

# Editorial

## Teacher Education: Where we've been and where we are going

As we move toward the end of the end of the century and the year 2000, it is of some importance that we reflect on the theory, history, and practice of education during the past one hundred years or more. In this issue, Professor Reginald Edwards has made a splendid contribution on this topic by tracing the history and development of normal schools, summarizing critical developments in France, the United States, Britain, and Canada – all of which ultimately had some influence on teacher education, not only at McGill University, but throughout Canada and the United States. In Edwards' paper, we are treated to a fascinating account of how diverse movements and persons of many backgrounds contributed to the eventual founding of the Macdonald Chair of Education and McGill's Faculty of Education.

Brief summaries will give the reader an overview of the range of education topics addressed in this issue.

Novice school teachers often have their share of troubles in the first year of teaching, but not many of us can imagine the hardships experienced by young John Fowler, in 1890, when he began his teaching career in the hill region of Kentucky, as presented here by Professor William Talley. We can not help but be impressed by this young teacher's resourcefulness.

Professor Arnold Keller gives a comprehensive review of the steps taken by the English-language CEGEPs of Quebec in formulating an English curriculum. Through interviews with key persons and an examination of the *cahiers* through the years since 1969, he presents a critical analysis of the English curriculum which could be more aptly called "curriculums plural."

Perhaps in few fields today is there as much self-examination as that of the role of women in leadership positions in universities. Professor O'Keefe reviews the literature on the status and characteristics of women in the field of university administration in the United States and, at the same time, proposes the need for similar research on women leaders in Canadian universities.

In recent years, there have been many greatly publicized accounts of human rights violations in various countries. Many of these violations were directed against students and other intellectuals. Dr. Salmi, of the World Bank, examines the contradictory responses of governments when cited by Amnesty International for their treatment of dissidents, especially those persons who fight for freedom of speech.

Finally, a paper by Professor Downer and one by Professor Duquette deal with educational research. Downer reviews the literature on what factors (both content and process) are responsible for constituting effective schools. Professor Duquette reports on a research project, sponsored by the University of Ottawa, on the evaluation of practice teaching. This research, conducted in the field, attempts to identify barriers to effective practice teaching and to propose new procedures for the supervision of practice teaching.

**W.M.T.**