifying for teacher certification will be required to have completed a university degree program in arts or science (Welch, 1972).

The chair of the committee, Mr. McLeod, considered it an improvement if both programs (elementary and secondary) could be integrated in the Faculty of Education. On February

4th, 1972 an agreement between the Department of Education and the University of Windsor to permit the University of Windsor to offer primary and secondary teacher education effective September 1, 1973 (when the baccalaureate degree would be the admission requirement for admission to all colleges of education) was reached. This meant that a student who had a bachelor's degree plus a successful year at the Faculty of Education would receive the Bachelor of Education degree (B.Ed.) of the University of Windsor and be recommended for the Ontario Teacher's Certificate which was issued under the authority of the Minister of Education (Department of Education, 1972).

Primary school populations were declining in the 1970s as birthrates went down. Therefore, a decline in the demand for primary school teachers was expected to follow. One suggestion was that an introduction of a master's degree program would attract students. More immediately significant, however, was the fact that in 1976, for the first time, the Faculty of Education at the University of Windsor offered the intermediate/senior program, which qualified teachers to teach from grade seven to the end of secondary school. This innovation was built upon the earlier decision in 1971 to offer the junior/intermediate program, which qualified teachers for grades 4-10. Six years after its transformation from the former Windsor Teachers' College, the Faculty of Education now offered a one-year Bachelor of Education degree in three divisions: Primary-Junior, Junior-Intermediate, and Intermediate-Senior, as compared to a diploma program focused entirely on elementary school grades.

Integral to any new faculty is the personnel. Who was to teach the future teachers? According to the agreement between The Minister of Education for Ontario,

and Board of Governors of the University of Windsor, the following provisions were set out:

the minister will provide for...costs of any leave of absence for members of professional staff approved by the University for purposes of furthering their studies...the University may, at its discretion, institute the same academic and administrative structure, rules and procedures in respect of the Faculty as apply to other faculties, schools and departments of the University of Windsor. (Davis & Leddy, 1969, p. 4)

With respect to academic tenure, the agreement stated the following:

to civil servants who are on the staff of Windsor Teachers' College on June 30, 1970 and transfer to the University of Windsor, the University may grant tenure at any time... and where no notice of intention not to grant tenure is given to any such member within the three years next following June 30, 1970 the University agrees to grant tenure to such member. (Davis & Leddy, 1969, p. 9)

From the 15-permanent teaching faculty of the W.T.C., eight had a master's degree before W.T.C. closed. From the archival data I found that an additional three, I.M. Hewitt, J. H. Lennon, and G. A. K. Foster) had continued their education and earned a master's degree. Two faculty members, C.R. Bolus, and E. Kinnin, had earned a doctorate subsequent to the transition. All 15 faculty members were granted tenure by June 30, 1974. In addition to the teaching faculty who had continued their studies, Principal Devereux spent the year of 1972-73 on study leave, in Canada, the United States, and in Great Britain. He was interested in administrative and academic changes under development in teacher training institutions. The Education Advisory Committee arranged to provide these faculty with appropriate academic titles. Most faculty received the title of Assistant Professor, while Principal Devereux received the title of Professor, and Vice-Principal R. L. Fritz that of Associate Professor. M.A. Buck, who was the only W.T.C. teaching staff without a degree was made a Lecturer (Education Advisory

Committee, 1971, p. 3). Records show that M.A. Buck was on study leave in the 1972-73 academic year.

Between 1972-1976 eight new faculty, each possessing a doctoral degree, were hired: Wearne, Crawford, Awender, Innerd, Laing, Meyer, Powell, and Williams. Until 1988 the number of faculty remained at 23, with 15 initial faculty from the W.T.C. and eight new hires. Two more professors with doctorates would be hired to replace retirees (Meyer, 2013, p. 10). For a considerable number of years, there was more academic faculty with experience at W.T.C. than new hires.

Initially the administration of the Faculty of Education, University of Windsor, remained just as it was at the Windsor Teachers' College, with R.S. Devereux as Principal and R.L. Fritz as Vice principal. Principal Devereux had a B. A. in philosophy and Psychology and a M. A. in Psychology from the University of Western Ontario. Mr. Devereux had 19 years of experience at teachers' colleges and 12 years of teaching at the elementary level. Mr. Fritz had a General B. A. degree from McMaster, 15 years of experience at a teachers' college, and 19 years of elementary teaching experience. On July 1, 1972, Dr. A. Stuart Nease was appointed the first Dean of the Faculty of Education. In February of 1972, J.F. Leddy, President of the University of Windsor had informed Principal R.S. Devereux that he would be appointed Vice-Dean of the Faculty of Education, effective July 1, 1972. "At that time the ranks of Principal and Vice-Principal will be abolished", Leddy explained. Principal Devereux had to discuss the future position of Professor Fritz. In a letter to Dr. J.F. Leddy from R.S. Devereux dated February 17, 1972, regarding Prof. Fritz's future position, he wrote that upon discussion with Dr. Nease it was suggested "that Prof. Fritz might hold the position of 'Faculty

Coordinator'. This general term would indicate his work in the areas of administration, program, and practice teaching" (Devereux, 1972). President Leddy approved this suggestion (Leddy, 1972, February 24).

Summary of Findings

Windsor Teachers' College opened on July 3rd, 1962. This was the beginning of initial teacher preparation in the Windsor-Essex area. There were several reasons for the opening of the W.T.C. The main reason was the reality of supply and demand. At the time leading up to the opening, the population of Windsor-Essex County was growing significantly, as was true for all of Ontario during the post World War II baby boom. There was a serious shortage of teachers, owing to the rapid increase in school enrollments across the province.

The goals of teachers' colleges were to prepare teachers for the classroom but also to instill in teachers the value of life-long learning. Teachers were being trained but also teacher knowledge and continuing education were emphasized. Life for students at the W.T.C. was professional, disciplined, and community oriented. Each school day began with an assembly, complete with prayer and announcements. There was a dress code, attendance was mandatory, there were social events such as tea parties and play performances, as well as recreational sports teams. The admission requirement was the successful completion of grade 13.

In 1964, an Advisory Committee on the Training of Elementary Teachers in Ontario was created. Claire MacLeod, Director of Education for the City of Windsor, was appointed as the Chair. It was suggested that "all elementary school teachers in Ontario should have, among other things, the rich background in general education and the

personal maturity which are thought to result from university experience... all prospective teachers in Ontario should possess a bachelor's degree as a pre-requisite for admission to a teacher preparation program" (Ontario Department of Education, 1965). In early 1965, the committee sent letters to all presidents of Ontario universities inquiring about their co-operation regarding universities being responsible for the preparation of elementary school teachers. Mr. Leddy, the President of the University, was all for the idea, as well as most of the other presidents of Ontario Universities. With the release of the MacLeod report in 1966, the implementation of university-led teacher preparation programs would commence. The first Faculty of Education opened in 1969 at Lakehead University, in Thunder Bay.

Through the late 1960s there was a teacher shortage in both the elementary and secondary school level. However, by the early 1970s this chronic shortage quickly turned into a teacher surplus. Despite this change of events, the Faculty of Education at the University of Windsor opened in 1970. Factors that contributed to the successful transfer of W.T.C. to the Faculty of Education at the University of Windsor were: proximity to a university, above provincial average increases in enrollment at the University of Windsor, an increase in population of the Windsor- Essex area, and support of the MacLead Report by many educational authorities in the Windsor area. For example, an inspector with the Windsor Separate School board voiced public support for moving initial teacher preparation from separate teachers' colleges to the universities, emphasizing the importance of teachers being professionals who are able to think critically. The President of the University of Windsor, Dr. Leddy, was very interested in the University of Windsor opening a Faculty of Education, as was clear by his

correspondence with the Ministry of Education. A number of positive factors came together to ensure that W.T.C. was one of the teachers' colleges to survive, when a provincial policy change terminated the former stand-alone teacher-preparation institutions.

On July 1st, 1970, the Windsor Teachers College became the Faculty of Education of the University of Windsor. Location, courses, and staff stayed the same for the first year of operation. There were meetings to plan for the changes. Enrolment at the faculty of Education at the University of Windsor totalled 425 for the year 1970-1971. That was about the same as the average since the opening of the Windsor Teachers' College in 1962. However, with the economic downturn, the change in demand for teaching jobs, and the change in admission requirements from grade 13 standing to that of one completed year in university, enrolment in the 1971-1972 school year decreased significantly to 186 students. The government was still supporting the teacher preparation reform and the University did not suffer financially as a result. There were other significant changes in the first few years of the Faculty of Education's operation. In the academic year of 1971-72, students in their second semester of studies at the Faculty of Education could choose a specialty either focused on primary grades (Kindergarten-grade 3) or junior/intermediate grades (grades 4-10, with an emphasis to grade 8). A Dean was appointed in early 1972, Professor A. Stuart Nease from the Ontario College of Education in Toronto. Effective September 1st, 1973, the requirement for admission to all faculties of education became a baccalaureate degree. In 1976, an intermediate/senior program was offered at the University of Windsor, qualifying teachers to teach from grades 7-12. One unfinished piece of business was the relocation of the Faculty of

Education from its remote location to the campus of the University. It was not until 1992 that the Faculty of Education would move from 600 E. C. Row Ave. (present day location of École Secondaire E.J. Lajeunesse) to its current location on Sunset Avenue in the former school of business building, on main campus.

CHAPTER 5

DISCUSSION

In chapter 1, I introduced a series of questions. The main investigative question which has guided my research is: To what extent did the new Faculty of Education represent continuity with the past, and to what extent was it a break with the past? The following four sub-questions flow out of that query. First, what were the factors behind the initial establishment of the Windsor Teachers' College (W.T.C.) in 1962? Second, what was the program like at W.T.C between 1962 and 1970, in terms of curriculum, staffing, and student-life? Third, what factors explain the decision to convert the Windsor Teachers College to the Faculty of Education at the University of Windsor, when some other teachers' colleges across Ontario were simply closed? Finally, during the early years of the Faculty of Education at the University of Windsor, what changed and what stayed the same, compared to the Windsor Teachers' College?

Before the Windsor Teachers' College (W.T.C.) opened in 1962, prospective teachers from the Windsor area had to get their initial teacher preparation elsewhere. There were several factors that led to the establishment of W.T.C. Increases in elementary school enrollment province-wide because of the baby boom led to a teacher shortage. To meet the demand, teachers had to be prepared either in temporary model schools, or in short 15-week summer courses, both of which served as emergency measures at this time. In 1959 alone, 500 additional schools were built in Ontario. The teaching profession was not a very enticing career choice for young graduates, as it was not highly regarded. The Ontario government wanted to change the status of the teaching profession and felt it was important to make changes to initial teacher preparation that would enhance the quality of

new teachers. It proceeded to open five new teacher colleges across the province, while at the same time pursuing higher standards. Locally, Windsor and Essex County experienced significant population growth in the post WWII era. In addition, Assumption University (which later became the University of Windsor) had a higher growth rate than many other Ontario universities. Furthermore, the nearest existing teachers' college was in London, two hours away by train or automobile. This resulted in Windsor being chosen as one of the areas where a new teachers' college would be opened.

The process that led to teachers' colleges becoming faculties of education across Ontario and specifically the W.T.C. moving to the University of Windsor was a significant focus of this investigation. Several factors explained the province-wide change from teachers' colleges to faculties of education. There was a continuing teacher shortage in the 1960s in Ontario. One of the main reasons was that university enrollment levels continued to expand, making for many more graduates with a university degree. Yet the evidence shows that many of those new grads hesitated to go to a "college", thinking it might be 'second class'. The thinking of educational policy makers was that in order for the teaching profession to become a more favourably-viewed profession, the standards needed to be raised. The solution that was suggested for this was to move initial teacher preparation from colleges to faculties of education within universities. The Ontario Teachers' Federation played a significant role in promoting equal education requirements for both elementary and secondary school teachers. There was a clear gender divide between elementary school teachers, secondary school teachers, and administration. Elementary school teachers were predominantly female, secondary school teachers as well as administration was predominantly male. Having all initial teacher

preparation in the same institution would help equal out the status of elementary and secondary school teachers, thus helping narrow the gender divide.

Regarding W.T.C. being transferred to the University of Windsor, this was in part due to the continuing robust increase in enrollment at Assumption University, located in Windsor (which had been, one of the reasons the W.T.C. was established there in the first place). Claire MacLeod, Director of Education for the City of Windsor, was chosen as the chair of the Advisory Committee on training of Elementary Teachers in Ontario in 1964. Having an articulate local voice on this influential provincial committee did not hurt Windsor's case. Another factor in this change was that Dr. John Francis Leddy, President of the University of Windsor, was enthusiastically on board with the transfer of initial teacher preparation to the university and proceeded vigorously to implement a course of action designed to make it happen. The fact that the University of Windsor was in fair proximity to the Windsor Teacher's College made the change easier, from a practical implementation angle. In addition, the Ontario government was willing to lease 15 acres of physical property and the Windsor Teachers' College building to the University for one dollar, which made the proposed transfer appealing to the university. Finally, the support of local educational leaders in favour of the change helped make it happen. One example of this is Kenneth Robb, inspector with the Windsor Separate School Board, who suggested that teachers should become critical thinkers, and be able to decide what dissatisfies them and then create solutions to improve conditions, rather than relying upon the Department of Education to tell teachers what the problems were, and prescribe solutions. This change in philosophical approach would be more welcome in a university-based faculty of education than at a teachers' college directly accountable to the

department or ministry of education. Another example of the crucial support of local educational leaders was that school board authorities in Windsor were among the first municipalities in Ontario to announce they would only accept first class certificates in their public schools. This showed that they valued teaching as a standards-based profession.

The transformation of the Windsor Teachers' College to the Faculty of Education at the University of Windsor became official on July 1st, 1970. Dramatic change did not happen overnight; it was more of a gradual evolution. An advisory committee for the Faculty of Education was set up, with initial meetings held on December 9th, 1970 and January 6th, 1971, with a final meeting on February 1st, 1972. Plans were laid out for changes in curriculum, admission requirements, enrollment, the roles of staff and faculty, student life, and opportunities for academic pursuits in research and innovation.

Change from the Windsor Teachers' College to the University of Windsor brought about changes in the curriculum. In the first academic year of the Faculty of Education, University of Windsor (1970-71), there was very little change in the curriculum. Rather, it was a year to prepare and plan for changes. One change that did take place was that a week of pre-registration orientation experience in any Ontario school was added, which had to be certified by the principal of the school where prospective teachers chose to have their orientation. This would add five days of in-school experience to the 45 days at the W.T.C. This was additional training for teachers, not education as such. The push to the professionalization of teaching implied higher levels of formal education, in addition to practice. This change highlights the importance of both formal education and practical training in the new Faculty of Education. The

additional days of hands-on experience in a real school provided well-educated teachers with more opportunity to improve their teaching skills. In that first year of the Faculty of Education there was a change to the evaluation of students, from percentage to letter grade evaluation, in keeping with University of Windsor policy. Grades were now recorded in the university computers, and for students to be able to register for intersession courses, the date in the termination of the school year was changed to that of the University of Windsor, thus at the end of April, instead of in June, as had been the case at the W.T.C. This resulted in fewer days of instruction for the teacher candidates. The second year of operation, the 1971-1972 school year, saw the implementation of some program changes. The curriculum for the first term remained the same as it had been at the W.T.C., but in the second semester, students were asked to choose “primary and junior” (grades 1-6) or “junior and intermediate” (grade 4-10, with a focus on grades 4-8) areas of concentration. A mandatory integrated Environmental Studies Unit was created for students of both divisions, to show how all subjects are connected in a major study. This had not been a requirement at the W.T.C. In lieu of final exams, students had weekly assignments and tests. Reports were done at the end of each semester. And finally, in 1976, for the first time the University of Windsor Faculty of Education offered the intermediate/senior program, which qualified teachers to teach grade 7 and 8, as well as grades 9-13 at Ontario secondary schools.

Admission requirements to the Faculty of Education progressively changed. It was agreed that the requirements for admission to the Faculty of Education must be the same as the minimum requirements for admission to the University (based on the prospective students’ high school average), as opposed to lower standards which were the

current requirement at W.T.C., with the change to be in effect for admission to the 1971-72 school year. By the second year of the Faculty (1971-72) there was another change in admission requirements, from grade 13 standing (which was the requirement in 1970-71 as well as at the W.T.C.) to that of one completed year in university.

During the *Faculty of Education Workshop* held on December 21st and 22nd, 1970 it was decided that a diploma was to be presented to graduates of this year, indicating successful completion of a one-year professional course. At the W.T.C., students were awarded a Teachers' Certificate from the Ontario Department of Education upon graduation. The Department of Education retained its right to certify teachers upon successful completion of professional training. In 1971-72 a graduation diploma was awarded at the successful completion of the program. The university also conferred the first Bachelor of Education degree on 124 graduates of the Faculty of Education, those that already held a bachelor's degree in addition to their professional year at the Faculty of Education. Only those students who earned a Bachelor of Education degree were invited to the university's Convocation. The year 1973-1974 was the first year that a full degree would be required for admission to the Faculty of Education at the University of Windsor, placing elementary and secondary entrance requirements on a similar base. This meant that all graduates would receive the same B.Ed. degree, as well as a teaching certificate from the Ministry of Education.

In the year 1970-71 there was a significant decrease in enrollment, from 425 the previous year to 186 students. A small but growing surplus of teachers, plus the heightened admission standard, was explanation for this change. The decrease in enrollment was in fact better for current faculty numbers, as faculty had an increased

workload as compared to master teachers at the W.T.C. Research and committee involvement became an additional requirement for the hired staff. The fact that faculty had to be involved in committees and research indicated a shift in emphasis, as the training culture of a teachers' college gave way to the more overtly academic culture of the university. New ideas and changes to the program were possible and encouraged. If students were to be prepared for the future, discussion and constant renewal and rethinking of what society needed to continue progressing were essential, and their heightened prominence made teaching more of a profession than it had been. Finally, the academic year of 1972-1973 marked the first year the Faculty of Education had a dean, rather than a principal.

From the very first year of the existence of the Faculty of Education at the University of Windsor, students had additional opportunities and rights available to them, owing to their status as university students. In the 1970-71 school year, the Faculty Council with student representation was formed. In 1971-72 the dress codes and mandatory attendance that had been practice at the W.T.C. were abolished. Prospective teachers were to be treated as educated adults capable of making their own decisions.

Was the new Faculty more attuned to teacher training, or teacher education? In the literature review contained in the second chapter of this thesis I defined the terms, training and education. It was concluded that teacher training had pragmatic goals – dealing with things with common-sense and realistically, in a way that is based on practical rather than theoretical considerations. On the other hand, teacher education deals with more transformative goals, causing a marked change in the way teachers are prepared.

A move to the university setting was thought to provide teachers with a rich background in general education and the personal maturity which were assumed to result from the university experience. Courses at the new faculty of education were referred to as “professional education courses”. What is a profession? As discussed earlier in the literature review of this thesis, Eliot Friedson described professions as links between high levels of formal education and practice based on several years of higher education. The view of the teacher as a professional goes beyond providing teachers with teaching and management skills. It seeks to provide teachers with the ability to know the social and political context in which they work, and to think critically about both means and goals (Gonzales and al. 2005).

Was the new Faculty of Education more attuned to teacher training, or teacher education? The W.T.C. (1962-70) had been very structured, with a dress code, school bells, attendance records, and a school song. For most of its brief history, admission was granted upon successful completion of grade 13. The prospective teachers, for the most part, did not have high levels of formal education such as a university degree. Master teachers, who were well-experienced classroom instructors, taught at the W.T.C. and had few other academic responsibilities, such as research or committee membership. The transition from teacher’s college to education faculty brought some significant changes. All teaching staff from the W.T.C. had been given tenure at the Faculty of Education at the University of Windsor, but retention came with a changed job description. As in all other faculties at the university, the faculty members at the faculty of education were expected to be involved in academic research, and committee membership. Many pursued their education further and earned master and doctoral degrees. All new hires had

a doctorate. By 1973, the entrance requirement for prospective students to the faculty of education became a bachelors' degree. When taking their courses, even if they were similar and taught by the same faculty as at the W.T.C., students had several years of higher education to base their teaching practice on. These changes brought initial teacher preparation program at Windsor closer to teacher education than it had been, though the transformation was not complete.

“Cause and consequence” are two linked concepts that underpinned this historical research. My investigation indicates that the causes of the changes described in this thesis were not always straight forward, nor quick, nor were they single events. There were multiple causes for each consequence. The establishment of the W.T.C. was due to an on-going teacher shortage in Ontario, significant population growth in Windsor and Essex County throughout the 1950s and 1960s, the growth of Assumption University (now University of Windsor) and the province-wide popularity of post-secondary education. The continued teacher shortage, prestige of a university degree as opposed to a ‘second-class’ college diploma, and the move of teaching as a profession were influential causes for the move to faculties of education. Moreover, some key political figures had ties to Windsor. For instance, the University of Windsor president, Dr. Leddy, was very enthusiastic about getting a faculty of education, and board administrators from the area were in favour of the change.

To what extent did the new Faculty of Education at the University of Windsor represent continuity with the past and to what extent was it a break with the past? Before 1962 Windsor did not have an institution for teacher preparation, but by 1976 prospective elementary and high school teachers could and did attend the University of Windsor,

Faculty of Education. This change was a two-stage transition process beginning with the establishment of the Windsor Teachers' College (1962-70), and then continuing with its transition to the Faculty of Education at the University of Windsor. Both change and continuity are evident in comparing W.T.C. (1962-70) with the new faculty of education, as it had evolved to 1976. Pre-1962, there was no teacher preparation in Windsor. Thus, the establishment of W.T.C. was a significant change. When the transfer of initial teacher preparation from W.T.C. to the Faculty of Education at the University of Windsor took place in 1970, the actual change was more gradual. One of the departures was in admission requirements. Prospective elementary school teachers had two options for the first two years of W.T.C.'s existence: enroll in a two-year course, if they were grade 12 graduates; or enroll in a one-year course if they had completed grade 13. From 1965 to 1970 the latter was the only option. In 1973 the minimum admission requirement for the faculty of education became a bachelor's degree. Another of these incremental changes was in who was teaching the prospective teachers. At the W.T.C. master teachers taught prospective teachers. Master teachers were teachers who had classroom experience and were thought to be exemplary classroom instructors. Master teachers did not need any advanced degree. As noted in the discussion of teacher training versus teacher education, teaching staff at the University of Windsor, Faculty of Education, were expected to be part of committees, and become involved in research, and they were encouraged to pursue higher degrees. Any new academic staff hired had a doctoral degree. Even though the faculty members remained largely the same, their job descriptions and experiences changed. Educational research and innovation slowly but steadily became a bigger part of the faculty members' responsibilities. This allowed and encouraged them to study the

various aspects of teacher education such as curriculum, and special programs, through educational journals, and academic conferences, not just locally but globally. Prospective teachers thus were taught about current educational issues and differentiated means of instruction, by professors that specialized in various aspects of education. Administrative leadership changed, the Faculty of Education had a dean, where as the W.T.C. had a principal. I.T.P. By June of 1974, graduates of the faculty of education earned Bachelor of Education degrees, in addition to their teaching certificate conferred by the Ontario Ministry of Education. At the W.T.C., graduates had earned diplomas. Practical classroom experience was still an integral part of initial teacher preparation. W.T.C. students had 45 days of classroom teaching experience, but by the second year of the Faculty of Education, the number of practice-teaching days was increased, with one additional observation week before the start of the program. Eventually by 1976, Windsor had teacher preparation not just for elementary teachers, as in the W.T.C. days, but also for secondary teachers. In the transition from W.T.C. to the Faculty of Education, University of Windsor, the course names remained largely the same. The change was found in the expectations placed on faculty members. This offered the potential of course content changing, as faculty participated in research and attended international conferences. We see both continuity and change in the transition period, 1962-1976, but ultimately there was a definite evolution from teacher training toward teacher education, as discussed earlier.

This investigation of the establishment of Windsor Teachers' College, followed shortly thereafter by its transformation to the Faculty of Education at the University of Windsor, shows that there was still some continuity, along with plenty of change.

Throughout these years, there was a gradual shift to teacher education and a move to the professionalization of the teaching career. That process was well begun, but not concluded, within the time line of this investigation.

Limitations of this Study

Some limitations include the relative availability of resources, with some incomplete files. First, while at the Ontario Archives I found that the Ministry of Education had hired the McDonald research firm to investigate the best way to recruit prospective teachers. However, the results of the study could not be found. Second, the scope of my study is by both choice and necessity, limited. The focus of my investigation is on institutional change. It is not a “social” history of W.T.C., or the early days of the Faculty of Education. Therefore, former students and instructors were not surveyed or interviewed. There is also the aspect of an individual researcher’s own interest. I have conducted my research to the best of my ability to prevent researcher bias; however, the documents and search words I chose to investigate, inevitably led me to my conclusions.

Suggestions for Future Research

This research established how the initial teacher preparation program at Windsor was supposed to change. What it was like and what really changed in the years after 1976 should be studied further. A further study could try to answer the question, to what extent was the content of those courses different. How the programs of the W.T.C (1962-70) and Faculty of Education in ensuing decades remained similar, and how they became different in terms of structure and goals would be a valuable addition to the findings reported here. This future study could be an investigation that carries forward the narrative of the University of Windsor’s Faculty of Education beyond the mid-1970s,

summarizing the changes and continuities and assessing the success in reaching the original goals of the founders as expressed in the 1960s. An additional study could be a socio-cultural investigation of “life at W.T.C.”, as it is a relatively unique and compact period and such a study would be both possible and invaluable. Many of these students are still alive, though all will have retired from employment by now. An interesting project would be a comparative investigation regarding the reasons for the most recent reform in teacher education in Ontario from a one-year program to a two-year program (phased in: 2015-2017), placed in the context of the goals pursued, and choices made half a century ago. For example, it is both interesting and ironical that a two-year program at the Faculty of Education, University of Windsor was first mentioned in *Recommendations from the Faculty of Education Workshop, Dec. 21-22, 1970*. Further research into how that idea developed, where it came from, its influence (if any) on the most recent change to a two-year program, and how the 1970s vision compares to the current two-year model, could be investigated. Yet another idea for future research may be a gender-based study on the implications of initial teacher preparation reform. A possible research question may be, did having the same per-requisites and requirements for initial teacher preparation for both elementary and secondary school teachers help narrow the gender divide in the teaching profession?

Connecting the past to the present: a personal perspective

Soon after I started my initial teacher education, I began to think of what makes a good teacher? The talk of changing the requirements in Ontario for the certification of teachers from a one-year Bachelor of Education degree to a two- year program sparked lots of thought and interest on my part. Why did the government find it necessary to make the

change? Where did the idea come from? How would the curriculum change? These were just some of my questions. I realized that I needed to know more about the history of teacher preparation, the aims and goals of education, what it meant to be a good teacher, the politics involved in the educational system, and what was ideal in initial teacher preparation. One of the first things I discovered was that these questions were not easily answered, and they led into deeper philosophical questions about how children learn, who should teach them, and what was the purpose of publicly-funded education. It was too big of a topic for a master's thesis, or any one study: I decided to focus on a time of reform at an institution I was familiar with. I narrowed down my research to the transition from the Windsor Teachers' College to the Faculty of Education at the University of Windsor, and the theme of teacher education versus teacher training.

Having a better understanding of the past and the events leading to reform can provide a better understanding of contemporary reform. It changes the knowledge that we tend to take for granted and challenges it at times. As Rose (1999) writes, "the task of inquiry is to disturb that which forms the groundwork of the present, to make it once more strange and to cause us to wonder how it came to appear so natural" (p.58)

Having better knowledge of the past has allowed me to think critically, but also with more of an open mind, and has given me much to ponder about the way in which teachers are prepared to teach. I now realize that the educational system as it exists today is the product of prior struggles to cope with changing priorities and circumstances. Meaningful change, I now realize, takes time to implement, and the results are not always predictable. Nonetheless, this experience with past issues and debates, as captured in the archival resources I was able to access, has enabled me to better understand and

participate in current discussions about the role and scope of teacher preparation programs in Ontario.

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