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Features and News, HIC 2001

January 2002

William Bruneau (Vancouver/UBC) and Donald Savage (Ottawa) have just published *Counting Out the Scholars: How Performance Indicators Undermine Universities and Colleges* (James Lorimer, Toronto).

The book is the fourth in a series co-published by James Lorimer and the CAUT. *Counting Out the Scholars* provides a thorough historical introduction to the development of so-called indicators, beginning in the late 17th century, but goes on to give particular attention to their 20th-century "evolution." In four case studies (the United Kingdom, the United States, New Zealand, and Canada), Bruneau and Savage show that PIs have the effect of undermining "quality," accountability, and efficiency in post-secondary education. That is to say, the authors demonstrate that PIs have results and consequences wholly contrary to those which PIs enthusiasts claim for them. The painful and costly history of PIs since the early 20th century puts in doubt the policies of neo-liberal governments in the developed and the developing world. The book closes with a set of clear recommendations for alternatives to PIs, in theory and in practice.

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Call for Papers

The 12th Biennial conference
Association Canadienne D'histoire de L'education/Canadian History of Education Association
Quebec City, October 24-27, 2002

150 Years of Education in the Americas: Assessments and Prospects

In 2002, l'Université Laval will celebrate its 150th anniversary as a university holding a Royal charter. The biennial conference of l'Association Canadienne d'Histoire de l'Éducation/Canadian History of Education Association will be part of those celebrations and will coincide with the 340th anniversary of the foundation of the Séminaire de Québec, the oldest institution of education in North America. This context provides an opportunity for a retrospective look at the development of education in the Americas from its very beginnings to the present. We welcome comparative proposals about education in different countries. The concept of education ought to be understood in its broadest sense and should not be restricted to its institutional and academic meaning. Therefore participants are encouraged to explore a wide range of topics within this broader perspective :

- From primary school to university: new world experiences.
- External influences and the production of a new cultural identity.
- The transformations of childhood through school.
- Family, schools, media: complementary educational experiences ?
- Linguistic, cultural, ethnic, sexual differences.
- Cultural communities, education and citizenship.
- Higher education and the university's critical function.
- Professionalisation of teaching and cultural production.

L'Association Canadienne d'Histoire de l'Éducation/Canadian History of Education Association invites researchers in the history of education and related academic fields (sociology, anthropology, philosophy, religious studies, etc.) to submit proposals. Graduate students are especially welcome. A limited amount of funding for travel expenses for graduate students may be available.

Proposals and papers may be in either French or English.

Proposals are due March 1st 2002.

For information:

For proposals :

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