Making a difference

Janet Lo, New VP Academic, Students' Union
Judy Cameron: Martha Cook Piper Research Prize

Recent winner of the prestigious Martha Cook Piper Research Prize

Judy Cameron
Professor of Educational Psychology

Editor’s Note:

Judy Cameron, ’79 BEd, ’86 MEd, ’92 PhD, Professor of Educational Psychology, who was recently awarded the University’s prestigious Martha Cook Piper Research Prize, is a third-generation distinguished member of the academic staff of the University of Alberta.

Her grandfather, Donald Ewing Cameron or “D. E.”, as his colleagues knew him, was appointed the University’s Librarian in the early 1920s, a position he held until his retirement in 1945. The U of A’s Cameron Library is named in his honor. John Macdonald, in his history of the U of A, described D. E. as “a man of insatiable intellectual curiosity... No figure around the University was more familiar or better beloved than that of “D.E.”... who would have been an asset to any university library anywhere.” His portrait, by Grandmaison, is displayed in the central reception area of the Cameron Library.

Judy’s father, Donald F. (Tim) Cameron, an anesthetist by profession, had a distinguished career in medical education at the U of A. For more than 20 years he provided administrative leadership for the Faculty – first, as assistant dean and later (from 1974-83) as dean. Dean Cameron played a key role in planning and building the Mackenzie Health Sciences Centre.

The Martha Cook Piper Research Prize is awarded to University of Alberta faculty members at an early stage of their careers in recognition of a reputation for original research and outstanding promise as a researcher. Judy is the first recipient from the Faculty of Education to receive this prize.

The focus of Judy’s research is on the relationship between rewards and motivation, a topic of inquiry she has pursued for over a decade. As a doctoral student, she was puzzled by the influential view that rewards are detrimental to the development of intrinsic motivation, and should not be used in educational settings. According to this view, money, high grades, prizes, and even praise may be effective in getting people to perform an activity, but performance and interest are maintained only so long as the reward keeps coming. In other words, the rewarders perform to meet the external rewards, not because they are genuinely, personally motivated to act in that way.

This widely held view was contrary to Judy’s experience with reward use as a teacher. Furthermore, as she delved into the experimental literature, she discovered that not all of the
results from the approximately 100 studies conducted on the topic found reward to be detrimental. In some studies there were no effects; in others, rewards were found to be beneficial. It became clear to Judy that the results of all these studies needed to be reviewed and analyzed in a systematic way to arrive at the conditions which influence reward effectiveness.

Using the statistical technique of meta-analysis, Judy found that there is no inherent negative property of reward. Rewards can be used to good effect to motivate students and children in difficult or problematic areas, and if judiciously used, can result in intrinsic motivation. Rewards tied to effort and to meeting performance standards enhance motivation by increasing perceptions of competency and self-efficacy.

When these results were published in Review of Educational Research (1994), Judy and her co-author David Pierce argued that the negative effects of reward were minimal and could easily be prevented in applied settings, and recommended that under a number of conditions, rewards could be used to enhance motivation and performance. The findings and the recommendations were attacked by the rewards-are-detrimental group of scholars, and the debate has continued ever since.

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In their latest publication (Cameron, Judy & Pierce, W. David. [2002]. Rewards and

**Rewards and intrinsic motivation: Resolving the controversy.** Westport, CT: Bergin & Garvey Press [Greenwood Publishing Group], 264 pages) Judy and David have brought together over thirty years of research on rewards, motivation and performance, and provide practitioners with techniques for designing effective incentive systems.

In addition to her interest in rewards and motivation, Judy also has a long-standing interest in intercultural education, with a specific focus on second language learning. At the age of 19, her interest piqued by some co-workers’ comments, she trundled off to Cuernavaca, Mexico to enroll at a non-traditional, non-credit school run by Ivan Illich, the guru of the “deschooling” movement. Here, she developed her own program of studies, enrolling in Spanish immersion classes, pursuing Mayan and Aztec studies, and attending selected lectures by renowned visiting lecturers such as Erich Fromm. This experience with an alternative educational approach stimulated Judy’s interest in education, and when she returned to Edmonton, she enrolled in a BEd, majoring in Secondary Education and minoring in English as a Second Language. In the summers, she attended French immersion programs in Quebec.

After graduating with a BEd, her first job was teaching English to Francophone students at the Faculté Saint-Jean, and then later to newly arrived immigrants to Canada. She subsequently returned to the U of A to complete an MEd in Intercultural Education with a focus on ESL.

About this time, she met Frank Epling, a professor in the Department of Psychology, whom she later married. Frank was very encouraging and supportive of her research interests and pushed her into broadening her PhD studies into the area of learning within the Department of Educational Psychology. They published some papers together and, through Frank, she met David Pierce of the Department of Sociology who was to have a significant impact on her choice of PhD dissertation topic, and to serve as co-author of many of her publications on rewards and intrinsic motivation.

Judy joined the Faculty of Education in 1992. A professor in the Department of Educational Psychology, she teaches graduate courses and supervises graduate projects and theses in two areas: the Learning, Development, and Assessment (LDA) area and the Teaching of English as a Second Language (TESL) program.

Carolyn Yewchuk, ’72 PhD, is a Professor of Educational Psychology and the Associate Dean of Research and Graduate Studies for the Faculty of Education. She is retiring this year. Her first retirement project will be organizing a centennial reunion in 2005 marking the arrival in Canada of her mother’s family. 😊

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**A message from the Director of Development and Alumni Relations**

BY KEN CROCKER

It is with great pride that I write my first column as Director of Development and Alumni Relations.

Since arriving in July 2002, I have been busy meeting faculty, staff, alumni and friends of the Faculty. It has been an incredible learning experience and I am constantly amazed at the exciting things the Faculty is involved in, both on campus and in the community.

I am learning the Faculty of Education is unique when it comes to our alumni. We are a diverse faculty with a variety of programs and specializations. Our history also contributes to our uniqueness. From our beginning in 1942 when we became the first Faculty of Education in Canada we have grown to be the largest faculty in Canada with nine undergraduate degree programs and a wide array of graduate degrees.

The unique experiences of our alumni and variety of routes you have taken to earn
An ordinary day brings hope.

Left: Ihor Kobel
Right: Michael Rodda
It was an ordinary crisp fall day in 1999 when Michael Rodda first visited #35 Kindergarten for Children With Hearing Impairments in L'viv, Ukraine. It was here that he met small Khrystyna.

Unlike the other children who were busily at play, Khrystyna was sitting apart, holding the hand of a teacher assistant. In addition to her congenital deafness, her visual field was very restricted. The medical reason for her vision problem was unknown. Not surprisingly, she was acting out and frightened in her world of no hearing, no communication and fragmented visual images. She had to be supervised around the clock.

Michael was deeply affected by Khrystyna’s condition and arranged for her to have special medical examinations and treatment. One year later, during his follow-up visit to Khrystyna’s kindergarten, she was happily playing with the other children.

You may wonder what brought Michael Rodda, a Professor of Educational Psychology at the University of Alberta and Director of the Western Canadian Centre for Studies in Deafness (WCCSD), to Ukraine. This is where the story of my life intersects with the life of Michael Rodda.

I first met Michael in the spring of 1999 during a training visit to Canada, which was sponsored by Dr. Roman Petryshyn, director of the Ukrainian Resource and Development Centre at Grant MacEwan College and by my sister and her husband, Irina and Bogdan Jovtoulia of Edmonton.

As a teacher of the deaf, I was looking for new approaches to the education of children with disabilities. My special focus was on the Canadian experience of teaching English to deaf children, which was an undeveloped area of teaching in Ukraine.

Our first meeting was short but has become a landmark in the history of deafness education in Ukraine and in my personal life.

Looking back to 1999 I can honestly say that I was skeptical about the plans proposed by Michael at our first meeting. I had been raised in Soviet times when actions would often belie words.

Shortly after my visit to Edmonton, Drs. Petryshyn and Rodda, on my invitation, made a very productive two-week visit to Ukraine. Their numerous meetings with teachers and administrators, deaf children and their parents, leaders in the deafness community, university staff and educational authorities laid a firm foundation for future cooperation.

The Ukrainian special education system had been lop-sided, developed on the basis of the old Soviet traditional oral approach where deaf children, like all special needs children, were regarded as “defective.” In contrast, Canadian philosophy suggested that children with hearing impairments should be understood as being only different.

Not surprisingly, the Canadian philosophy advocated by Michael during the visit failed to impact at the official level but it was accepted and welcomed in the schools where he visited.

A Ukrainian initiative, started by representatives of seven regions of Ukraine, was founded in 2000 and formed the basis of changes which are now permeating our schools and other organizations for people/children who are deaf and hard of hearing.

We established a charitable nongovernmental Canada-Ukraine Alliance for Deaf and Hard of Hearing Persons with hearing impairments in Ukraine. Starting with one centre and 60 participants in 2000, by 2002 we had grown to nine centres and almost 360 deaf and hard of hearing students, their parents, teachers and educational leaders who have the opportunity to learn together, play together and communicate with one another. From the beginning, the institutes have fostered collaborative partnerships between home, school, and the community.

In the fall of 2002, a summit conference on Canada/Ukrainian partnership in deafness education and research celebrated the success of our joint activities. Speakers at the conference were emphatic in stating that during the three years of joint activities attitudes in Ukraine to the new approaches suggested by Michael and other Canadian colleagues have changed from cautious concern to enthusiastic acceptance of their value.

I was an active participant in all three summer institutes at all stages – from planning to practical field work. Last year I took part as a U of A graduate student along with Lynn McQuarrie, a doctoral student.

It was Michael who invited me to study at the University of Alberta with financial support from the David Peikoff Chair of Deafness Studies endowment. Under Michael’s influence and as the result of my new knowledge, my views on educational problems in Ukraine have broadened – from a preoccupation with less important issues to an understanding of the necessity for fundamental conceptual changes in the Ukrainian system of deafness education.

As Doctor Rodda says, the Ukraine project is not about abstract concepts and ideas. It is ultimately about all the Khrystynas of Ukraine.

Good news as we go to press! Dr. Michael Rodda has been elected a Foreign Member of the Academy of Pedagogical Sciences of Ukraine in the Division of Psychology, Physiology, and Special Education, in recognition of his research and work with deaf and hard of hearing persons. Ihor Kobel was admitted to the PhD Program in Educational Psychology at the University of Alberta, with a specialization in Special Education. Both events took place the same day – 14th of April, 2003.

Ihor Kobel is a graduate student in Special Education at the University of Alberta, and a teacher in L'viv Maria Pokrova School for Deaf Children, Ukraine.
David Geoffrey Smith, ’83 PhD, was delighted to learn that he had been selected as this year’s winner of the prestigious Alberta Teachers’ Association (ATA) Educational Research Award for his project “Teaching in Global Times.” His personal delight is compounded by the joy of his students, colleagues and friends who hold both the man and his scholarly work in great esteem.

David’s work is highly regarded not only at home but also around the world. A reviewer of his book of essays, published in China in 2000, wrote in China’s equivalent of the Globe and Mail, “Professor Smith’s work represents a genuine hope for humanity.”

David Smith was born in China to missionary parents, and raised until his late teens in the British colony of Northern Rhodesia, now Zambia. His personal experience of being “the stranger” is reflected in his work. “All of my formative years I lived in cultures in which I felt myself to be a stranger. That has remained with me to this day.

“When I was in Africa, I was the Canadian. In Canada, I was the African. You never really know your place. I’ve come to understand that this kind of dissonance is very central to most people’s experience... This is the great theme of the world religions – to become reconciled to one another and to the world.”

David is a visionary. The work of the scholar, he believes, is to lead learners on “a collective journey to what it means to live well.” It is not simply to add increments to a commodifiable fund of knowledge. “There’s been a separation of knowing from being. The so-called knowledge explosion is predicated upon a fundamental alienation between the person who knows and what is known. It doesn’t matter what you know as long as what you know has commercial relevance.”

David rejects such a view with passion. “There’s no such thing as knowledge as a stand-alone phenomenon,” David says. “It’s always a human construction – by persons, in situations, trying to answer the questions of their time and place.”

The 2002 ATA Educational Research Award focuses on a book of essays addressing the issues and dilemmas faced by many teachers in this age of globalization – issues such as the growing gap between the rich and poor and the threats posed to democratic government by the power of multinational corporations. These are “interpretive essays” based on “sustained interdisciplinary study” that draw from
sociology, religion, political economy, the history of ideas, as well as educational theory and practice.

In his classes, David teaches a process and discipline of cultural inquiry, that is, how beliefs on fundamental matters come to be accepted in a culture. The legitimacy of profit is an example. In medieval Christendom, profit would be viewed in a very negative light. Now profit is widely regarded as a positive factor in our economic life. How did this change of belief come about? The impact on students is profound. Many students have reported that David’s courses were transformative for them.

David provides his students with a model for inquiry into contemporary culture: “My own academic work involves trying to understand the legacies of the culture.

In hermeneutic work, we help students understand how they participate in the living stream of human experience."

“The foundations of a good education should be a hermeneutics of reading,” David says. “That is to say, learning how to read interpretively, learning how knowledge is a community construction – always.

“In my classes I put a lot of emphasis on the question of who is talking, both in the texts and amongst ourselves. Who is this person who is expressing these words about his or her life? [I reject] the old Enlightenment notion that knowledge is an object that can be moved around like a chess piece within a power game in order to declare a winner.”

David emphasizes the importance of his students getting to know one another. “I don’t mean shared narcissism,” he said. “I mean an intention to establish community. We’re not just talking about ideas. We are talking about ourselves who are engaged with ideas. Therefore, this must be an act of personal transformation as well. It’s not just intellectual chess.”

David believes that his selection as the recipient of the 2002 ATA Educational Research Award says something significant about the Alberta Teachers’ Association: “The Teachers’ Association was saying something about itself – they are recognizing that our current problems in teaching are not just problems of implementation; they are problems deeply nested in our culture. There are radical transformations going on. There’s a need to take local problems as symptomatic of global realities.

“The Award speaks of a new relationship between the academy and the profession. We need each other’s accounting of experience as part of the work of building a genuinely shared future in public education.”

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A MESSAGE FROM THE DIRECTOR OF DEVELOPMENT CONTINUED FROM PAGE 3

...your degree has many implications for our alumni programs. The wants and the needs of our alumni are not the same as those of the more traditional faculties on campus. As a result we believe we need to re-think the way we deliver alumni programs.

To ensure we are meeting your expectations we have developed a web-based survey to ask our alumni how you feel about the Faculty, the level of involvement you desire after graduation, and how we can best serve your needs. I encourage you to visit the survey website at www.education.ualberta.ca/survey/orange and enter the survey activation code ORANGE2003 to provide us with your feedback. Everyone who completes the survey will have a chance to win a Faculty of Education Golf Windshirt.

Plans for Reunion Weekend are well underway; mark October 2-5 in your calendars. We’ve made a few changes this year so please visit the Faculty’s website for more information.

Your support of our fundraising initiatives continues to be a source of pride. Alumni support allowed us to complete renovations to the Reading and Language Clinic in the Fall of 2002. Over 2100 alumni gave more than $100,000 to fund the project. This type of support demonstrates the old adage “there is strength in numbers.”

I ask each of you to give to your faculty. If every one of our 40,000 alumni gave an annual gift of $50 there would be an extra $2 million each year to enhance the student experience in the Faculty.

I look forward to meeting many of you in the coming weeks and months. If you would like to contact us, please call our office at 780-492-7755 or send us an e-mail at: education.alumni@ualberta.ca.

We look forward to hearing from you.
a Stellar
Year for Janet Lo

BY FERN SNART AND DAWN FORD

One might expect that Janet Lo would be exhausted following a busy and highly successful year as President of the Education Students’ Association (ESA), particularly considering the fact that the third year U of A student was also carrying a full course load. However, the diminutive Secondary Social Studies major seems to have been fuelled by her work and achievements this year and is moving on to further challenges. Janet’s work ethic and positive energy have earned her recent acclaim in both the political and academic realms, and she will return to the U of A for another exciting set of opportunities next year!

Janet’s most recent success involves her election to the position of Vice-President, Academic, on the University of Alberta Students’ Union (SU) Executive. A graduate of Old Scona High School in Edmonton, Janet indicates that it wasn’t until her university days that she developed an interest in student politics. Janet says that when she first came into the ESA office to join the Association she met former ESA President Dan Coles and “that was the beginning of my interest.”

Her work as President of ESA during the past year provided her with a taste of university governance, and as the year progressed she became more and more intrigued with the notion of further involvement in student politics at the university level.

“I am very excited,” says Janet. “As President of the ESA, I saw how exciting governance is at the Students’ Union level and knew this was what I wanted.”

Janet is generous in her praise of the other ESA executive members, and expresses particular gratitude to the VP, Academic, Charles Beamish, for his role as campaign manager in her quest for VP of the Students’ Union. She also credits her ESA colleagues for a year wherein much was accomplished. Membership numbers increased, and there were rich experiential opportunities in terms of organizing Education Week, bringing in speakers and arranging workshops, and increasing the profile of the organization.

In her new role as VP Academic Janet looks forward to continued learning and growth. “I think what is going to be very exciting is the opportunity to work with the new Provost. I have a very unique term in that I will have two months to work with Dr. Doug Owram, who is the current Provost, and then two months to work with Dr. Art Quinney. Then Dr. Carl Amrhein will start in September. It will be exciting to watch the dynamics of the University change and see how we as students can get in on that.”

Janet also hopes to build on the work done by the SU executive last year. “We’re really hoping we can establish good working relationships with the Administration this year. Mat Brechtel, the current VP Academic, will be the incoming President – he really focused on building those relationships and I want to continue to foster a good working relationship between the Students’ Union and Administration.”

As VP Academic Janet looks forward to an opportunity for potential influence in areas such as student services, university policy on academic matters related to students, and accountability of student executives to their constituents. Janet’s representation on the SU
An early fall snowstorm did not stop over 300 Faculty of Education alumni and friends from attending our annual Reunion Weekend open house on Saturday, October 5, 2002.

The coffee was fresh and the company warm as guests mingled and visited the colourful and informative displays put on by the Child Study Centre. Whether attending a presentation on reading difficulties, participating in our “My favourite teacher” chalkboard activity or dropping in on Undergraduate Student Services’ presentation to prospective students, alumni were reminded of the educational traditions upheld since their early days as students of this faculty. In addition to meeting celebrity alumni such as Canadian artist Ted Harrison and former University of Alberta President and Faculty of Education Dean Dr. Myer Horowitz, alumni and friends shared in an emotionally charged moment as the University of Alberta Mixed Chorus performed the University Cheer Song. The music continued over lunch as the Faculty’s own Education Students’ Association President Janet Lo played the piano. The simplicity of sharing a meal and friendship was a poignant part of the afternoon.

There’s something to be said about laughter, song and friendship on a new snow-fallen day.

The Faculty of Education thanks its many alumni throughout the years who are devoted ambassadors of this faculty, bestowing their gifts and talents to communities around the world.
on
Weekend
October 3-5, 2002
When my colleague Dawn Ford asked me to “do something” on Reunion Weekend my facial expression said I would be happy to help, but my thoughts said I hadn’t planned on attending as an alumnus and I really hadn’t planned to come to campus on a Saturday morning. However, all negative thoughts left me as I conducted what Dawn and I called an interactive activity – My Favourite Teacher.

The activity went as follows. We set up a display for the Faculty of Education in the main floor foyer of Education South. Contrasting the high tech Faculty display we positioned an old wooden teacher’s desk and chair – furniture I visualize when I read books like *Why Shoot the Teacher*. Next to the desk was a chalkboard (no PowerPoint Presentation here) on which I wrote the phrase My favourite teacher...

The lunch buffet was situated near the display and my task was to interact with guests during lunch, asking for thoughts that came to mind about their favourite teacher. I recorded words and phrases on the chalkboard. When I had too many responses in my own mind, I asked people to write their own thoughts on the board. The response was wonderful... the board filled completely with a range of descriptors from “hugs” to the name of a favourite Education professor. Everyone was friendly, thoughtful, and took what I asked of them seriously.

My favourite moment of the day was when I noticed an elderly man eating his lunch in a chair near the door but not enjoying the draft. He was attending the event with his daughter — generations of educators truly fit the spirit of a reunion. I could tell his daughter was concerned about where her father was sitting and when she looked at me, our eyes turned to the teacher’s desk and chair in the display. He fit perfectly. It seemed like it should be this way. The display was not complete without a teacher at the desk. I was left with the thought that it doesn’t really matter where we are in our lives as educators... good teachers always fit in a school setting.

*Randy Wimmer, ’87 BEd, ’96 MEd, for many years was the professional officer in the Field Experiences office of the U of A’s Faculty of Education. This spring he will complete his doctoral work in Educational Policy Studies and will take up an assistant professorship in the College of Education, University of Saskatchewan.*
Corbett Hall in the 1950s was not only the first Education Building on campus but was the meeting place for a group of first-year university students who shared in the vision of becoming a teacher. In these halls, The Girls, a special group of women and alumni of our faculty, met and kindled rich relationships that have withstood the test of time. This year they celebrated 50 years of friendship. Joyce (Hastings) Krysowaty says of this past half century, “I value our common experience, the fun, the great stress relief...we laugh and cry together and I try never to miss a gathering.”

Perhaps it was the solitude of the building at the south end, slightly removed from campus, that led to the close friendships of many of the students. Walking many miles through long and cold winters to attend classes, the isolation and distance from their homes seemed less daunting when experienced and shared together. Since teachers were scarce and jobs plentiful, not many students stayed on to graduate in 1956, but instead started teaching careers in schools around the province.

Although distance now separated them, the bonds that had formed were strong and the girls wanted to keep in touch with one another’s lives. A regular “meeting” was established to simply socialize. “It’s great to be able to meet people you went to university with and talk about the past,” says Phyllis (Wobick) Murrell.

Some married, had children and grandchildren and in time even great grandchildren. Some continued teaching, some pursued further university degrees or even a PhD. Some traveled or moved to other places, but through it all the girls maintained connections. And although contact became sporadic as daily life became more hectic, their friendships remained strong.

“We just click,” says Lois (Woodcock) Anderson. “We never have to be reacquainted.”

As families grew up and careers slowed down, more time allowed the group to nourish its deep bonds. Increasingly, more gals became available for lunch during the day, and monthly lunch dates became the norm. Today, 10 or 12 will show up in a variety of city restaurants and once a year some make it to the annual fall get-together at Jasper Park Lodge. September 2002 marked the 50th Anniversary and found a record number of participants in Jasper where together they enjoyed sharing mementos and photographs saved from University days and continued with an album that began at the 20th anniversary, an archive of the lives of a group of women stretching over 50 years. Even after all these years, enjoyment of one another’s company has not waned.

Of this core group, six members attended the Faculty of Education’s annual reunion weekend open house. Amidst piano music and the rich voices of the University’s Mixed Chorus, the small group shared lunch and scrapbook memories. Reflecting on the past fifty years in the group, Gertrude Lawrence (Baker) says simply, “Our friendship has been golden.”
Much of Edward Harrison’s career has been spent teaching art to children of all ages but his distinctive painting style...has made him one of Canada’s most prominent authors and an award-winning illustrator of children’s books.

Ted Harrison in a group of Canadians and the response is invariably twofold. First comes a smile, and then another...Particularly among westerners and especially folks from the Yukon, Ted Harrison’s richly colourful narrative landscapes get at something joyfully important about Canadian identity. Although his images typically refer to specific people, places and events, their elegant simplicity and colorful warmth allow many Canadian viewers to find a place for themselves.

The long list of recognitions Harrison has received, including the Order of Canada in 1987, and illustrations selected for the International Children’s Book Exhibition in Bologna, Italy, also demonstrate that this beloved artist and teacher has had an impact across Canada and beyond.

Born August 28th, 1926 with his twin sister, Algar, in the village of Wingate in County Durham, England, Ted Harrison studied art before his education was interrupted by the Second World War. Harrison’s early adult life reads like a picaresque novel that first serves as a young man in the British Intelligence Service. A whirlwind exposure to languages and cultures was followed by a brief time in England to complete his training as an art teacher.

Being an adventurer at heart, Harrison soon found himself teaching art on the edge of the jungle and in the middle of a guerilla uprising in Malaysia. This experience was followed by a time teaching among the Maori people in New Zealand and, eventually, the Yukon. Over the course of 28 years, Ted gained experience teaching art to all ages. He also accumulated more stories than even he can tell in one sitting which is why mention Ted Harrison in a group of Canadians and the response is invariably twofold. First comes a smile, and then another...

However, Ted Harrison is much more than a storyteller. His art has been recognized with numerous awards and honors, including the Order of Canada in 1987, and illustrations selected for the International Children’s Book Exhibition in Bologna, Italy. His work has had a profound impact on Canadian identity, and his stories continue to inspire and delight viewers of all ages.

BY MICHAEL EMME

Congratulations

Each year the U of A Alumni Association recognizes outstanding alumni and their contributions to society. Presented in four categories, the Alumni Pride Awards celebrate the diverse accomplishments of alumni and the recognition they bring to the U of A.

The following four pages feature the winners from the Faculty of Education. Born August 28th, 1926 with his twin sister, Algar, in the village of Wingate in County Durham, England, Ted Harrison studied art before his education was interrupted by the Second World War. Harrison’s early adult life reads like a picaresque novel that first served as a young man in the British Intelligence Service. A whirlwind exposure to languages and cultures was followed by a brief time in England to complete his training as an art teacher. Being an adventurer at heart, Harrison soon found himself teaching art on the edge of the jungle and in the middle of a guerilla uprising in Malaysia. This experience was followed by a time teaching among the Maori people in New Zealand and, eventually, the Yukon. Over the course of 28 years, Ted gained experience teaching art to all ages. He also accumulated more stories than even he can tell in one sitting which is why mention Ted Harrison in a group of Canadians and the response is invariably twofold. First comes a smile, and then another...

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a good thing as Ted is an avid storyteller. The languages, the art and the people in each locale that touched him are often the focus of these stories. An astute observer can also trace these diverse influences in his artwork.

Ted Harrison’s constant themes were his love of Canada, of teaching and of the North.

In 1967, responding to an ad that featured an image of a moose and the admonition that “weaklings need not apply!” Ted, his wife Nicky and his young son moved to a teaching position with the Northland school district in northern Alberta. A creative teacher with a classroom full of Cree children, Ted chose to set aside the Dick and Jane books he had been given, and began work on the Northland Alphabet, an ABCDiary based on the objects and experiences most familiar to his students. This first book, published in 1968 in collaboration with University of Alberta professor William D. Knill, eventually evolved into the colourful Northern Alphabet that is such a mainstay of school, public and family libraries. Many children across Canada continue to learn about life in the Yukon as they begin to learn to read. A visitor to the University of Alberta campus with a sense of adventure can still find copies of the original Northland Alphabet in the university stacks. Their reward is an opportunity to see what Ted Harrison’s drawing looked like before the Yukon had fully worked its magic on him.

During his recent time in Edmonton to receive the Distinguished Alumni Award, hundreds of people had the opportunity to learn how Ted Harrison sees the world, … which is enthusiastically! He delighted in the fall colours in the river valley and the city’s growth since his time here completing a BEd in the 1970’s. Everywhere he turned there was something that caught his eye. His love of books got the better of him on the way to his own award ceremony. At a book vendor’s display in the Students’ Union Building Harrison excitedly bought a children’s book written in German, “to brush up.” Proudly wearing a University of Alberta tie everywhere he went, Harrison took time to visit with Education students and most of the elementary children at Victoria School of Performing and Visual Arts. He charmed all of these young people as completely as he charmed the more senior group gathered to celebrate the 2002 Distinguished Alumni Awards. It might seem surprising that through all of the gatherings related to his visit to Edmonton, Ted Harrison rarely mentioned his own art and never showed a single example of his work. Instead he talked about his education and how his work as a teacher took him around the world. He recalled his first day of school as a child when he was punished for an exuberance that made it difficult for him to sit still. He gave advice to new teachers about the importance of passion, and taught a drawing trick to the elementary children that they could use to impress their parents. Hundreds of young voices let out a single simultaneous delighted squeal when the trick revealed itself. Illustrated with all of the experiences of his richly adventurous life, Ted Harrison’s constant themes were his love of Canada, of teaching and of the North.

In cultures that have a traditional respect for their elders the gift received when the young pay attention is not only somber wisdom, it can also be a gift of mischievous riddles or a radiated joy for life. With, at different moments, children, student teachers and an august audience of fellow alumni and university leaders each listening with grinning attention, Ted Harrison shared his art and his life-stories and showed why he is both a distinguished alumnus and elder.

Michael Emme is an associate professor in art education in the U of A’s Department of Elementary Education.

Yukon Dawn
“Considering himself to be a schoolteacher by profession, Myer Horowitz has remained deeply committed to enhancing learning opportunities for school children... Horowitz became the president of the University of Alberta in 1979. For a decade, every member of the University family felt the impact of his guiding hand.”

From the citation for the 2002 Distinguished Alumni Award to Dr. Myer Horowitz

Myer Horowitz has been honored by the University of Alberta in many ways, including the re-naming by the students of their theatre, the Myer Horowitz Theatre, in 1989 and an honorary LLD in 1990. In the Faculty of Education he is remembered especially for his six distinguished years in the Faculty as Chair of the Department of Elementary Education (1969-1972) and as Dean of the Faculty (1972-1975).

Relatively few people realize, however, that Myer Horowitz began his relationship with the University of Alberta as a graduate student after completing a first degree at what was then known as Sir George Williams College in Montreal (where he grew up and began his teaching career). “That was a magical year,” he recalls of his MEd studies in 1958-59. “It was such an important experience for [my wife] Barbara and for me. Barbara taught school here and she says that it was her most satisfying year of teaching.”

Myer noted wryly that he was a very central-Canada-centered young man when he first learned that he would be heading west. “I didn’t know exactly where the U of A was. But then again, when my advisor, Art Reeves, encouraged me strongly to go to Stanford for my doctoral studies, I didn’t know where Stanford was either.

“My graduate study at the U of A was important in its own right, but it’s also a year that led to another very important experience – doctoral studies at Stanford. My U of A and Stanford studies were crucial in relation to the things I did subsequently, first at McGill and then later when I came back to the U of A.”

I asked Myer to talk about his experience in the MEd program. He spoke first about the lifelong friends he made among his classmates. He remembered as well the warm hospitality of Dr. Reeves and his wife Evelyn. He sought out an opportunity to work as a volunteer with the Winnifred Stewart School in Edmonton and became a lifelong friend of Winnifred Stewart and a supporter of her work with children with mental disabilities. He also had a temporary job in what was then known as the Bursar’s Office, and nurtured there a career-long respect for the contribution of the nonacademic staff to the work of the University.

But perhaps his warmest memories are of his thesis supervisors and his other professors. “What a team to have as your thesis supervisors!” he exclaimed as he recalled the support given by Art Reeves, Gordon Mowat (who was also involved in a provincial Royal Commission on Education in 1958-59), and Pete Coutts, the Dean of the Faculty of Education.

Recalling his other professors, Myer said, “I learned much from my professors. They were of very high quality. My interests were different from the interests of the other students and the staff. I was interested in youngsters with difficulties – children with severe disabilities, in particular, and the administrative arrangements in schools for them.

“These interests were respected, encouraged, and accommodated by the staff. I learned from that experience with my professors not to ignore people whose interests seem to be at the periphery, but rather to listen to them.”

Dr. Horowitz is remembered for many contributions to the University of Alberta. His direct and personal commitment to students is one of these contributions. Through all his years of administrative service to the University, he continued to supervise doctoral students and to teach graduate seminars.

He is also remembered for his ability to build a sense of community among the various groups, with their sometimes conflicting interests, who make up the University.

Myer Horowitz was one of the great presidents of this University and is one of Canada’s most distinguished educators. After listening to his reflections on his year as a graduate student in the late fifties, I don’t think it a “stretch” to conclude that his experience as a student at the U of A had a good deal to do with the kind of educator he became.
Robert de Frece, ’75 BEd

Dr. Bob de Frece is a Professor of Elementary Education in the U of A’s Faculty of Education. He has gained an international reputation as a gifted author, festival adjudicator, guest conductor, and workshop leader. For the past sixteen years he has been the conductor of the University’s Mixed Chorus, which has been a musical ambassador for the University throughout Canada and the northwestern United States.

Manoly Lupul, ’51 BEd

Dr. Manoly Lupul is a Professor Emeritus of Educational Foundations of the University of Alberta where he pioneered studies in Canadian educational history. He was also the founding director of the U of A’s Canadian Institute of Ukrainian Studies. His research contributed to the foundation of philosophical and moral principles underlying adoption of multiculturalism policies at the federal, provincial, and municipal levels of government.

Murray Smith, ’48 BEd, ’74 PhD

Dr. Murray Smith is a pioneer in sport psychology and has served as a consultant to numerous university and professional teams and international athletes in several sports. He has been a lifetime volunteer coach and coach educator/mentor. His research in instructional methods led to the redesign of the Water Safety Program for the Red Cross, an organization he volunteered with for 30 years.

Ki-hyung Hong, ’82 PhD

Dr. Ki-hyung Hong was appointed president of Daejin University in 2001 after a distinguished career as a teacher, scholar and senior administrator at the Korean Educational Development Institute and Chung Ang University. As President of Daejin University, he has been involved in vigorous efforts to promote research and education about national reunification in Korea, including the founding of the Graduate School of National Reunification.

Mark Your Calendars for Reunion Weekend 2003

Friday, October 3: Mingle with Dean Larry Beauchamp and fellow alumni before heading over to join in a university-wide alumni BBQ in the Quad.

Saturday, October 4: Get ready to head “back to the classroom” for a series of entertaining and informative presentations. Topics run the gamut, and include everything from a panel discussion on Alberta’s Commission on Learning to a session where you’ll learn “How to Avoid Hip Replacements, Heart Transplants, and Osteoporosis.” All this – and another meal!

For a complete listing of events and activities, go to www.education.ualberta.ca, click on Alumni and look for Alumni Events.
The Alberta School Boards Association’s (ASBA) Edwin Parr Teacher Award is presented each year to six outstanding first-year teachers across Alberta.

The Edwin Parr Award – a gold watch – is named in honor of a former Association president, Edwin Parr, who instituted an annual teacher award in his school jurisdiction. The ASBA continues his tradition of awarding a gold watch and framed certificate to each recipient in recognition of their outstanding and meritorious service. This year, three of our alumni were winners of the Edwin Parr Teacher Award. We are delighted to celebrate their success.

**Alana C. Bennett, ’01 BEd**
Zone 23
St. Albert PSSD No. 6

Alana completed her first year teaching assignment at Sir Alexander Mackenzie Elementary in St. Albert as an Academic Challenge Teacher. She was responsible for the Grade 4/5 Academic Challenge and Primary Music Programs. Through her dedication and role-modelling, she instills positive attitudes and effective learning traits in all her students. She is a true professional, committed to providing a dynamic learning environment and a safe and caring classroom.

**Michelle P. Dumanski, ’01 BEd**
Zone 23
Greater St. Albert Catholic Regional Division No. 29

Michelle completed her first year of teaching at Neil M. Ross Elementary in St. Albert. Her teaching assignment included all core subjects in a Grade 1 setting. Various special needs within her class included autism, Aspergers, speech/language delays, fine motor delays and learning disabilities. Through her warm and friendly approach with her students, she fosters a sense of safety and security in her classroom. She demonstrates a strong desire to learn and grow from staff and students alike.

**Catherine M. Cameron, ’01 BEd**
Zone 4
Red Deer Catholic Regional Division No. 39

Cathy completed her first year of teaching at Ecole Camille J. Lerouge School in Red Deer. Her teaching assignment included junior high social studies, language arts, foods, IOP, and Grade 2 physical education. She places her family first and is truly dedicated to the children she teaches. Cathy has created a safe environment for her students through her gentle and compassionate nature.
Executive represents the first time in many years that an Education student will fill such a role. Her personal vision of the importance of accountability, the power of good teaching, and the importance of relationship and teamwork will serve her well.

Janet’s most recent academic achievement was the receipt of the Lou Hyndman Leadership Award in February 2003. The Lou Hyndman Award is based on demonstrated leadership ability over several years, a commitment to community, and scholarly achievement. In all of these areas, Janet has excelled.

In terms of leadership, Janet has been an active member of the Education Students’ Association since joining the Faculty. Her roles have encompassed editorship of the ESA newsletter, the role of Vice-President, Internal in 2001/02 and President of the ESA in 2002/03. She has represented the ESA on the U of A General Faculties Council and the Faculty of Education Undergraduate Academic Affairs Council.

Janet’s previous academic awards include the Jason Lang Scholarship in 2001, the U of A Entrance Scholarship, and Rutherford Award in 2000.

Janet’s energy has been directed to many projects, including volunteer and work experiences while a student. She has worked as a camp counselor at Camp Health, Hope and Happiness and as a junior high and high school tutor, bringing to bear her own academic content strength and her teaching abilities. She is an accomplished pianist, has coached high school senior women’s soccer and volunteered her time as a program leader at the Odyssium (Edmonton Space & Science Centre).

As a leader and community member, she seems constantly and happily immersed in day-to-day problem solving, working toward current goals and celebrating successes along the way. As she does this, she becomes aware of things that could be done better, and of directions that could make relationships and integrated efforts more harmonious.

Commenting on how her experiences with student governance could influence her own future career as a teacher, she says, “I look at it from a role model’s perspective – I’d love to be able to get into a classroom and just show the kids that they can get out there and make a difference – it just takes a bit of vision, a lot of enthusiasm, and the drive to succeed.”

As Janet steps into her new role as VP Academic, we look forward to maintaining contact with her, assisting her when we can, and sharing the joy of her future successes.

Fern Snart, ’79 PhD, is the Associate Dean (Academic) in the Faculty of Education, University of Alberta.

Dawn Ford, ’00 BEd, coordinates and writes for the Faculty of Education website.
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