

12-1-2007

Editor's Notes and Front Matter

Suzanne Majhanovich

The University of Western Ontario, smajhano@uwo.ca

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Recommended Citation

Majhanovich, Suzanne (2007) "Editor's Notes and Front Matter," *Canadian and International Education / Education canadienne et internationale*: Vol. 36: Iss. 3, Article 1.

Available at: <http://ir.lib.uwo.ca/cie-eci/vol36/iss3/1>

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Editorial Board/Comité de rédaction:
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Canadian and International Education, the official journal of the Comparative and International Education Society of Canada, is normally published twice a year and is devoted to publishing articles dealing with education in a comparative and international perspective.

L'éducation canadienne et internationale est la revue officielle de la société canadienne d'éducation comparée et internationale, publiée normalement deux fois par an, ses articles traitent de l'éducation dans une perspective internationale et comparatiste.

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Pour toute correspondance au sujet des abonnements, des demandes de renseignements, des contributions, s'adresser à:

Suzanne Majhanovich, Editor/Rédactrice
Canadian and International Education
email address: smajhano@uwo.ca
Faculty of Education
The University of Western Ontario
1137 Western Road,
London, Ontario, Canada N6G 1G7
(Telephone: 519 661-2111, ext 84549; Fax: 519 661-3833)
and/et

Dien Tran, Ph.D.
Administrative Assistant/Assistant administratif
dtranciesc@yahoo.ca or/ou dtran48@uwo.ca

Site Web site: <http://www.edu.uwo.ca/ciesc/>
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Canadian and International Education is indexed in the
Canadian Education Index and Sociology of Education Abstracts

L'éducation canadienne et internationale est répertoriée dans

Editor's Note

In this issue commemorating the 40th anniversary of the **Comparative and International Education Society of Canada**, we are pleased to publish first, the key-note address delivered by Allan Pitman, Past President of the CIESC at the 2007 Conference. In his address **The Ideological and Economic Repositioning of Universities** Allan Pitman traces the shift in the mission of Higher Education institutions to conform to the goals of a neo-liberal agenda. He argues that today education has become a commodity servicing transnational economics. Drawing on examples, particularly from Australia, but also from Ontario, Canada, he outlines steps that reflect this shift: a decrease in government funding to universities offset by a rise in student fees or privileging of students who can pay ; the growth of education "for sale" often offered through IT in distance education courses or through campuses established abroad by Australian and Canadian universities. He notes how different understandings of terms such as "quality" or "professional" can promote this new role for universities in a globalized world. Finally he argues that the repositioning of Higher Education implicates initiatives such as the UN goal of Education for All, and further influences the type of research to be privileged in universities. His is a sobering message that invites serious reflection.

Following this address, **Comparative Education In Canadian Universities** provides a brief overview of this field in Canada since its inception in 1967. The authors demonstrate within the Canadian context the broad nature of Comparative Education. Then focusing on the three stages in the history of Comparative Education in Canada the article's second section illustrates in two summary tables the existing comparative and international education programmes, specialization areas and courses in Canadian higher education institutions. A glimpse at Comparative

Note de la rédactrice

Dans ce numéro commémoratif du 40^e anniversaire de la **Société canadienne d'éducation comparée et internationale**, nous avons le plaisir de publier le discours-programme prononcé par Allan Pitman, président sortant de la SCÉCI lors du Congrès de 2007. Dans son discours intitulé **The Ideological and Economic Repositioning of Universities** Allan Pitman retrace le changement de la mission des institutions de l'enseignement supérieur pour se conformer aux buts d'un programme néo-libéral. Il établit que l'enseignement de nos jours est devenu une marchandise sur le marché transnational. En tirant des exemples, particulièrement de l'Australie, mais aussi de l'Ontario au Canada, il expose les grandes lignes des étapes de ce changement: une baisse des contributions financières du gouvernement aux universités, contre-balancée par une augmentation des frais de scolarité ou par la favorisation des étudiants qui peuvent mieux payer. Cela se fait aussi par l'exportation de l'enseignement "à vendre" à l'étranger souvent à l'aide des cours d'informatique offerts à distance ou dans les campus établis dans d'autres pays par les universités australiennes ou canadiennes. Il remarque comment la différence dans l'acception des termes comme "qualité" et "professionnel" peut développer ce nouveau rôle pour les universités dans un monde globalisé. Pour terminer, il suggère que ce redéploiement de l'enseignement supérieur compromet les initiatives tel que l'objectif de l'ONU pour une "éducation universelle" et influence davantage la sélection des genres de recherche dans les universités. Son discours est un message bien mesuré et plein de matières à réflexion.

L'article **Comparative Education In Canadian Universities** fait suite à ce discours et offre un panorama de ce champ au Canada depuis sa création en 1967. Les auteures démontrent la nature étendue de l'éducation comparée dans le contexte canadien. La deuxième partie, se basant sur les trois étapes de l'histoire de l'éducation comparée au Canada, se sert de deux tableaux récapitulatifs pour illustrer les programmes, les domaines spécialisés, et les cours sur l'éducation comparée et internationale offerts dans les institutions d'études supérieures du Canada. On en parle aussi de l'éducation comparée dans la formation des enseignants et des enseignantes. Ensuite, les

Education in teacher education is also included here. The authors then discuss the current state of Comparative Education in Canadian higher education and suggest a few concluding explanatory comments on the field.

Professors Paul Carr and Gina Thésée in their article **Educational institutions negotiating democracy and social justice: The (im)balance of power and accountability** explore the correlation between democracy and education. To them, these two should be mutually reinforcing in theory. However, as it is unclear how democracy is achieved through education, governments and educational systems demand greater accountability for academic achievement, without any emphasis placed on the area of social justice for students. This echoes Allan Pitman's remark that students are now required to shoulder most of the financial costs for their right to an education. The universities become profit-oriented institutions, with a strong impact on academic research, especially in the selection process. The authors assert that a high level of *critical* democracy plus a more rigorous and balanced approach to conceptualizing democracy in education are needed to maintain a balance of power and accountability, and to preserve social justice.

The last part of this issue is reserved for the **Index, Volumes 1 to 36 of the Canadian and International Education Journal**. Key words in English are provided for all articles. For articles written in French, French "mots-clés" are also provided. The Index includes the table of contents of the Society's three Proceedings that are available to the Journal. With this, we hope to provide our readers with a valuable resource for their research in the field of Comparative and International Education.

Suzanne Majhanovich, Editor

auteurs présentent l'état actuel de l'éducation comparée enseignée dans les universités canadiennes et concluent leur article avec quelques commentaires explicatifs sur l'état actuel de ce domaine d'étude.

Les professeurs Paul Carr et Gina Thésée dans leur article **Educational institutions negotiating democracy and social justice: The (im)balance of power and accountability** explore la corrélation entre démocratie et l'éducation. Pour eux, ces deux concepts se renforcent mutuellement en théorie. Cependant, comme il n'est pas toujours clair comment atteindre la démocratie à l'aide de, ou par l'éducation, les gouvernements et les systèmes d'éducation exigent une responsabilité croissante pour l'accomplissement académique, l'emphase se fait beaucoup moindre sur le domaine de la justice sociale pour les étudiants. Cela renforce la remarque d'Allan Pitman qui soutient que ce sont maintenant les étudiants qui doivent endosser le coût financier de leur éducation, une éducation qui leur est due de plein droit. Les universités deviennent des institutions à but lucratif, ayant une sérieuse conséquence sur les recherches académiques, plus spécialement sur le processus de leur sélection. Les auteurs soutiennent qu'il nous est nécessaire d'établir un niveau plus élevé de critique de la démocratie, et une approche plus rigoureuse et mieux équilibrée pour conceptualiser la démocratie en éducation pour maintenir l'équilibre entre le pouvoir et la responsabilité, et pour conserver la justice sociale.

La dernière partie de ce numéro est réservée à **l'Index, du volume 1 au volume 36 de la Revue canadienne d'éducation comparée et internationale**. Tous les articles sont munis de mots-clés en anglais. Les articles en français ont en outre des mots-clés en français. *L'Index* contient également les tables des matières des trois Proceedings de la Société que nous avons au siège de la revue. Nous espérons de pouvoir ainsi offrir à nos lecteurs une documentation précieuse pour faciliter leurs recherches dans le domaine d'éducation comparée et internationale.

Suzanne Majhanovich, Rédactrice

**CANADIAN AND
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the editor, Dr Majhanovich
(smajhano@uwo.ca), with an Email
copy to be sent to the Administrative
Assistant, Dien Tran - dtran48@uwo.ca
or dtranciesc@yahoo.ca.

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UPCOMING CONFERENCES/FUTURES CONFERENCES

CSSE/CIESC Annual Conference (May 31 - June 3, 2008), University of British Columbia, Vancouver.

Theme: Thinking Beyond Borders. Global Ideas: Global Values.

Thème: Penser sans frontières. Idées mondiales: valeurs mondiales.

Please note that presentations and symposiums will be subject to a review process by the respective CSSE constituent association or its SIG.

Nous aimerions vous informer que les exposés et les colloques seront soumis à la revue à l'Association membre de la SCÉÉ ou son GIP respectif.

Website: <http://www.csse.ca/>

"Symposium on International Education" A pre-conference event on May 30, 2008; preceding the CSSE/CIESC Annual Conference (May 31-June 3, 2008), University of British Columbia, Vancouver.

A precursor to the annual conference of the CIESC, hosted by Ali Abdi CIESC President, (UA), Yvonne Hébert (UC), and George Richardson (UA). The symposium is organised around several major themes relevant to the intensification of international education in a rapidly globalising world:

- the international circulation of knowledge
- the re-composition of scientific networks
- the conditions and modes of knowledge circulation
- the redesign of schooling and teacher education
- the effects of this circulation upon knowledge and the re-composition of fields of study
- the democratisation of knowledge and societies

Call for Papers

The CIE Journal is pleased to issue a call for papers for a special issue entitled, **"Teaching for Tolerance and Respect."**

Guest Editors: Cecille DePass, University of Calgary, depassc@ezpost.com and Suzanne Majhanovich, UWO, smajhano@uwo.ca

We are particularly interested in including in this special issue, oral and narrative histories, narratives of lived experiences, empirical research, and theoretical and conceptual papers which demonstrate graphically some of the central issues, dilemmas, constraints and signs of hope in teaching for tolerance and respect in a culturally diverse society.

Articles in either official language (English or French) will be considered

Nous acceptons les articles en français comme en anglais.

Deadline for submission of papers: May 15, 2008.

For details re format, content, length etc. of articles, please see the "Notes to contributors" on the inside back cover of this issue.

In Memoriam



Douglas W. Ray
1932-2007

The comparative and international education field has lost a highly esteemed colleague with the passing of Douglas Ray. Douglas was a dedicated scholar with numerous influential books and articles to his name. He was particularly interested in the areas of human rights, peace education, multiculturalism and education for democracy but also worked in the areas of curriculum development, and, of course, comparative education. His book, *Social Change and Education in Canada* (3 editions), a collection of papers co-edited with Ratna Ghosh was used extensively in education programs across Canada, and was a central text in the pre-service foundations course as well as in graduate courses at the Faculty of Education, The University of Western Ontario, where Douglas taught from 1967 to his retirement in 1998.

He was a world traveler, often providing his expertise as an educational consultant. His curriculum vitae lists 31 countries not including Canada for which he served as a consultant at one time or another. He was very involved with UNESCO and the Canadian Human Rights Association. He also was committed to the Comparative and International Education Society of Canada (CIESC), was one of its founding members in 1967 and served as its President 1973-75. He also edited the journal of the Society *Canadian and International Education* with a colleague, David Radcliffe in the 90s. On his retirement from UWO, he made a donation to the CIESC which permitted the society to set up an award in his name for the best paper given by a graduate student at the annual CIESC conference.

Douglas was active in the American counterpart to the CIESC, the Comparative and International Education Society (CIES), serving on its executive. In 1995, he was named an Honorary Fellow of CIES for Exceptional Distinction in Scholarly Contributions to the field of Comparative and International Education. In addition, his work on behalf of the World Council of Comparative and International Education Societies (WCCES) was particularly appreciated when he served as program chair and worked with other committee members at setting up the programs for the 1987 Congress in Rio de Janeiro, for the Montreal Congress in 1989 and the Prague Congress in 1992. He also acted as chair of the publications committee of the WCCES for the Brazil World Congress. Indeed, Douglas had been there at the founding of the WCCES and at the very first

Congress in Ottawa 1970 gave an invited paper entitled “The Place of Comparative and International Education in the Education of Teachers.”

Clearly, Douglas Ray has contributed greatly to comparative and international education, and to peace and human rights education. Moreover, he always exemplified the lessons of peace and human rights education through his own actions. He had a strong sense of social justice, and, as KP Binda, another colleague from CIESC has noted, was a kind, generous, and humble person as well as a wonderful colleague and mentor to students. I personally will always be grateful to Douglas for encouraging me to become involved in comparative and international education. Douglas Ray was truly a scholar and a gentleman, as well as a being a gentle man. He will be greatly missed by comparative educators everywhere.

Suzanne Majhanovich

Message from the World Council of Comparative Education Societies:

We share your sadness at the passing of Douglas Ray, a pioneer in Comparative Education in Canada and an untiring supporter of the World Council of Comparative Education Societies. As President of the CIESC in the 1970s, he was Canada's representative to this international organisation in its formative years. He then remained active for at least another twenty years in helping to organise World Congresses and in fostering an interest in Comparative Education in many countries. He was an untiring scholar, a great ambassador for Canada and a truly internationally-minded person. His work has helped in large part to make the World Council the well-established organisation it is today.

We thank him for the three decades of his efforts that he gave to us, and we miss his smiling encouragement in our endeavours today. The World Council sends our condolences to his family, to his friends, to his colleagues in the CIESC and CIES and to all of his former students and colleagues.

Vandra L. Masemann, (Canada) Past President WCCES
On behalf of Crain Soudien (South Africa) President and Christine Fox
(Australia) Secretary General and the entire WCCES Executive Committee

At the CIESC Conference, there will be a Memorial for Douglas Ray to be held on Monday, June 2, 2008 during the CIESC Annual General Meeting, at 11:30 - 1:15, Room 1211, the University of British Columbia, Vancouver, BC.