

## Festival of Research

### Ethics, Religion and Values in Education

#### Catholic Teacher Education: Historical and Contemporary Perspectives

#### Social Justice: Deeds *and* Words

School of Education

March 17 2021

L. Franchi



## Aim of the Presentation

To explore the work of a) Jean Baptiste de La Salle (1651-1719) who instigated (or pioneered) a form of ‘Teacher Education’ and b) Julie Marie Billiard (1751-1861) whose legacy is Teacher Training Colleges (initially for prospective female teachers).

Focus: principally on Billiard owing to the connection with Teacher Education in this School of Education.

### Background (Publications to date in this field)

- Initial Teacher Education in the university, *European Journal of Teacher Education*, 2016.
- The Education and Formation of Teachers for Catholic Schools: Responding to Changed Cultural Contexts’, *International Studies in Catholic Education*, 2017.
- *Catholic Teacher Preparation: Historical and Contemporary Perspectives on Preparing for Mission*, 2019, part of ‘Emerald Studies in Teacher Preparation in National and Global Contexts series.’

## Context: Merging Visions of Education

Heart of the matter: the relationship between Teacher Education in a Catholic College of Education (St Andrews) and the educational vision of a research university (UoG).

See Conroy and McCreath, 1999.

<https://digitalcommons.lmu.edu/ce/vol2/iss3/6/>

## Deeds *and* Words: Jean Baptiste de La Salle

- *The Conduct of Christian Schools* (1720) - a 'manual of pedagogy' for the preparation of teachers.
- De La Salle established a training institute for teachers at Saint-Sulpice (a famous seminary in Paris): 'the first specifically designated teachers' college in France, and one of the first in Europe - if not the first.'

Source: J. Bowen, *A History of Western Education, Volume 3, The Modern West*, 1981, p. 119.



## Deeds *and* Words: Julie Billiart

- Founder of a Teaching Congregation: Sisters of Notre Dame (1804).
- Basic educational philosophy of SND: teachers should be fully equipped in subject knowledge and pedagogy.
- Context: Notre Dame Training College which opened in 1895 in Glasgow (Dowanhill).
- Proximity to the University of Glasgow is important. A group of ND students, known as ‘Queens Students’ began to study at the University of Glasgow: in 1897, four of the college students had enrolled in University classes.

Source: T.A. Fitzpatrick, *No Mean Service: Scottish Catholic Teacher Education 1895-1995*, (St Andrews College: Bearsden, 1995) p. 46.

## NB: First woman to be awarded a UoG PhD

1921, Lucy Agnes Carter (Sr Bernadine of Jesus) became the first woman (and second person) to be awarded a PhD in the University of Glasgow for a thesis on *The somatic mitosis of stegonyia fasciata*.

Her private graduation was in the Robing Room on 30 June 1921: a good centenary to celebrate this year.



## *Plus ça change...*

### Competing visions of Teacher Education

- Sir John Struthers (1823-1899) Regius Professor of Anatomy, University of Aberdeen: too strong a focus on ‘practice’ could lead to a deadening of the intellectual faculties.
- Sir Henry Craik (1846-1927), from 1885-1904 was Secretary of the Scotch Education Department: questioned the capacity of universities to offer sufficiently meaningful practical teaching advice.
- See F. O’Hagan, *The Contribution of the Religious Orders to Education in Glasgow During the Period 1847-1918*, 2002.

## Liberal and Vocational Education in Dowanhill

The *Annual Inspection of Training College, Dowanhill* (January 1897): evidence of students' introduction to (so-called) high culture. Inspectors were treated to performances by students of the music of Mendelssohn, Haydn and Rossini...

Source: F. O'Hagan, *The Contribution of the Religious Orders to Education in Glasgow During the Period 1847-1918*, p. 40

The *Report on Training Colleges* for 1899 listed the subjects on the Notre-Dame College Year 2 curriculum as follows: Arithmetic/Algebra, Composition, English, Music (theory), Needlework, Penmanship, Reading and Repetition, School Management, Teaching, Latin, French, Magnetism and Electricity and Advanced Hygiene.

Source: Archives of University of Glasgow, UGC58/7/11



## Discussions are ongoing

Seminars in 2021/2022 will develop, update and refine the material of this presentation. Dates tba.

- **Catholic Teacher Education in Scotland: Historical Developments** (S. McKinney)
- **Catholic Teacher Education in Scotland: Current Challenges** (R. Coll and Fr S. Reilly)
- **Agency in Catholic Teacher Education** (J. Harvie and K. Kerrigan)
- **Fundamentals of Catholic Teacher Education: Adjunct Element or Generative of a Catholic Worldview** (R. Doherty)

See also Franchi and Rymarz (Eds.) (due 2022), *Formation of Teachers for Catholic Schools: Challenges and Opportunities in a New Era* (Springer)