



Queen's  
UNIVERSITY



**MOMENTS OF QUEEN'S EDUCATION**

**1968-2018**

Students, faculty, and staff from the Queen's Faculty of Education came together to create this book. People shared stories, personal photos, yearbooks, reports, and their memories of studying and working at the Faculty. We would like to thank the following graduate students for their excellent archival research: Katie-Marie McNeill, Jackson Pind, and Michael Pitblado. The exceptional work of our committee members, Nadya Allen, Rebecca Carnevale, Dr. Theodore Christou, Hailey Murphy, Sara Perosa, and Erin York, helped guide the vision for this book. Alan Wilkinson shared his extensive knowledge of the art, architecture, and people of Duncan McArthur Hall. And, Carla Douglas, lent her meticulous editing skills.

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50 Moments of Queen's Education

ISBN: 978-1-55339-613-0 (print)

ISBN: 978-1-55339-614-7 (digital)

© Queen's Faculty of Education  
Duncan McArthur Hall  
Kingston, Ontario, Canada K7M 5R7  
[educ.queensu.ca/history](http://educ.queensu.ca/history)

Designed by: University Marketing

Printed by: Lowe-Martin Group

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# Dean's Message

When my mother graduated in the 1940s from a high school in Alberta, she had the opportunity to apply for a scholarship to attend Queen's University. While she ultimately decided that Kingston was just too far away from home, she never stopped wondering what might have been if she had chosen this University. Her experience illustrated for me the wide reach of Queen's even at a time when few Canadian universities had a national reputation. During the years of Queen's first Faculty of Education (1907–1920), many graduates went westward to serve the expanding immigrant populations. Today, our graduates may go even farther afield – Australia, China, Colombia, and Sweden, to name a few. From the beginning, Queen's Faculty of Education has had an impact beyond Ontario's borders.

When the Faculty of Education returned to Queen's in the mid-1960s, it was with the words of the former Ontario minister of education, Duncan McArthur, guiding its mission: "Our present system encourages a ruthless individualism which extends frequently to a global delight and the misfortune of others. The creation of a social consciousness, a sense of social responsibility, of justice and equity, must be laid in the social relationships of the school and classroom."<sup>1</sup> There is an insistence to this theme of social justice and equity that affirms the role of education in supporting a civil and democratic society. Twenty-one years ago, when I arrived at Duncan McArthur Hall, I appreciated how this ethos was demonstrated by the commitment to continuous improvement of teacher education, the recognition of the vital importance of graduate studies and research, and a practice of collegiality that was furthered by a non-departmentalized structure. Over the years, this spirit has remained, and it is why I am proud to serve as the current dean.



Dean Rebecca Luce-Kapler

Today you can recognize these principles in most of what we do – through our service learning, alternative practica, and internships for our students, and through our outreach and research as near as our local community and as far as teachers in Africa who are anxious for professional development. Walking down our halls, you sense this passion for service and learning through the engagement of students, through the caring expertise of staff, and through the desire for excellence in teaching and research from faculty.

This book is a wonderful tribute to all the ways the students, teachers, and researchers of Duncan McArthur Hall have enriched the field of education for over fifty years.

# Teacher Education at Queen's: Past, Present, Future

**Dr. Theodore Christou, Associate Dean Graduate Studies and Research**

As a classroom teacher in Toronto, I could not make sense of various questions. Why was it that when I closed my door and taught (grades 3, 6, 7, and 8) I did not seem to have the same understanding about my purpose as the person teaching next door? Sometimes, the discrepancy of understanding was great. By what means could educationists – by which I mean all stakeholders in education, teachers, administrators, parents, students, and the public at large – shape the purposes and values of educational institutions? Why did schools look the way they do? How ought they to operate? Why did I not encounter more educational history to help me understand all of the above?

The history of education has always been an *open sesame* in my professional career in education. It has helped me to pry open questions that have wracked my mind for years. There are times where we focus on the present. There are times where we imagine the future. Here, we focus on both, grounded in a reconstruction of our past. The opportunity to celebrate 50 years of teacher education at Queen's University affords us an opportunity for introspection and reflection. What have we achieved? What are our present endeavours? Where shall we go from here?

The opportunity before us is, in itself, somewhat problematic. The Faculty of Education at Queen's University was actually founded in 1907. The (first) faculty focused on secondary school education and it granted a bachelor of pedagogy rather than a bachelor of education, which we grant today. What is more, this Faculty was closed in 1920 for reasons that further complicate our narrative. Among these was the concentration of teacher education in Toronto, the province's capital, nearer to the Department (now, Ministry) of Education, which has direct influence over public education and, by default, teacher education.

The late 1960s were a time of dramatic and progressive change for public and teacher education in Ontario. William (Bill) Davis served as minister of education for John Robarts, the Progressive Conservative Premier of Ontario. In his own right as premier, he saw the establishment of Faculties of Education across the province, including the re-establishment of one at Queen's, replacing Teachers Colleges, Normal Schools, and a College of Education, which had been pivotal in teacher education following the closure of the initial Faculties in Kingston and Toronto in 1920. To this day – and this seems to be a particularly Ontarian phenomenon – studies in a Faculty of Education in Ontario are equated with attendance at a Teachers College. It is remarkable, as the only Teachers College that remains is in New York City at Columbia University. History contains filaments of continuity that resist change.

Since 1968, the first year Queen's University saw graduates of a bachelor of education program step out of the Faculty of Education and into classrooms and other spaces of learning, there has been a bold, perhaps inevitable, expansion of what it means to be a teacher education graduate. As this book demonstrates, programs have been imagined, realized, and expanded, apace with the very landscape of understanding about what it means to be an educated person, what it means to be an educator, and what it means to be a Canadian. Queen's Faculty of Education is a place for the exploration and study of outdoor and experiential, Indigenous, art, public, international, linguistic, and cultural education. This is not a story of inexorable and inevitable progress. It is a story of institutional evolution and accommodation that fits within a broader, provincial, national, and international narrative about teacher education. We look forward to re-evaluating and recounting this narrative in the years and decades to come.

pre-  
1968

## Struggling on the *Old Ontario Strand*

**Duncan McDowall, University Historian, Queen's University**

In 1841, Queen's College in Kingston was founded on religious fervour and regional ambition. Since the coming of the Loyalists in the wake of the American Revolution, Upper Canada – as Ontario was then known – rested on an ideology of loyalty. To this day, the provincial motto echoes this sentiment: “Loyal she began, loyal she remains.” The colony was to stand as a bastion against reckless republicanism to the south. The 1791 Constitutional Act set out a blueprint for a society that was to be the “image and transcript” of mother Britain. An “established” religion – the Anglican Church – was to anchor the stability of this enclave of deference and tradition. Among the privileges bestowed on the guardians of this Tory mandate for Upper Canada was a powerful influence over the shaping of young minds. Anglicanism and education went hand in hand.

Under the forceful influence of Reverend John Strachan, later in 1839 appointed Bishop of Toronto, the first contours of Ontario's school system took shape. Anglican-controlled grammar schools would act as conduits of respectable citizenship. By Strachan's prescription, “no person who is not a natural born subject of the King and fully qualified to teach<sup>2</sup>” would be permitted to mould young minds in Upper Canada. This conviction was echoed in the 1827 chartering of the colony's first institution of higher learning, King's College in Toronto. Thus, the Anglican Church and the rising city of Toronto held a powerful sway over colonial education.

The colony's demographic landscape soon shifted, and alternative models of education began to be asserted. The early decades of the nineteenth century brought waves of non-Loyalist immigrants to Upper Canada. They broadened the religious base of the colony

and prompted demands for a more diverse and inclusive approach to education. Most vocal in this respect was a Methodist, Egerton Ryerson, who campaigned to root privilege and exclusivity out of education. Education, he argued, should be as “common as water and as free as air<sup>3</sup>.” In 1841, Ryerson's persistence brought him the post of Superintendent of Common Schools in Upper Canada. Five years later, Upper Canada passed the Common Schools Act, which gave birth to a democratic system of publicly funded common schools geared to population across the colony.

To staff the new burgeoning network of new schools, the Toronto Normal School was opened in 1847 to train teachers. Its role was to groom teachers to instill the norms of society into young minds. To reinforce this ambition, the government developed a uniform curriculum bolstered by common textbooks. Through the latter part of the nineteenth century, the Toronto Normal School was joined by subsidiary Normal Schools in Ottawa, Hamilton, Stratford, Peterborough, London, and North Bay. Toronto's sovereignty over secondary education was further secured in 1876, when Ontario established the Department of Education.

At the eastern end of Lake Ontario, the city of Kingston both took part in this educational evolution and resisted it. In the 1830s, Presbyterians in the “old strand” of counties along the St. Lawrence grew resentful of the Anglican Church's monopoly over higher education. Since the 1707 Act of Union which formed the United Kingdom, non-Anglican Protestants had enjoyed equal status in Britain. In 1829, Catholics were given similar status. But in Upper Canada, Anglican supremacy held. Consequently, in the dying years of the

1830s a coterie of Kingston Presbyterian clerics and local merchants and professionals (including John A. Macdonald, a Kingston alderman) began agitating for a college to serve eastern Ontario needs. It would not only furnish the Presbyterian Church with young ministers, but it would also provide higher education in science and literature. Concerted lobbying in Toronto and London eventually produced a royal charter for Queen's College (to differentiate it from Toronto's King's College) under Queen Victoria's signature. Classes began in the spring of 1842.

The birth of Queen's College also reflected the regional insecurity of Kingston. Briefly designated the capital of the central Canadian colonies in the early 1840s, Kingston found itself contending with Montreal downstream and Toronto up the lake for commercial dominance in the Great Lakes. The loss of the capital in 1844 initiated a long period of decline for the city as Toronto benefited from its location, its political clout, and the advent of new technologies (such as hinterland railways) that allowed it to increasingly shunt Kingston to the margins of provincial development. Toronto became the provincial metropolis, while Kingston struggled on the margin.

Historian Hilda Neatby has described the first seven decades of Queen's existence as precarious. Dependent on meagre subsidies from the Presbyterian Church and Queen's Park, the college lived on the edge of penury. While it acquired a strong regional reputation for teaching in the humanities and the grooming of pulpit-ready ministers, it languished in other ways. It desperately wanted to break Toronto's hold on the education of the professional classes. Two attempts to establish a Law School – in the 1860s and again in the 1880s – failed as a result of financial and enrolment weakness. A Medical Faculty founded in 1854 wobbled for decades, its Faculty actually divorcing itself from its parent college in the

1870s. Its undergraduate programs did, however, flourish under the guidance of forceful professors, many of whom had been recruited from the British Isles. Queen's strength as a teaching college was evident not just in the humanities but also in engineering, especially in the realm of geology and mining, fields closely aligned with Ontario's resource-driven economy. In 1894, a Faculty of Applied Science was born.

Queen's precariousness was again demonstrated in the early twentieth century, when it attempted to challenge Toronto's grip on teacher training. In 1907, when the provincial government announced that the certification of high school and collegiate teachers was to be concentrated at the University of Toronto to the exclusion of outlying regions, Queen's vigorously lobbied Queen's Park for a grant to establish an Education Faculty. Times were good in Canada: immigration was strong, industry was taking root in central Canada, and agriculture was booming. Teachers were in demand across the province. The government relented, and Queen's Faculty of Education, sustained by a provincial grant, opened its doors in October 1907.

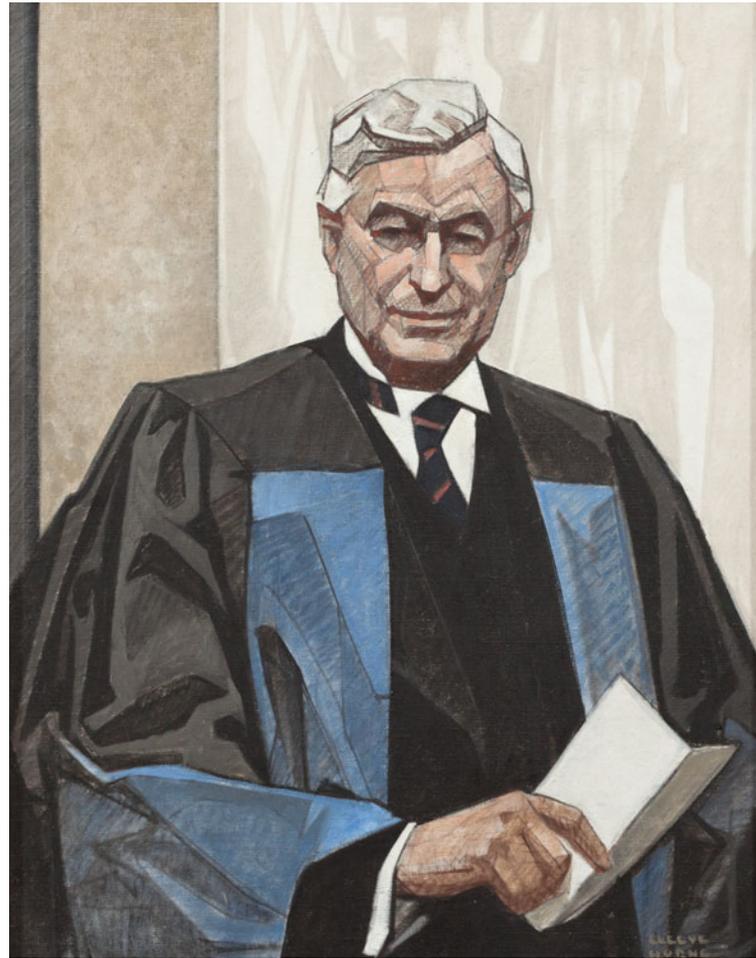
The program was very much a hybrid with a small core faculty lecturing on the history and philosophy of education, complemented by lectures in specific disciplines given by Queen's professors and local teachers from the local board of education. From the outset, the fledgling Kingston program was regarded with skepticism by the provincial superintendent of education in Toronto. The situation was exacerbated by the failure of the college administration to assert hands-on control of the Education Faculty. Under these circumstances, two deans of education resigned. The Faculty never gelled as part-time instructors cycled through its classrooms.

Given the instability of the program, the training of teachers at Queen's never enjoyed sustained development. Enrolment remained anemic, peaking

at a meagre 40 students in 1916–17. At this point, the Department of Education in Toronto balked, and reverted to its belief that only the Toronto Normal School offered the requisite economies of pedagogy to supply the province with teachers. The Queen's grant for teacher education was cut off and the Faculty closed its doors, with the last students receiving their certificates in 1920. Once again, Toronto had asserted its dominance over Kingston. Ironically, in these same years Queen's had matured in other respects. In 1912, it had shed its Presbyterian affiliation in order to receive full provincial support as a secular institution. In doing so, it ceased being a college and by federal act was made a fully fledged university.

Queen's historian F.W. Gibson has concluded that the Queen's 1907–20 venture into teacher education was premature. As had been the experience with legal and medical education, the episode certainly drove home the reality that the relative isolation of Queen's, away from the density and prosperity of the Golden Horseshoe to its west, diminished its ability to enter strategic areas of professional training. Until the powers-that-be at Queen's Park abandoned their adherence to centralization, Kingston's hopes for training teachers would languish.

There is one ironic exception to the Queen's retreat from teacher education. In 1922, the Queen's history department hired a one-time lawyer turned businessman turned historian, Duncan McArthur. McArthur thrived at Queen's, becoming the head of the department and each summer heading to Ottawa to introduce students to the joy of archival research. McArthur's repute as a pedagogue led in 1934 to his appointment as Ontario's deputy minister of education. There he remade his reputation, this time as a modernizer of provincial curriculum, determined to connect classroom experience with the world beyond the classroom. Such new attitudes would eventually open the way to the renewal of teacher education at Queen's in the heady years of the 1960s.



### **Duncan McArthur**

Duncan McArthur, educational pioneer, professor, historian, public servant, and lawyer, is the namesake of the Faculty of Education building on Queen's west campus. As minister of education during the interwar period, McArthur transformed public schooling in Ontario by shifting the focus of teaching toward children's "own personal experience,"<sup>5</sup> formally inserting social studies and health education into the provincial curriculum, and championing an educational vision that cultivated civic engagement as a means of strengthening democratic values. His progressivism was clearly expressed in his writings: "Our present system encourages a ruthless individualism which extends frequently to a global delight and the misfortune of others. The creation of a social consciousness, of a sense of social responsibility, of justice and equity, must be laid in the social relationships of the school and classroom."<sup>6</sup>



EXAMINATIONS	DEC.		MAY		FINAL
	Marks	per cent.	Marks	per cent.	
History of Education			62		
Principles of Education			44%		
Psychology and General Method			69		
School Management and Law			83		
Public School Methods			85		
Methods in Eng., Hist. and Geog.	Σ 82 #15 63		Σ 78 #19 44		
Mathematics	100		40		
" Latin	91		64	76	
" Science					
" French	41 38	49	62	56%	65%
" German			50		
" Greek					
Nature Study			48		
Elementary Science			58		
Music			80		
Art			90		

## The First Class

1907 - 1911

In 1907, teacher candidates at Queen's University received continual feedback on their lesson delivery. In these early classes a priority was given to subjects such as school management and law, public school methods, Latin, French, and physical culture. Records were diligently kept by professors as demonstrated in this document from 1907.