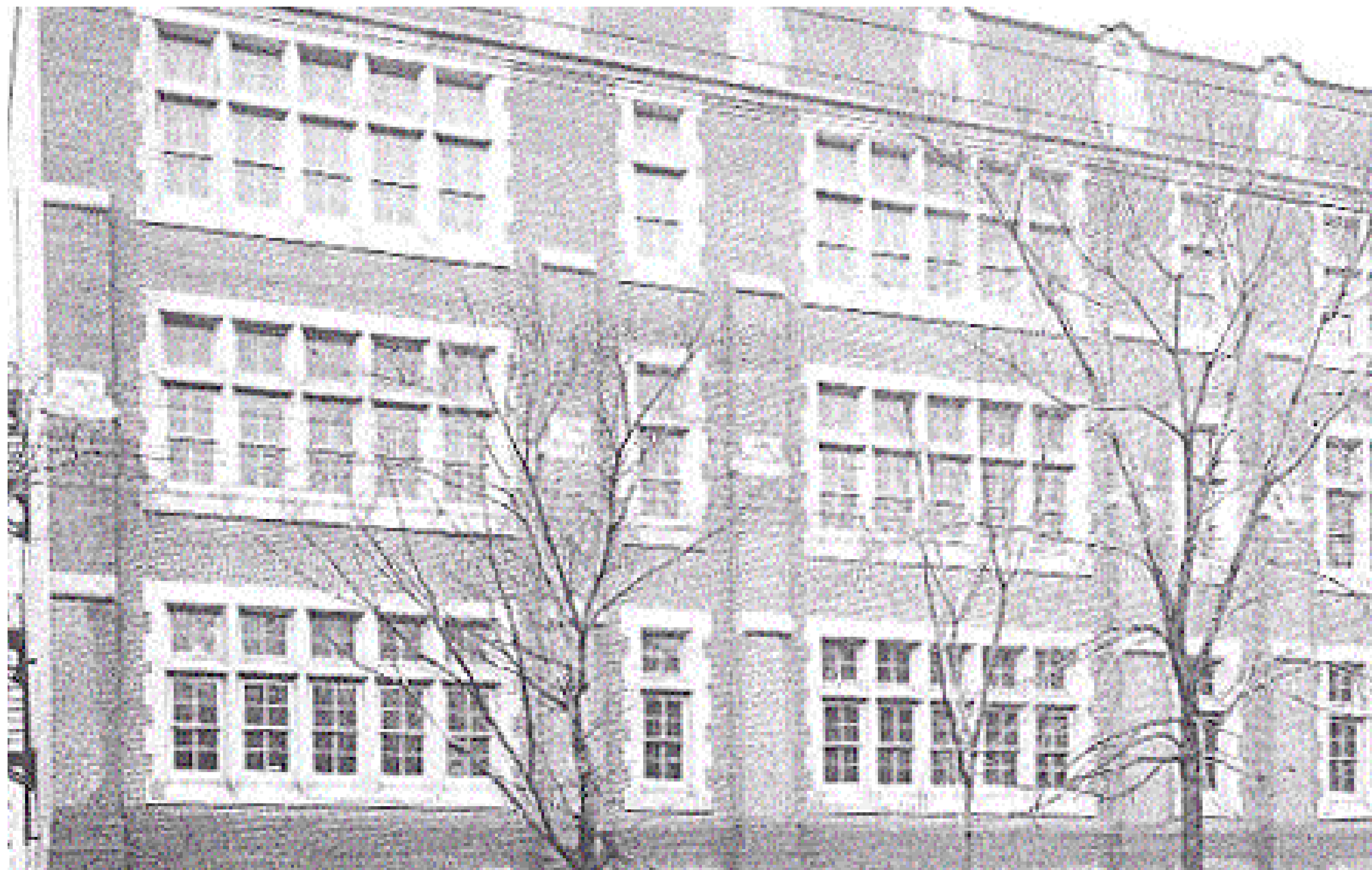
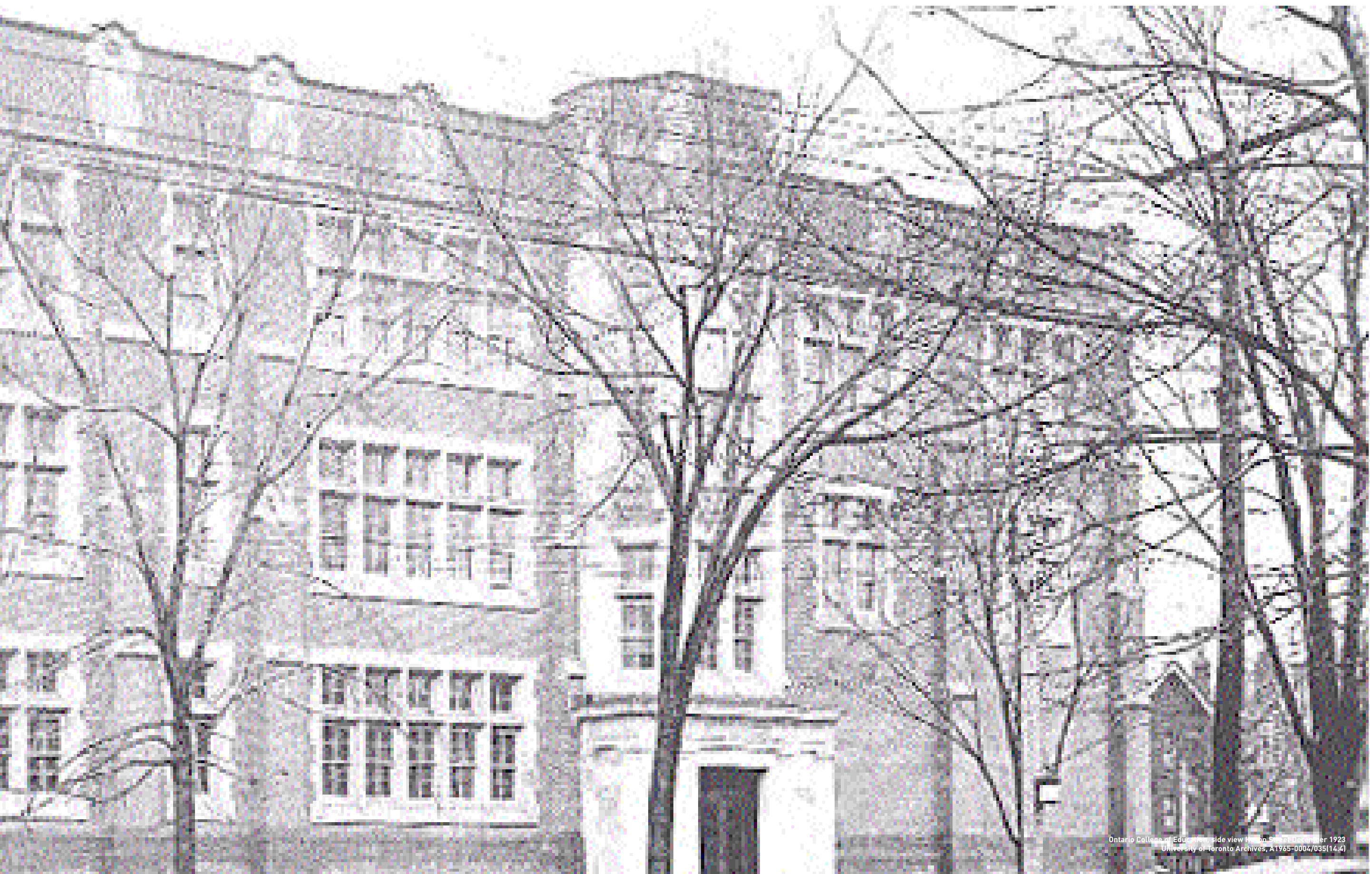


Inspiring Education
A Legacy of Learning 1907-2007
Celebrating 100 Years of Studies in Education
at the University of Toronto







Ontario College of Education, side view from South, December 1923
University of Toronto Archives, A1965-0004/035(14.4)

A Message from the Dean

Today, in 2006, the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) is the preeminent faculty of education in Canada and much admired as one of the leading centres for the study of education in the world. This book celebrates and explores one hundred years of a great institution, and the contributions that an enormous number of people have made to its growth and development.

Education in Ontario has been transformed over the last 100 years, and the study of education at the University of Toronto has reflected and participated in these changes. The University of Toronto started as one of two Ontario universities to educate teachers, and OISE started with a provincial monopoly on PhD degrees in education; now OISEUT operates in a much larger, more interesting and more globally competitive arena. While the roots of the current OISE/UT are in the University of Toronto's original Faculty of Education, over the course of this century the institutional arrangements have changed, as have the names and acronyms. FOE, OCE, UTS, ICS, CEUT, FEUT, OISE, OISE/UT. These changing forms reflect political and intellectual forces beyond the walls of the University: a greater need for teachers with the expansion of education, the increasing importance of education for economic and social advancement,

“... the people of OISE/UT have been transforming our understanding and our practice of education, one step at a time, over one hundred years.”

the interest of governments in shaping education for various purposes, the diversification of Ontario's population. They also reflect changes and pressures in the academy: a gradually increasing investment in educational scholarship, changing epistemological hierarchies across campus and the tensions between an academic “ivory tower” and the community within which it exists.

There is, however, continuity within change. As the Royal Commission on the University of Toronto which recommended establishing a faculty of education stated, it is important to combine theory and practice in the education of teachers. The creativity, leadership, innovation and courage of people here in pursuing this objective have been, and remain, remarkable. Whether engaging in research, shaping public policy, disseminating knowledge through outreach and publication programs, registering students, writing term papers or preparing the next generation of educators, the people of OISE/UT have been transforming our understanding and our practice of education, one step at a time, over one hundred years.

Many readers of this book will be insiders to the University or to education, with experience of the struggles, achievements and

people mentioned here. For those of you who don't know much about OISE/UT, the book will provide an introduction. I arrived to take up the position of dean only three years ago, and have found this history particularly interesting-it illuminates current practices that might otherwise seem simply strange, recounts the reasons for the structure and excellence of our teacher education programs, illustrates the historical connections between education and other disciplines, elucidates the still surprisingly strong emotions arising from “the merger” and much more.

A full account of what happened and why would fill several long and scholarly books. This slim volume provides snapshots of particular moments in time, glimpses into just some of the many different fields, departments and areas of expertise that make up the remarkable history of what is now OISE/UT. This is volume one. There is plenty more to be written. If this account doesn't include the key issues you care about, skips over the ideas and people that made a difference to you, or misrepresents an incident that shaped your experience of education at the University of Toronto, please write us a response, and provide your own account to be incorporated into future histories.

I would like to express my gratitude to those who have made our story possible-the many students, faculty, staff, alumni and friends of OISE/UT who have contributed to the history of excellence in education over the past hundred years. As we look forward to another hundred years, we know that things will continue to evolve in unexpected ways. I have no doubt that OISE/UT's commitment to the interaction of teaching, scholarship, policy and practice will ensure that education at the University of Toronto continues to prosper and to advance education in its broadest sense, in the classroom and beyond, from early childhood to later in life. The next 100 years will be as exciting as the first.

Jane Gaskell
Dean

Photo by Jim Allen



A Message from the President of the Alumni Association of OISE/UT



John Tucker with new alumni Convocation Fall 2005
OISE/UT collection

Dear Friends and Colleagues,

The mission of the Alumni Association of OISE/UT is to promote and serve the best interests of OISE/UT students and former students, encouraging participation in the affairs of the University, and establishing channels of communication among the dean, alumni and other decision-making bodies. It is, then, only appropriate that we are working closely with the Institute on its centenary celebrations. For large, multifaceted organizations like OISE/UT to keep in touch with their constituencies requires a concerted effort, and the Alumni Association has been and will continue to be an essential part of that effort.

Like OISE/UT itself, the Alumni Association is the result of a merger. The merger of the Alumni Associations of the University of Toronto's Faculty of Education, OISE and the Institute of Child Study is but one of many organizational changes in education at the University of Toronto over the course of the past century. While change can be, and often is, taxing and challenging, it can also be a wonderful opportunity for us to broaden our thinking.

Over the coming year the Alumni Association will support the 100-year celebration in a number of different ways. We will continue to build the OISE/UT archives through interviews with those who have lived and witnessed OISE/UT's history first

hand. This oral history project has already unearthed a wealth of valuable archival material which will be used well into the next century. We will also work to raise OISE/UT's profile locally, nationally and internationally and develop and support projects that recognize the important work of elementary and secondary school teachers in Ontario.

The Alumni Association is eager to welcome you to the celebration. If you would like to join with us in supporting OISE/UT's exciting present and future projects, we welcome you. To connect, simply email alumni@oise.utoronto.ca.

It is wonderful to share such a magnificent heritage of a century of educational development and social influence. The OISE/UT centennial is an opportunity to remember the past, enjoy the present and embrace the possibilities before us.

Happy 100 years!

John Tucker
President, OISE/UT Alumni Association





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Our History

A decorative flourish consisting of symmetrical, flowing lines that curve upwards and outwards from a central point, resembling a stylized infinity symbol or a calligraphic ornament.

What's In A Name?

David Booth, Ian Hundey and Elizabeth Smyth on the antecedents of OISE/UT

Faculty of Education, University of Toronto 1907 - 1920

The Faculty of Education at the University of Toronto was created in 1907, on the recommendation of the Royal Commission on the University of Toronto. The Faculty was primarily responsible for educating teachers for the province's elementary and secondary schools.

University of Toronto Schools (UTS) 1910 - present

The University of Toronto Schools was conceived as a "model" school in which Faculty of Education students could engage in teaching practice.

The Ontario College of Education (OCE) 1920 - 1965

In 1920 OCE replaced the Faculty of Education. OCE was funded directly by the province rather than through the University. The University administered the college, but the provincial government determined course content, budget and staffing.

The Institute of Child Study (ICS) 1939 - present

The Institute of Child Study (ICS), founded in 1939 and previously the St. George's School for Child Study, became a part of the College of Education in 1971.

College of Education, University of Toronto (CEUT) 1965 - 1972

In 1965 OCE was renamed the College of Education, University of Toronto (CEUT). CEUT was responsible for initial secondary teacher education and the continuing education of teachers. It was funded directly through the University rather than by the province.

Faculty of Education, University of Toronto (FEUT) 1972 - 1996

In 1972 CEUT was renamed the Faculty of Education, University of Toronto (FEUT). It offered initial teacher education programs as well as additional qualification courses. In 1979 it restructured its programs to include an elementary program (primary/junior or junior/intermediate) and a secondary program (intermediate/senior).

Ontario Institute for Studies in Education (OISE) 1965 - 1996

In 1965 a special act of the Ontario legislature established the Ontario Institute for Studies in Education (OISE), an institute of education for the province of Ontario. OISE issued degrees through the School of Graduate Studies at the University of Toronto but it had its own board of governors, received funding directly from the provincial government, and had its own admission procedures, program regulations, financial awards and degree requirements.

Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) 1996 - present

In 1994 the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) was established, bringing together OISE, FEUT, ICS and UTS into a single faculty of education. The new faculty began operations on July 1, 1996.

David Booth is professor emeritus in the Department of Curriculum, Teaching and Learning at OISE/UT

Ian Hundey is former coordinator of the Secondary Initial Teacher Education Program at FEUT and OISE/UT

Elizabeth Smyth is associate professor in the Department of Curriculum, Teaching and Learning and the Department of Theory and Policy Studies in Education at OISE/UT, and pre-service instructor in the Secondary Initial Teacher Education Program at OISE/UT

1906

*Royal Commission recommended
establishing a Faculty of Education*





Teaching Teachers
Elizabeth Smyth on the origins of FEUT



Toronto Normal School 1856, where teachers were trained before the Faculty of Education at the University of Toronto was established in 1906
City of Toronto Archives, Fonds 1498, Item 8

Teachers in Ontario have been prepared for their professional lives in a number of different ways - through a pupil-teacher apprenticeship, through government-administered Normal Schools and, beginning in 1907, through university-based faculties of education offering teacher education programs.

Until the mid-nineteenth century, Ontario's teachers learned to practice through an apprenticeship model. As pupil-teachers, they learned their craft at the hands of experienced teachers in county model schools.

In 1847, Chief Superintendent of Education Egerton Ryerson established the first institute of teacher education, the Toronto Normal School, where student teachers learned to teach to the 'norm'. Normal Schools placed teacher education under the control of the Department of Education and up until 1970 the majority of Ontario's elementary school teachers were prepared in Normal Schools, which, in 1950, were renamed Teachers' Colleges.

In 1892 the Ontario Department of Education recommended that the University of Toronto (U of T) introduce a teacher training college modelled after the New York College for the Training of Teachers. But it was not until recommendation of the Royal Commission on the University of Toronto in 1906 that a professional school of education was created within the U of T. At the

same time a second university-based teacher education program was instituted at Queen's University in Kingston.

The Faculty of Education at the University of Toronto educated teachers for both the elementary and secondary school panels. A university degree was not required for admission to the teacher education program, and most students were young women. The University of Toronto Schools (UTS) was established at the same time and served as a site for practice teaching and source of methods instructors.

In 1920, due to dissatisfaction with the universities' teacher education programs, primarily in the domain of theory versus practice, the Department of Education ended its affiliation with Queen's University and closed the Faculty of Education at the University of Toronto. At the same time it established a new institution, the Ontario College of Education (OCE) that, although situated within the University of Toronto with a dean as its chief operating officer, was primarily under the direction of the Ministry of Education. For over forty years OCE held a monopoly on secondary school teacher education in the province of Ontario.

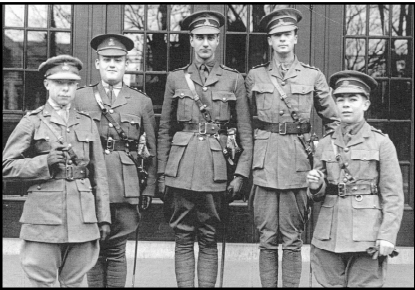
In the 1960s, as a result of two reports on university-based teacher education, the Ministry of Education decided to move out of directly administering teacher education, returning it

1907

Faculty of Education established at UofT, with William Pakenham as founding dean

1910

University of Toronto Schools (UTS) established for male students and faculty only



University of Toronto Archives, A1965-0004[14A.38]

∞ OUR HISTORY ∞

once again to university governance. Two new colleges of education for secondary school teachers were created at Queen's University, Kingston and at the University of Western Ontario, London. The Ministry divested itself of direct control over OCE, and the college was renamed the College of Education of the University of Toronto (CEUT). In 1972, CEUT became a fully integrated part of the University of Toronto and, after 52 years, U of T once again had its own faculty of education (FEUT).

Elizabeth Smyth is associate professor in the Department of Curriculum, Teaching and Learning and the Department of Theory and Policy Studies in Education at OISE/UT, and pre-service instructor in the Secondary Initial Teacher Education Program at OISE/UT



Home of the Faculty of Education, University of Toronto and University of Toronto Schools - 371 Bloor Street West 1911
Courtesy of Dennis Thiessen

1912

1915

The School, a professional journal, first published

Four B.Paed degrees and one D.Paed degree are conferred

A Model School

Don Gutteridge on the University of Toronto Schools

In 1906, along with the establishment of the Faculty of Education at the University of Toronto, it was proposed that a “model High School”, the University of Toronto Schools (UTS), be created. The school opened in 1910, and the designation “model school” set the tone of the place - an independent public school, providing a base for teachers in training, governed by and responsible to the dean of Education.

The character of the school was set by the first principal, H. J. Crawford, who believed “the school should be an institution with high standards of work and conduct - ideals that become manifest in the virtues of honest work, fair play, polite manners, and good morals”.

Occupying a fortress-like building at 371 Bloor Street West, the school had about twenty classrooms, a small library, administrative offices, a swimming pool, and a gymnasium. The gym was so small that UTS basketball teams had to compete elsewhere to avoid the risk of concussion. The music room was a stage and auditorium seating seven hundred, the walls of which still support the perilously hung portraits of former deans and principals.

On walls and in cabinets throughout the school are records of success in athletics, debating, and every other form of activity. The school's graduates include twenty Rhodes Scholars and two Nobel laureates. The list of leaders in academe, law, medicine, business and arts is extraordinary, and includes great teachers.

Through Our Eyes, 1960-2000, a history of the last forty years by UTS graduates, reflects the vitality, involvement, and camaraderie at one of the foremost secondary schools in North America.

The relationship between UTS, the Ontario College of Education (OCE), the Faculty of Education, and OISE/UT has been fruitful but fitful. The school has always put the educational interests of its students ahead of its support for teacher education programs. Excessive use of student teachers can seriously diminish the learning experience of UTS students, who are quick to absorb new material and need consistent enrichment. The school has, however, seen literally thousands of teacher education candidates in its classrooms.

UTS classrooms have been training grounds for the development of innovative pedagogy - the teaching of French in French, the teaching of the "new math" in the 1960's, the development of curricula in the social sciences, and the creation of Ministry of Education guidelines for the teaching of gifted children.

Many of the academic staff of the Ontario College of Education (OCE) and the Faculty of Education, University of Toronto (FEUT) started out as outstanding teachers at UTS, and there are currently UTS instructors on full-time secondment to OISE/UT. Dozens of textbooks have been written or edited by UTS teachers and small cooperative projects between FEUT/UTS teachers

and students were annual occurrences.

In 1993, the government announced the termination of the grant to the University for the maintenance of the school. In July 2006 the University and the board of UTS approved an agreement to make UTS an independent entity with its own board of governors, no longer reporting to the dean of OISE/UT. Thanks to the loyalty of UTS alumni, and countless friends of the school, generous bursary assistance is available, supporting school and students into a second century.

Though the school is no longer responsible to the dean of OISEUT, teacher education continues at UTS, and an academic affiliation committee is dedicated to finding opportunities for collaboration and professional dialogue. And despite the excellent opportunities available for gifted children in Ontario public schools, hundreds of Toronto area residents still vie to send their children to receive a UTS education.

Don Gutteridge is former principal of the University of Toronto Schools and former associate professor at FEUT

1919

1920

Ontario government passed legislation to close Faculty of Education and establish its own teacher training school

Ontario College of Education (OCE) established by provincial legislation

OUR HISTORY



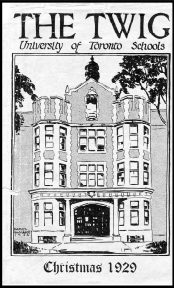
University Schools - group of Junior All-Stars 1920
University of Toronto Archives, A1965-0004/005(14A.36)



An early co-ed class
UTS collection

1922

The Twig, UTS yearbook, first published



UTS collection

Understanding Children

Richard Volpe on the Institute of Child Study

The Institute of Child Study (ICS) at OISE/UT is regarded as one of North America's exemplary schools for elementary teacher education. The research programs of faculty and staff members cover language learning, math and science instruction, reading, technology, community-school support for children and families, prevention of intentional and unintentional injury, services integration, and the inclusion of children with special needs.

In 1925 Edward Bott, the first head of psychology at the University of Toronto, established the St. George's School for Child Study, which later became the Institute of Child Study. In 1925 children's mental abilities were thought to reside in biologically rooted capacities, instincts, traits, and dispositions. Bott and his young protégée, William Blatz, developed a focus that emphasized the role of environmental influences on human development. "Adjustment", the idea that living organisms are constantly seeking an optimal fit between themselves and their environment, became the focus of the School and led to the development of Blatz's influential "Security Theory".

The nursery and parent education divisions grew rapidly. Although children's nurseries had been in existence for a decade, the idea of someone other than a mother taking care of a young child was still considered radical. Blatz was quick to point out that the Toronto nursery was not experimenting with these children. Rather, the children played and socialized, while researchers engaged in close but unobtrusive observation.

Complementary parent education was based on research done both in the nursery and in other child study centres throughout North America.

The 1930s saw the School come into national and international prominence for its role in the early education of the Dionne Quintuplets. Blatz, both a physician and a psychologist, established the early care and education program for the quintuplets. The Institute was responsible for designing their living, play and school space. Dorothy Millichamp, Blatz's assistant, helped execute their early education plan.

The School was also an important contributor to Canada's war effort, helping to set up war nurseries in England. Wartime nurseries were also needed in Canada, and Blatz and his team were called upon as experts. By 1939, the School's work with children was recognized throughout the world. Mary Wright, a member of this team, became one of Canada's leading child-care researchers.

In 1938, the Ontario Department of Education recommended the School be renamed the Institute of Child Study. In 1944, the newly independent Institute started offering its own graduate program, a one-year post-graduate course leading to the Graduate Diploma in Child Study. Research conducted by Institute faculty eventually led to policy and legislation that enabled nursery schools to be set up throughout Ontario.

The Institute became one of the most prominent points of interdisciplinary study within the University. In 1951 Sidney Smith, president of the University of Toronto, claimed the Institute had "helped to make the ideal of the University as a community of scholars a reality". Few divisions within the university, he observed, had so many strong interdepartmental and interdisciplinary relationships.

In 1953 the original nursery division combined with Windy Ridge School to form the elementary school called the St. George's School and later the current Laboratory School. The Diploma and Parent Education programs were expanded, an in-house journal was launched, and radio and television increasingly used to disseminate the Institute's research findings. During this period Blatz became known as the Dr. Spock of Canada, his work recognized as a distinctly Canadian approach to understanding child development.

In 1970 Michael Grapko became the new Director of the Institute. Grapko added staff, acquired video equipment, and expanded the research library. Under his leadership, the Institute became part of the College of Education in 1971. By 1977, holders of the now two-year post-graduate Childhood Education Diploma qualified for an Ontario Teachers' Certificate.

For almost a decade the Institute offered the only two-year advanced elementary teacher preparation program in Canada.

1926

St. George's School of Child Study became the first lab pre-school in Canada; 1939, renamed the Institute for Child Study; 1971, joined CEUT

Courtesy of Richard Volpe



During this period, the separate mental health diploma also brought the Institute closer to the field of education by evolving into an MA-equivalent assessment-counselling program that produced most of Ontario's psycho-educational consultants.

The appointment of Carl Corter as Director in 1989 was designed to help revitalize the Institute. New faculty and staff were added as renewal began to gain momentum. Under Corter's guidance, a bequest intended to ensure the continued research presence of the Institute became The Dr. R. G. N. Laidlaw Research Centre. He melded the Lab School and academic programs into a single unit and led the successful effort to convert the Diploma programs into an MA in Child Study and Education.

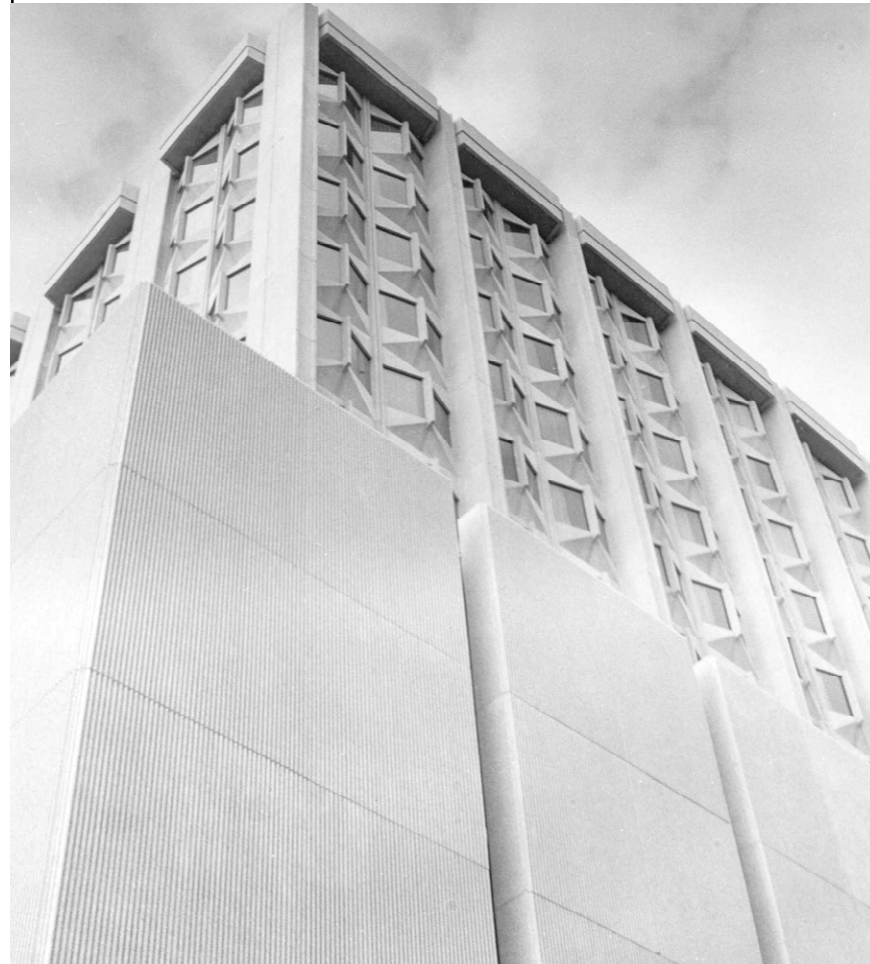
In 1996 the Institute joined the Department of Human Development and Applied Psychology as part of the amalgamation of the Ontario Institute for Studies in Education and the Faculty of Education. In 2005, Kang Lee was appointed director and so begins a new chapter in the history of child study at the University of Toronto.

Richard Volpe is professor in the Department of Human Development and Applied Psychology at OISE/UT and at the Institute of Child Study

Dr. William Blatz of the Institute of Child Study, known as the Dr. Spock of Canada for his approach to understanding child development 1961
University of Toronto Archives, A1978-0041/002[31]



Realizing the Dream Cicely Watson on the origins of OISE



OISE Building - 252 Bloor Street West
OISE/UT collection

The Ontario Institute for Studies in Education (OISE) was formed in 1965 through the amalgamation of two departments of the Ontario College of Education (the Department of Educational Research and the Department of Graduate Studies) with a not-for-profit corporation, The Ontario Curriculum Institute.

The Department of Educational Research (DER) of the Ontario College of Education was only one of OISE's three ancestors, but it was by far the most important. It had been created in 1931 to adapt the objective tests being used in many American states for use in Ontario schools. This and other types of activity, which might be termed “research”, were of low status and little interest to the dean and most of the faculty of the Ontario College of Education (OCE). As a result the DER grew slowly.

Over the thirty-five years of its existence the DER added other research-related work to its adaptation of American tests - developing the Dominion Test series, modernizing and creating a new provincial system of grants for schools, and conducting two longitudinal research projects.

In 1957 R.W.B. Jackson became the head of the DER, and the work of the department greatly expanded. He personally undertook most of the forecasting work, and became the trusted advisor on educational matters to successive Ministers of Education. His small department provided information and

advice on a variety of education-related questions, including the use of computers in the classroom and the impact of the baby boom on Ontario's education system. The DER also published books and journals under the editorship of Kate Hobday, and kept a specialised education library offering the best personal library service I have ever encountered.

By the mid-1960s, the success of the DER was a constant source of frustration to its head and assistant head, Gerry Fleming. Virtually independent of OCE, with a steady (but earmarked and limited) supply of soft money, the continuation of “the firm” was assured but its expansion denied. Their vision of what research might be undertaken was so much greater than what they could undertake! They could dream. They could describe what might be. They could describe what should be. But only a large, well-funded, independent institute could fulfil the dream. It was long overdue.

The second ancestor of OISE, the Ontario Curriculum Institute, was founded in 1963 under the direction of a former Superintendent of Secondary Education for the City of Toronto. It grew out of the work of a joint committee of the Toronto Board of Education and the University of Toronto set up in 1960 to address a perceived disconnect between the way subjects were taught at secondary schools and at universities. Five joint subject committees were set up consisting of practising teachers and professors who, together with educational consultants,

1928

*Library School established at OCE; 1965, became
independent faculty of library science*

would advise on the reform of secondary school English, mathematics, sciences, social sciences and foreign languages, and prepare teachers manuals and learning materials suitable for use in the reformed curriculum.

The Curriculum Institute received funds from the Ministry, a number of Ontario school boards and the teachers' federations but by 1965 it was suffering from a lack of full-time committee members and a lack of adequate funds.

The Department of Graduate Studies of OCE was the third ancestor of OISE. It offered MEd and EdD programs but had no full-time faculty apart from its head, George Flower, and assistant head, Cliff Pitt. Within the University of Toronto's academic culture the field of Education was considered low status and consequently the university provided very few financial resources to the graduate program in Education.

In 1965 Bill Davis, the Minister of Education in Ontario, saw the need for a large, independent research and teaching institute, one that could become nationally and internationally recognized as a leader in the field of education. He realized that transforming the DER and Department of Graduate Studies would be impossible within the culture of OCE and that if a research institute were to succeed, it would have to be independent of OCE.

“They could dream.
They could describe
what might be.
They could describe
what should be.
But only a large,
well-funded,
independent
institute could fulfil
the dream.”

The DER thus became the basis of the new institute. Davis appointed Bob Jackson, the head of the DER, as the first director of OISE, and DER employees became OISE's founding members.

But while Bill Davis was the instigator, and Bob Jackson the facilitator, the architect of OISE was Gerry Fleming. He negotiated with the Minister's personnel and the University's senior administrators, ran the day-to-day operations, and coordinated all activity except the graduate studies program. In addition he chose all the first Division Heads and set their salaries (with parity for men and women).

OISE has never acknowledged its debt to the vision and skill of Gerry Fleming. There is no endowed chair, no scholarship in his name, and forty years after the Institute was founded his name is virtually unknown. I hope that in the future, when some bright doctoral student writes the history of the Institute from 1965 to 1995, his role will be justly appraised.

Cicely Watson, professor emeritus, Department of Theory and Policy Studies (Higher Education) OISE/UT, is one of the four Senior Scholars of the Institute, an honour conferred by the OISE Board in 1987

1929

*John L. Stewart first UTS alumni to receive a Rhodes scholarship
(UTS students granted 20 Rhodes scholarships to date)*



UTS collection

1931

*OCE Department of Educational Research
created, headed by Peter Sandiford*

The Merger

Anne Millar and Angela Hildyard on the making of OISE/UT

Two separate institutions on Bloor Street, two blocks apart in distance but miles apart in organizational culture, pursued the theory and practice of education from 1965 to 1996.

One, the Faculty of Education, University of Toronto (FEUT), established in 1907 to prepare teachers for Ontario's schools, evolved through many stages in its history. FEUT was charged with initial teacher education, with the continuing education of teachers and, in association with school boards and government agencies, with policy and curriculum development.

The other, the Ontario Institute for Studies in Education (OISE), was established in 1965 to provide an independent forum for research, field development, and graduate studies in education. Graduates of the OISE programs were awarded University of Toronto (U of T) degrees. It enjoyed an international reputation in educational research and development.

Beginning in the 1970s, questions were raised about the necessity and wisdom of there being two separate institutions, both involved in educational studies and both connected to the U of T. Would it not make academic and financial sense to integrate the two institutions?

The first serious attempt to merge FEUT and OISE came in 1983 when a committee consisting of members of OISE, the U of T, and FEUT met for several months to reach an agreement on the

scope and shape of an integrated institution. The committee recommended that FEUT and OISE be merged and affiliated with U of T. Not only were the recommendations not implemented, but supporters of OISE actively and successfully lobbied against any action that would lead to its loss of independence.

In 1986, another committee was established but again these talks failed.

In 1994, however, a time of fiscal restraint within the province, the financial realities facing OISE were such that the Ontario government, members of which had previously supported OISE's continued autonomy, actively encouraged OISE and the University to develop a model for integrating OISE and FEUT.

U of T, FEUT and OISE representatives spent days (and nights) working out an agreement that would meet with the approval of OISE, the University and the government. The process was challenging and was made more difficult by the objection of many members of the OISE community - including, initially, the majority of its Board of Governors - who were concerned about the potential changes to the academic mission if OISE were to be part of a single merged institution governed by the U of T.

Finally, in November 1994, an agreement was reached and later ratified by the three parties - the government, the

University of Toronto Governing Council and the OISE Board of Governors. FEUT, including the Institute of Child Study and the University of Toronto Schools, and OISE would merge to become the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) on July 1, 1996.

Between December 1994 and July 1996, committees worked intensively to develop academic and administrative implementation plans. Not all members of the OISE community were positive about the prospect of new employment arrangements - including the potential loss of their unions, significant job loss for support staff, new departmental structures, a different model of decision-making and governance, new financial relationships, and for many, a move to a new office. And while FEUT members did not have all the same concerns, there was anxiety about change in general, a fear of being "swallowed up" by the larger OISE, and apprehension that teacher education issues would not get the attention they deserved. How would the two distinct cultures come together?

In spite of the challenges, and in some cases active resistance, the new institution emerged on July 1, 1996. OISE/UT became the University's new faculty of education with a mandate to pursue the academic activities of these former institutions.

Ten years later, most of the challenges associated with the merger have been resolved. New generations of students have

1932

Pedantics, established, official voice of the Literary Society of the Ontario College of Education (later became the OCE Student Yearbook)



OISE/UT collection

1933

Joyce Emily Boyle received first DPaed awarded to a woman

benefited from access to the broad expertise of the enlarged faculty. Faculty members who were most resistant have moved on or retired, and the hiring of new faculty members who were members of neither OISE nor FEUT has helped OISE/UT develop its own culture. Increasingly faculty and staff from OISE/UT have become involved in wider University initiatives, interdisciplinary programs and research projects.

Anne Millar is former associate dean at FEUT and OISE/UT

Angela Hildyard is vice president of Human Resources and Equity at the University of Toronto and associate professor in the Department of Theory and Policy Studies in Education at OISE/UT



The Faculty of the Future OISE/UT
Collage by Stephanie Power 1996
OISE/UT collection



Our Stories





Dean Pakenham to the President of the University of Toronto

Excerpts from a letter dated May 2, 1907

May 2, 1907

Dear Mr. President,

Nothing need be said now about the need of practice schools for the Faculty of Education. The Governors have already recognized that need. Something might be said - with your leave - about the need of haste in the erection of these schools. The High School accommodations of the city are altogether inadequate. To reap benefits from these inadequacies - in a generous attendance in the early and trying years of the practice schools - and to preserve a tacit understanding with the city, these should be erected at once. So long, moreover, as the Faculty of Education makes use of the city schools, and unfortunately must do so in the critical years of probation - it exposes itself to the limitations of a staff of instructors whose interests in Education are incidental and whose appointments are temporary. And, then, even the city schools may be denied the Faculty in the near future if the wishes of the great majority of the city teachers have influence with the city authorities! In any case what the Governors recognize as the ultimate good of the Faculty should be made an immediate good. The practice schools should be erected then, in whole or in part, as soon as possible.

...

Pardon a final word! In this matter of Education the University of Toronto has a great duty to perform in this province. She owes it to herself- to what in her is at once most altruistic and most selfish to write her name large upon the educational system in this Province. She cannot do so more effectively or more directly than by training well its teachers. Perfection in staff and buildings and equipment she may strive to attain to and this would effect much. But can she do more? The social stratum from which the teacher is drawn sinks steadily lower. Man passes from the ranks of the teachers: the woman is now dominant. And out of this woman, timid in a great city, poor in pocket, and weak in the social graces the university must bravely attempt to evolve an ideal teacher in one year! She will not wholly fail. And the failure will not be so worked if she could offer this teacher the protection, and the social atmosphere of an inexpensive residence. Is it possible to retain the Dickson buildings inadequate, ugly and deformed as they may be for such a residence? The possibility justifies consideration.

Very truly yours,

W. Pakenham

Willam Pakenham, first dean of the Faculty of Education of the University of Toronto, 1907 to 1934



Becoming a Teacher in the 1930s
Mabel Campbell on being a student at OCE

I went to the Ontario College of Education (OCE) in September 1936, at the height of the depression, and we were told on the first day that only a third of us would get jobs. It was a pretty gloomy prospect. We went through that whole year with little hope of employment.

I was majoring in English and History and we had a marvellous professor of English, Bert Diltz. For years I never introduced a poem to an English class without thinking of the instructions he gave us. He said, “Every teacher has to worry about discipline. Not everyone in the class has come to get an education - and even those who have sometimes get a little bored. Your greatest defence against any disturbance in the class is the well-prepared lesson. You must make yourself a master of what you're teaching.”

While I was at OCE I was teaching at Oakwood Collegiate, along with a young man whom I had known slightly in my undergraduate days. We used to go to Hunt's Tearoom, across the street, for lunch - we would buy a pot of tea and eat the lunch we'd brought from home. This young man and I found ourselves eating together every day and by the time our practice teaching at Oakwood was over - three weeks or so - we had fallen in love. At the end of our OCE year we were engaged and three years later we were married.

The highlight of our year was the “at home”. Previous “at homes” had been pretty dismal affairs but the social committee

“Your greatest
defence against
any disturbance in
the class is the well-
prepared lesson.
You must make
yourself a master of
what you're
teaching.”

decided this year was going to be different. There was \$200 left over from previous “at homes” and we hired a top-notch orchestra - Don Romanelli's orchestra. We sent invitations to all our professors and their wives - even to Calvin Cody, the president of the University. The dance took place in the Great Hall at Hart House, and all the men wore tails. President Cody and his wife were there, along with lots of other professors and their wives. The husbands danced with their wives, and some of the male students danced with the professors' wives. I can still see my husband swinging around Mrs. Althouse, the dean's wife.

I taught for 31 years after I graduated and I have a lot of former students who went on to become teachers. I used to say to my student teachers, “You're not whispering sweet words of love to your young man after a nice date. You're delivering a message to a group of students. You're selling something.” Teaching is salesmanship to a considerable extent. And it's a lot easier to sell a sports car than it is a sonnet.

Mabel Campbell is an alumna of the Ontario College of Education and a former schoolteacher

1943

1946

Guidance Centre founded at OCE, by Morgan Parmenter, to provide guidance materials for both counselors and students in Ontario schools

Technical education program established at OCE, with R.D. Phillips as first director





1



2



3



4



5



6



7

Student Copy to Go Here

1. Claire Alleyne Ed.D graduate 1987
Courtesy of Claire Alleyne

2. A snap shot of students from the Faculty of Education
after examinations 1914
Courtesy of Mary Agnes Bennett

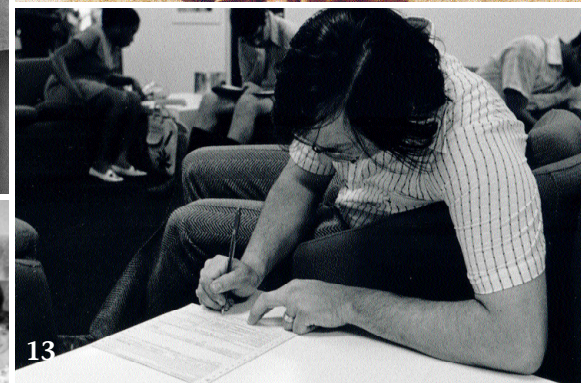
3. OISE/UT students posing in front of 252 Bloor Street West 2005-2006
OISE/UT collection

4. College of Education Convocation 1970
University of Toronto Archives, College of Education Convocation 1970
B1998-0033 [701221-47] (Robert Lansdale, photographer)

5. Gino Sturino Ed.D graduate 2002
Courtesy Gino Sturino

6. OISE/UT Master of Teaching graduating class 2003
Courtesy of Carol Rolheiser

7. Institute for Child Study laboratory school students play 1930s
Courtesy of Richard Volpe



8. College of Education Convocation 1970
University of Toronto Archives, College of Education Convocation 1970
B1998-0033 [701221-41] (Robert Lansdale, photographer)

9. Technical Studies graduating class at FEUT 1981-1982
Courtesy of Sara McKittrick

10. OISE students model OISE t-shirts 1981
OISE/UT collection

11. UTS students in the library 1920
University of Toronto Archives, A1965-0004/035 (14A.26)

12. FEUT students 1992-1993
Courtesy of Carol Rolheiser

13. OISE registration 1974
OISE/UT collection

14. OCE graduating class 1944-1945
University of Toronto Archives, B1983-1283

15. Current day Institute for Child Study laboratory school students play
Courtesy Richard Volpe

16. She Stoops to Conquer F.O.E. Dramatic Club 1916
University of Toronto Archives, A1986-1003[01]

17. Design Thinking and Problem Solving in the Classroom class 2005
Courtesy of Sara McKittrick

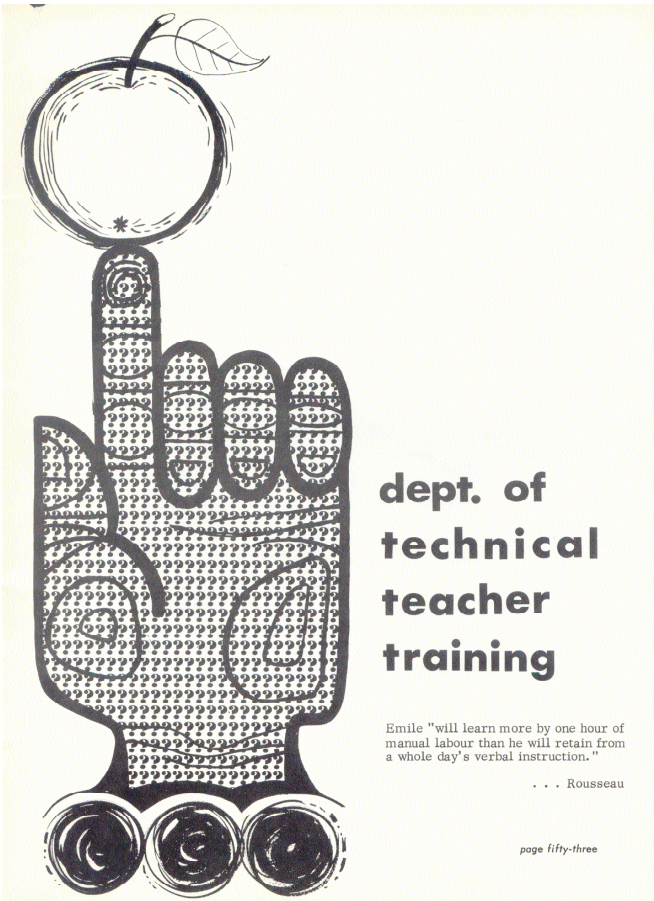
18. FEUT student reading in the library 1981
OISE/UT collection

Professions in the classroom
Sara McKittrick on technological teacher education

The teacher education program in technological studies at the University of Toronto has for the past sixty years been responsible for preparing professionals in key industrial sectors for high school teaching careers in Ontario. Established by R. D. Phillips in 1946, the program has served as a model for many other technological studies teacher education programs in the province.

In the years after the Second World War, veterans returning to civilian life were increasingly drawn to technological professions and enrolled in technological education programs in great numbers. A series of federal-provincial agreements between 1945 and 1961 enabled the building of a number of new technological education schools in Ontario and the first of these agreements, the Dominion of Canada, Vocational Schools Assistance Agreement, provided funding for a new wing to be added to the Ontario College of Education. The Spadina wing, opened in 1950, consisted of three floors housing technical and industrial arts shops, a music room, and double classrooms with moveable partitions.

From 1961 to 1966 the federal and provincial governments continued to support the growth of technological education in the province, providing \$803 million for the building of 335 new schools and 83 additions to schools. At the same time, the Reorganized Program, also known as the Robarts Plan, introduced Science, Trades and Technology, a five-year secondary school program leading to university admission. The College of



From Pedantics [OCE yearbook] 1963
OISE/UT collection

Education, University of Toronto (CEUT) responded by graduating thousands of technological studies teachers each year to fill the needs of the province's new schools. At its peak in 1967 there were 1917 teacher candidates enrolled in the department, compared to only 66 in 1946.

Classes were held at CEUT, as well as other venues throughout the city, including the YMHA, Trinity and St. Paul churches, and Ryerson Technical Institute. During this period the need for technological education teachers was so great that the Ministry of Education offered financial incentives to skilled trades people to participate in the program. The weekly line-up outside the gymnasium became known as 'Pay Parade Friday', with packets of \$50 doled out to teacher candidates. This practice continued until the early 1970s. In addition to subsidizing the program, a practice teaching allowance was issued to teacher candidates.

In the early years of the technological teacher education program there were no textbooks available so teacher candidates analyzed their own professional experiences to create courses of study, lesson plans and Instructional Aid Sheets. The Technical Research Council was formed to develop teaching materials and by 1951 it had distributed one million Instructional Aid Sheets, which became the basis for the first published textbooks in technological education in Ontario.

As many newly minted teachers moved in to newly minted

1946

OCE teamed up with Canadian Red Cross for "School Meal Study," research into student learning and nutrition



1948

OCE constructs classification tests to be used in Canadian Armed Services

school buildings they were often asked to produce shop plans and lists of required capital equipment and consumable supplies to outfit their classrooms. The ability to produce these became a key part of the teacher education program, with each technological teacher candidate learning how to produce a shop plan and equipment and supplies lists, as well as their trade analysis, course outline, unit plans, lesson plans, and Instructional Aid Sheets.

The first director of the technological studies program, R. D. Phillips, advised ministers of education on curriculum initiatives in technological education and set high standards for teachers, including a dress code of white shirt and jacket for all male teacher candidates. His standards for professionalism became the standards for being a teacher of technological education in Ontario. On his death, an award was established in his name, given annually to the highest achieving student in the Technological Studies program.

Today, sixty years after the beginning of the program at the University of Toronto, the traditions established by R. D. Phillips continue to live through the Technological Studies initial teacher education and additional qualification programs at OISE/UT.

Sara McKittrick is lecturer in the Department of Adult Education and Counselling Psychology and coordinator of the Technological Studies Teacher Education Programs at OISE/UT



Technical and Industrial Arts Department 1952-1953
Left to right: Dr. M Long of Psychology; Prof Alex King of Curriculum Development, Principles and Methods; Prof R.D. Phillips, Director of department
Courtesy of Sara McKittrick

1950

Spadina wing of 371 Bloor Street West opened, housing technical and industrial arts departments, shops, music and art rooms and classrooms with moveable partitions



University of Toronto Archives, A1965-0004/035(14.5)

Geography at OCE/CEUT/FEUT
Dick Baine on the period 1962 to 1987



Geography department, Ontario College of Education 1966-1967
From OCE calendar

Recently I was interviewed for the 100th Anniversary Archives Project. Cicely Watson opened the discussion by reminding me that we met in 1964 at the Curriculum Institute's Social Studies Committee, of which she was the Chair and I represented Geography. The following notes are taken from this conversation.

In 1965, when the Department of Educational Research (DER) and Graduate Studies (GS) moved to the Ontario Institute for Studies in Education (OISE), I scarcely noticed the loss, nor did I discern any particular disquiet among the faculty of my department. We had not been involved with their work. The research of the DER I would characterize as policy studies to provide data for macro educational decisions - methods of financing schools, objective intelligence and general knowledge tests of children's achievement, longitudinal studies which followed the progress of cohorts of students through the system to discern transition rates, dropouts, and blockages of "flow". My gaze, as a research consumer, was firmly fixed on the work of university geographers and their rapidly changing discipline. My own research involved experiments to incorporate Geography research findings into my teaching, and to adapt them for use in a reformed school curriculum.

The mandate of the Ontario College of Education (OCE) was to provide, in a one year program for university graduates, the professional qualification for teaching in Grades 7 to 13 in Ontario schools. The responsibility of the "subject methods"

1951

1951-52

OCE offered first adult education graduate course in Canada

BEd, Med, EdD replaced previous BPaed, DPaed

departments was to cover instructional practices, curriculum design, and learning materials, keeping pace (as far as feasible) with the developments occurring in specific disciplines, adapting them, as appropriate, to the levels of school pupils and the many courses approved by the Ministry of Education.

Until 1961, Geography at OCE was dealt with within History. Then it was established as an autonomous department under the chairmanship of W. E. Sager. The department reached an eventual complement of four faculty members. I joined OCE in 1962. Initially we were concerned only with geography in the middle and high school curriculum (Grades 7 to 13), but later Geography also became a component department in the Elementary Education Division, responsible for methods in K-6 Social Studies.

Although "methods" professors had very heavy teaching loads (and tenure and promotion depended upon the assessment of our teaching, not on 'publish or perish'), it was not uncommon for them to be involved in consultancies for the Ministry, professional organisations and Boards of Education, in writing articles and reviews, and publishing textbooks. One OISE project I was involved with produced three editions of "Geography" in the STUDENT, SUBJECT and CAREER series published by OISE press for the Guidance Centre. I wrote the first edition and, with colleagues from the Geography Department of Ryerson, co-authored the other two.

Geography as a discipline developed rapidly following WWII. There was a growing number of 'schools' of academic geographers interested in developing of 'laws' and 'theories' about spatial patterns on the earth's surface. These theoretical developments led to more rigorous, mathematically-based, scientific methodologies of research investigation, which came to be known as the "quantitative revolution". Undergraduate and graduate geographic education in universities was greatly affected. Student enrolment and the faculty to serve it rapidly increased from the 1950s to the 1970s, with the result that sub specialties and exciting new employment opportunities emerged (such as geographic information systems, urban geography, marine and ecological geography, and location analysis for business and industry). All this shook the rather staid secondary school geography teaching community, and we at FEUT could not ignore the new developments. Fortunately, we were sitting next to one of the top five geography departments in the world (in the University's Arts and Science Faculty), so fruitful collaboration was possible.

Unique among Canadian geography programs was the development in 1980 of a Master of Arts in Teaching, a collaborative program developed by the University Department and ours in the Faculty of Education, University of Toronto (FEUT). When this proved successful, several other joint projects were created to the benefit of both parties.

Another accomplishment was the ICE CUBE PROGRAM, the Intermediate-Senior, In-School, Integrated-Study program, (IS) (note to designer cubed symbol to be included here just outside the bracket containing IS). The design and implementation of this innovation involved members of the Geography, Geology and Social Studies Department as well as several other departments. ICE CUBE was an extended practicum held in selected schools, in which our students prepared a special curriculum which they taught to classes after the regular spring practicum.

Dick Baine, professor emeritus, was Chair of the Geography, Geology and Social Studies Department, FEUT, from 1982 - 1987 and professor of the Arts and Science Faculty and Graduate School, University of Toronto

1955

OCE offered summer 'emergency' program for secondary school teachers in response to teacher shortages

PEDANTICS, HAY?

“IN SEPTEMBER YOU WILL FIND ME ...”

If you graduate in English, you will end up grey and singlish—
Get used to it, or else you’ll take it hard;
For though you join the college clubs and frequent the Bloor pubs,
‘Gainst intellect all men are on their guard.

At college you may tarry, in the hope that you will marry,
But you’ll find that all you get is more degrees,
Which just makes matters worse, seeing intellect’s the curse
To men, and it’s the men you’re trying to please.

You might as well make money, and the prospect here is sunny—
Lady schoolteachers are excellent paid.
In circles educational you may be quite sensational,
Especially below the second grade!

So here’s to O.C.E., the schoolteacher factory,
Since Victoria did not get me a man.
In September you will find me, wearing spectacles that blind me,
Taking comfort from the Teacher’s Pension Plan

Mary Waugh





Additional Qualifications

Barbara Bodkin on the continuing education of teachers

The University of Toronto has offered continuing education courses for Ontario's teachers since its inception in 1907. The first continuing education program was offered in 1897 - a Doctor of Pedagogy degree - actually before the Faculty of Education was established. Although this was not “teacher in-service” as we know it today, continuing education for teachers was born over a century ago.

In 1920, continuing education courses were accredited by the Ministry of Education. These were an early version of the “additional qualification” courses still with us today. They were offered “on campus”, with teachers travelling to Toronto from all over the province, mostly during the summer months.

The 'baby-boom' of the 1950s and 1960s gave rise to an unprecedented need for teachers, but by the 1970s employment was hard to come by. Many recent graduates took continuing education courses to increase their competitive advantage in a tight job market.

In 1979 there was a complete revamping of provincial teacher certification. What were previously called Ministry of Education courses became known as Additional Qualification (AQ) courses. AQ courses were non-degree university courses, which, upon recommendation by the dean, earned credit from the Ministry of Education. While specific course offerings have changed over the past thirty years, the overall structure of the AQ program has remained the same.

Professors who taught continuing education courses in the summer also taught pre-service programs during the year, so there was a strong link between teacher pre-service and teacher in-service. AQ faculty, such as John MacDonald, Elgin Wolfe, Don Fawcett, Gary Hunt and Don Gutteridge were also leaders in provincial curriculum development and implementation during this period.

By the 1980s AQ courses had become prerequisites for specific roles in Ontario school boards. New government legislation had led to new teaching priorities. For example, the introduction of Bill 82 specifying the rights and responsibilities of students with special needs, led many teachers to pursue courses related to the integration of special needs students in mainstream classrooms.

With the introduction of new technologies teachers needed to learn how to use computers in the classroom. And an increasingly multi-linguistic and multi-cultural Ontario encouraged teachers to pursue AQ courses in English as a Second Language.

In 1996 the Ontario Institute for Studies in Education of the University of Toronto created a Continuing Education unit with an expanded mission and vision. Joanne Quinn was named the first director. Traditional AQ courses were still offered, but within a framework developed by the newly established College of Teachers.

Continuing Education quickly became an innovative unit with links to both provincial and international partners. In association with the Ministry of Education, Continuing Education led to the development and implementation of such curriculum reforms as the 'Impact Math' program. And it continues to develop programs and support networks that assist with the provincial mandate to 'raise the bar' and 'lower the gap' in student achievement. Work on literacy and the achievement of boys are current priorities.

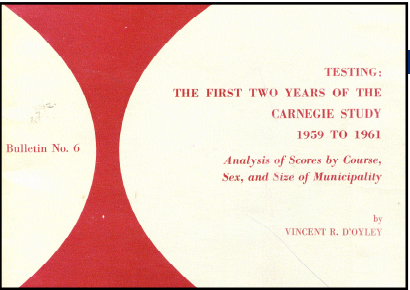
Continuing Education has worked with school districts within Ontario, Canada and the United States to connect OISE/UT's research with the best practices in the field. Over the past nine years, OISE/UT's Continuing Education has developed an international reputation for the design and delivery of custom designed services and educational and leadership training in all corners of the world. Hungary, South Africa, China and Jordan have all partnered with OISE/UT to transform and improve their education systems.

The last century has seen great changes in the design and delivery of teacher professional learning, and there are still many more changes to come. Through these changes, however, one thing remains constant - Continuing Education as a strong vibrant arm of OISE/UT - “quality learning for life”.

Barbara Bodkin is director of continuing education at OISE/UT

1959

OCE's Department of Educational Research began Carnegie Study, following students from Grade 9-13 to evaluate their progress





University of Toronto Archives, B2002-0017/003P[05]

1963

1965

Ontario Curriculum Institute founded, non-profit organization that became part of Ontario Institute for Studies in Education (OISE) in 1968

Based on work done by Department of Educational Research, Minister of Education's Committee recommended abolishing Ontario's Grade 13 examination system

Asia Bound
John MacDonald on taking the lessons of FEUT abroad



John MacDonald teaching an MA English class at Beijing University in China 1991-1992
Courtesy of John MacDonald

As dean of the Faculty of Education, University of Toronto (FEUT) from 1981 to 1987 I came into contact with many visiting academics and educational administrators from Mainland China. This led to my involvement in an innovative project sponsored by the World Bank - the Chinese Provincial Universities Development Project (CPUDP). As a member of the International Advisory Board (IAP) I toured many faculties of education across China, reporting on teacher training programs at various Chinese provincial universities.

Because of my work with the World Bank, in 1991 I was invited to teach at Beijing Normal University (BNU) as a visiting scholar. Teaching and living in Beijing was, from a personal point of view, a defining moment. The students were highly motivated and eager to improve their language skills and they taught me much about the resilience of human dignity in the face of adversity.

I had many opportunities to introduce Chinese colleagues at BNU to some of the more innovative approaches to teaching English as a Foreign Language. These new approaches, familiar to most teachers in the West, were considered somewhat daring, if not downright subversive, by professors in China. The old-fashioned grammar-translation method had for a long time been the standard approach to language pedagogy in Asia, and proved remarkably resistant to change.

Two years later I became chair of Canadian Studies at Kwansai

1965

*OISE established, with R.W.B. Jackson
as founding director*



1965

OCE became College of Education, University of Toronto (CEUT)

Gakuin University (KGU) near Kobe, Japan, a university founded after the Meiji Restoration in 1887 by Methodist missionaries from California. In the early 20th Century, academic relations had been transferred to Victoria College at the University of Toronto (U of T) and there had existed for quite some time a connection between KGU and U of T.

I taught undergraduate English and graduate linguistics and had the opportunity to witness the different approaches to language learning in the two departments. Members of the linguistics department were familiar with Western theories of second language learning and used them at the graduate level. But members of the English department used stunningly tedious grammar-translation methods of instruction at the undergraduate level and, again, were extremely reluctant to change.

The most unusual overseas experience for me was the short period I spent in Karachi working with teachers being trained to bring basic literacy and educational skills to young girls in the rural areas of Pakistan. The project, funded by the Aga Khan Foundation, involved a large number of FEUT faculty members. Most of the teacher trainers we worked with were women, eager to explore new modalities of instruction. The men, however, were more reluctant, although they did eventually come around to accepting more interactive approaches.

Each of my experiences abroad was unique but all of them involved overcoming resistance to new methods of language

“The students were highly motivated and eager to improve their language skills and they taught me much about the resilience of human dignity in the face of adversity.”

instruction. In China resistance seemed largely a function of politics, in Japan it was more to do with cultural insecurity and in Pakistan it was bound up with gender norms.

These observations are generalizations, but they are useful in reminding us as teachers of English as a Foreign Language in Canada that the students we teach come to us from a variety of different cultural and educational backgrounds and are often confused by our 'innovative' teaching techniques. Having seen how students abroad are taught in schools and universities has made me more sensitive to these cultural and educational discontinuities.

John MacDonald is former dean of FEUT, professor emeritus in the Department of Curriculum, Teaching and Learning at OISE/UT and pre-service instructor in the Secondary Initial Teacher Education Program at OISE/UT

1966

1966

UofT and OISE implemented affiliation agreement; graduate credit degrees of OISE to be conferred by UofT

OISE offered world's first graduate academic program in Educational Planning, with Cicely Watson as the first department chair



OISE/UT is more than 252 Bloor Street West. It is the experiences that international students bring home with them, it is the impact of our research on developing countries, it is the places we have visited and the partnerships we have made.

1. UTS opened its arms to students from England nicknamed the "overseas boys" during the war years 1940
From The Twig 1940, UTS collection

2. OISE was home to the inter-visitation program that allowed scholars and educators all over the world to meet and discuss educational reform 1978
OISE/UT collection

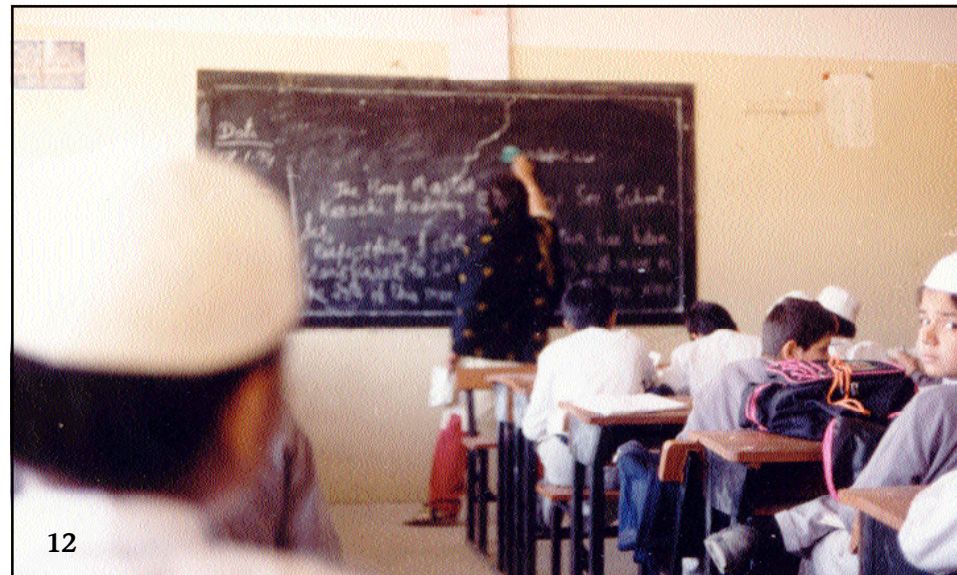
3. Ruth Hayhoe pictured here in Hong Kong depicting her ongoing work with China's universities 1998
OISE/UT collection

4. Roby Kidd, a professor in the Adult Education department founded the International Council on Adult Education in 1972
OISE/UT collection

5. The Urban Network for Improving Teacher Education group is made up of educators all over North America including five Faculty of Education, University of Toronto faculty 1996
Courtesy of Carol Rolheiser

6. Paulo Freire, an internationally known adult educator from Brazil taught at OISE's summer session in 1976
OISE/UT collection

7. Higher education group conference - international panel
l-r Dr. Frank Newman, Educational Commission of the United States, Cicely Watson, Chairperson HEG, Dr. Maurice Kogan, Brunel University, U.K. and Dr. Grant Harmon, University of New England, Australia, discuss "governments and higher education - the legitimacy of intervention." 1987
Courtesy of Cicely Watson



12



13



14



15



16



17

8. The opening of the Comparative International and Development Education Centre members pictured from l-r Joe Farrell, Norma Jansson, Jim Draper, Dave Wilson, Alan Thomas 1990 OISE/UT collection

9. The International Society of Educational Planners journal was created at OISE in 1974
Courtesy of Cicely Watson

10. Scholar from Central Institute of Education Research in Beijing China at conference "Educational Reform in China and the West"

held at OISE 1987
OISE/UT collection

11. David Wilson, professor at OISE worked as an educational planner in other countries such as the Philippines, Nigeria, Malawi and Nepal 1977
OISE/UT collection

12. A classroom in Karachi, Pakistan, a part of the Aga Khan University project of which OISE/UT is a member 1994
Courtesy of Ian Hundey

13. A classroom in the Northern Areas, Pakistan, a part of the Aga Khan University project of which OISE/UT is a member 1995
Courtesy of Ian Hundey

14. Michael Fullan, former dean of OISE/UT is well known for his educational reform of the British school system
OISE/UT collection

15. Dr Ivan Illich of Cuernavaca, Mexico was a featured speaker at OISE in 1976
OISE/UT collection

16. Birgit Harley pictured with Prince Phillip at Buckingham Palace to accept the Duke of Edinburgh English Book Competition award for The Development of Second Language Proficiency, a book that she co-edited with Patrick Allen, Jim Cummins and Merrill Swain 1990
OISE/UT collection

17. Dean Jane Gaskell with Winston Emmanuel Principle of Valsayn Teachers College Trinidad on a trip that OISE/UT made to the University of Trinidad and Tobago to explore partnerships in teacher education 2005
Courtesy of Sara McKittrick

The 5 Ps of Teacher Education
Carol Rolheiser on the art and science of teaching

I was thrilled to be invited to join the Faculty of Education, University of Toronto (FEUT) in 1988 as a seconded instructor and leader in the Learning Consortium, a newly formed partnership among FEUT, the Ontario Institute for Studies in Education (OISE), and four Toronto-area school districts. Prior to that, I had been working with Edmonton Catholic Schools as a teacher, consultant and vice-principal. My decision the following year to accept a position as an Assistant Professor at FEUT was an easy one -- I loved the hope-filled atmosphere and opportunity for innovation and collaboration that I was experiencing at the University of Toronto. It was exciting to be a part of a new generation of faculty members, most of whom had backgrounds as teachers, and all of whom cared deeply about and were determined to make their mark on teacher education.

The late 1980s was a time when new ideas and practices were emerging. One of the first initiatives of the Learning Consortium, for example, was an intensive summer institute focused on cooperative learning, peer coaching and managing educational change. Our design and facilitation of this initiative brought together teachers, principals and senior leaders from the Consortium school districts, along with professors from FEUT and OISE. The opportunity for co-learning resulted in a range of exciting ventures and opportunities, one of which was focused on teacher education. My first experiences with teacher education at FEUT in 1988 involved courses that individual students chose and that usually met once a week for two hours.

Most courses were taught in isolation from other courses in the program, collaborative planning and instruction were not the norm, and the two practicums were somewhat unconnected to coursework. However, a range of alternative models for the delivery of the one-year B.Ed. program began to emerge at FEUT. One of these was the Learning Consortium elementary option that I had the pleasure of coordinating. In September 1989, given the connections to the Learning Consortium and the support of those four boards in teacher development and school improvement, it seemed natural to create an elementary cohort of 30 teacher candidates who would take most of their courses together, learn from a team of instructors, and experience their practicums with colleagues in Consortium schools. Almost twenty years later the cohort model is now the basis for all of our teacher education programs at OISE/UT.

Those initial years working with new colleagues like, Dennis Thiessen, Steve Anderson, Barrie Bennett, Brendan Kelly, Antoinette Gagné, Mary Beattie, Nina Bascia, Earl Woodruff, Ian Hundey, and others, were filled with experimentation, change, and the building of new relationships within our organization and with our field partners. Our work was deeply satisfying as teacher education began to be reshaped by our collective work.

In retrospect, these last two decades have witnessed tremendous advances in the preparation of new teachers. At the same time,

there have been fundamental aspects of teacher education that have remained constant. I refer to some of these advances and constants as the 5 P's: Perspectives, Pedagogy, Preparation, Priorities, and Possibilities.

Perspectives

Teachers are not “born” but made, and several hundred studies have dispelled the myth that “anyone can teach”. What distinguishes effective, successful teachers is their deep understanding of the subject(s) they teach, and their ability to weave together the art and science of teaching.

The science of teaching has now improved to the point where differing perspectives can be tested using concrete research data. The research base in teacher education, in particular, has mushroomed and diversified to include methodologies that address all aspects of teacher preparation. Artistry, however, remains important in teaching, as teachers focus their instruction on the needs of particular learners and create magic through their intellectual and interpersonal choices.

Pedagogy

Through new research methodologies, such as meta-analysis, we know a lot more about pedagogy: that is, the science of teaching. We have a greater understanding of the impact of our

1966

Minister's Committee on the Education of Elementary School Teachers established (OISE faculty as research consultants); 1968, recommends Teachers' Colleges of Ontario be closed, elementary teacher education be transferred to universities, student candidates require a degree

1967

Keith Punch first student to begin and complete PhD at OISE



OISE/UT collection

work (e.g. how much difference a particular instructional approach has on student learning) and are better able to discard ineffective practices. For example, we now know much more about how children learn to read and write. Strategies such as small group cooperative learning, graphic organizers and meta-cognition in assessment approaches have become mainstays of teacher education.

In the past it was often a mystery as to what good teachers actually did. The preparation of new teachers often relied on a “watch what I do and try to replicate it” mantra. Today, teachers and teacher educators are more deliberate in their pedagogy, and more reflective in their practice. They have a more sophisticated understanding of the context in which teaching occurs, rely on concrete, research-based strategies to guide their pedagogical decisions, and have better models and frameworks for their practice.

Preparation

How teachers are best prepared and who should be involved are central questions in teacher education. Excellent teachers integrate overlapping and interconnected knowledge bases. Personal, professional and contextual knowledge, for example, come together in complex ways as teacher educators prepare teacher candidates for the classrooms of tomorrow.

Teacher education increasingly involves collaborative partnerships between universities and school districts, combining theoretical knowledge with practical experience, which in turn raises new questions, as roles and responsibilities are re-defined.

Priorities

There has always been a healthy debate as to the real priorities in teacher preparation. Classroom management, for instance, has always been a priority, but as new approaches to teaching have emerged, so have new orientations to classroom management.

Equity issues have also been important. A couple of decades ago teaching about diversity occupied a small niche in the curriculum; now equity, diversity and social justice permeate all aspects of the curriculum. Equity is one of seven guiding principles in our current teacher education program, fostering inclusive and respectful school environments.

Possibilities

Asking fundamental questions - such as “What are we preparing new teachers for - schools as they are now, or schools as they could be in the future?” - allows us to imagine new possibilities. Urban education and the development of global understanding are two examples of important new areas in teacher education programs.

Changing Times

Productive change will only occur through current and future generations of teacher educators at the University of Toronto grappling with complex issues and engaging in continuous cycles of teacher education reform. At the same time, we collectively strive to maintain principles and practices that are fundamental and constant in teacher education. I am glad we have witnessed many important developments and improvements in our field, but I am also pleased that we have not witnessed some aspects of change. Every September, for example, we still feel the energy, anticipation and hope of a new academic year. As well, there remains genuine excitement at the prospect of shaping the next generation of teachers, tempered by the realization that becoming the best teachers we can be will be a career long quest for most of us.

Carol Rolheiser is associate dean of teacher education at OISE/UT

1967

1968

Diploma of Child Study from ICS shifted from one-year program to two-year program

Modern Language Centre founded, with H.H. David Stern as director, first OISE internal Centre

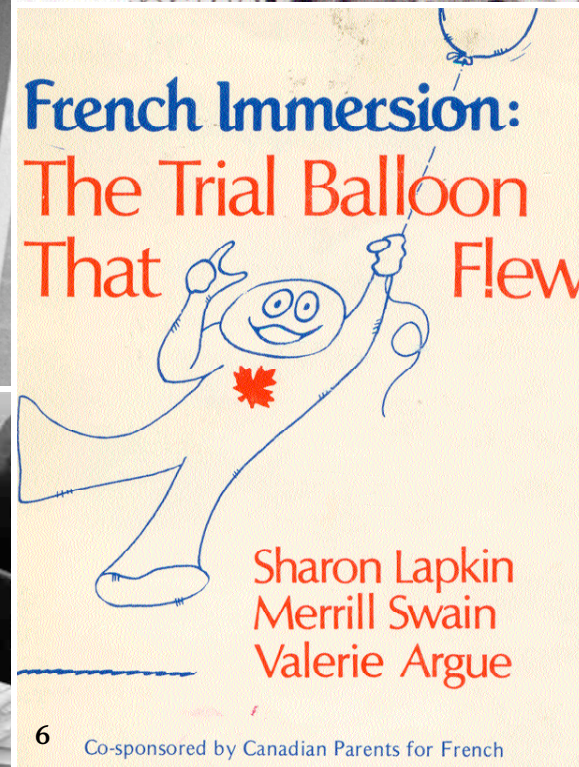
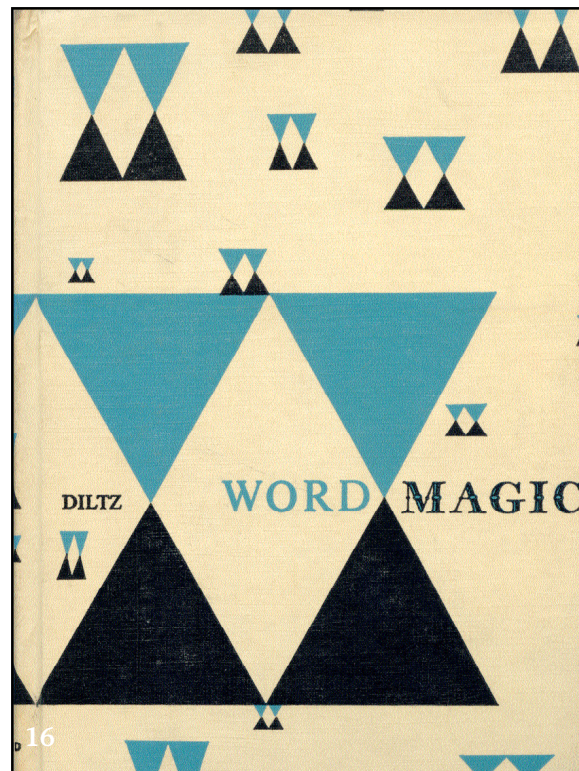
Haiku for Discouraged Student Teachers

Teaching is like cultivating land
Where grass seed may sprout
Blue roses.

Alison Hunt
Pedantics 1965







During our history, we have been leaders in advancing literacy for all and establishing the value of second language education.

1. An anthology of poems published by Bert Case Diltz (once a professor and Dean of OCE) 1957
OISE/UT collection

2. Exploring art as language
OISE/UT collection

3. French class 1975
OISE/UT collection

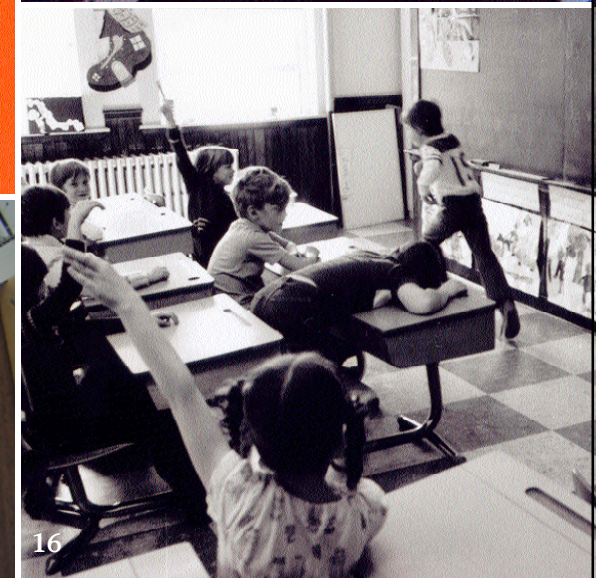
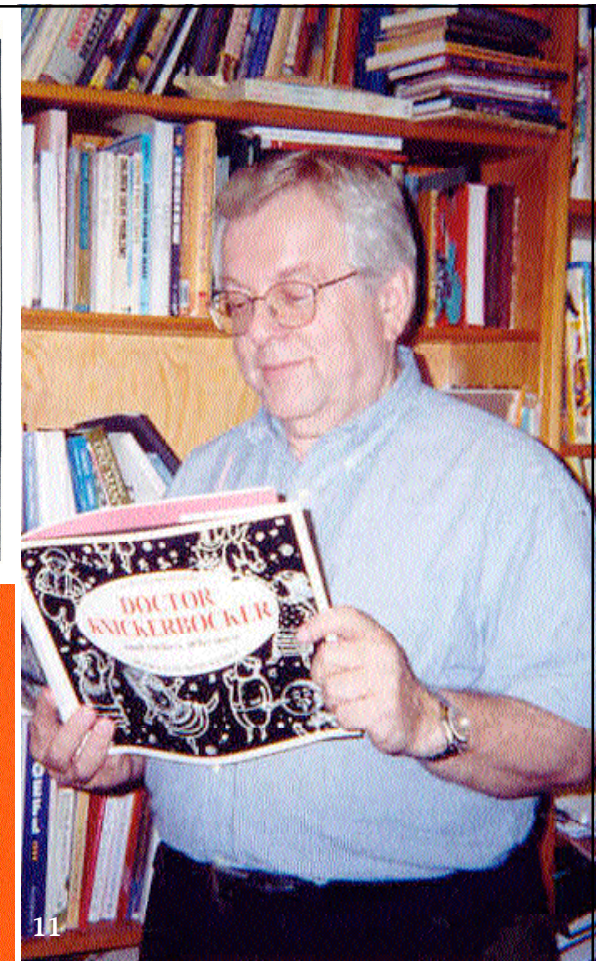
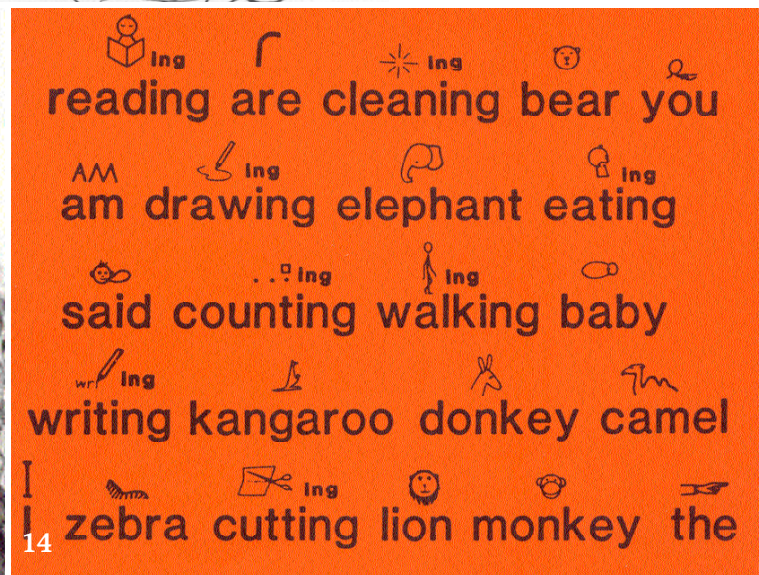
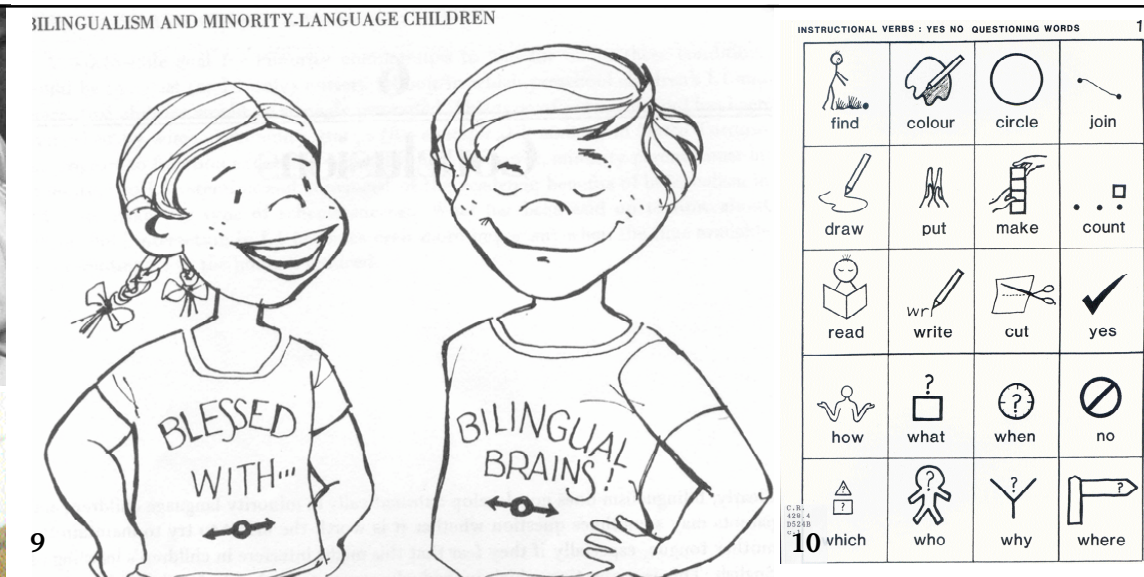
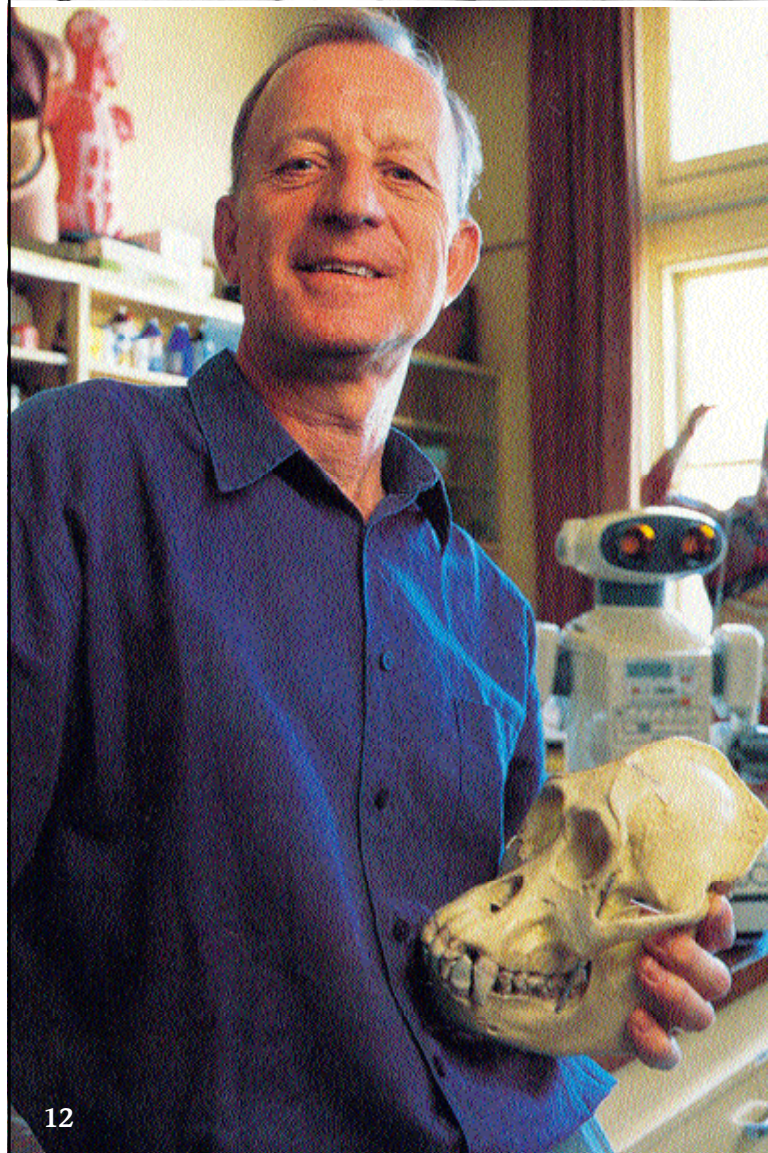
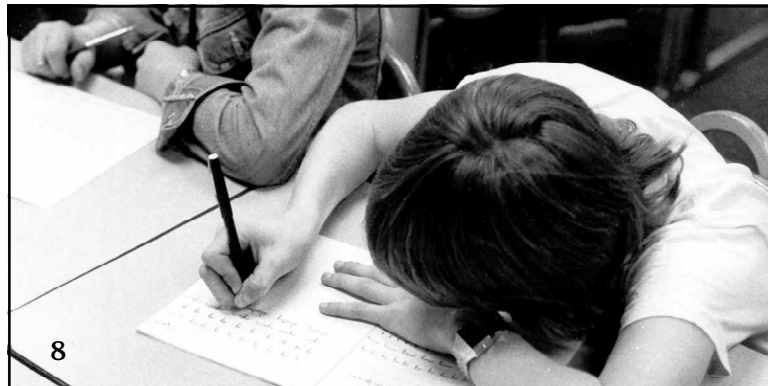
4. H.H. (David) Stern founder and first director of Modern Language Centre 1987
Courtesy of Birgit Harley

5. The writing process
OISE/UT collection

6. French immersion text written for students by members of the Modern Language centre 1983
OISE/UT collection

7. Exploring art as language
OISE/UT collection

8. Writing exercise
OISE/UT collection



9. "My Bilingual Brains" a term coined by graduate students of the bilingual education program at the University of Texas at Austin Jim Cummins (1981) Bilingualism and Minority Children p 42

10. An exercise from The Bridge Reading Kit created by members of OISE 1983 OISE/UT collection

11. David Booth- Professor Emeritus OISE/UT in Elementary Education and Curriculum, Teaching and Learning known for his pioneering work in advancing literacy OISE/UT collection

12. Derek Hodson of the Centre for Mathematics, Science and Technology Education in 1999 created to advance science education [From U of T magazine Summer 1999]

13. Reading exercise OISE/UT collection

14. An exercise from The Bridge Reading Kit created by members of OISE 1983 OISE/UT collection

15. Ten Years in a Box, an initiative between ETV and OISE as a multimedia approach to learning about the depression years 1969 OISE/UT collection

16. French class 1975 OISE/UT collection

The Making of a World-Class Institute

The Honourable William Davis on conceiving and implementing OISE

Commenting on the beginnings of the Ontario Institute for Studies in Education (OISE) and my vision for it, is quite difficult. If I were to say that in 1967- 1968 I envisaged OISE becoming an integral part of educational research and educational development with Ph.D programs, I would be stretching it.

What I did recognize in the late 1960s was that while there was always a certain amount of experimentation or research going on in the educational community, there was no real centre or institution dealing with what I believed to be a fundamental part of government responsibility. Such an institution required leadership and that leader was Dr.R. W. B. Jackson.

Dr. Jackson was “hidden” in the more remote recesses of OCE and along with some dedicated associates, advised Premier Frost, Premier Robarts and myself. A lot of his research was statistical in nature but not confined to that alone. He and Brock Rideout were the authors of the Foundational Tax Plan which really started the then-public Separate School system on the road to a greater degree of equity.

Dr. Jackson became a friend and a person upon whose opinion and advice I relied. He was a supporter of the move towards educational television, which today we call TVO. He was very much a part of the group that developed the legislation creating the Colleges of Applied Arts and Technology. It was part of his statistical work that underlay the decision to go the route that we did, without giving in to the pressures for a junior college system comparable to that of the state of California.

“... show me a graduate of any university or college that has done well and I’ll show you a good elementary or secondary teacher.”

OISE has undergone changes in the past number of years. It has branched out into other fields, is now widely recognized internationally in terms of Ph.D programs and has developed relationships with many school boards and teachers of the province.

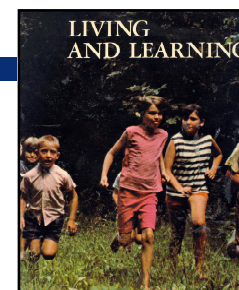
I served for a number of years on the Advisory Board dealing with the amalgamation of OISE with the University of Toronto. While the proposed amalgamation additionally created a certain degree of trauma, the transition went much better than had been anticipated and was, in fact, in the best interests of the institution. What was encouraging about the amalgamation was the fact that the importance of teacher education, educational research and doctoral programs was recognized as being an essential part of the University of Toronto. As I’ve said perhaps too often, show me a graduate of any university or college that has done well and I will show you a good elementary or secondary teacher.

The foundation of our province and of our country is predicated to a very major extent on the priority we give to the educational programs at all levels and OISE has been a major contributor to this commitment and this priority.

The Honourable William (Bill) Davis is the former minister of education and university affairs and premier of Ontario who played a key role in the creation of the Ontario Institute for Studies in Education.

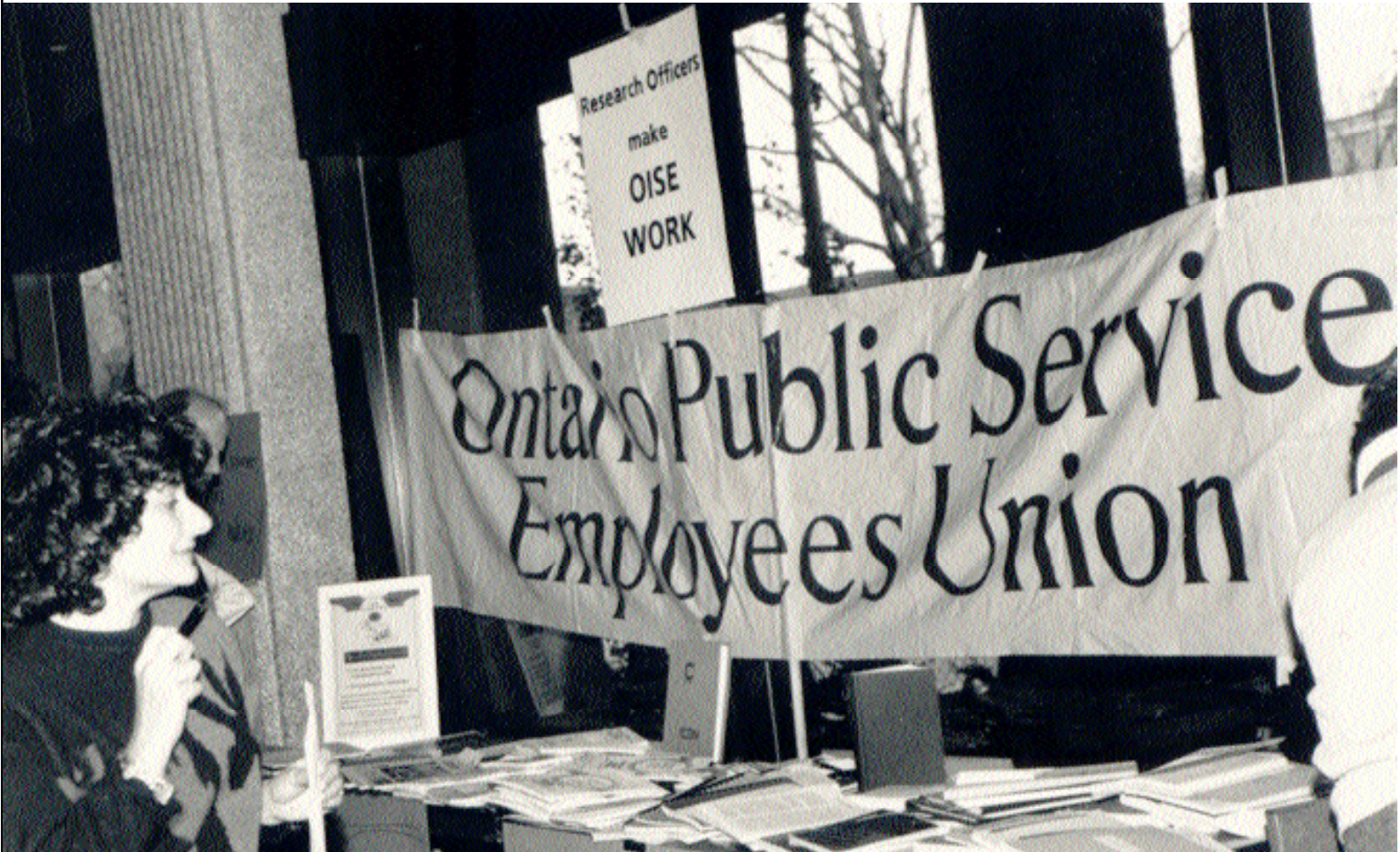
1968

Living and Learning, report of the Commission on the Aims and Objectives of Education in the Schools of Ontario (Hall-Dennis report) published: George Bancroft and Charles E. Phillips of OCE, members; E.J. Quick, EdD graduate and Fellow of OISE, secretary and research director





Applied Research in Education
Sharon McElroy on being a research officer



1985
OISE/UT collection

I was hired as a research officer at the Ontario Institute for Studies in Education (OISE) in June 1965, before the Institute was a legal entity. The ad in the Globe and Mail said “minimum requirement a degree” and although I had yet to receive my bachelors, I applied and, to my surprise, was offered the job.

In the early years I was often asked, “What’s a research officer?” “How do you differ from faculty?” And “What do you actually do?” Gradually I realized that, at OISE, the answers to these questions depended largely on whom you spoke to. The gap between faculty and research staff could be enormous or minimal, depending on who you worked with and which department you were in. Some Research Officers (ROs) clearly worked for a faculty member, while others worked with faculty in a more collaborative way.

I was a member of the Education Planning (EP) department, and was lucky enough to work with colleagues who believed strongly in faculty-RO collaboration. During my eleven years in the EP department I was directly involved in Ministry-funded research in elementary and secondary schools, as well as large-scale studies examining drop-out rates in Ontario’s schools.

Senior ROs also did a great deal of informal teaching. I team-taught workshops for school principals, Board officials and Ministry personnel; I gave research progress reports to faculty; I coached doctoral students on how to use computers; and I taught junior ROs, summer student ROs, and doctoral students

1968

1968

OISE conducted experimental program 'The Afternoon School,' directed by Carl Bereiter, aimed at giving children from lower income homes a better preparation for Grade 1

Special certificate program offered by Department of Adult Education for mature students

how to conduct surveys and analyse results - including significance testing techniques. In addition to teaching and research I gave papers at learned conferences and was listed as co-author on publications.

The EP department was distinctive on many counts. Firstly, it was truly interdisciplinary - the faculty included the only economists, engineers, and demographers in the Institute, as well as a town planner, an urban geographer, a statistician and two sociologists. Indeed, the five professors who had doctorates in Education were actually in the minority in EP.

The department also had a constant stream of “visiting fire-fighters”. Senior public education personnel and their political masters came from foreign countries for short visits in order to learn about our forecasting models and research projects. And members of our faculty would often leave for far off lands, returning with a whole new stream of foreign visitors a few months later.

But the most distinctive feature of the EP department was its egalitarianism, both in ethos and in practice. The department quickly became my second home and I spent my days feeling like a valued member of a close-knit family. And just as we worked together, we played together - after all, most of us were in our twenties and thirties!

It was only many years later, when I was retiring, that I fully

“There is no doubt
that the experience
I gained while at
OISE ... contributed
significantly to my
role in advancing
public education in
Ontario ...”

realized the impact of my OISE experience. Although I never pursued an advanced degree, I had a very rewarding 35-year career in education - first as a research officer at OISE, then as director of information services at the Education Relations Commission (an agency overseeing collective bargaining between school boards and teachers), and finally as manager of the newly-created Policy Information and Research Unit at the Ministry of Education.

There is no doubt that the experience I gained while at OISE -- in planning, information management and evidence-based decision-making - contributed significantly to my role in advancing public education in Ontario over the course of my career.

Sharon McElroy was one of the first research officers at OISE. She is now retired, although she continues to do consulting work for the Ministry of Education.

1969

Ten Years in a Box born, joint project of OISE and ETV (a branch of the Ontario Department of Education), uniquely unstructured collection of materials allowed students to create their own interpretations of the Depression era

OISE/UT collection



Taking a Chance
Edmund O'Sullivan on the early days of OISE

I completed my doctoral degree in developmental psychology at Syracuse University in the summer of 1966, and was being interviewed for two positions, one at the School of Education at Harvard University and the other at Vassar College for Women. In late June I was offered the position at Vassar and had three weeks to accept.

Out of the blue Garnet McDiarmid, a Canadian classmate, told me about a new educational institute opening in Toronto, Ontario, called the Ontario Institute for Studies in Education (OISE). He waxed eloquent about its potential, but the truth of the matter was that it was a totally unknown quantity. It had no history and no reputation.

Garnet McDiarmid convinced me to give him my cv and a few days later I received a call from Floyd Robinson, head of the Applied Psychology division at OISE. He told me he was impressed by my work on Jean Piaget's theory of intellectual development, and by the fact I had studied with Piaget at the University of Geneva, and he would like me to come to Toronto to meet with him and the Associate Head, Bob Laxer.

The interview took place in a bare office, in a rented building, at the corner of Spadina and Bloor. OISE did not have a permanent residence. Floyd and Bob talked about the unique institution OISE would be - for while it would be the graduate school of education for the University of Toronto, it would also be independent from the University. It would be unique in this respect - a freestanding, independent institution setting its own priorities, projects and programs.

In a deep act of faith I turned down the job at Vassar and

“We had great resources and no one could have predicted this young and fledgling institution would go straight to the top, ...”

moved to Toronto.

OISE had an open and creative atmosphere from the get go. We had great resources and no one could have predicted this young and fledgling institution would go straight to the top, becoming a world-class institute respected throughout North America, Europe, Africa and Asia.

Its success was partly due to its lack of hierarchy, with most important decisions made at the local level. As a result of its quasi-independent status from the University of Toronto, it developed and maintained a strong and vibrant civic culture. When I was president of the Faculty Association in 1981 I was on first name terms with everyone in the building. During my 38 years few faculty or staff left OISE to go somewhere else. That really says something about the holding power of an institution.

Over the course of my career I followed my passions in very different areas - child development, moral education, critical psychology, critical pedagogy (a term coined in the OISE cafeteria in 1975 and now an established field in education studies), media studies, qualitative methods, peace studies and environmental and transformative learning. It is rare for an institution to encourage this kind of intellectual adventuring.

OISE was a unique event in contemporary education, a wonderful educational experiment and I'm thrilled to have been a part of it.

Edmund O'Sullivan is professor emeritus in the Department of Adult Education and Counselling Psychology at OISE/UT

1969

ORBIT magazine began publication

1970

Official opening of OISE's new home at 252 Bloor Street West



OISE/UT collection



"OISE had an open and creative atmosphere from the get go."
Second floor lobby at OISE 1973
OISE/UT collection

1971

OISE sets up nursery school, the Nursery School Adaptations project, at Wikwemikong, Manitoulin Island to determine whether procedures developed for such a school in an urban environment should be adapted to three-year-olds living on reservations

Photo by J. Webster



1971

ICS became part of CEUT

“The Best Years of My Life”
Avis Glaze on being a student at OISE

I completed my first degree at the University of the West Indies in Jamaica, and wanted to do my graduate studies abroad. The Ontario Institute for Studies in Education (OISE) had an excellent reputation and, in 1974, I came to OISE on a student visa, with no intention of staying.

I lived at the graduate residence obliquely opposite OISE. This meant I could be at OISE early in the morning and leave late at night.

I spent almost five years studying at OISE, and they rank among the best years of my life. The institution reignited my passion for learning. I had outstanding professors who cared deeply about the wellbeing of students. At the time, professors took great interest in “foreign students” and someone was specifically mandated to address their needs.

It was not unusual for professors to invite foreign students to their homes. I was invited to the home of Don Brundage for Christmas dinner and was very honoured when, a few years ago, I shared the stage with him as we both received the Distinguished Educator Award from OISE.

I remember with great fondness and admiration the members of my thesis committee. Gerry Wine was the chair, with members Mary Alice Guttman, Jack Quarter and Dormer Ellis. Dormer offered to help me with the proof reading of my thesis and I remember spending Saturdays at her home enjoying

“The institution
reignited my
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learning. I had out-
standing professors
who cared deeply
about the wellbeing
of students.”

cookies as we went through the dissertation. Jack Quarter and Mary Alice Guttman were also very supportive, giving unsparingly of their time and good counsel. They contributed significantly to my experience as a student.

During my stay at OISE I had the good fortune of completing almost 30 graduate courses in many different departments. My first program was in Educational Administration. I later moved to the Applied Psychology department and did a second Masters program before completing the doctoral program.

Today I seize every opportunity to visit my alma mater. I have been lucky enough to be a guest speaker at functions there, and this gives me an opportunity to make a small contribution to the life of the Institute. The positive feelings linger as I walk the halls.

I bemoan the fact that there are fewer visa students, especially from developing countries, studying at OISE these days. This is true of many professional faculties in Canadian universities. Many of the students in my time went back to their countries of origin after they graduated, and contributed to the development of those countries. The introduction of differential fees for foreign students affected me personally, as it came at a time when the dollar was being devalued in my own country, and I couldn't work in Canada due to visa restrictions.

Canada has always played a key role in development

1971

1972

1972

OISE's Bilingual Education Project began, evaluated French immersion program alternatives in five Ontario school boards

College of Education, University of Toronto became Faculty of Education, University of Toronto (FEUT)

First BEd degree in Technological Studies granted by FEUT

initiatives. The role of the Canadian International Development Agency (CIDA), for example, has been significant. But there is great value in ensuring that individuals from less wealthy countries have an opportunity to study in Canada. Ultimately, this contributes to world peace and, in many instances, economic development, as individuals go back to their own countries and assume key roles.

Why do I have such fond memories of OISE? Because my professors cared deeply about their students, sharing their knowledge, values, friendship, and time, as well as their homes. They were excellent scholars, prolific writers and consummate professionals, and they played an important role in my education and career development.

Avis Glaze is an alumna of OISE, former director of education for the Kawartha Pine Ridge District School Board and currently the Chief Student Achievement Officer of Ontario and CEO of The Literacy and Numeracy Secretariat



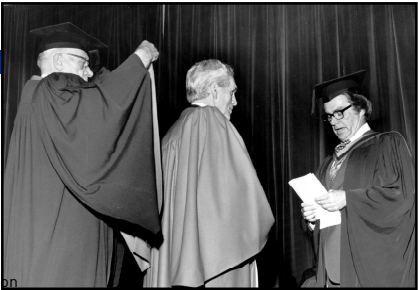
St George Graduate Residence 1971
A place where many graduate students called home. It was torn down to make way for the new Woodsworth residence on the corner of St. George and Bloor streets.
University of Toronto Archives, A2002-0007/003P

1973

UTS became co-ed

1975

First and only OISE degree conferred, Honorary Doctor of Laws bestowed upon the Right Honourable Bora Laskin, first Chair of the OISE Board of Governors and Chief Justice of Canada



OISE/UT collection

OUR INTERNATIONAL FLAVOUR

At OISE in 1969 these languages were represented:

American language of signs, Arabic, Australian, Bengali, Cantonese, Chinese, Chung Shan, Danish,
Dutch, Estonian, French, Gaelic, German, Gujarati, Hebrew, Hindi, Hatian, Latvian, Macedonian, Mandarin,
Polish, Russian, Sanskrit, Serbo-Croatian, Spanish, Tapalog, Tabi Tabi, Ukranian, Urdu





Mind in the Classroom
David Olson on psychology and education

The Ontario Institute for Studies in Education (OISE) was a child of the revolutionary 1960s - it marked a categorical break with existing research and teaching traditions. Those traditions dated back to the founding of the Ontario College of Education in 1920, itself an outgrowth of the original Faculty of Education established in 1906.

The break with the past was nowhere more conspicuous than in the field of Educational Psychology, a branch of psychology concerned with learning and, by implication, teaching.

Prior to the 1960s Educational Psychology was a schizophrenic discipline that derived “laws of learning” from studies of rats and pigeons, and applied those laws to children in classrooms. Not all such laws were directly applicable. It was found that rats quickly learned to press a lever to receive food if they were kept at 70 percent of their normal body weight, for instance, but this technique was difficult to institute in school settings.

The period prior to the establishment of OISE did produce interesting work, however. Peter Sandiford, then a Professor of Education at the University of Toronto, authored a textbook called Educational Psychology in 1929 that is comparable to any such textbook available today. Not only does it include interesting accounts of animal behaviour but also many studies of school learning such as those on the unreliability of teacher's judgments in scoring essay examinations. Conspicuous by its absence in that book, however, as in all

other textbooks of that period, is any discussion of agency and intentionality, topics central to modern Cognitive Psychology.

That was to change with the creation of OISE. OISE was to be modeled on the research and development centres then being formed in major universities in the United States, which combined vigorous faculty research programs with a program of graduate studies. These R& D centres harbored the naïve hope that recent developments in the social sciences, especially psychology, could bring radical advances to the study and reform of education.

The psychological community at that time was extremely polarized, with three major schools of thought “dukeing” it out at Harvard where, as a post-graduate student, I observed at first hand three public lectures in a massive auditorium on three successive weeks given by B. F. Skinner, Carl Rogers and Jerome Bruner.

The Behaviorists, led by B. F. Skinner, saw education as bringing behaviour under the control of stimuli manipulated by the teacher. Because behaviour was simply the product of training, behaviourism had no room for such revered concepts as freedom or responsibility.

This was anathema to a second group of psychologists, led by Carl Rogers and Abraham Maslow, for whom self-fulfillment and self-actualization was the key.

The third group, the Cognitivists, led by Jean Piaget, Jerome Bruner, and Noam Chomsky, replaced the traditional notion of learning with “knowing” (cognition is simply Latin for knowledge) and an emphasis on “epistemological development”, that is, on what a person knew and how they came to know it. This focus on knowledge made it a natural ally of education.

In what proved to be a characteristic commitment to fairness, OISE recruited faculty from each of these psychological factions. Counselling Psychologists, committed to human fulfillment, came largely from the University of Toronto Department of Psychology from which they had recently been turfed for being too soft-minded.

Behaviorists, unconvinced that animal learning differed in any important respect from human learning, came from training programs for special needs children.

The Cognitivists were initially of two types. One group, focused on school learning, included Carl Bereiter, well known for his work on educational programs for culturally disadvantaged children, and David Ausubel, whose work on how knowledge could best be organized to aid memory was similarly well-known (as was his penchant for suing colleagues, unsuccessfully, for plagiarism!) Both were lured from the University of Illinois.

The second group, composed of recent graduates of programs in

1977

OISE published first book
employing electronic method



OISE/UT collection

1977

Higher Education group moved from UofT to OISE, first
academic department of Higher Education in Canada

cognitive development, included Edmund Sullivan, David Brison and myself, who were engaged in the largely unsuccessful attempt to improve on Piaget's theory of intellectual development.

The early years were ideal for those dedicated to their work - as well as those who weren't. Funding was generous, the teaching load light, and standards of accountability lax. The result was a prodigious productivity. But "standards" and "goals" soon became the subject of heated discussion. A group therapy course, in which there was to be "some touching but no undressing", (or was it "some undressing but no touching") proved particularly contentious.

Disputes over standards were resolved not by discussion but by divorce. By the mid-80s dissenting groups had hived off to form their own departments, marginal faculty had quit or retired, and fairly stable sections within the Department of Applied Psychology had evolved.

I was part of the Centre for Applied Cognitive Science. We fancied ourselves as "hard science types". Following the philosopher Paul Meehl, we believed there were only two types of people in the world - the simple minded and the muddle-headed - and we chose the former every time. We took responsibility for what was traditionally thought of as Educational Psychology and did our best to bring it into the line with advances in Cognitive Psychology.

The decade from 1985 to 1995 I think of as the "golden years". The core faculty were Robbie Case, Marlene Scardamalia, Carl Bereiter, and myself. All were elected members of the National Academy of Education, were sought by leading American universities, and earned mention in Martin Friedland's *The University of Toronto: A History* published in 2002. (The untimely death of Robbie Case in 2000 was a great loss to us all.)

The reputation of our program grew with the addition of several distinguished researchers, including Peter Lindsay, Keith Stanovich, Keith Oatley, Linda Siegel and Dan Keating and a host of successful graduate students.

In the course of some 40 years, educational psychology has come close to living up to its ideal as a "foundation" of educational thought. Infighting has gone and there is a new maturity in the field, although I must admit to a certain nostalgia for the boundless enthusiasm and Wild West freedom of those early, formative years.

David Olson is university professor emeritus in the Department of Human Development and Applied Psychology at OISE/UT



Peter Sandiford 1943
OISE/UT collection

1977

Teaching by telephone explored in OISE pilot project

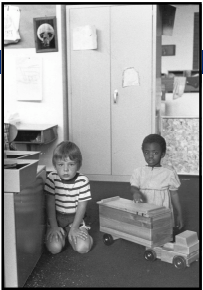
OISE/UT collection



1978

Kidspace daycare opened in OISE building

OISE/UT collection



The Womb of Mother OISE
Paula Bourne on women's studies



Left to right: Alison Prentice, Paula Bourne and Beth Light (CWSE), Wendy Mitchinson and Gail Cuthbert Brandt (University of Waterloo), Naomi Black (York University) at the Women of Distinction Award for their work on "Canadian Women: A History" 1991
Courtesy of Paula Bourne

From its inception OISE was a pioneer in new approaches to education, especially women's education.

Researcher Pamela Harris initiated the first explicitly feminist project, The Women's Kit, in 1972. It contained approximately 150 multimedia items addressing a wide range of topics, with historical and contemporary information on Canadian women aimed at students from grades four to twelve. The almost total exclusion of women from the educational curriculum of the time made the kit popular with teachers in and around Toronto, as well as throughout Ontario and Canada. Even today, the kit's materials are still used in schools.

In 1973 Trevor Wigney, a faculty member from History and Philosophy, initiated the History of the Education of Girls and Women project. This expanded to become the Canadian Women's History Project under the auspices of Alison Prentice, a recently hired faculty member in the history program. Through its research and numerous publications the Women's History Project contributed significantly to the development of women's history at all levels of the educational system across Canada. Its materials, particularly the three documentary histories and the highly successful textbook, Canadian Women: A History (now in its 2nd Edition with a 3rd planned) are on the curriculum of high schools and universities throughout the country.

1979

1979

1979 FEUT programming restructured to include elementary program (primary/junior or junior/intermediate) and secondary program (immediate/senior and technological studies)

CREFO (Centre de recherches en education franco-ontarienne) established at OISE

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In 1976 researcher Frieda Forman, along with faculty co-ordinator Mary O'Brien, established the Women's Educational Resources Centre (WERC). A specialist collection of books, journals, published and unpublished reports and papers, WERC attracted students, faculty, government personnel, community groups and the media, all of whom sought research materials on topics related to women and girls. Legal briefs arguing for women immigrants, domestic violence and sexual assault victims, and other women's rights issues, based their cases on materials and resources available at WERC.

The hiring of feminist faculty in the 1970s, including Margrit Eichler, Mary O'Brien, Dorothy Smith (from Sociology), Alison Prentice (History) and Jeri Wine (Psychology), led to a proliferation of women-centred research. Information about the new research was disseminated through the Canadian Newsletter of Research on Women, published by OISE from 1975. In 1979 the newsletter was renamed Resources for Feminist Research/Documentation sur la recherche féministe (RFR/DRF) and this scholarly journal, now in its third decade, remains Canada's leading bilingual resource for feminist research.

Outside the formal OISE structures, groups such as the Group for Research on Women (GROW), originated by Margrit Eichler, and the Wollstonecraft Group, initiated by Dorothy Smith, brought together staff and students to address a variety of fem-

inist topics, both academic and practical. Kids Space, a day care opened in 1978, was a direct result of lobbying by OISE feminists, who recognized the needs of the increasing number of mothers among staff and students.

The idea that there should be a women's centre was first discussed in the late 1970s. Five years later, in 1983, after numerous committee meetings and a complex array of proposals from feminist students, staff and administrators, the Centre for Women's Studies in Education came into being, bringing together WERC, RFR and the Canadian Women's History project.

Over the years, the Centre has undertaken research on a wide variety of topics, including date and acquaintanceship rape, sexual harassment, domestic violence, women and non-traditional work, gender equity and schooling, and global feminism. A publications series, initiated soon after the Centre was established, continues to this day.

Community outreach is an integral part of the Centre's activities, demonstrated by the Annual Popular Feminism Lecture and Discussion Series, now in its 22nd year. The lectures, held on the 1st Monday of each month from October through April, attract large non-academic audiences that include representatives from government and voluntary organizations, groups serving women, and interested community members.

The Centre for Women's Studies in Education continues an active research agenda and attracts visiting scholars from around the world. In the past 10 years fifty visiting scholars from eighteen countries have spent time ranging from one month to a year in residence at CWSE (since its inception, there have been over 100 visiting scholars at the Centre). The Centre's reputation for its work in gender and education has drawn visiting delegations from such countries as China, Indonesia, Japan, Taiwan and Bangladesh.

OISE/UT's renown as a centre for feminist/women's studies is attested to by the numerous student inquiries directed to CWSE from across the globe and the large number of requests from feminist scholars wishing to spend time here. In the words of a former visiting scholar from India, the CWSE is "the womb of Mother OISE".

Paula Bourne is former coordinator and head of the Centre for Women's Studies in Education at OISE/UT

1979

Additional Qualification program began at FEUT, provided upgrading for practicing teachers (courses formerly under the jurisdiction of the Ministry of Education)

1980

OISE library re-named R.W.B Jackson Library in special ceremony officiated by The Honourable William Davis; R.W.B Jackson Lecture series created to bring prestigious educators from around the world to OISE

The Honourable William Davis at the opening ceremony
OISE/UT collection



Leading the Way
Edward Hickcox and Jim Ryan on educational administration

The Division of Educational Administration of the Ontario Institute for Studies in Education (OISE) was founded in 1966 and forged a distinguished record of achievement in research, graduate programs, and field development activities over its thirty years of existence.

One of the most eminent members of the department was Thomas Greenfield, who joined the faculty in 1966 from the Canadian Teachers Federation. His major work appeared in 1974 and challenged the established mode of thinking about educational administration research, which had been built on the notion that administration was a science that could be studied deductively. Greenfield argued for a more “phenomenological” approach, focusing on the behaviour of individuals within organizations. His work engendered a worldwide reaction and pushed the Department onto the international scene.

Other faculty also produced important work - in educational finance, the politics of education, organizational behaviour, performance appraisal and related fields. Don Musella, who joined the faculty in the 1960s, was typical of a group who, until the mid-1990s, played a major role in assisting school boards in a variety of endeavours. The department was also the only department at OISE to regularly have faculty teach in the field centres established throughout the province.

A major thrust in the graduate studies area was the development of the EdD program, a practice-oriented program for

“A major thrust in the graduate studies area was the development of the EdD program, a practice-oriented program for aspiring administrators... Its graduates have assumed leadership positions in many school systems across Canada and abroad.”

aspiring administrators. The chair of the department in the early 1970s, Robin Farquhar, spearheaded this initiative, which enjoyed extraordinary success until the mid-1990s. Its graduates have assumed leadership positions in many school systems across Canada and abroad.

In the mid-1980s Kenneth Leithwood ushered in a period of major activity in the area of school leadership. He established a Leadership Centre to focus on issues of importance for school principals. The Centre also delivered short courses for people seeking to become school principals, and later, senior administrators. Hundreds of principals currently working in Ontario schools went through this program. In addition, a large number of research grants were awarded during this period and numerous publications were produced under the aegis of the Centre, materials which over time have reached an international audience.

Another centre, the International Centre for Change, was headed at various times by Andy Hargreaves, Lorna Earl and Steve Anderson. It has since become a leader in research on educational change, sponsoring a number of studies around the world and generating a multitude of publications.

More recently the Centre for Leadership and Diversity (CLD) was established to pursue issues of leadership, diversity and social justice. The centre has organized conferences and seminar series, sponsored a number of visiting scholars, and

1980

1981

OISE Press officially launched

Development of Bilingual Proficiency Project began long-term investigation of language proficiency of majority and minority populations, research is internationally cited for its theoretical model and empirical assessments of communicative competence in learning second languages

OUR STORIES

conducted research and developmental activity on equity, social justice and democracy in areas of leadership and policy.

Since its inception, Educational Administration (which became part of the Department of Theory and Policy Studies at the time of the merger), has exemplified the original mandate of OISE, which emphasized high quality research, high quality graduate programs and high quality field development. The Department has produced a distinguished list of research projects, with extensive involvement from administrators and trustees throughout the province and beyond. It has also produced a cadre of graduates at the doctoral level who have gone on to high-level positions in universities, governments, and schools across Canada and beyond.

Edward Hickcox is professor emeritus in the Department of Theory and Policy Studies in Education at OISE/UT

Jim Ryan is professor in the Department of Theory and Policy Studies in Education at OISE/UT



Ed.D students April 1977
OISE/UT collection

1983

OISE became first test site for the ICON (or Canadian Educational Microcomputer), specially designed for use in schools

OISE/UT collection



1983

OISE journal Curriculum Inquiry (founded in 1968 as Curriculum Theory Network), considered Canada's top educational journal

Getting the Word Out
Hugh Oliver on the OISE Press



1987
OISE/UT collection

The OISE Press originated in the Ontario College of Education's Department of Educational Research, which in the mid-sixties had a full-time editor, Miss Hobday, and a part-time assistant. The Department published conference proceedings, the occasional book, and the Ontario Journal of Educational Research (OJER), which was subsequently partitioned into two journals: Orbit for teachers, and Interchange for academics. With the creation of OISE in 1965, members of the Department of Educational Research formed the core of OISE's administration, and Hobday established an editorial division that expanded over the years with the hiring of editors and production staff.

In 1969 Hobday retired, and John Main became editor-in-chief. Under Main's administration, the editorial division evolved into a professional publishing house, and eventually the name was changed to OISE Press. Although the manuscripts handled by the Press continued to be predominantly those by OISE authors (mostly faculty but also research officers and students), a substantial number came from academics at other institutions. A publications board, comprising members of various departments at OISE and a couple of outsiders, met once a month to decide whether a manuscript warranted publication. To handle layout and design, a small art section was established. The OISE bookstore on the second floor became affiliated with the Press, as, for a few years, did the print shop on the concourse. But for most Press publications, outside firms handled printing.

The Press's mandate was as follows: "To make available information and materials arising from studies in education, to

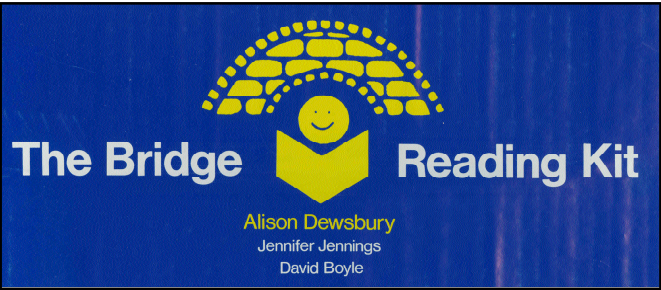
foster the spirit of critical inquiry, and to provide a forum for the exchange of ideas about education". Publications ranged across all of OISE's educational disciplines, from Adult Education and Applied Psychology to Curriculum (including the Modern Language Centre) and Measurement and Evaluation. Among some of the more successful books (as far as sales were concerned) were What Culture? What Heritage? by A.B. Hodgetts; Writing for results by Marlene Scardamalia, Carl Bereiter and Brian Fillion; How to Assess the Moral Reasoning of Students by Nancy Porter and Nancy Taylor; and Bridge Reading by Angela Dewsbury, A. Jennings and D. Boyle. The Press also commissioned publications, including Poets, Writers and Public Figures on Tape and (to celebrate Ontario's bicentenary) The House That Ryerson Built.

In the early eighties, John Main (who had also played an active role in the Association of Canadian Publishers and the Association of Canadian University Presses) was diagnosed with a brain tumour. After several months in hospital he died in 1982. Until then I had been responsible (independently of the Press) for OISE's two original journals - Orbit and Interchange. On my appointment as editor-in-chief of the OISE Press, I brought the journals with me. A few years later, the Faculty of Education, University of Toronto's (FEUT's) Guidance Centre was merged with the Press but, mainly for financial reasons, the merger was not a success.

In OISE's early days there was no shortage of funds, and subsidies to operate the Press were freely available. By the

1983

Bridge Reading Kit created, one of many OISE literacy initiatives



mid-1970s, however, funds had become increasingly difficult to secure, especially for functions that were not critical for the survival of the Institute.

The Press's financial problems stemmed from the nature of its publication program. Broadly speaking there are three categories of educational publication, catering to three different audiences - academics, teachers, and students. In Canada, publications for academics are (or were) heavily subsidized by grants from Ottawa. Publications for teachers, however, which tended to dominate the OISE Press's program, did not qualify for grants.

In an effort to make the Press self-supporting the Guidance Centre and journal publishing was moved to the University of Toronto. The Press was reduced to an editorial staff of three - a designer and two support staff. The first year, we generated a small profit, but the following year we were in the red again.

I retired in 1994, and Ann Nicholson handled the takeover of OISE Press by the University of Toronto when OISE became part of the University in 1996. Since then, despite the retention of a few titles, OISE Press has largely passed into obscurity - although an acquaintance at the Ontario Ministry of Education tells me OISE Press publications are still the first port of call for her and her colleagues when researching new topics.

Hugh Oliver is professor emeritus in the Department of Adult Education and Counselling Psychology at OISE/UT and former editor-in-chief of the OISE Press



1984
OISE/UT collection

1985

1985

Michael Skolnik chaired Instructional Assignment Review Committee, government task force that had an enormous impact on the Ontario College sector

OISE's 20th anniversary celebration, keynote speakers included Robertson Davies, Rene Levesque



We have had a long history of journal creation and publishing the written word; from the Guidance Centre at OCE to OISE Press, bringing in-house and international scholars to print.

1. OISE bookstore 1977
OISE/UT collection

2. Interchange is a scholarly journal begun in 1970 integrating theory and research in the study of education in an international forum
OISE/UT collection

3. The School, a publication of the Faculty of Education, University of Toronto and the Ontario College of Education from 1912-1948
OISE/UT collection

4. Interchange editorial meeting which included students as a part of the editorial team 1977
OISE/UT collection

5. Higher Education Perspectives, an online student journal (an extension of the student journal created in 1990)
6. An example of department publishing, this one from the Department of Educational Planning 1972
Courtesy of Cicely Watson

7. The children's French store display at OISE
OISE/UT collection

8. Curriculum Inquiry journal created at OISE in 1968 (then called Curriculum Theory Network), the first English language curriculum journal of international reputation
OISE/UT collection

9. Morgan Parmenter founder and director of the Guidance Centre (1943-1968) that published materials at OCE and FEUT
University of Toronto Archives, A1988-0032[01]



10. Print Shop workers at OISE 1986
OISE/UT collection

11. A well-known publication from the Guidance Centre
at FEUT 1982
OISE/UT collection

12. The journal Teacher Education, published by the
Guidance Centre from 1968 to 1987
OISE/UT collection

13. Resources for Feminist Research, a resource which along with the
Canadian Women's History Project and Women's educational resources
centre, lead to the creation of the Centre for Women's Studies in 1983
OISE/UT collection

14. The School, a publication of FOE and OCE from 1912-1948
OISE/UT collection

15. Lina Dias working the printing press at OISE 1976
OISE/UT collection

16. Curriculum Inquiry meeting 1977
OISE/UT collection

17. A bestseller of OISE Press from 1968
OISE/UT collection

18. OISE Press display
OISE/UT collection

19. The first volume of the graduate student journal Trans/forms 1994
OISE/UT collection

20. A current volume of Trans/forms 2001
OISE/UT collection

Putting Ideas into Orbit
Heather Berkeley on the magazine for teachers

In the first issue of Orbit editor Hugh Oliver wrote, “There is frequently, it seems, a barrier to communication somewhere along the line between the Institute's out-basket and the hands of the teacher, a barrier that we hope this journal will be able to surmount”. Finding ways of making educational research relevant to classroom practice has always been, and remains, Orbit's primary challenge.

Orbit started out as a subscription-based magazine for Ontario's teachers, but after several years the high-end design and production quality of the original gave way to a newsprint version sent free of charge to every publicly funded elementary and secondary school in the province. When I became editor in 1983 the early Orbits, with their award-winning layouts, had given way to a bit of a hodgepodge of opinion on a variety of topics. By 1990, the magazine was clearly floundering. OISE's then-director, Walter Pitman, took me aside and told me there would no longer be a budget for the give-away model. “We need to create an OISE magazine that teachers want to read.”

What if Orbit focused on a single theme that would help people cope in schools and classrooms with new curriculum, new policies, violence in schools etc.? I wasn't expert enough to create targeted tables of content, but I was surrounded by people who were. OISE faculty could be the guest editors of Orbit theme issues!

The first Orbit theme issue, modelled on Ian Winchester's “j-book” concept (both a journal - part of a series - and a book - a one-off publication) was guest edited by Dave Hunt, who approached me to do a special issue on Teacher Centres and Professional Renewal. Then Ruth Scott, at that time a graduate student, did one on Whole Language and Spelling (spelling is a hotter topic than violence, I discovered). Ardra Cole created an issue on Support for Beginning Teachers, and another one on the Transition Years. Mick Connelly and members of the Among Teachers Community created one on Reflective Practice (full of cartoons which we had to get copyright for!). Ed O'Sullivan did one on Environmental Education, and Jack Miller did one on Holistic Education, and another on the Common Curriculum (a big seller because no-one knew what to make of this hastily introduced and short-lived curriculum). In 1994 George Dei did his first issue on Anti-Racism Education, which sold out in months. And Stu Auty, who went on to create the Safe School Network, contributed an issue on Safe Schools.

OISE's merger in 1996 with the University of Toronto's Faculty of Education brought new guest editors (and many new readers) into Orbit. David Booth guest edited several sold-out issues related to teaching literacy. Larry Swartz and Suzanne Stiegelbauer created a sold-out edition on Arts in Education. Linda Cameron and Lee Bartel did one on Music Education that sold out several years ago, and Barrie Bennett put out an issue

on Instructional Intelligence that we reprinted and is still selling across the country.

Issues by Paula Bourne on Gender and Schooling and by Justice Marvin Zuker on Legal Issues in Education also sold out. But the one that made the most impact, at least in terms of sales, was Classroom Assessment, guest edited in 2000 by Lorna Earl and Clay Lafleur. It set our record at 11,000 copies. Still our sales were not healthy enough to offset costs, and when OISE entered its 2003 regime of cutbacks, it looked as if Orbit might once again find itself on the chopping block.

This time it was Carol Rolheiser, associate dean of teacher education at OISE/UT, along with Barbara Bodkin and Eleanor Adam in the Continuing Education division, who came to the rescue. Their suggestions on how to make the magazine more relevant to teachers enabled us to stay afloat once more.

First we set up a practitioner-oriented editorial board. We also introduced a professional development centrefold, an insert giving readers ideas on how to use the articles in the magazine to advance professional learning. Our board, influenced by member John Myers, said we should go cross-Canada and international in our content, so we did. And we incorporated a “critical friend” in the production process.

1986

1986 UTS alumnus John Polanyi won Nobel Prize for Chemistry

1988

FEUT created the Learning Consortium, a partnership with OISE and four GTA school districts with an aim to improve schools and teaching simultaneously



Learning consortium members Carol Rolheiser, Barrie Bennett and Michael Fullan
Courtesy of Carol Rolheiser

Some recent issues under this latest round of innovations that are either in reprint or due to sell out soon are: The Bully Issue, guest edited by Larry Swartz; Inclusive Schooling and Anti-Racism Education 2, guest edited by George Deiand Njoki Wane; and Raising Student Achievement, guest edited by Avis Glaze, Sonia Ben Jaafar, and John Ross.

Not all j-books were equally successful. When we focus on academic questions or policy issues, we lose our audience. And so Orbit's challenge in the years ahead remains what has marked its struggles in the first 40 - finding ways to bridge theory and practice, to make university research interesting to teachers and relevant to what goes on in schools and classrooms.

Heather Berkeley is former editor of Orbit magazine

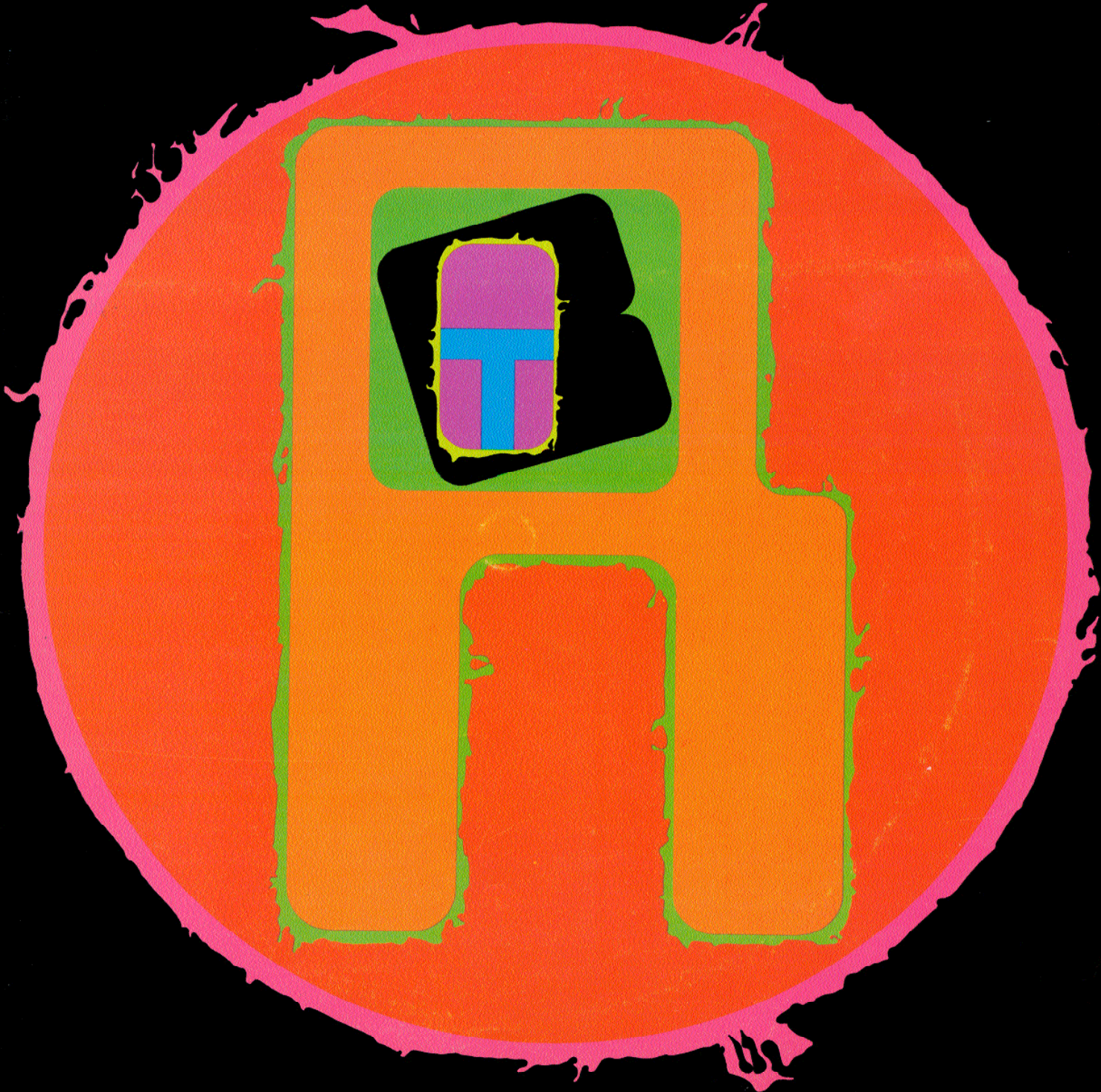
ORBIT

Preliminary Issue No. 1
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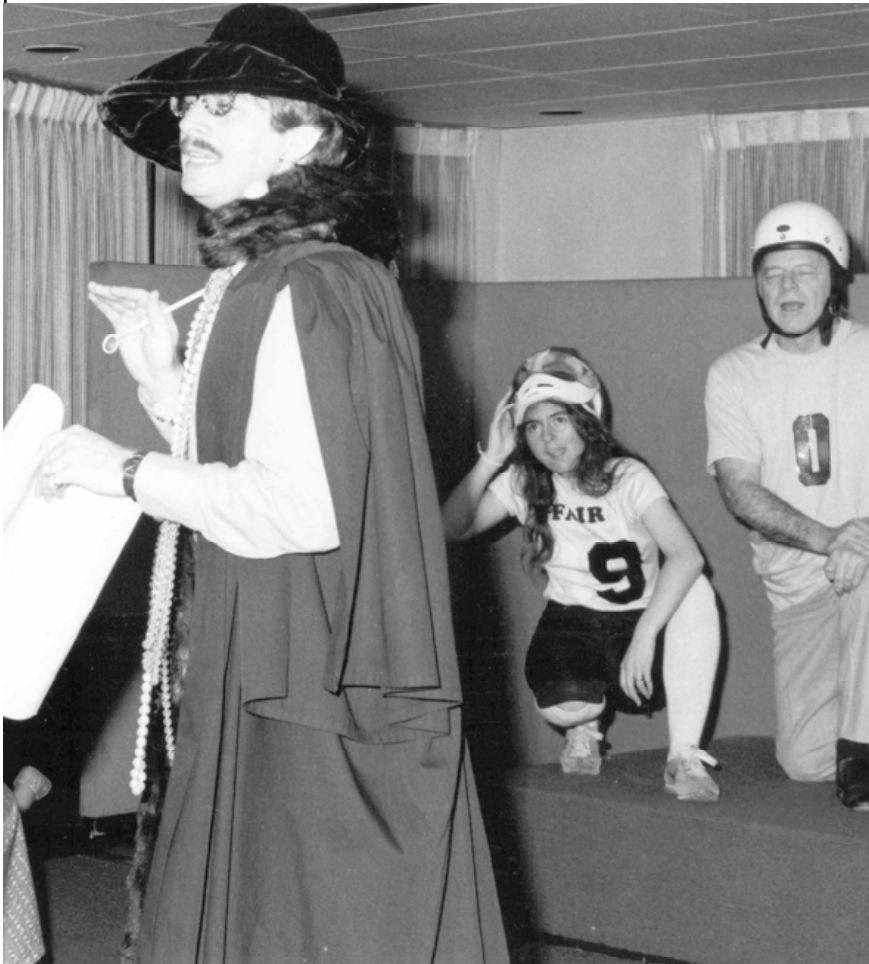
A publication of The Ontario Institute
for Studies in Education

Ideas about teaching
and learning

P1



School’s Out
Hugh Oliver on extra-curricular activities



CROISE in action
Courtesy of Hugh Oliver

The Ontario Institute for Studies in Education (OISE) was a tightly knit community that enjoyed a variety of extra-curricular activities. There was a choir of some twenty singers, charmingly named the Oiseaux, weekly screenings of mainstream films in the auditorium, annual exhibitions of art by members of the OISE community, a mixed baseball team organized by the Print Shop, a regular weekly basketball group, a Squash Cup, the occasional golf tournament and the odd cricket match.

I was most involved with two extra-curricular activities - CROISE and the Band. CROISE was a series of skits and songs about OISE, most of which were strongly influenced by Monty Python. Over ten years there were four versions: CROISE, CROISIER, CROISIEST, and (as a command performance for OISE's twentieth anniversary) CROISE CUM LOUDER. Performances were held in the fifth-floor cafeteria and sometimes in the less intimate surroundings of the auditorium.

The audience numbered between a hundred and two hundred and the apprehensive cast about twenty. I was chiefly responsible for dreaming up the original CROISE and, if the response had not been so positive, that would have been it. But the audience enjoyed watching their colleagues making fools of themselves, and so the tradition continued.

In subsequent productions I had a lot of help from Jack Quarter, Ann Nicholson, Mark Holmes, and Brock Rideout, among

others. Highlights included Jack Quarter groaning in a dentist's chair while student Bill Byrd administered an oral examination; Paul Olson dancing about in a sequined tutu while executing the recalcitrant department chairpersons; and Catherine Cragg singing (à la Marlene Dietrich and to the tune Lili Marlene), "Editing the copy for the OISE Press, Darling I remember the ink stains on your dress ... And all for you John Main". After one of the performances, a member of the audience was overheard saying she was surprised OISE was such a happy place.

The other activity I was closely involved with, the Band, I'm still involved with ten years after my retirement. It originated over cups of coffee in the cafeteria in the early 1980s. The first members were Dave Hunt, Don Musella, and Howard Russell (all wind instruments) - joined by student Liz Cockburn on the piano (soon to be superseded by Malcolm Levin), Alex Evan (double bass) and Jim Heap (drums). I managed to convince them they needed a crooner - myself - and I recall, on asking the instrumentalists to lower the key for one of my vocals, Don Musella responding that it would be easier to find a new singer than for the band to change key. Howard Russell suggested surgery might solve the problem.

Over the years we played swing/jazz (mostly from the 1920s, '30s, and '40s) at numerous OISE parties and gatherings. Director Walter Pitman once described us rather extravagantly as the jewel in OISE's crown. But familiarity eventually bred

1989

1989

*Comparative, International and Development Education Centre (CIDECE) founded,
building on OISE's long history of international engagement*

*Indigenous Education Network founded by Aboriginal students at OISE, providing forum
for discussion and action on issues relating to Aboriginal education and research*

contempt, parties became less frequent, and so did our performances. But as most of us were retiring around the same time (early 1990s) we decided to seek gigs outside OISE.

The only previous time we had ventured out, to play at a party in Kitchener, we had been reduced to silence by an angry chef with a meat cleaver. This time we had the good fortune to find a regular weekly gig at the Regal Beagle, across the street from OISE. We adopted the name The Foolish Things, Michael Rosenthal replaced Heap on the drums, and Annette Shaffer took over as female vocalist.

A few years later we moved to the Tranzac Club on Brunswick Avenue, and we still play there (joined by Don Galbraith and Michael Kaler, with guest performers Allan Revich, Mark Watts, Tony Pitoscia, and Cassandra Rutherford) every Friday from 5pm until 7pm.

Hugh Oliver is professor emeritus in the Department of Adult Education and Counselling Psychology at OISE/UT and former editor-in-chief of the OISE Press



The Band
Courtesy of Hugh Oliver

1992

Partnership among FEUT, Oxford University and Aga Khan University in Karachi, Pakistan began to promote teacher and school development in Karachi specifically and Pakistan generally



Courtesy of Ian Hundey



Faculty of Education Assn



Faculty of Education Athletic Team

1911-12

Faculty of Education Athletic Team, University of Toronto, 1911-12
University of Toronto Archives, B1985-1045

A Life in Education
Michael Fullan on forty years on Bloor

When the Ontario Institute for Studies in Education (OISE) was established in 1965 I was doing my PhD in sociology at the University of Toronto. My supervisor, Jan Loubser, was the first chair of the Sociology in Education department at OISE and when the department opened in 1968, Jan hired me as one of three assistant professors.

We were all beginners in those days - a baby institution with baby professors. There were so few students I was able to incrementally learn about schools through a range of school-based projects. I studied innovative schools, and constructed a multi-year project in Kingston, Ontario. The Sociology in Education department grew and in 1975 I became its chair, and later the assistant director of graduate studies.

In 1987 I was asked by the University to become dean of the Faculty of Education, University of Toronto (FEUT). I initially refused their offer, as they were not willing to invest enough money in the faculty's future to guarantee its success. FEUT faculty had declined from 131 professors in 1974 to 84 in 1987, and there were 21 new retirements on the horizon. If FEUT was to become a viable faculty within the University, it needed a substantial number of new hires in the coming decade. The University eventually agreed to substantially re-invest in the

“We had four basic criteria: strong scholarship, a commitment to working with schools, a track record of collaboration, and evidence of good teaching.”

Faculty, and I became dean in February 1988.

FEUT began to hire new faculty for the first time in fourteen years and I chaired the hiring committees. We had four basic criteria: strong scholarship, a commitment to working with schools, a track record of collaboration, and evidence of good teaching. We attracted high quality applicants from around the world, and many current or former OISE graduates. Most were junior appointments, because it was difficult to lure senior professors to an institute with no graduate program.

In 1994 a confluence of factors led to the proposed merger of FEUT and OISE. There were a complex array of partners - OISE, U of T, FEUT and the government. Mediators were appointed, guarantees made, and eventually all parties reached an agreement. I was appointed the first dean of the newly created OISE/UT, which started operations in 1996.

On paper the OISE/FEUT merger was a great idea but there remained many unresolved issues. OISE faculty and staff feared being swallowed up by U of T, support staff positions were not guaranteed, and some U of T professors, especially those associated with the School of Graduate Studies, were worried about the large number of OISE graduate students. On top of that

1993

1994

Ontario government terminated grant to UofT for maintenance of UTS, making it responsible for its own funding

Agreement among UofT, OISE and the province reached to establish OISE/UT

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there were two distinct cultures, two sets of departments (OISE had 9 and FEUT had 4 at the time of the merger), two collective bargaining agreements, and two budgets, all of which needed to be integrated.

Over the course of the first two years these problems were all resolved. Five departments were established (Adult Education and Counselling Psychology, Curriculum Teaching and Learning, Human Development and Applied Psychology, Sociology in Education, and Theory and Policy Studies). The budget was reconciled and stabilized, thanks to the tireless energy of the chief financial officer, Ken Burke. Support staff positions were substantially reduced through buyouts and attrition and, amazingly, no one was involuntarily let go. Leadership positions, such as department chairs and senior administrative staff, were appointed. The only issue left unresolved - and it is one all faculties of education struggle with - was the integration of teacher education and graduate studies.

I was helped in my role as dean by a superb leadership team of Anne Millar, Ruth Hayhoe and Angela Hildyard. I had an incredibly hard-working and dedicated support staff, including the ubiquitous Ken Burke and Mary Stager, my chief assistant. After the merger I was greatly helped by subsequent associate deans who joined the team in the period 1996-2003. Cecilia

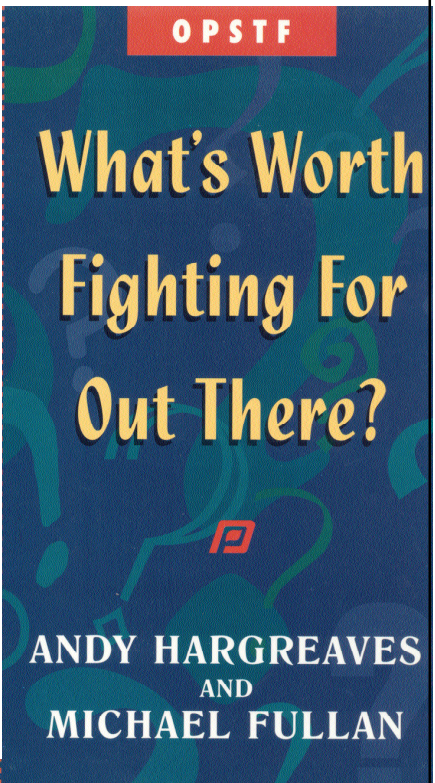
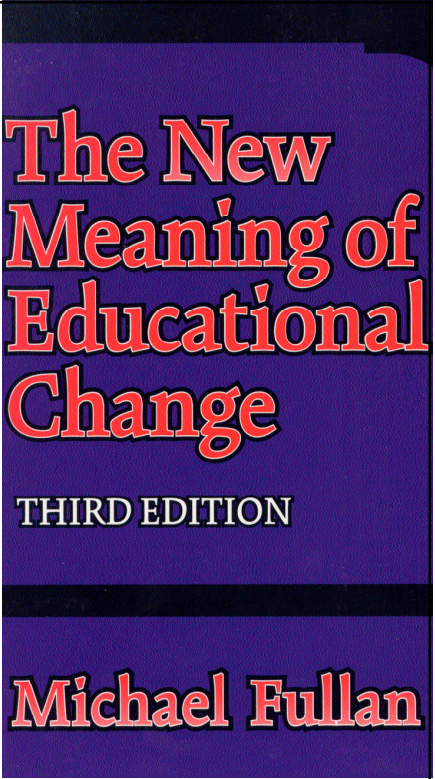
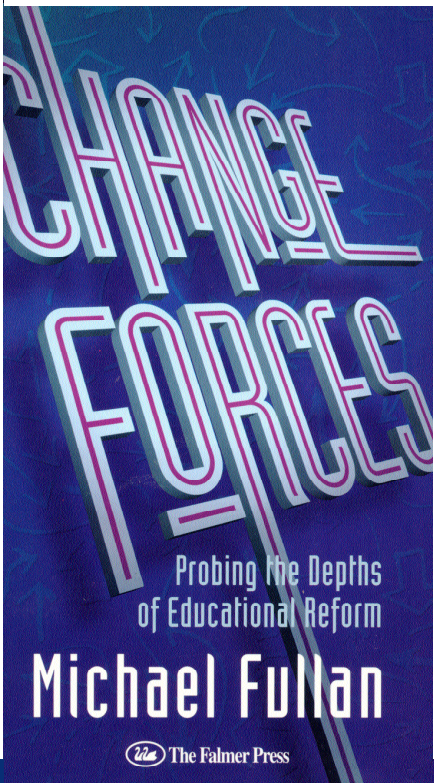
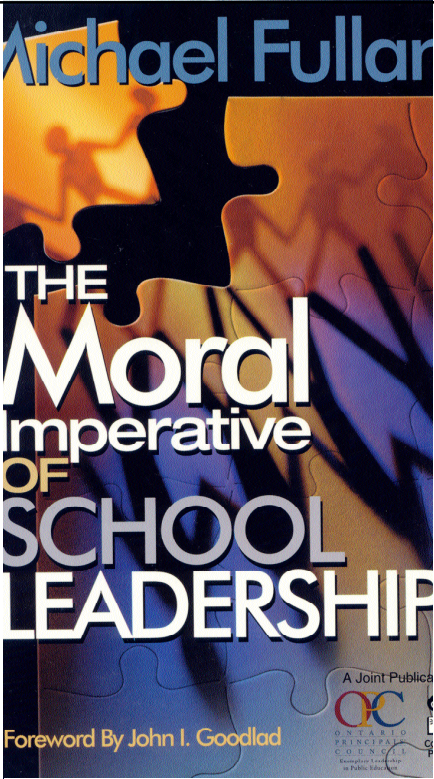
Reynolds and Carol Rolheiser laid the groundwork for the further development of teacher education, and Carl Corter and Ken Leithwood led the ever-expanding research program at OISE/UT, making significant strides in gaining recognition for OISE/UT in the School of Graduate Studies and other parts of the University of Toronto.

By 2000 OISE/UT was well established and today it stands as one of the top five faculties of education in the world.

Michael Fullan is former dean of FEUT and OISE/UT, former assistant director of OISE, and professor in the Department of Theory and Policy Studies at OISE/UT

1995

Angela Hildyard became first female director of OISE



Books on leadership and educational change by Michael Fullan
OISE/UT collection

After the Merger
Ken Burke on the logistics behind OISE/UT

I joined the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) as its chief financial officer (CFO) on the day of the merger - July 1st, 1996. I had held a number of positions in central administration over the course of my twenty-six years with the University - in Trust and Research, Payroll, Benefits, and Budgets - and this experience proved invaluable during my eight years at OISE/UT.

Enormous effort went into the talks leading to the creation of OISE/UT. But as the old saying goes, the devil is in the details. If OISE/UT were to be a reality there was much work to be done.

Two accounting systems, two payroll systems, multiple benefit providers, three pension plans, two telephone systems, separate bank accounts, several unique union agreements, two sets of corporate lawyers and even two art collections had to be combined. Staff and suppliers had to be paid, classrooms and offices created and maintained, and computer systems integrated.

In addition to this practical challenge, we had to manage high levels of anxiety in the administrative staff. All administrative positions were under review, and there was tension between the former FEUT and OISE staff, with many departing or retraining.

It soon became evident that CFO didn't adequately account for my role in the institution, and I was appointed chief administrative officer (CAO) in May 1998. This meant that any

irresolvable problems, of which there were many, ended up in my office.

Ultimately we created an administrative structure that brought together features of the former OISE with those of the University. It wasn't perfect but it kept us afloat and we managed to bring the budget in to balance.

My stint at OISE/UT was without a doubt the most challenging and rewarding period of my career. I was fortunate to have a group of dedicated staff and received support from colleagues throughout the institution. I am particularly grateful to Michael Fullan, dean of OISE/UT at the time, who hired me and trusted me to do what needed to be done. When I on occasion needed to engage the "800 pound gorilla", he was always there to support me.

Ken Burke is former chief administrative officer at OISE/UT

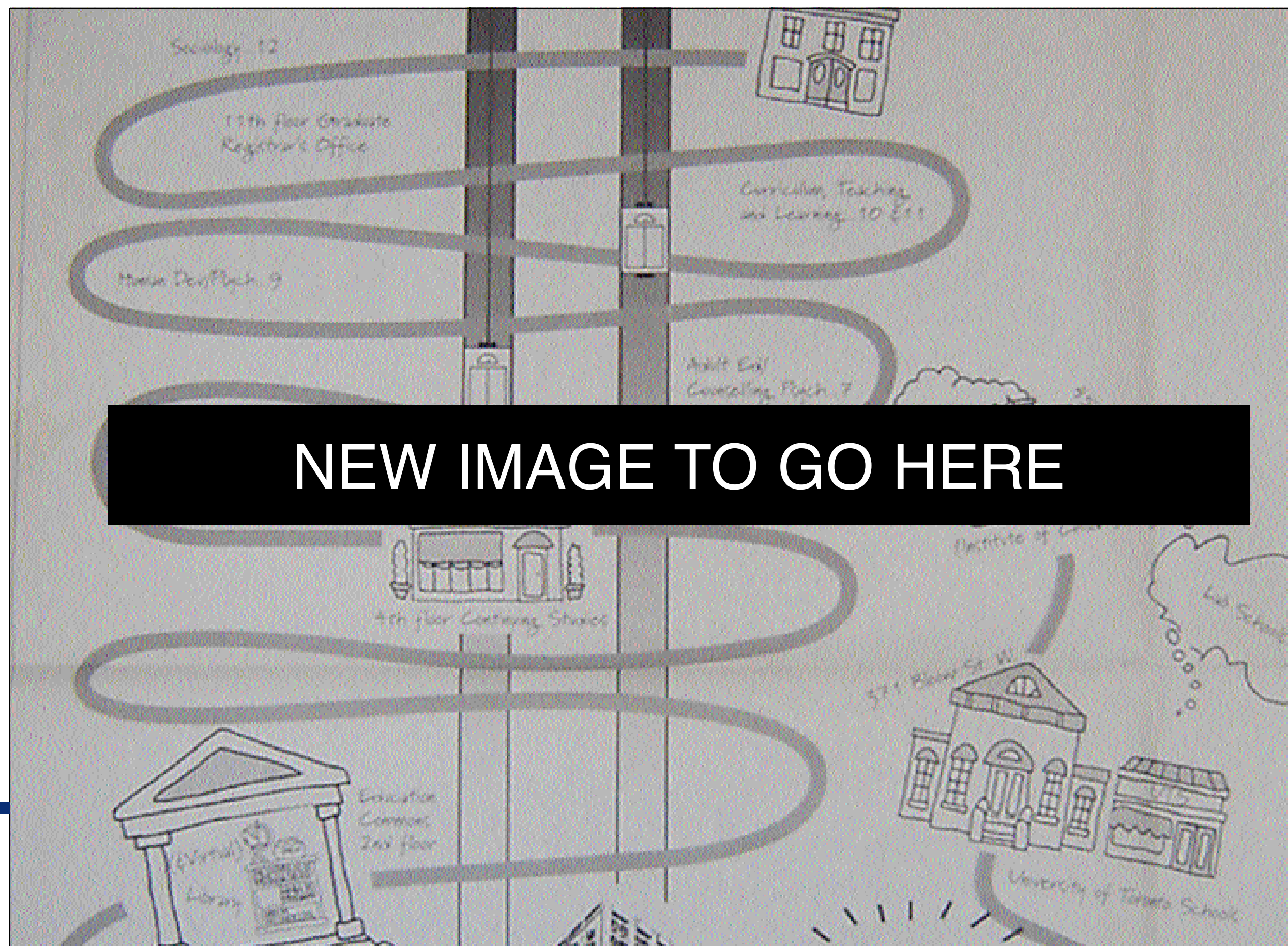
“But as the old saying goes, the devil is in the details. If OISE/UT were to be a reality there was much work to be done.”

1995

1995

FEUT joined Urban Network to Improve Teacher Education (UNITE), collaborative project leading teacher-education schools in sites across North America

FEUT launched two-year BEd pilot project



NEW IMAGE TO GO HERE

Fighting for Equality
Roxana Ng, George Dei, and Sherene Razack on anti-racism education



CIARS conference 2002
Courtesy of Sherene Razack

In the past twenty years the Ontario Institute for Studies in Education (OISE) and OISE/UT have become major centres for anti-racism, equity and social justice education in North America. Like the struggle for racism-free environments everywhere, the history of anti-racism education in Ontario has been protracted and painful.

In 1989, as a direct result of agitation by students and community activists, the Sociology in Education Department at OISE hired Roxana Ng, the first female faculty of colour specifically mandated to develop gender, race and class as a sub-field in the sociology of education. Building connections with different constituencies throughout the University, Ng formed the Anti-racist Network (ARN), an informal group of faculty, staff and students that met every other week to discuss academic research interests, share experiences, express concerns about racism, and strategize for action and change.

ARN sought to de-institutionalize racism within the academy, and to increase the proportion of faculty of colour within OISE. In 1991 two more faculty members specializing in race and anti-racism studies were hired - George Dei in Sociology of Education, and Sherene Razack in Adult Education.

While the ARN was a viable and thriving site for anti-racist activism at the University of Toronto, another forum for the development of critical race research emerged within the Institute. The Centre for Integrative Anti-Racism Studies

1996

OISE/UT began operations



OISE/UT collection

OUR STORIES

(CIARS) was formally established in 1996 and became the first and only Centre devoted to anti-racism studies in education at the University of Toronto. It sees racial hierarchies as operating through gender, class, sexuality and other forms of marginalization.

As a network of scholars, CIARS brings together the University of Toronto's extremely small group of faculty of colour, supporting the work of students and faculty engaged in anti-racism scholarship and praxis throughout the University. As a research centre, CIARS is committed to identifying areas for investigation through close association with communities of colour outside academia.

George Dei became the first director of CIARS in 1996, which led to an increase in the number of students of colour, especially African Canadians, pursuing graduate work at OISE/UT. The Centre received no funds from the Institute and was wholly dependent on research grants awarded to individual faculty members. Under Dei's direction CIARS developed research partnerships with local communities, community outreach programs, and collaborations among faculty and students.

In 1999 Sherene Razack took over the leadership of the centre and a three-year grant from OISE/UT enabled the expansion of CIARS and the hiring of a CIARS coordinator. From 1999 to 2002 CIARS began a series of community consultations with three of the city's major organizations of colour, as well as

scholars of colour throughout the University of Toronto, developing a strategic grant proposal on the topic of race and citizenship in the global city. It sponsored many conferences including, in April 2002, the first national critical race scholarship conference, in collaboration with Researchers and Academics of Colour for Equality, which firmly established the centre's reputation as a leading force for anti-racism and critical race scholarship in Canada.

Between 2003 and 2005, despite increasing financial hardship, CIARS, now under the directorship of Roxana Ng, was one of the few academic units to draw attention to deepening racial tensions in urban centres. The one-day Teach-In on Race, Racism and Education, held in February 2005, appealed to communities across the GTA and furthered OISE/UT's reputation as an academic institute in touch with local concerns. The forum gave students, parents and teachers in the GTA an opportunity to express their experiences of racism, and the silencing of those experiences, in schools. The impact of this event continues to be felt, as OISE/UT reflects on how to enact equity measures and make anti-racism an integral part of its teacher education program.

CIARS was an accredited member organization at the UN World Conference Against Racism (WCAR) in Durban, South Africa in 2001, contributes to Red Thread, a feminist Caribbean group, has a long-standing association with the Kurdish Women's Studies Network and collaborates on an ongoing basis with

social justice organizations in Toronto. It continues to play an important role in local, national and international scholarly, professional and community-based events, ensuring the University serves constituencies and communities beyond its own walls.

As a direct result of the dedication and struggle of CIARS members, OISE/UT now has a national and international reputation for anti-racism scholarship and praxis. It is the responsibility of everyone associated with the Institute to help nurture and maintain that reputation.

Roxana Ng is professor in the Department of Adult Education and Counselling Psychology and in the Department of Theory and Policy Studies in Education at OISE/UT

George Dei is chair of the Department of Sociology and Equity Studies in Education at OISE/UT

Sherene Razack is professor in the Department of Sociology and Equity Studies in Education at OISE/UT

1996

1999

Education Commons integrated library, academic technology support and infrastructure services, the first in the UofT community

Community College Leadership PhD Program (CCLP) offered, a non-traditional program intended to meet the needs of practicing educators in the community colleges, special stream of the PhD in Higher Education



1



HELPI — Or, How you can keep them down in the kitchen,
2 after they've seen O.C.E.I



4



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3



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7

Education is more than just what happens in the classroom. It is the catalyst for social change.

1. Dorothy Smith, a feminist professor at OISE, is a Canadian sociologist who had immense impact on sociology, women's studies, psychology and educational studies and is known for her concept of "critical ethnography."
OISE/UT collection

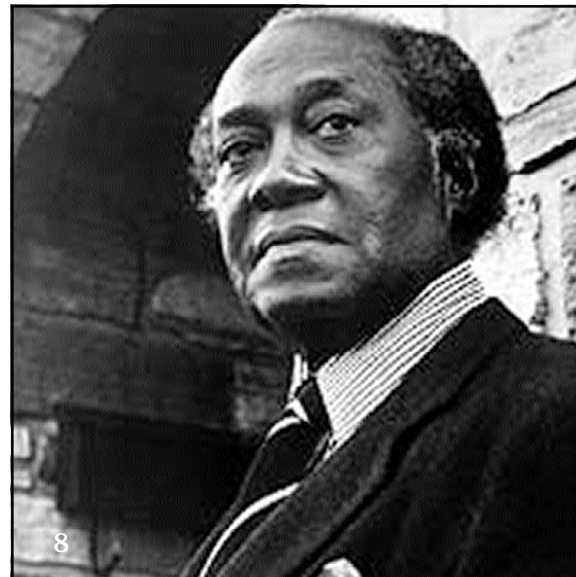
2. What was deemed the "housewives' course" was a special arrangement whereby mothers could take all their own classes during their children's school hours, allowing women to balance home and school 1967
Pedantics 1967

3. A 10 year old Jewish girl's depiction of the most important things in her life from a Centre for Women's Studies in Education study on being Canadian, women and Jewish, the first such study in Canada
Courtesy of Nora Gold

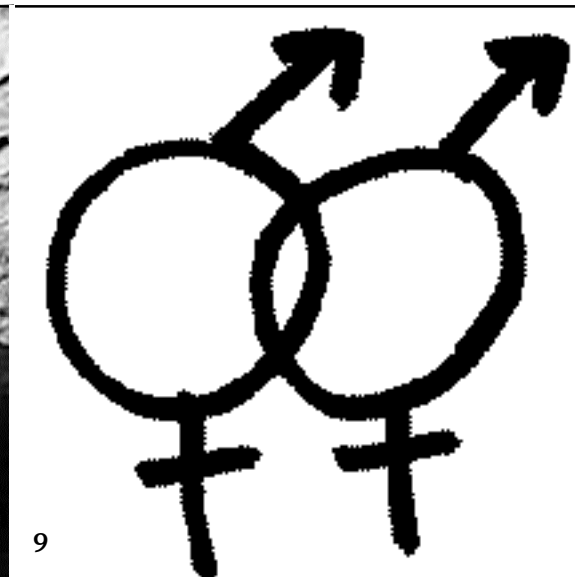
4. An adult education class exploring human resources and lifelong learning 1999
Courtesy of Marilyn Laiken

5. Students from Nelson Mandela School, a partner of the Centre for Urban Schooling, whose mandate is to give inner city students a voice
Courtesy of Jeff Kugler

6. First Duty is a partnership with City of Toronto and Laidlaw Centre of the Institute for Child Study to incorporate parents in their children's learning and insure children meet their full potential by integrating a variety of community services at school sites 2002



8



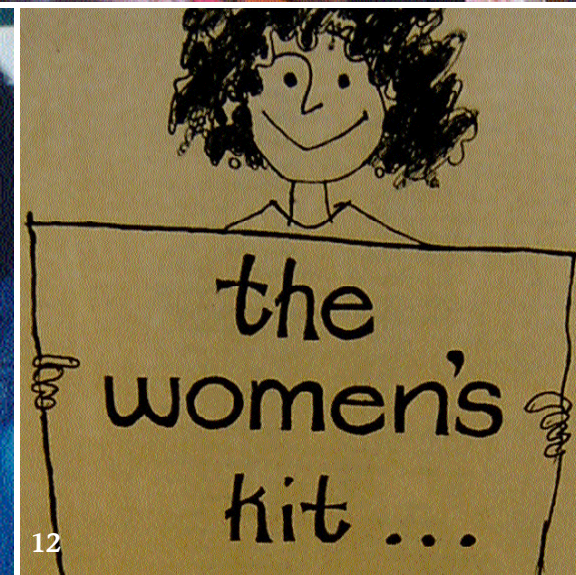
9



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16

7. The Moral Education Project begun in 1970 at OISE to establish new moral education programs in schools throughout Ontario and focus on the soul in education, started the wheels turning to today's emphasis on character education
Cover of orbit volume 30, number 2, 1999

8. George Bancroft, a professor at FEUT and OISE who opened doors for black students and multiculturalism in the workplace

9. and 14. Inquiries About Education is a course started in January 2003 at OISE/UT, focussing on matters of equity, inclusion and school reform as they pertain to differences of sexual orientation - the only one of its kind in Canada

10. End of term feast / Iroquois Round Dance with Wahahio singers in centre (a celebration of the Indigenous Education Network) 2002
Courtesy of Jean Paul Restoule

11. George Dei, a professor at OISE/UT, whose work focuses on anti-racism education (second from right) is pictured here with some members of his research team 1996
OISE/UT collection

12. and 15. Women's kit created in 1972 to bring women's history into the classroom
OISE/UT collection

13. Margaret Eichler, a feminist professor at OISE, known for establishing the value of housework and non-traditional learning
OISE/UT collection

16. Anti-Racism Network, the precursor to Centre for Integrative Anti-Racism Studies (CIARS)
Courtesy of Sherene Razack

Partnering with Technology Robert Cook on the Education Commons



Students and researchers in the Knowledge Innovation and Technology Lab collaborate with a remote classroom during the 2006 International Summer Institute on Knowledge Building
Courtesy of Scott Hollows

The merger of the Ontario Institute for Studies in Education (OISE) and the Faculty of Education, University of Toronto (FEUT) occurred at a time when excitement in the potential of new information and communications technologies was prompting many North American universities to reorganize their traditional academic services. OISE/UT's version welded together more than ten discrete units into a new model of service delivery, with a cool new name. The Education Commons was to dissolve the structural boundaries that often drove students, faculty and staff to dispersed locations to obtain the library, media and computing resources needed to accomplish a single task.

But as our planning enthusiasm grew, we set our sights beyond mere one-stop shopping for our clients. We sought to integrate more fully into the achievement of OISE/UT's academic mission. We resolved to actively seek partnerships with academics in the development and implementation of research proposals. We would deliver up our service structures to provide testbeds for tools and theories arising from faculty R & D. We would proactively build institutional capacity - providing access to and publication of virtual information, technology-based data collection and analysis, collaborative teaching and learning, multi-mediated online education, and institutional communications.

A unique management structure reflected our collaborative intent. The University of Toronto Libraries' Judith Snow

returned to OISE/UT to redefine "the library". Professor Emeritus Carl Bereiter agreed to help interpret this new Commons to his academic colleagues and to interpret their needs to us. I was to become the operations guy, managing the brush fires as we variously prodded, pleaded, shocked, and delighted our new community.

We quickly found the Education Commons was no "Borg" - Star Trek's single mind operating across multiple bodies. The customary ways and expectations of technologists, librarians, teachers, learners and researchers often clashed. We learned that conceptual change did best when reflected in physical renovations. Siloed budgets, administrative anomalies, and mismatched hours of service gradually gave way to integrated help desks, knowledgeable referrals, collaborative projects and new role identity with the blurring of traditional boundaries.

Over ten years, the Education Commons has provided a cornucopia of accessible, reliable services - print and electronic collections, computer labs, web resources, email and reference services - to the OISE/UT community. These have been complemented by many landmark accomplishments ... and a few things that haven't yet worked out. While we're still awaiting the mythic donor who will let us rip out the deteriorating orange carpet and create the tropical hanging gardens of our first brainstorming visions, we have actually managed to open a ground floor entrance ... and it's resulted in one of the hottest event venues on campus. Host to international conferences,

2000

Canadian Journal of Science, Mathematics and Technology Education established, through the Centre for Studies in Science, Mathematics and Technology Education, Canada's first academic journal in this field

OISE/UT collection



Published by OISE / University of Toronto

2001

UTS alumnus A. Michael Spence wins Nobel Prize for Economics

OUR STORIES

program planning retreats, educational displays, art exhibits, and occasional food and wine in a library (!), we've just started to explore the possibilities of creating academic community, in a physical space to complement our efforts in virtual space.

And those have been many. The newly opened Knowledge Innovation and Technology Lab has enhanced OISE/UT's reputation as a dynamic provider of multimedia resources for academic collaboration. Already an innovator in webcasting, videoconferencing, discourse-based online learning and theoretically driven knowledge production, OISE/UT now boasts the first Canadian installations of several vanguard tools for collaborative communications.

Other Education Commons innovations have included the first U of T installation of optical free-space laser network connectivity, between 252 Bloor Street West and the Institute of Child Study. Our online Virtual Library course has become a model for information access education across campus. And just recently the talents of our registrarial systems analysts have been integrated into the Education Commons team, as has OISE/UT's capacity to support faculty and students in qualitative and quantitative analysis. But still it is in the dozens of one-on-one relationships we've developed with faculty, staff and students that we take the greatest pride.

It's been great to see the collaborative concepts underlying the Education Commons adopted elsewhere in the University and

abroad, but we suspect OISE/UT's implementation hasn't been bettered. A convergence of factors - imaginative leadership, dedicated staff, a willingness to tolerate our constant prototyping and cooperation from the University's central services - have provided a perfect environment to continue to take new chances.

After ten years, OISE/UT's need for physical and virtual community has not diminished. The Education Commons offers state of the art tools to support research networks across campus, the nation and the world, and partnerships with faculty to innovate the optimal strategies of teaching and learning. New fiscal imperatives suggest we have to continue our success. The Education Commons track record suggests we can.

Robert Cook is chief information officer at OISE/UT and founding co-director of the Education Commons



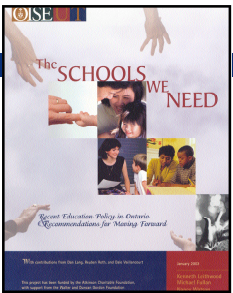
Students and researchers in the Knowledge Innovation and Technology Lab collaborate with a remote classroom during the 2006 International Summer Institute on Knowledge Building
Courtesy of Scott Hollows

2003

Jane Gaskell became first female Dean of Education at the University of Toronto

Kenneth Leithwood, Michael Fullan, Nancy Watson with help from the Atkinson Charitable Foundation published their final report of The Schools We Need: A New Blueprint for Ontario

2003



OISE/UT collection

Working for the Deans
Judith Trotter-Field on leadership style

Since joining the Ontario College of Education (OCE) in 1968 I have worked with six different deans of education. The role of the dean has evolved over the years to accommodate changes in Canadian society and the leadership style of each dean reflects those changes.

Doug Dadson (1963-1973): Doug was always very considerate of staff and faculty and frequently dropped into departments to say “hi” and chat and find out what was happening at the teaching level. He was a very visible presence at the college.

Harry Barrett (1974): Harry was a gentleman in every sense of the word. A bad hip prevented him from making the rounds as often as Doug, but he understood what was happening in the classrooms and offices.

John Ricker (1975-1981): John's sarcasm and dry humour alienated some people, but he recognized the importance of administrative staff and encouraged them to go above and beyond their official roles.

John MacDonald (1981- 1987): John had worked his way through the ranks, as a teacher at the University of Toronto Schools (UTS), a member of the English Department and, eventually, chair of the English department. He was (and still is) well respected. The atmosphere in education was beginning to change, however, as funding became increasingly tight.

Michael Fullan (1988- 1996): Michael came from the Ontario Institute for Studies in Education (OISE) at a time when faculty were retiring, our salary, benefits, and program costs were escalating and our deficit increasing. Michael was able to negotiate funds for the hiring of new faculty, but our deficit continued to rise. OISE was also in deficit. There was speculation that the government would withdraw funding from OISE if it did not merge with the U of T.

After long, intense negotiations, OISE/UT was created. A public search was conducted and Michael Fullan became the first dean of OISE/UT (1996-2003). His international reputation added prestige to the newly created institution and he was successful in bringing the two distinct cultures together.

Jane Gaskell (2003-): Jane is the first female dean of education at the University of Toronto and the first to come from outside the province of Ontario. During her tenure we have continued to hire new faculty, and have achieved a high success rate in obtaining research grants. The quality of our programs, graduates and research continues to enhance our image and reputation internationally.

Judith Trotter-Field is assistant to the chief administrative officer at OISE/UT



Douglas F. Dadson
University of Toronto Archives, A1978-0041/005[22]

2004

2004

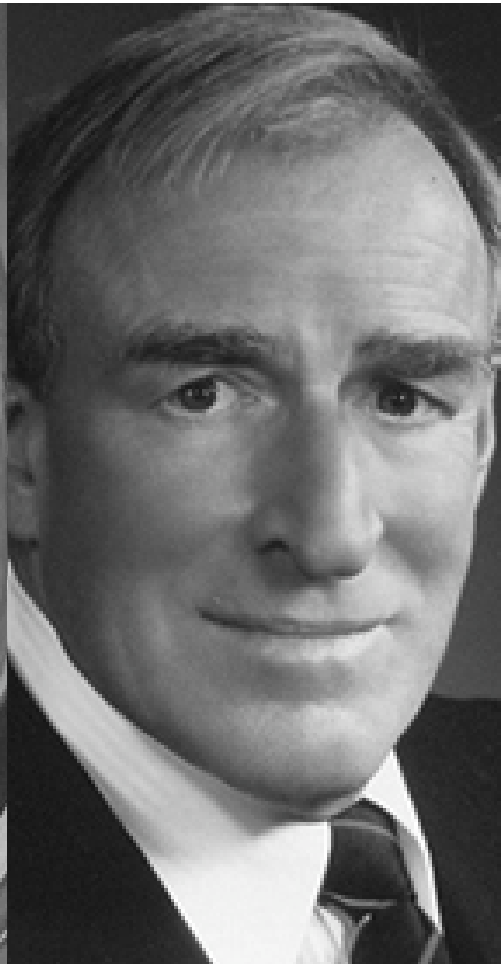
*UTS became independent ancillary corporation within UofT,
with its own Board of Directors*

*OISE/UT approved flextime PhD program,
designed for working professionals*

OUR STORIES



Harry Barrett
OISE/UT collection



John Ricker
OISE/UT collection



John MacDonald
Courtesy of John MacDonald



Michael Fullan
OISE/UT collection



Jane Gaskell
Photo by Jim Allen

2005

2005

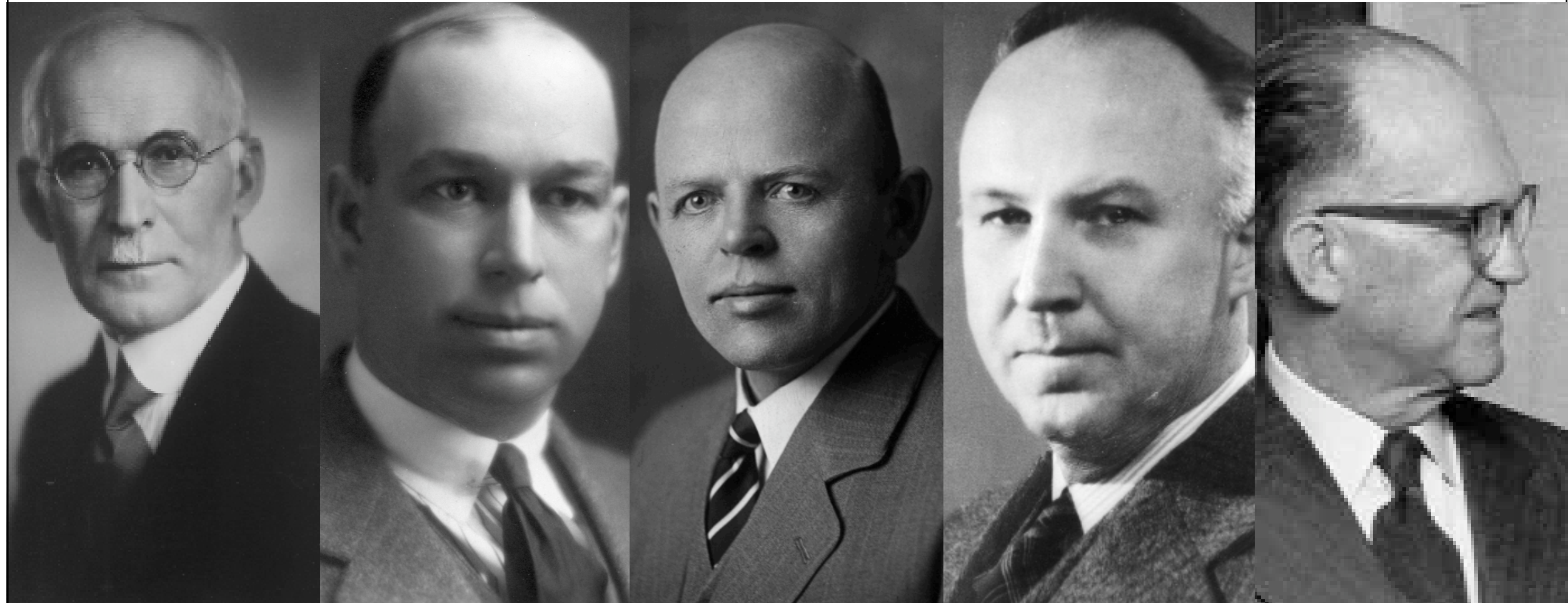
Social Economy Centre founded, to promote and disseminate multidisciplinary research and policy analysis on issues affecting the social economy

Centre for Urban Schooling founded, to address systemic barriers for underserved youth in Toronto Schools



Courtesy of Jeff Kugler

Deans of the Faculty of Education and Directors of OISE and OISE/UT



William P. Pakenham - Dean 1907-1934
University of Toronto Archives (UTA), A1978-0041/017[01]

John.G. Althouse - Dean 1934-1944
UTA, A1978-0041/001[15]

A. Clifford Lewis - Dean 1944-1958
UTA, A1974-0016/P

Bert Case Diltz- Dean 1958-1963
UTA, A78-0041/005[62]

R.W.B. Jackson - Director of OISE 1965-1975
OISE/UT collection

∞ OUR STORIES ∞



Clifford Pitt - Director of OISE 1975-1980
OISE/UT collection



Bernard Shapiro - Director of OISE 1980-1986
OISE/UT collection



Walter Pitman- Director of OISE 1986-1992



Arthur Kruger- Director of OISE 1992-1995



Angela Hildyard- Director of OISE 1995-1996



STUDENT QUOTES TO GO HERE

Photo by Jim Allen



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