

CAFE

ACÉFÉ

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Early-Bird
Registration ends
July 31:



CANADIAN HISTORY OF EDUCATION ASSOCIATION 20TH
BIENNIAL CONFERENCE / ASSOCIATION CANADIENNE D'HISTOIRE DE
L'ÉDUCATION 20E CONFÉRENCE BIENNALE

Cultures, Communities, Challenges: Perspectives on the History of Education/ Cultures, communautés et défis : Perspectives sur l'histoire de l'éducation

October 18-21, 2018 - Fredericton, New Brunswick

The registration site for the CHEA/ACHE conference is now open. Please go to: www.unb.ca/conferences/chea

CONGRATULATIONS TO THE 2018 CAFE AWARD RECIPIENTS!



2018 CAFE DISTINGUISHED AWARD RECIPIENTS

At our annual CAFE-ACÉFÉ banquet in Regina on May 29, 2018, the following individuals were recognised for their contributions to Foundations in Education:

- Dr Sandra Bruneau – Distinguished Service Award
- Dr. Gerald Walton – Outstanding Advising and Mentoring Award
- Dr Awad Ibrahim (University of Ottawa) and Dr. Ali Abdi (University of British Columbia) – Publication Award for Multi-Authored Edited Books
- Dr Sarah Wright Cardinal – E. Lisa Panayotidis Dissertation Award in the Foundations of Education
- Andrew Morrison, MEd – Masters Thesis Recognition Award
- Bridgette Atkins, MA – Masters Thesis Recognition Award
- Nicole Redmond, MA - Masters Thesis Recognition Award

Read more on our web site: <https://www.cafe-acefe.com/award-recipients>

As in all awards committees, members struggle with decisions to ensure that what CAFE recognizes is stellar and, of course, academics have different views as was noted in the individual comments. I would like to thank the many CAFE members who provided the reviews in order to make the selections that were presented both yesterday and today. Without you, these awards and recognitions could not be given.

Shirley Van Nuland,
Chair, CAFE Awards Committee



LET'S MAKE AERA 2019 IN TORONTO AN OPPORTUNITY TO CONSIDER THE THINKING OF DEWEY!

AERA 2019 Dewey Studies SIG Proposals Due July 23

Dear CAFE members,

As Program Chair, I encourage you to prepare and submit an AERA 2019 proposal to the Dewey Studies Special Interest Group. Let's make AERA 2019 in Toronto, Canada, an opportunity to consider the thinking of Dewey as it has influenced, impacted, and challenged conceptions of education, research, truth, and evidence, worldwide.

This year's AERA theme is "[Leveraging Education Research in a "Post-Truth" Era: Multimodal Narratives to Democratize Evidence.](#)" **Submit proposals online by July 23, 2018: [submission portal](#)**


Direct Questions to Margaret.Macintyre.Latta@ubc.ca

Enjoy summer!
Sincerely,
Margaret Latta






 **UBC is Hiring!**

 **ASSISTANT PROFESSOR IN SOCIAL STUDIES EDUCATION (TENURE-TRACK)
DEPARTMENT OF CURRICULUM & PEDAGOGY, FACULTY OF EDUCATION UBC**

Dear CAFE members,

The Department of Curriculum & Pedagogy (EDCP) in the Faculty of Education at the University of British Columbia (Vancouver Campus) invites applications for a tenure-track faculty position at the rank of Assistant Professor in the field of Social Studies Education, with an emphasis on history education. The appointment is expected to start July 1, 2019, or a date agreed upon by the University and the successful candidate.

Scholars with a doctorate, an established record of academic accomplishments in Social Studies Education (peer-reviewed publications and potential for success with competitively adjudicated funding) consistent with an appointment at the rank of Assistant Professor at UBC are encouraged to apply. Experience in K-12 school systems is a significant asset.

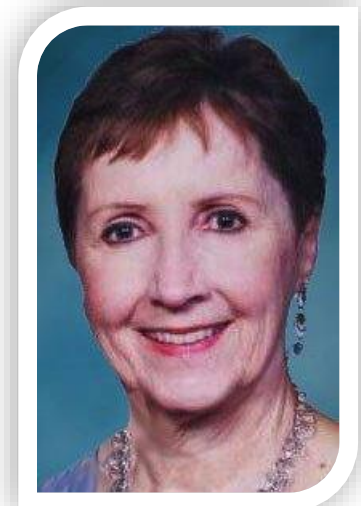
 **Applications are due October 1, 2018.** They are to be sent to Dr. Samson Nashon, Professor and Head, Department of Curriculum & Pedagogy, Faculty of Education, at samson.nashon@ubc.ca, with a copy to anna.ip@ubc.ca. For further information, please visit: <http://edcp.educ.ubc.ca/about/career-centre/>.

 **DR SANDRA BRUNEAU'S WORDS OF THANK YOU -
CAFE DISTINGUISHED SERVICE AWARD 2018, CSSE CONFERENCE, U. REGINA**

CAFE Friends:

Please accept my thanks for this award, I am sorry that flu has prevented me from travelling to Regina to accept it, and in my home province too. Nevertheless, our good colleague, Professor Don Cochrane, agrees to convey to you my sincere appreciation.

I was introduced at the University of Saskatchewan to philosophical studies, and then to Education, graduating from the U. of S. Philosophy Department, and later from Education, a good many years ago. In Education at the time,



**“... the marriage of
Philosophy and History is
likely a very good and
useful thing.”**

Professors Keith Sutherland and Doris Dyke, both steeped in education foundations, led me on “a path of righteousness” in their courses “*Introduction to Foundations*” and “*Philosophy of Education*,” until my feet were good and wet—not in pooled concrete foundations, but in concrete particulars and abstractions.

My thinking was also shaped when I married Bill Bruneau—an historian of education—who keeps me on my toes, inspires me, and checks me up. For over 53 stimulating years he has been by my side. If I pose any question or

make any remark about meanings, or premises, or arguments, or the adequacy of conclusions, he is always quick to explore matters with me and to ask about context, history, major players, influences on thinking, and what has come before. *Oh well.....*

What, for me, is an urgent matter in a social or educational dispute, is viewed by him as a concern of the ages. “*It was ever thus.....*”

While I might declare, “We must do the right thing!!” he might declare, “Well let’s first look at past examples, and assess the context before deciding on what is *strategic*, not just right.”

Conclusion: the marriage of Philosophy and History is likely a very good and useful thing.

I am also indebted to UBC Faculty of Education in which I completed graduate studies in Philosophy of Education. At the time, UBC’s cohort of professors of Education Foundations, including Philosophy of Education, was the largest and most exciting there has been on the west coast. My fellow graduate students and I—in history, sociology and philosophy of education—were all inspired and greatly assisted.

Now, as I continue my work with the nine BC teacher education programs, I am reminded of what’s being done on the front lines of teacher education across the country and the critical role all of you play to prepare teachers and to engage practicing teachers and administrators in advanced studies. (This has been true, of course, well before CAFE was founded to highlight and advocate for such work.)

I am not on the front lines, as are classroom teachers and university professors, but I work with those who design and implement teacher education programs. I offer advice and recommendations about policies and practices, looking for opportunities to advocate for the foundations of education. As all of us know, this is not an easy task!

“In this day of rapid reponse, quickly changing demographics, “alternative” facts, powerful social media forces, and loud voices.....historians, sociologists, comparative educators, and philosophers—all of us can appreciate anew the importance of research, writing, and teaching in our foundation areas.”

Even in BC, it can be difficult – even in the land of the lotus-leaf, yoga, green forests, lapping waves, and café lattes, all of which encourage research and reflection (well at least *reflection*).

In this day of rapid response, quickly changing demographics, “alternative” facts, powerful social media forces, and loud voices.....historians, sociologists, comparative educators, and philosophers—all of us can appreciate anew the importance of research, writing, and teaching in our foundation areas. We have renewed appreciation for assessing the adequacy of evidence and for well-grounded conclusion-drawing.

These tasks and goals may be even more critical today than when the incandescent lightbulb was invented and I served as CAFE President two decades ago.

In education, we work in a veritable swamp of fallacious reasoning (name-calling, hasty generalizations, *non sequiturs*, and so on). It is educators’ responsibilities to alert new teachers—and the public—about pitfalls, whirlwinds, bandwagons, and myths and to pass along the methods and traditions of grounded, critically-minded writers and thinkers in readiness for their K-12 classrooms.

As in days past, critical thinking and compassion—a healthy combination of the two—are still the best aspirational goals for a civilized society and for healthy democratic participation.

Foundations work includes, too, the rewriting of Canadian history, here, there, and everywhere. My participation on Indigenous Teacher Education working groups in BC has been, simply put, mind-expanding and transformative. So it can be for all of us, for new teachers, and especially for those they will teach. Kids get it, so let’s give it to them the very best ways we can.

I urge all of us in CAFE to continue our important work—with passion, humility, and good sense—the best qualities of Canadians, and of Canadian prairie culture.

Thank you again for this honour. My Grade 5 teacher, Mrs. Clara Bain, in Aylesbury, Saskatchewan—the teacher who facilitated my enrolment in Latin by correspondence from Regina—is smiling (wherever she is).

Utrique paratus! (Ready for anything!) ***Carpe noctem et diem!*** (Seize the night *and* the day!)

 Sandra Bruneau, May 29, 2018

 Check out the [CAFE-ACÉFÉ web site](#) for images from the 2018 annual banquet!

 See you in Vancouver in 2019!

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