Around the World in 40 Years!

To the Great Joe Farrell

from your friends at CIDEK, OISE/UT
Thank you Joe!
In celebration of and gratitude for your generous and intellectually invigorating leadership of the Comparative, International and Development Education Centre and Programme at OISE, as well as the Comparative and International Education Society and the Education Sub-Committee of the Canadian Commission for UNESCO.
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A Collage of Words Describing Joe Farrell, from his friends, colleagues and students around the world.

CONTAGIOUS LAUGH

great model
quiet revolution
pioneering work

GREAT HUMOUR

A PILLAR IN THE FIELD

profoundly influenced me

A great teacher

humility
peaceful

social commitment

‘if it ain’t broke, don’t fix it.’

SCOUT LEADER

bright intellect

GLOBAL INFLUENCE

bottom up educational reform!

Creativity

down-to-earth nature

ease of diplomacy honed through years of working in other cultures

positive attitude

Cordiality

AN EDUCATOR’S EDUCATOR

“more of the same is not enough”

insightful understanding

“Thank you for believing in me”

unpretentious

AHED OF YOUR TIME

wisdom

quality and inclusion

clear

Affability

contributed greatly

ALWAYS AVAILABLE

eequality of what works,
what fails,
why innovations survive

compassionate

DEEP KNOWLEDGE

great fun

νον χονσεντιοναλ αναλψις (i.e. non conventional analysis)

With Affection, Megan Haggerty
“Walking the talk” - Karen Jensen

Joe was my professor in a Comparative Education course that I took at OISE in 1986. His intellectual curiosity, his love for Latin America and his passion for justice has had a profound impact on my life. He challenged me to think hard about how justice and peace are cultivated in society. He helped me to see how the education system that shapes our children’s minds and hearts is a fundamental part of the just society.

When Joe hired me to help with some research on the “Chile Project” in 1987, I became involved in some fascinating collaborative research on education in Chile and Canada. It was in Chile that I saw Joe kick into an even higher gear than in Canada; what a dynamo! He generated new ideas at a breathless rate, and fired everyone up with the possibilities for new lines of investigation and thought.

I see Joe as someone who really lives the words of Micah 6:8: “Do justice, love kindness and walk humbly with your God”.

From the bottom of my heart Joe, I thank you for teaching me to “walk the talk”.

Karen Jensen, Past student
“What it means to be a teacher” - Daniel Morales-Gomes & Stephanie Amos

Encapsulating over thirty years of knowing Joe in a brief paragraph is a task even more difficult than reducing my seven hundred page thesis to a reasonable size for him to read. From times of anxiety when I arrived in Toronto to an early winter; to times of despair dealing with a shattered homeland under oppression; to moments of fun drinking tequila while supervising my field research in Mexico, to times of enjoyment when he visited our home in Ottawa, Joe has been as much a part of my life as Canada has been. I learned from him, I disagreed with him, and I sought his advice, and like me, I know that many others benefited from his guidance. Thank you Joe for a life dedicated to your students. (Daniel Morales-Gomes)

Joe’s love of learning and his passion for sharing knowledge blended with his shyness to create a truly unique professor and friend. Joe’s stories about his childhood, his field work, Scouting, his family and their travels gave me pause to consider the choices I made and what I “gave back”. What I learned from Joe had only a little to do with thesis writing and a lot to do with what it truly means to be a teacher. (Stephanie S. Amos)

We are sorry that we will not be attending your celebration, but our spirits will be with you from the south of France. We hope to see you soon in Ottawa.


Ottawa, Ontario, Canada
“No problem” - Jeff Trapp

Dear Joe,

The impact you had on my studies and growth as a student was profound. You gave me a great deal of confidence with your encouraging words and I always appreciated how approachable you were. Personally and professionally I am able to promote OISE as a destination that values academic freedom, and this is in large part to my interaction with you and being in your classes.

My favourite “Joe” story I tell people is when you agreed to expedite the marking of my Master’s Research Paper, when I explained to you that I was sleeping on friend’s couch waiting to move back to Manitoba en route to a job in the Middle East. “No problem” was your response. Wow!

Best of luck and thank you again.

Jeff Trapp
Toronto, OISE/UT M.Ed. 1998

“You saved my dissertation and my life” - Mary Wan

Dear Joe,

You saved my dissertation and my life. Thank you for being the chairman of my dissertation committee. And thank you for your guidance and counsel. I couldn’t have made it through without your help.

I will always remember your kindness towards me,

Mary Wan
Mt. Hood Community College, Gresham, Oregon
“A source of support” - Suzanne Scott

Joe has always been a tremendous source of support for my journey in graduate studies in Education.

Joe was my supervisor during my two year MA programme from 1995-1997. As a Graduate Assistant, my role for two years was as Editor of the CIDEC newsletter. Joe encouraged me to write articles and interview students which allowed me to learn more about how OISE operated and how CIDEC incorporated scholarly interest from so many inter-disciplinary educational realms. Joe’s interest in my master’s research on informal education programmes for child garment workers in Bangladesh was a great source of strength for me. In addition to his expectations from students, he encouraged a healthy social life. I remember the evenings at his home to meet Dr. Nelly Stromquist with great pleasure. After completing my Masters I worked in the not-for-profit world, then in corporate Canada before completing a contract at the Canadian International Development Agency, HQ. As a direct consequence of the wonderful learning experience I had as a Master’s student with Joe, I am in my third year of a doctoral programme in Higher Education at UBC in Vancouver.

Thank you to Joe for your encouragement and interest in your students. All the best in this next chapter of your life.

Kind thanks.

Suzanne Scott, Ph.D. student
Department of Educational Studies, University of British Columbia
It is a great privilege to write to congratulate Dr. Joseph P. Farrell on the occasion of his retirement. I came in contact with Joe in 1999 when I enrolled in his Introduction to Comparative and International Education class. However, in Fall 2000 we developed a friendship which has continued to today. The friendship began when I approached Joe in September of 2000 to find out if he would be interested in supervising my doctoral work. I still recall how Joe’s face beamed with excitement when I approached him with my big ideas to conduct research on alternative schooling programs. What I learnt about Joe during our first formal meeting was that he is a professor who is highly intelligent, insightful, genuine, supportive, caring, patient, nurturing, and humorous. Joe’s contagious humor made working with him and/or listening to his critique of my finished chapters of the doctoral dissertation fun and a great blessing. I still enjoy every moment of talking with Joe because his conversations are pregnant with the humor that quenches all frustrations. I just want to inform Joe that his sense of humor is an added value for his students and is possibly one of the coveted gifts that he possess as a professor and mentor.

Dr. Farrell has played a very influential role in my scholarly and professional life for which I am forever grateful. He provided me the opportunity to work with him on the Community School Project during my graduate years at OISE—an opportunity that not many students who were enrolled in CIDE back then had. Similarly, through Joe’s recommendation I was invited to work with him on a World Bank consultancy program in Senegal in 2004—another opportunity that not many young scholars in the field of Comparative and International Education have had. I have benefited immensely from Joe’s wisdom, insights, mentorship, and patience. One of the many wise sayings that I remember about Joe is the phrase “things take time (TTT)”. While Joe used this phrase primarily in the context of research and scholarship, it is also applicable to his magnanimous patience and inspiring spirit. I am sure Joe’s students and his colleagues will all agree with me that he is truly an individual to work with, especially when the work gets tough and frustrating.

Dr. Farrell is a very generous person. He demonstrates his generosity in every aspect of his life and more importantly in how he dedicates and devotes his time to his students. I recall Joe postponing a crucial dental appointment to join the rest of my doctoral thesis committee. Similarly, the night before my doctoral defense,
Joe called my house in London, Ontario to wish me well. I was already in Toronto so he got my contact number in Toronto from my spouse. As I sat in my hotel room brooding over what to expect and a bit nervous the phone rang and here was Joe was on the line. His encouragement that night was enough to put me into a very deep and peaceful sleep.

I can also recount the numerous times Joe had to write recommendation letters for me during my search for a tenure-track position. Honestly, not many professors endure the numerous requests for recommendation letters from former students. In this sense, Joe truly demonstrates his generosity.

Dr. Farrell! On this occasion of your retirement I salute and congratulate you for your life of service to the OISE community, the Comparative and International Education Society, his present and former students, colleagues, the numerous educational systems around the globe where your scholarship and work has been influential, and more importantly to your family.

Dr. Obed Mfum-Mensah
OISE/CIDE Alumnus, 2003
Assistant Professor, Messiah College, Grantham, PA

“Best wishes” - Marie (Eggen) Ammar

What an exciting time to be at OISE in the early 1990’s; and to have you as our prof. in the core CIDEC courses made it all the more memorable. Thank you for your ongoing commitment to education and to your students from around the globe.

Best wishes to you and your family on your retirement,
Marie (Eggen) Ammar
“A lot of heart” - Nhung Truong

From my first encounter with Joe, as a new student seeking advice about my graduate studies at OISE, I was set at ease by his peaceful, down-to-earth nature, and his priorities for things I also consider to be important in life, namely family and camping. As I got to know him more, especially through taking his legendary *Education and Social Development* course, I learned about his passions for finding successful cases of unconventional forms of education, Latin America and in particular Chile, and of course, the Boy Scouts. His stories were always told vividly and fondly, and it became quite apparent that he is both a researcher and practitioner AT heart and WITH a lot of heart.

I will never forget Joe’s advice to our class: to approach research with humility, offering what we can, with the realization that we have so much to learn from the people we work with. He challenged us to always consider the broader policy issues within socio-political and economic contexts, as well as to engage directly with the communities and people that we work with. His hope in the potential of education to bring positive change to society, and vice versa, is inspiring. Joe has a unique way of motivating his students to find their own research questions and to make them our own, based on our individual backgrounds, experiences and interests. It has also impressed me how he was truly interested in knowing what we students were thinking, and took the time to read every reflection that he asked us to write, also nurturing the journaling habit in us.

As his student, I really appreciate Joe’s calm reassurance, patience, understanding and steadfast encouragement. I feel very fortunate to know Joe, and to be able to benefit from his wise, experienced and knowledgeable counsel in my studies. Thank you Joe!

Nhung Truong
M.A. Candidate, OISE/UT
“Thank you, Joe, for everything” - Brenda Haiplik

Coming to OISE in 1999 was a big step for me. I had just left the hectic classroom world of primary teaching after five fabulous years in Hong Kong or, as I like to call it, ‘Teacher Utopia’ and one year in an isolated fishing village in northern Quebec. I was keen to join the world of international development and use OISE as the bridge between teaching and development. I met Joe on my first day at OISE. Right away, I knew I had made the right decision.

Throughout my five years at 252 Bloor Street West, Joe always had a smile on his face and a positive attitude to share about seeing, appreciating and writing about the best parts of teaching and learning. Joe counseled me into switching from the M.Ed. program into the M.A. stream. This proved to be a very good decision. He helped me organize my master’s research in Northwest China and encouraged me to write about a country close to my heart. He introduced me to Ruth Hayhoe and Julia Pan, my key contacts for this research experience. As a result of Joe’s support I was able to collect rich, qualitative data about ethnic minority women in a remote part of the world’s most populous nation. Joe was with me every step of the way - from the early days of conceptualizing the proposal to the day the thesis made it to a shelf in the OISE library. Joe was always available - by phone, email and in person - to discuss any and all aspects of the work. He made me feel so comfortable in the graduate school setting.

I enjoyed my M.A. experience so much that I decided, as many of us at OISE do, to carry on and pursue a Ph.D. When I began my doctoral studies life was comfortable - I was working with Joe. So many doctoral students begin their journey wondering how it will all turn out. With Joe as my supervisor and mentor, there was no worrying. I knew everything would work out. When it came time to identifying a dissertation topic I struggled with my decision. I was fixated on writing about what doesn’t work in teacher training and development. Joe encouraged me to write about something that does work instead. He reminded me that too much is written about failed educational experiences. Why not write about something that we can learn from, something that can influence how teachers actually learn to teach?
My dissertation topic developed over time. At several CIES annual conferences I had the opportunity to present on the same panel with Joe. This was a great experience. Joe’s sessions always brought a large, curious crowd. People wanted to see the man behind the name. I felt very fortunate to be working so closely with him. Through Joe, I met Vicky Colbert, a founding member of the Escuela Nueva system in Colombia. Through Joe I also met several other students, professors and practitioners both at OISE and beyond who were busy researching and writing about non formal primary education (NFPE) models of education which were working and working well. I became interested in the BRAC NFPE model in Bangladesh, one of the oldest and most successful NFPE models on the planet. BRAC became my dissertation topic - how teachers learn to teach. Joe’s passion for quality educational research and understanding, along with a highly effective supervisory style, encouraged and sustained me from the beginning of my OISE journey until its end.

After completing my Ph.D. I was fortunate in securing a job with UNICEF Somalia. I am convinced that my dissertation topic on BRAC along with Joe’s constant support and encouragement (not to mention a fabulous reference letter) got me the post. Working with Joe at OISE helped prepare me for the complex world of the UN - a world of endless meetings, reports with short deadlines and high stress. From Joe I learned how to become a critical and clear researcher and writer, and how to capture the good as well as the bad in written and in oral form.

In short, Joe is my professional mentor and a dear friend. Thank you, Joe, for everything.

Brenda Haiplik
UNICEF, Pakistan
IF IT AIN’T BROKE, DON’T FIX IT” - ALISON NEILSON

Joe’s friendly welcome made me feel part of OISE right away. I remember being nervous about meeting him at first after reading about his work. I was very eager to be part of the collaborative program but since my earlier degrees were in science and I had no formal schooling in any sort of education or development, I was afraid that my application wouldn’t be accepted. When I met with Joe, he made me feel that it was OISE who should be concerned with whether I choose them and that he was eager to have me join the program. He told me about an upcoming conference he was to speak at which I might want to attend. I don’t remember the organization or the conference name – it was some big education in the Americas meeting – but he was one of the main speakers at the end of the event. I didn’t know much about the issues of education reform yet, but Joe’s talk was both understandable and inspiring. I was particularly impressed with his no nonsense approach – in speaking about education reforms, he told the audience, “if it ain’t broke, don’t fix it”. I knew at that moment, I had found someone with whom I could easily relate. I took a bunch of classes with Joe and he always made me feel that I had something useful to contribute; he also helped me through a bunch of bureaucratic hoops at OISE with skill and ease of diplomacy honed through years of working in other cultures. As I struggle through some of the (unexpected) bureaucratic hoops here in Portugal, I try to think of how Joe might deal with them and hopefully I have learned a bit about getting through them from him! I definitely learned a great deal from him during my time at OISE (including the famous/infamous? Dr. Freud song!). Have fun camping and doing all the things you didn’t have enough time for before.

Cheers,
Alison Neilson, Ph.D. (OISE/UT 2006)
Sustentabilidade Ambiental nos Açores, Portugal
“From the other side of the pond” - Ted Howe

Dear Joe,

I will raise my glass to toast your “retirement” from the other side of the pond. Thank you for all your support and guidance over the years. What you have accomplished at OISE within CIDE, CIES, CIESC and throughout the world is truly inspiring. Your CTL 6000 course greatly influenced my teaching. Moreover, your mentorship was essential in my doctoral research. Thank you for your reference letters too! I greatly appreciate all you’ve done for me. Please keep in touch.

Cheers,
Ted Howe (Ph.D., OISE/UT)

“From the other side of the pond” - Ted Howe

“This is the kind of stuff I want to do when I grow up!” - Zahra Bhanji

You were my very first teacher in comparative, international and development education. I still recall sitting in your class as a new Masters student feeling an “ahha” ... and thinking “this is the kind of stuff I want to do when I grow up!” Thank you for believing in me and all your encouragement.

I hope this new phase of your life brings you lots of joy and wonderful surprises. Congratulations on this special occasion and I wish you and your family the very best!

Zahra Bhanji
OISE/UT Ph.D. Candidate
“Model and mentor” - Nadya Weber

During the fall of 2001, my first year as a grad student at OISE, everyone was getting geared up for the CIES conference, which was going to be held in Orlando, Florida. I hadn’t thought about attending, because I thought that conferences were just for Ph.D. students and faculty and I was an M.Ed. student. Fortunately for me, the faculty members that I had the most contact with, Joe and Daniel Schugurensky, were both very supportive and encouraged all students to go to CIES. I figured that neither of them was the type to be leading lambs to the slaughter, so I joined a panel that Daniel put together with a few other students. As it got closer to conference time I became more and more nervous. It seemed like a big leap between being a brand new grad student in a master’s program and being a student presenting at a conference in another country (even if it was going to be held in the Disney World zone). It was a bit nauseating to think about.

A few weeks before the conference, Joe and David Wilson offered a lunchtime session during which students who were new to the conference experience could come and practice their presentations and get feedback from faculty. I signed up right away! As I remember it, only two of us students showed up for this practice session. Even though there were only four of us in the room, I still felt overwhelmed at the thought of presenting in front of Joe and David. After I managed to muddle my way through my presentation, overheads and all, Joe and David were very supportive. They bolstered my confidence while giving me some good pointers for improving my delivery and the content. I was very grateful for the time they took with me before the conference. Then, while in Orlando, Joe welcomed me and other new students to his table to share stories and learn more about the history of CIES. Over the years I’ve realized that this isn’t the typical grad student experience in other universities or even across the University of Toronto. Joe has been both an academic role model and mentor, and a comforting presence within the CIDEP community. Thank you, Joe!

Nadya Weber (Ph.D. Candidate)
Dear Joe,

When I first came to OISE to commence the Ph.D. program in the Fall/05, I was fortunate to meet you in early September before the term began. I initially sent you an email and received a reply in which you were exceptionally friendly and inviting. A few days later I had a pleasant chat with you in your office and received some pertinent advice, particularly regarding getting started in the program with course selection, etc.

In regards to your email I have kept it as a reminder of the tremendous support and benevolence I have received from the CIDE staff and faculty during the past three years.

Thank you for that initial exchange and continued positive influence on the CIDE community.

Kirk Perris

**** (sent August 31, 2005)

Hello Kirk. First of all, welcome to our program and OISE/UT generally! You are about to embark on what will doubtless be a grand personal, professional and intellectual adventure. But I know well that the prospect can be both very exciting and rather daunting, especially as one tries to sort through the many corridors of what is, among many other things, a large and complex bureaucracy. I could meet with you on Friday, Sept. 9, at 10:30AM, or on Wednesday, Sept. 7 at the same time (Friday would be better for me but Wednesday is possible with a bit of schedule re-jiggering). Let me know what works best for you. In the meantime, if you have any very immediate questions, feel free to call me at home (where I am mostly working just now) on Friday, Sept. 2 or Tuesday, Sept. 6 - no point in trying tomorrow, as we are taking the grandkids to the zoo, which will be great fun but will take up the day entire! I look forward to chatting with you and welcoming you personally to our CIDE program.

Cheers. Joe Farrell
“A man who talks with crowds and walks with kings” - Louise Gormley

Joe Farrell is one of those rare individuals who moves seamlessly between multiple worlds. His generous spirit and human warmth make him popular in many circles and within and between cultures and ethnicities. Not only is he a renowned academic and a respected scholar in the field of comparative international education, but he’s also a down-to-earth, great guy who is completely at ease playing his guitar and singing broken-hearted country and western ballads – not to mention his countless community volunteer hours over several decades, leading and bonding with at-risk teenage Boy Scouts. Joe is, borrowing poet Rudyard Kipling’s words, a man who “can talk with crowds and keep his virtue, or walk with Kings – nor lose the common touch”.

Listening to Joe talk about his research, especially his work on new schools for poor children, is always an inspiring experience. In an era where cynicism reigns supreme, his work offers hope that maybe there is a way – that it may not be an unattainable goal after all – for poor children around the world to experience school as a happy place where they grow and learn.

Joe has changed many people’s lives for the better, including my own. Doing a Ph.D. at OISE/UT in Comparative International and Development Education was the best academic decision of my life, and Joe played a large role in my journey. He gently pushes and critiques, often with humour, and brings his students to new levels of achievement.

I will always be grateful to Joe and his wife Joan for hosting my external examiner, Dr. Fernando Reimers of Harvard University, at their house, when Dr. Reimers flew up for my thesis defense, and for later offering their home as the venue for my celebration party. What an honour indeed and a memory I will always cherish.

In short, I wish a remarkable individual who I deeply admire a wonderful retirement. Knowing Joe and his ineffable energy and passion, I have a hunch that he will be almost as busy in his retirement as he has been throughout his career. May his retirement allow him time towards his many goals and I thank him from the bottom of my heart for the direction, advice, counsel, goodwill and kindness he has amply given to his numerous students.

Louise Gormley, Ph.D. OISE/UT (2006)
It was more than 20 years ago, the moon was full and the weather was balmy. We had gathered around David Wilson’s pool for our traditional year-end party. Joe decided to sing “Ay Carmela”. It was my first introduction to the resistance songs. I could never forget this haunting melody for a long time. I became an aficionado of this type of music since then. Joe was inspirational not only academically but culturally and musically as well.

Sema D. Kenan (U of T, 1989, originally from Ed Planning)
“Keep trekking along” - D. D. Bautista

Joe taught me a very important lesson during my graduate studies at OISE—No matter how arduous the journey, you must keep trekking along.
I wish Dr. Farrell a good journey.
Darryl Daniel Bautista, Ph.D., Assistant Professor
Hanyang Cyber University, Seoul South Korea

“The Source” - Eynolah Ahmadi

And now a little about Joe, though I am short of words to describe what Joe meant to me and CIDE. Joe’s well established reputation at CIES only speaks to one dimension of his personality. I first met Joe in late 1999, before admission to OISE. He was my faculty advisor, thesis committee member and THE SOURCE of advice whenever I needed one. His straightforward way of expressing his opinion struck me from the beginning.

The simple language he used to describe complex social topics was fascinating, and god, he was amazingly trustful of students. His absence from the department indeed will be a loss for future CIDE & OISE students, but this is not the full story from what I know of him. I bet Joe himself is going to miss the joy; after all Joe was among the lucky individuals who enjoyed what he was doing.

Finally in terms of the influence in creating a sense of belonging among CIDE folks, in my opinion none among his numerous merits matched the sincerity in his tone when he picked up his guitar and shared a memory with us on the 10th floor lounge, OISE/UT.
Eyn (Eynolah Ahmadi)
Ph.D. (2007), OISE/UT
“A note slipped in under the wire” - Robin Ruggles

Sorry to have missed the deadline for the written tribute to Joe Farrell. I have been traveling for the past three weeks. I would appreciate if you would forward my best wishes to him.

He was one of the reasons why I first enrolled in OISE and I certainly benefited from his knowledge and guidance throughout my masters and doctorate program. I switched from the BC Ministry of Education to CIDA in 1988. I was in Colombia for four years in the early 1990s and for the past nine years I have had assignments out of the country (Japan, Bangladesh and now Kenya). Most likely I will be returning to Ottawa in summer of 2009.

I look forward to touching base again with OISE and, of course, with my former professor, Dr. Farrell.

Even after so many years, I find it difficult to say “Joe,” no doubt due to the respect I have always had for him.

Kind regards,
Robin Ruggles, Senior Education Advisor, Canadian Cooperation Office
Nairobi, Kenya

“Inspiration” - Megan Haggerty

You were the one that opened up the idea for me that large education systems could change: that other ways were possible, and that a lot could be achieved with just some patience. I thank you so much for that. When I first came to OISE, without knowing much about comparative education, you inspired me to explore this area deeper. Since graduating, I continue to stumble upon your articles and references to your ideas - I smile every time it happens. Your open door and warm approach did wonders for me to feel not only welcome at OISE, but feel as though I have something to contribute. Thank you, Joe, for all of that!

Megan Haggerty, MA, OISE/UT, 2007
“It’s a master’s thesis, not your life!” - Cynthia Murnaghan

I have known Joe for over five years now. He was my first professor at OISE. After having finished my undergrad and having taught for about ten years I wanted to return to attempt my master’s. It was important for me to find out if I could reach such a level of education as no one in my family had achieved this. The beginning weeks of my first year were daunting but thanks to Joe I realized I would have all that it would take to be successful during my master’s journey. And now with eight courses done, (three with Joe!) I will complete my thesis this year with Joe as my second reader.

In class, it was Joe who would bring us back to reality when he would say, “It is a master’s not your life!” And then he would tell us a story about his days as a Boy Scout leader which always helped to bring us back to what education can be and possibly should be about.

All the best to you Joe. I look forward to my final year with you as my second reader for my thesis in your semi-retirement.

Congratulations!!

Cynthia Murnaghan
“Change takes time” - Li Koo

What’s Development? What’s Comparative International Development in Education? It seems like a simple question but it often rendered a lot of complicated responses from a lot of different sources. But when you asked Joe, he could cut through the dense fog and part the mysterious entity to reveal a beautiful and relevant field that affects us...all of us. He made me want to be a part of a community of dedicated citizens who wanted to make a difference. Gandhi says: “Be the change that you want to see”. But, what I learned from Joe was that, “Change is possible but change takes time” and that we have to remember that we are not out to change others, but to share with others. And in that relationship we can develop a mutual understanding that allows both parties to learn and grow...and hopefully together.

I feel extremely fortunate to have studied under Joe’s tutelage. He was the kind of person who could bring clarity to any “complicated” situation/concept by breaking it down to “simple” nuts and bolts. He did it with a style and grace that was just infectious...Joe made Comparative International Development relevant. It was everywhere, reflected through our relationship with others be it on the subway, enroute to a different country, in a different continent or even just outside our front doors.

Thank you Joe for making change, one student at a time.

Li Koo
“What Can I Say?” - Melissa White

I have been struggling with this tribute for many weeks now. Not because I don’t know what to say but because I don’t know how to say it. How do I pay tribute to a man who has been a mentor, friend and second father to me? I had the privilege of working with Joe for many years as a student in his classes, as his graduate assistant and as the administrative assistant for CIDEC and the Collaborative Program. We faced a number of challenges – organizing logistics for the CIES conference hosted by CIDEC, developing the CIDE community at OISE, and establishing the Collaborative Program as a program and not just a specialization, to name a few. I learned a great deal from Joe’s quiet diplomacy and steadfastness.

Every year following CIES, he would tell me of colleagues who had commented on the quality of CIDE students presenting at the conference. It was a point of pride for him, and rightly so. Indeed, his pride in the Program and those associated with it was amply evident every time he spoke about the Program. Under his direction, the Collaborative Program in Comparative, International and Development Education has become one of the hallmark comparative education programs worldwide (I would argue the best, but then I’m a wee bit biased!).

Perhaps, though, what I cherish most is Joe’s approach with students. Cynics might say it’s a bit ‘aw shucks’ and, frankly, they’d be right. But that is in no way a bad thing. Joe’s down-to-earth nature, his willingness to bring his guitar to gatherings, to share a pint with you, to encourage you to develop and express your opinions, takes away any of the intimidation graduate school can instill. When you’re chatting and singing away, it’s easy to forget you’re with one of the best in the field. Joe creates an environment, in and outside of his classroom, ideal for student success.

I’ve witnessed Joe’s interactions with students over the years and how, to him, each student is an individual. He allows you to proceed in a way that works for you while gently prodding you along with subtle suggestions and guidance.
Joe supervised my Ph.D. thesis in the Collaborative Program and I remember the many times he provided much needed support and enthusiasm. As graduate students, we’ve all experienced those moments – times when we’ve lain on our floors or sofas or beds and wondered what we were thinking embarking on this adventure! Joe’s intuitive timing for positive feedback always amazed me. And that, I believe, is what makes him a great teacher – he knows what you need and when you need it! He helped me navigate my way through a thesis that, at times, seemed impossible. He helped me to frame and reflect upon the issues in the thesis in a unique way. His guidance didn’t stop upon my graduation either. My first academic post took me halfway around the world to a country I didn’t know, a higher education system rather different, at least administratively, than what I had known and a mode of delivery (distance education) in which I had no experience. Joe’s patience and support in the face of my many emails and phone calls helped me to navigate my first few years as an academic. He has taught me a great deal about teaching and academia, and while I may never be the quiet diplomat he is, I endeavour to bring his lessons to my work every day.

Joe has also been a good friend. He has invited me to his home on numerous holidays, knowing I could not be with my own family who lived on the other side of the country. He and his wife, Joan, invited my parents and me for dinner in their home on one of their visits from the ‘coast’. My parents were delighted to finally meet Joe and to thank him for all he had done. As my father said, “Thank you for being so good to Melissa. We really appreciate that.” As do I.

Joe’s guidance and friendship has meant the world to me and that is difficult to express in mere words. Were I a poet or artist, I would write or paint something more profound, but I am neither of those. So I am left with words that do not do him justice. Thank you, Joe, for everything.

Melissa White, Ph.D., CIDEC Alumna, 2004
Lecturer, Centre for Labour Market Studies, University of Leicester
“Fond memories” - Kara Janigan

Dear Joe,

It has been nine years since our first phone conversation when you told me you thought OISE and CIDE was the right place for me. Right from the start your open, friendly and supportive manner helped me transition smoothly into this strange and often daunting new world. Your teaching style put me at ease. Your coursework excited and challenged me. You helped me accomplish things far beyond what I envisioned for myself.

While I have lots of fond memories of my M.A. journey with you as my supervisor, I will mention just a few. The first is the supportive way you guided me through my M.A. journey even enabling me to channel your presence when the internet connection would go down as I was trying to ask you questions from the field. You were with me even when I was far away.

My second fond memory was when I felt like you were my “proud papa” at the 2002 CIES Conference in Florida when I was recruited for a job in Ethiopia based upon my M.A. work that I had just presented. Your response showed me how deeply you care for your students, not just in terms of their academics but most importantly in terms of their lives.

The third important memory involves the “welcome back” email that you wrote to me upon learning of my acceptance into the doctoral program. At that time I was living on an isolated mountainside in Zomba, Malawi and was initially uncertain as to whether I was making the right choice to return to OISE and CIDE. Your kind words of encouragement and support were a great source of reassurance for me. I printed up that letter, carried it around with me and read it several times over in the months that followed.

It was you who encouraged me to go forward and pursue a Ph.D. degree which was an accomplishment that I never imagined for myself. Joe, I am glad that you are part of my thesis committee so that I can add some more fond memories to the ones already accumulated.

Thanks for your support and friendship,

Kara Janigan (M.A. 2002, Ph.D. candidate)
Tributes from Colleagues, Near & Far

“Making of an academic” - Jack Holland

I have been watching Joe for 43 years. When he was a very young graduate student ... and I was an old one ... it occurred to me that I was watching the making of an academic.

Syracuse University is a Methodist establishment ... fortunately the country there affords a good number of wayside entities ... suitable to hosting unscheduled seminars.

On a fall day in 1963 ... not long before the assassination in Dallas ... young Joe ... and three other scholars ... all in their thirties ... spent the day at Cornell U. Library. On the way back to Syracuse they visited one of those Up State emporiums. The subject was the nature and history of strait rye whiskey.

Joe and Joan got married in 1964. Of course I was Joe’s best man. It was a great wedding and more accurately a great bon voyage. They were off to spend a year in Hawaii. Research, of course.

Jack Holland
“The classic iconoclast” - Erwin Epstein

How does one define a “classic iconoclast”? These words are transparently oxymoronic. According to my American Heritage Dictionary, the word “classic” means “adhering to established standards and principles,” and an iconoclast is “one who attacks traditional ideas or institutions.” Contradictory as it may seem, I contend that Joe Farrell is a classic iconoclast; his works are concurrently classic and contrary to traditional or expected form.

Indeed, in my class on Comparative Theory I use Joe as a prime example of a truly rare scholar whose works run the gamut from prototypical (i.e., “classic”) positivist to prototypical (i.e., “classic”) relativist. Consider how he views the nature of “comparison” in comparative education.

In his words, “the object of comparative education is to compare, to systematically apply data from several units in order to test relationships between variables, in order to build theory about how educational systems operate” (Farrell, 1970, “Some new analytic techniques for comparative educators: A review,” Comparative Education Review, 14(3), p. 269). Then consider his monumentally splendid 1986 book, The National Unified School in Allende’s Chile, in which not a scintilla of comparative theory could be unearthed. I contend that nowhere in the comparative education literature can one find embodied in the works of a single individual such an epistemologically extreme contrast.

In his life’s work, Farrell has displayed the unique gift of being able to engage methodologies that are as different as they can be. And, he has done so without apology, without declaring a disabling inconsistency. For him, it is not a matter of inconsistency, but of mastery. In this, he has no equal. I know of no one in comparative education who has been able to produce such exquisite work on both sides of the epistemological bridge.

Erwin H. Epstein
Loyola University, Chicago
“A huge impact” - Mark Bray

You have made a huge impact on the lives of many, and are so much appreciated in many circles.

The circle on which this brief message focuses is that of comparative education. It has been a pleasure to meet with you in many CIES conferences. One which I particularly recall was 1993 in Jamaica. In addition to the conference itself, we had a great talk on a bumpy bus en route to Ochos Rios while doing some sight-seeing on the side.

On a more substantive note, your writings have been of use to me long before I knew you in person. Your article with Ernesto Schiefelbein published in 1974 (yes, over 30 years ago) on the scope of educational planning in Chile remains useful today, particularly for its remarks about triple, double and single-shift schooling but also more widely at a conceptual level. And your 1997 article in Comparative Education Review which addressed changes in the nature of educational planning over time remains for many of us a very significant benchmark. As you know, the existence of this article this was a major reason why we thought of you when ourselves planning an event in July at IIEP to review directions in educational planning over the past and coming decades. We were delighted when you instantly accepted to play a lead role in that symposium.

I know that other colleagues will also have much to say, and that it will converge in highlighting the ways in which you have been a pillar of so many communities with conceptual insights, practical experience and consistent good humour. We are glad that there is every promise of all of this continuing for many years, and much look forward to welcoming you to IIEP in July!

Mark Bray
Director, International Institute for Educational Planning
“The only word” - Abraham Magendzo

Let me first of all ask: what does it mean for Joe to retire? If you think that he is going to irrigate his garden, it might be you are right; if you think that he is going to the park to feed the birds, it might be you are wrong right; if you think that he is going to sit on his rocking chair and read the newspaper, it might be you are wrong right; if you think that he will became again a leader of the Boy Scouts, it might be you are right; if you think that he will be playing his guitar all the day long, it might be you are right; if you think that he will be around is family, it might be you are wrong right; if you think that he will be visiting his many friends not only in Canada but all over the world, it might be you are wrong right; if you thing that he will be writing his memories, it might be you are wrong right; if you think that he will be continuing to write papers, books and articles, it might be you are right; if you think that he will be inviting his former and new students to his house to talk with them not only of education but of history, music, literature etc., it might be you are right.

Knowing Joe for many, many years I am telling you that he is only going to retire formally but he will continue watering his garden, going to the park, reading the newspaper, going to the Boy Scouts, playing his guitar, being with his family, visiting his friends in Canada and all over the world, writing his memory, books and articles, reading books, inviting students, and doing many other things. Finally then, what does it mean for Joe to retire? I really don’t know, but he will not give up work and enjoying life.

I have known Joe for many years. When I say many years, I am not exaggerating; close to 40 years. He and I were then very young scholars. He always had a thoughtful, helpful and supporting word and attentive attitude; finishing always with a laugh, expressing amusement, fun. Always ready to lend a hand. He came to Chile many times, during President Frei Montalve, Allende, and Pinochet’s time. During the years of the dictatorship he was the promoter of the OISE-PIE-CIDE interchange program. He was not only the supporter of the program but thanks to his compromise with a democratic Chile he contacted us with the IDRC. Many Chileans students got their doctoral degree in OISE under his advice and guidance. The only word that I have to my good friend Joe, is GRACIA JOE.

Abraham Magendzo K, Chile
“My Ustod” - Sarfaroz Niyozov

I was inspired by Joe to become a comparative, international and development educator. At that time I felt that in his humility and depth of insight into my own biographical experiences and his subtle care for my own learning and my family, he resembled my father. I saw him being so proud of my best dissertation award and my work with the Aga Khan Development Network, and later being happy and helpful when I returned to OISE and took my current position. I saw CIDEC - Joe’s child - grow to such a powerful body, as the unfolding of Joe’s vision and his words, “If people want to share ideas and thought and feelings, they will find a place to do that by themselves and that is how genuine community and development occurs.”

Joe, you will always remain my Ustod (teacher & mentor) no matter where I am and where you are. I wish you all the best. I know you will be with us always.
Sarfaroz Niyozov
OISE/UT
Dear Joe,

I am truly sorry to miss the big celebration of your life and work on May 8. I will be flying from Singapore to Beijing on that day, and will be thinking of you!

It has been great to have you as a mentor and colleague ever since I first arrived at OISE as a young and somewhat bewildered postdoctoral fellow in September of 1984. You invited me to lunch in the cafeteria, when it was OISE’s place of camaraderie and celebration, and you made me feel welcome and at home.

Later, when Cicely Watson hired me into the Higher Education Group, I learned that she had also been the one to bring you to OISE back in the days of Educational Planning! You were always someone to whom I could turn for sound advice and encouragement in the early days of my career, and you helped me to balance out the three fields that seemed to pull me in different directions: Comparative Education, Sinology and Higher Education. The fact that Comparative Education somehow stayed front and centre for me was probably due to your influence, more than any other. What fun it was to work together on CIDEC programs and projects over those years and to take delight in outstanding students in the program like Karen Mundy, Alistair Pennycook and Zahra Al Zeera!

The next phase where I have vivid memories was supporting you and David in the creation of CIDEC’s Collaborative Program in 1996, probably the one substantive achievement of my 15-month tenure as Associate Dean, before I moved to HK in September of 1997. The two special memories of collaboration over those years were CIES ‘99 at OISE, and your coming to Hong Kong with Joan to teach a course for our OISE Cohort at the Hong Kong Institute of Education. Planning a CIES conference from two sides of the world was all drama and adventure – I would start my days at 4:30 AM in Hong Kong, to catch Melissa and the CIDEC team before they could get away from OISE at 5 PM the previous day! It was a fantastic experience of hands reaching across the globe to be sure that the 900 plus people who came from all parts of the world would feel welcome in Toronto – even if there was a transit strike, or April refused to bring spring weather! As it turned out, weather was good, the subway functioned and everyone had a great time. It was one of the most intense and exciting weeks of my whole life, and I still remember all of us on the organizational committee celebrating at your home, with huge sighs
of relief, on the final Sunday afternoon of the conference! Without your support, and the efforts of the whole CIDEC team, we never could have carried it off!

I also have good memories of your weeks in Hong Kong, providing a special course for about 15 lecturers at the Hong Kong Institute of Education who were part of a cohort taking a doctoral program in the Department of Curriculum, Teaching and Learning. Your course on comparative teacher education was greatly appreciated, and I recently had dinner in Hong Kong with Chung Chak, whose doctoral thesis you supervised. The whole group still feel themselves to be a community, whose lives are a kind of bridge between Canada and Hong Kong, between OISE and HKIEd.

This message comes to wish good health to you and Joan and your family, and many more good years of comparative education teaching and research – but at a more relaxed pace! Walter also joins me in these good wishes.

Warmest regards,
Ruth Hayhoe
OISE/UT

Ruth in China with Dr. Gu Mingyuan
“I wish you all the joy in the world” - Malak Zaalouk

Joe,

I wish you all the joy in the world. I keep very fond memories of your visit to Egypt to participate in an “innovations” workshop in the nineties and of my visit to your home in Canada in 2002 to visit your wonderful country and observe schools therein.

I wish to remain in touch.

Malak Zaalouk (Ph.D.)
Education Adviser
UNICEF, Regional Office, Middle East and North Africa

“A great model” - Angela Miles

Joe Farrell was the mainstay of the Comparative International Development Education Program when I arrived to teach at OISE in the Adult Education Program which housed him then. He welcomed me warmly and invited me to bring my interest in women’s struggles around the globe for equality and community and social change to the group.

He was a great model for me, as a relatively young faculty member at that time. Joe’s scholarship connects him to the world beyond the academy, rather than separating him from it as is so often and unfortunately the case. He showed me how rigorous academic research can be grounded in a strong and active engagement in and respected contribution to an important professional and policy field of practice.

I will be with you in spirit when you gather to honour Joe’s long and formative organizational, academic and policy contributions to Comparative International Development Education and Adult Education and Community Development at OISE and beyond. I am pleased to have known and worked with him and I am sure Joe’s work and our association will continue beyond this day!

Angela Miles, OISE/UT
I am sorry that I am not able to be with you for the May 8th celebration of your work at OISE, however, on that day I will be with a group of Brock students in Havana where I will be conducting a course at the Universidad de la Habana in collaboration with Cuban colleagues.

The fact that I am able to offer that course in Cuba and, indeed, the very fact that I am teaching international and comparative education at the Faculty of Education at Brock is largely thanks to you.

I did my M. Ed. essentially through OISE’s Peterborough site with no intention whatsoever of going on to a doctorate. However, Merle Wahlstrom, who was instructing the last class of my masters’ program out in Belleville, appealed to my ego and talked me into applying. As luck would have it, despite the fact that I was a part-time student and rarely on campus, I gravitated to you and we spent a lot of time doing those independent study courses and discussing my research in Nicaragua and Guatemala (often at your home) and, over time, the Guatemala work emerged to become my thesis topic.

I thought, as I walked out of my thesis defense, that my time as a scholar was over as I headed back to my role as a special education teacher with the TDSB. Two years later, however, I was seconded to the York University FOE to work on their global education program and then, thanks in no small part (I’ve been told) to a strong letter of recommendation that you wrote, I had the great luck to be hired by Brock into what is proving to be a late-career dream job.

My only regret about my time at OISE was that I didn’t take even more advantage of your generosity with your time and your knowledge of the field.

I am told that while you are retiring, you are still going to teach. I’m not quite sure I know how that works because I have no doubt that you will continue to do research, to write, and to inspire students.

Best wishes for a “productive” retirement.

Un abrazo de

Mike O’Sullivan.

Faculty of Education, Brock University
Receiving the Medal for Good Service to Scouting, 1988

35 years of Scouting: Joe with his Mother

Caricature by Li Koo, Joe’s student 2005
Joe is:

1. An educator’s educator
2. Respected from Cairo to Terra Del Fuego
3. Strong enough to challenge ideologies with love
4. Story teller extraordinaire
5. A Boy Scouts’ leader
6. Mentor of the misses
7. Basker in the glory of his children
8. Never an angry word can ever be heard
9. A rare social scientist who respects the complexity of pedagogy and those who practice it well
10. Lifelong mentor, intellectual partner and drinking buddy to me.

Stephen P. Heyneman
Professor, International Education Policy
Vanderbilt University
“Global perspective” - Anne Forsythe Moore

As a curriculum planner for the Teacher Candidate course Communications and the Education Process for both consecutive and concurrent Teacher Candidates at the Faculty of Education, York University, I observed a need to bring the world into the classroom of texts, timetables and tight schedules. Enter memories of Joe and my discussions with him and his students during the many integrated events at the Centre for Teacher Development. Also, I was fascinated by Joe’s global perspective during my involvement as a Book Review Editor [2004-2005] with Curriculum Inquiry. Now I include in my program an assignment which quickly became a hit with the Candidates: Global Media Comparative Studies. The assignment integrates a narrative inquiry/critical literacy approach with oral, visual and written components. Many candidates used their media research during their practicum.

Thank you, Joe, for your global influence in my curriculum design.
Anne Forsythe Moore, Ph.D., OISE/UT 2006
York University, Faculty of Education

“Best wishes” - Beverly Lindsay

When I was a President, Vice President, Member of the Board of Directors, and Head of the Secretariat of CIES, I worked directly with Joe Farrell for several years. Those years will be some of the most impressive and lingering memories of an outstanding colleague who contributed to CIES leadership.

Best wishes to Joe in his “retirement”.

With warm regards,
Beverly Lindsay
Professor and Senior Scientist, Penn State University
I want you to know how important your work, colleagueship, friendship have been for my own career and life. From the time I read your 1977 article on “Conceptualizing Education and the Drive for Social Equality” in “The State of the Art” special article of the Comparative Education and began using it in my Comparative Education course at the University of Houston, I (and students with whom I’ve worked) have been influenced and inspired by your insightful and appropriately focused scholarship.

I could identify many other writings and conference presentations, I will leave that to others – and to your cv - but I would also call special attention to your chapter, “Changing Conceptions of Equity of Education: Forty Years of Comparative Evidence,” which was published in Robert Arnove and Carlos Torres’ 1999 edited volume, Comparative Education: The Dialectic of the Global and Local. This chapter also stimulated considerable thinking and dialogue with students and colleagues (e.g., at the University of Pittsburgh) and represents an example of your long-term engagement with and concern about a key issue in the field of comparative and international education – the role that education plays in reproducing social inequalities and the potential for education to transform such.

More generally, I want you to know how much I have valued opportunities to interact with you formally in CIES sessions and business meetings as well as informally between sessions, over coffee and during meals. Your commitment to scholarship and social justice has fueled – intellectually and emotionally – my own activities and those of many other comparative and international educators.

I’m glad to hear that you will continue to teach, since students will continue to benefit from such experiences. I look forward to seeing you at CIES conferences and World Congresses, if only to be recharged by your ideas and your “chuckle”.

In solidarity and friendship,

Mark (Ginsburg)
Senior Program Officer, Academy for Educational Development
Coeditor, Comparative Education Review
“Congratulations, Joe” - Vandra Masemann

I am joining many other colleagues in various countries who are celebrating the long and distinguished career of Professor Joe Farrell. Congratulations, Joe, on all of your accomplishments and contributions to comparative education. Thanks, Joe, for all your help and kindness and support to me and to so many others. We are enormously grateful to you as a person and to you as the Director of CIDE.

I have no clear memory of when I met Joe Farrell in the 1970s. It must have been at OISE, but my memory of him in those earlier years are clearer at CIES meetings. I recall an interesting panel on methodology and the pitfalls of field work, with his very interesting account of his fieldwork in Chile being punctuated by guffaws from the audience. In the run-up to the World Conference on Education for All in Jomtien in 1989, I recall his support of the Canadian delegation.

Then when I became the CSSE representative to the Education Sub-Committee of the Canadian Commission for UNESCO, I greatly enjoyed attending the meetings in Ottawa when he was Chair. He had such a sweeping overview of education as a world issue, and led the discussion with regard for the interests of all the countries of the world, not just the Canadian or North American interests. He was greatly respected by all the members of the Canadian Commission.

Then we discovered that we had a common interest in Boy Scouts as I mentioned doing some consulting work for them. So we organised the first, and perhaps only, panel at CIES on Scouting, Guiding and other youth movements. That was in Anaheim in 1990. It was very well received and is still remembered. We shared an ongoing interest in the CIES over the years as we were both its President.

Joe invited me to CIDEC events when I was feeling very marginal to the academic world. He has demonstrated countless times his commitment to students’ academic lives and their whole selves. His article on Social Equality which is on the CIE1001 Reading List exemplifies his commitment to social equality and education as a basic right of human beings.

I am privileged to have known Joe Farrell for most of his 40 years at OISE. He has been a solid and enduring part of the OISE landscape. Sometimes, for long stretches of time, I took him for granted. He represented a stability in the CIDE program that has contributed to its growth and development. Other programs in our field have not been so fortunate, and they have experienced great instability.
and turmoil. Some have waxed and waned. On an occasion such as this, we are
not taking him for granted. We are able to see his contribution clearly, to recognise
the foundations he has laid in the CIDE program, to acknowledge his theoretical
and substantive contributions to our field, and to thank him for his generosity, his
joviality, his astute thinking, and his sense of fairness and justice. Thanks, Joe, for
everything!

Vandra Masemann,
CIDE, OISE/UT

Joe with Karen and Vandra, CIES 2007, at the reception after he
received the CIES Honorary Fellow Award

“Letters” - Karen Mundy

To write this, I spent a few hours searching for my first two letters from you,
written exactly 20 years ago, to a young Canadian teacher working in rural Zim-
babw. It is a sign of their significance that I found them carefully preserved in
one of my journals from the time. I can still remember how it felt to receive them!
These were not short letters – no siree. Several pages of densely typed text had
arrived at my room at a little rural boarding school in Zimbabwe. They carefully
answered my questions: Was the field of comparative education right for me? Was
I right for the field of comparative education? Would problems of social inequality
ever be solved by schools? What courses should I take? To how many prospective
students such letters were written, I do not know, but I suspect a great many.
More than anything else, the letters told me that waiting in Toronto was someone who would take the time to talk to me. And that invitation to talk – and the implication that there was some community of conversations to join – was what set me on my career path.

As I proceeded through my Masters degree, and then (after a year’s hiatus) to do Ph.D. work at OISE, Joe’s invitations to conversation remained a cornerstone. While one always knew that Joe was learned and had opinions, Joe never trumpeted his own work. Even though I called him Professor Farrell right up to the last day of my degree, he was never intimidating. Joe would never say “I think you should use that theory,” or “go read my article on X” – but rather, “perhaps you should read this? Or think about that?” And while he expressed clear values in his courses – for example, the importance of understanding local cultural contexts, or of being skeptical about “top down social engineering” – he also introduced a range of ideological positions. I can never remember Joe showing impatience when asked a naïve question by a student; and I can recall many, many times when Joe helped me and other graduate students get back “on the horse” during an impasse in research or writing.

I can still recall the day that he handed me a book revisiting Bowles and Gintis, in which the authors themselves questioned their premises of their early work – a fine foil for a course on Marxism and Education I was then taking, but also a gloss on the value of self-critique in the academic enterprise. And it was Joe who one day handed me a copy of Philip Jones’ book on UNESCO, starting me on the path of studying international organizations and educational change that I still pursue today.

I learned so much from Joe’s practices and habits as a teacher and academic in my early years at OISE. But because Joe is so understated, and such a good listener, I only gradually came to know him as an academic thinker. How terrific it has been, over the years, to stumble on a piece by Joe, and to discover that he has written a masterfully synthetic paper on just the topic I wanted to understand at a critical juncture – on educational inequality, for example, or on education planning, or more recently on educational testing and the history of school reform. From these works I again learned an enormous amount not only about specific issues, but about how to write – and how to write as if one wanted to generate many further conversations.

Today, of course, I have the great privilege of working in the Centre that Joe created – the Comparative and International Education Centre here at OISE/UT. It is a fine Centre, and one of the fastest growing units at OISE, a fact that owes
a great deal to Joe’s own efforts. I hope the Centre will be able to preserve Joe’s imprint by remaining, at its core, a welcoming and stimulating community; a space for many wide-ranging conversations about education as seen through a comparative lens.

I want to conclude by saying a big “thanks Joe” for both mentoring me, and for creating such a vibrant institutional context for comparative education at OISE. And as a token of thanks, from the entire CIDE community at OISE, we have decided to honour you by launching what we are calling the “CIDE Founders Fellowship” – a small fund to support graduate student field research in comparative education, for which we have raised $5,150 of what we hope will become a $50,000 matched endowment over the next 5 years.

Karen Mundy
OISE/UT

“A word or two for Joe” - Dan Levy

I regret that I did not spend time in person very often with Joe. I remember each time fondly. Joe was always thoughtful, sensible, and witty. Great fun to be around. Over the many years, I never heard a negative word about Joe.

Probably the first time I read Joe’s work was on his co-authorship with Ernesto Schiefelbein and quite a collaboration they had. My much esteemed colleague at Albany, Phil Foster, just recently deceased, a prior president of CIES, spoke in glowing terms of Joe always - and Phil was never inclined to easy evaluation. Roughly eight years ago Joe was on a team of two that evaluated our program. Everyone was impressed by the quality and insights in the report. Joe identified our weaknesses as well as our strengths. And, brother, did he rip into higher administration for omissions and policy errors on their part.

Good luck to Joe, excellent scholar and affable man, in a retirement well earned, though I hope not complete.

Dan Levy
SUNY Distinguished Professor
University at Albany
“Warm presence” - Kathy Bickmore

Joe Farrell shares responsibility for my ascent (descent?!?) into comparative education, since his book on The National Unified School in Allende’s Chile was one of the very first comparative education books I ever read (in a wonderful course called Third World Education, taught by Scott McNabb at the University of Iowa, in about 1986). I have appreciated his work on interesting educational experiments/innovations - including his chapter in our forthcoming edited volume (Comparative and International Education: Issues for Teachers) - ever since. I was quite impressed, when I arrived at my second university job at the University of Toronto, to discover that this esteemed author was such an affable guy. A few years later, when he wrote the editorial introduction to the issue of the journal Curriculum Inquiry in which I had a paper, I still didn’t really know Joe, but not too long after, I moved into an office down the hall from his. In recent years, we connected on various program committees and such, and I enjoyed many a conversation when Joe dropped by my office on his way to or from his own. I will forget neither that early inspiration, nor that warm presence in our CIDE community.
Thanks, Joe!

Kathy Bickmore, OISE/UT

“You are our man in Latin America” - Julie Alexander

And thank you, Joe, for connecting Bill, and our whole family, with the Universidad del Valle in Cali, Colombia, where we spent a wonderful year in 1977-78. I still think of you as “our man in Latin America.” Please teach me the Chilean song and guitar chords...El Caballo Blanco (galapeando). I remember your family’s brave departure for Chile with a brand new baby, Jen.

Love, Julie (Mrs. Bill) Alexander
“A decade ahead” - Ash Hartwell

First, I would like to give to Joe a big personal congratulations, he has done much for the field of comparative education. I still use his classic 1997 paper ‘Retrospective on Educational Planning in Comparative Education’ now more than a decade on (wow how time passes) for classes on education planning and policy. But I have gotten to know Joe directly in our continued work and support for alternative, complementary education. He has been a wonderful ally in making the case that, at a policy level, this is a critical strategy for providing quality basic education in underserved areas. His persistence and continued efforts to bring this argument forth now appears to be getting greater attention as the FTI process looks more seriously, through what is called ‘The Progressive Framework’, at reaching children and youth in ‘fragile states’ with appropriate and quality basic education. Joe has always been about a decade ahead of conventional thinking and analysis.

All the very best in this celebration,
Ash (Hartwell)
The Center for International Education (CIE)
University of Massachusetts Amherst

“Many thanks” - Jane Gaskell

Please convey to Joe my best wishes and thanks for all he has done for OISE and international comparative education. I’m sorry I can’t make it to the celebration.

I worked with him at one point, at a seminar at Brown University on North American educational research connections. It was an excellent discussion which may not figure high in his memories as he does comparative research all the time, but figures high in mine as I learned so much about other systems. It also led to a project with Mexico.

Through this kind of work, he has contributed greatly to the study of education around the world, probably in many ways he is not even aware of.

Many thanks,
Jane Gaskell
Dean, OISE/UT
“A toast” - Daniel Schugurensky

Although I had met Joe Farrell before at several conferences of the Comparative and International Education Society (CIES), and I knew of his work on Chilean education during the presidency of Salvador Allende, my first long conversation with him was exactly 10 years ago, in the summer of 1998. I was just arriving to Toronto as a newly hired assistant professor at OISE after a postdoctoral stint at UCLA, and Joe was a senior professor with three decades of teaching at OISE.

We met on a hot and humid summer afternoon in early July that reminded me of the summers of my childhood in Buenos Aires. I remember my excitement going to Joe’s office on the 10th floor. I was new to OISE and eager to make connections with the academic community in the institute. I also knew of the great work of the Comparative, International and Development Education Centre (CIDEC), and was ready to join it and be part of its exciting activities. I didn’t need to knock at the door because it was open, and Joe was there, coming to meet me with a big smile and a warm “welcome to OISE”!

A few minutes later and one elevator conversation, we were exiting the building. We went, as many of you probably have guessed, to the Duke of York. The pub was relatively empty that day, and we enjoyed the quiet atmosphere. That afternoon, Joe and I had a very nice conversation that ranged across a variety of topics, from family stories to education in Latin America to life in Toronto to, of course, the past and present of OISE. Joe told me about his professional beginnings as a primary school teacher in Northern Illinois, his doctoral program on Chile at Syracuse University, and his arrival to OISE three decades before. Indeed, Joe came to OISE in 1968, among several other ‘imports’ from the U.S. Such migration of great young minds from the U.S. to Canada was not coincidental. That year, Canada was opening a new era of optimism with the first government of Pierre Trudeau, and the U.S. plunged deeper into the Vietnam War with the My Lai Massacre (known for the codeword Pinkville). At the same time, OISE was just starting as an innovative, semi-autonomous space for graduate studies and research, and Joe was very happy to be part of the incoming group of professors that would shape the institute for the better in the decades to come. During that conversation, Joe also told me about his volunteer work in the Boy Scout movement, and about his next camping trip with his family. Last but not least, Joe gave me a quick introduction to “CIDEC the centre” and “CIDE the program”, and explained to me the particular logic of collaborative programs.
That summer afternoon, three things were impressed upon me after my first conversation with Professor Farrell. The first was his affability, cordiality, sense of humour and clarity. He came across as a friendly, unpretentious and nice human being. He was more ‘Joe’ than ‘Professor Farrell’. The second was his powerful capacity to remember facts, his bright intellect to connect those facts in a meaningful and relevant way, his deep understanding of educational matters, and his ability to convey difficult ideas in simple, everyday terms. The third was his profound love for Latin America and its people, and particularly for Chile, a country where he lived twice with his family. If I recall well, at that time he had embarked on a project to document alternative forms of primary education for poor children, and he passionately talked about the contributions of the Escuela Nueva project in Colombia.

During the last ten years, my early impressions were not only confirmed but also surpassed. In the last decade, I enjoyed working with Joe in different OISE committees and in several thesis committees of CIDE’s students. His comments were always insightful and full of wisdom, raising important issues but always helping to move the process forward.

I also enjoyed very much his great humour and his contagious laugh. He was very good at having fun and bringing fun to others. I close my eyes and see Joe playing the guitar with joy, and I can hear his voice singing: “Oh, Dr. Freud, oh, Dr. Freud. How I wish that you’d been otherwise employed”. . . . I keep my eyes closed and I can imagine him in the middle of the night in the countryside, singing and playing the guitar and telling stories at a Scout campfire.
I also had the pleasure of attending some of his insightful public seminars at OISE and in other institutions. I remember one of them, in a panel at a conference of FOCAL, in which he wonderfully summarized the main issues regarding educational reform and educational innovation in 15 minutes in a way that only could be done by someone with a vast experience and the capacity to organize and analyze that experience.

During this decade, I learned about Joe’s leadership and organizational skills, including his key role in CIDEC’s hosting of the CIES conference at OISE in March 1999, in what was a magnificent conference. I also had the chance to attend some summer social events at his house, where I had the pleasure of meeting his wonderful wife Joan. At that time I also learned that Joe had played an important role in igniting REDUC, an educational databank (a sort of Latin American version of ERIC) that we started to use in Mexico in the 1980s.

A few years after that, I had the honour to participate in the preparation of the submission for the regular external review of CIDE’s program with Joe, the late David Wilson and other colleagues. Happily - but not surprisingly - the program was approved and renewed. Today, the program continues to expand and improve, largely thanks to the pioneering work done by our dear colleague Joe Farrell for several decades. Moreover, although Joe has officially retired, he continues to serve the CIDE program by teaching the courses with passion, knowledge and care. It is clear to everyone who knows Joe that he loves his work, and his enthusiasm is contagious.

Now, on the 40th anniversary of Professor Joseph Farrell to OISE, I want to make a toast with Chilean wine to him and to Joan, and I want to express our deepest gratitude for Joe’s contributions to OISE and to the field of education in Canada and internationally.

Salud!

Daniel Schugurensky,

Adult Education and Community Development, OISE/UT
Joe Farrell has been a precursor in many areas of educational policy and management.

When I started at IIEP looking at issues of education and employment, we took as a major reference the seminal work of Joe Farrell and Ernesto Schiefelebein on eight years of their life: from school to the labour market in Chile. This work pointed out, among other things, that unless youngsters find a job or some work they will not be able to concretize all the hopes that we put in education. And not every student was having the same success. There was, there is still, a lot to learn from such a gigantic exercise.

Later on when everybody was focusing on numbers, Joe looked rightly at issues of quality, with his work on teachers and textbooks.

Lately he is getting concerned as we all should at issues of quality and inclusion. The main challenge while we are midway to 2015 is how to include in schools those who have difficulties and live in difficult circumstances. There is much to learn from alternative schooling conditions and this is what Joe shows brilliantly in his latest contribution to the International Institute for Educational Planning.

We wish him a pleasant and restful new stage in his life,
Françoise Caillods
IIEP Deputy Director, Paris
“The Memories” - Don Adams

The Syracuse Days:

- Selection for doctoral fellowship: Joe appeared somewhat like that Iowa farm boy in the language ads seeking friendship with the superstar Italian model. But a background in the Boy Scouts and as a debate champion was persuasive.
- Joys of fully-funded graduate students because comparative education was our contribution to solutions of the cold war
- Skiing 10 months out of the year
- The interruption for a U.S. Govt. funded year at the East West Center in Hawaii courtesy of Pres. Lyndon Johnson who believed that bringing a few Americans and Asians together was part of a global solution to the spread of Soviet power. We wholeheartedly agreed.
- The going away party – with Joan in a grass hula skirt

Hawaii:

- The one obligation was to meet once a week with Asian Scholars – no agenda was needed
- The Friday night poker games
- The long Saturday swims
- Fulfilling the Government grant while enjoying the beaches
- To build on the idea of Social Development: a version of social capital? an extension of social differentiation?

Don Adams
I met Joe shortly after I joined the faculty at OISE in 1988. Although we worked in different departments, Joe has always been supportive of me. He tried to include me in the activities of CIDEC, and encouraged me to see my research, teaching and writing in a broader context than I was able to imagine at that time.

Joe, I can’t see you retiring. But I can see that you are at a turning point in your life, and I take this opportunity to wish you the very best with whatever endeavour and adventure you are launching after today. Although I cannot be with you on the day celebrating your accomplishments and contributions to OISE and to the field of international comparative education, I am there in spirit!

My warmest regards for such a joyous occasion,
Roxana Ng, OISE/UT
“Bless you Joe” - Cicely Watson

I remember when I first met you and Dave Wilson. You both arrived for interviews in 1967 (if my memory is accurate); both were referred to me by Jack Holland who had been hired the year before. Jack had a long list of recent PhDs from Syracuse University. Bill Alexander arrived a year later in 1968. I have always thought of you three as the “Lads from Syracuse”. Such a lively creative bunch, but such different personalities. You, Joe, genial and smiling, defending your point of view with vigour but laid back, easy going with a ready belly laugh. Dave, so tense and uptight, defending his ideas like a tiger. Bill the joker and clown, who surprised one every now and then with some unexpected perspicacious insight.

I have three images I want to share with you Joe, one about a serious possible crisis – at least to my mind – and two that are happy.

First the serious memory - in 1970/71 after I had cancer and decided to give up the Chair of Ed Planning and take a year’s study leave, Jack, who was the Associate Chair, became Acting Chair. A search committee was struck – six members, three from the department and the three coordinators with John Andrews in the Chair. From the outset the department held out for Jack to be made Chair and from the outset it was clear that Jack had upset senior management, so I went to work on the graduate studies coordinator since that was the department work I had left to Jack and he was doing a good job. I thought, just before the final meeting that I had brought George Flower over to our side, but the vote was split 3 to 3. John Andrews promptly adjourned the search, knowing that I was leaving for England the next day - that gave him a free hand. A few weeks later Miss Tufts phoned to tell me that the administration had put in an Acting Chair for two years and hoped to regularise the appointment. I was so furious I almost decided to return to Canada but Frank persuaded me not to interfere. I was afraid that the interdisciplinary department I had so carefully put together would fall apart into factional rivalries – the educators vs. the demographers vs. the economists vs. the sociologists vs. the engineers. I worried about the department for the entire year! However, shortly after I returned, one by one the faculty and research staff took the opportunity to privately tell me, ‘don’t worry, our department is united still, and we have decided that Joe will be the next Chair. We’ve made our wishes loud and clear to the administration’. The department had not disintegrated. Its
members simply coalesced about you, Joe, relying upon your amiable, friendly but firm leadership. I’ve always been grateful to you, and admired how you held the Ed Planning Department together and independent, over the next decade.

My second memory:

I recruited you and Dave to bring the comparative lens into focus when looking at educational systems and their different cultures, and you did not disappoint us. Regularly, you would disappear for weeks, even months, often to South America and you always returned with interesting visitors and vivid stories. But the one which sticks in my mind is the visit to Chile when it was under a dictator – dangerous! I really didn’t want you to go, but you insisted you’d be safe. And a few weeks later you arrived back with a group of Chilean refugees who became our doctoral students. You were our Latin American Spanish speaking expert, Joe. Once we even had the Annual Conference of the International Society of Educational Planners in Mexico City. You always returned unscathed from your travels. That year, Bill Alexander and I returned with Montezuma’s revenge, which bothered us on and off the entire summer.

The third memory I would share with you, Joe, is one of recurring happiness and fun. The Ed Planning Department easily acquired a reputation as ‘the partying bunch’. We not only had the usual orientation, Christmas and year end parties, we threw a party every time we had a visitor to the department – and in the early days that was every couple of weeks. But you and Dave brought other countries regularly into the Department and the large majority of doctoral students came from overseas, so our parties were exotic, noisy and full of music and impromptu dancing. Remember the Valentine day party when you all dressed up in togas, saris, and African and Arab garb? We all gave parties for our colleagues. Jack and Mary Holland annually had a “dessert party” with a vast array of mouth-watering pies and cakes; Nirmala Bidani regularly fed us Indian regional food. But, the high point each year was the St. Patrick’s Day celebration at your home, Joe, when Joan fed us all delicious Irish Stew and you with your ever-present guitar, led us singing Irish songs.

When I was a little girl in Montreal my Gaelic-speaking grandmother gave the farewell greeting to each of the family relatives as they departed on Saturday nights after an evening of songs, recitation and dancing to my Uncle Hughie’s fiddle. I’ll end this with her farewell:

“Bless you Joe, may you live to be at least a hundred and enjoy good health all the way.”

Cicely Watson, OISE/UT
Dear Joe:

We came to OISE at the same time and stayed put ever since. Altogether we count for sixty years of service to OISE/UT – this must be some kind of record in the OISE/UT obscure historical facts book. Throughout, and continuing in retirement, we have managed to run OISE/UT, and for that matter most everything small and large in the world’s goings on, at our monthly lunch meetings at the Duke.

As I thought about our years as colleagues I was struck by how educational my time with you has been. You joined me in editing *Curriculum Inquiry* and shaped my thinking about curriculum and its place in the world. You brought a worldly view to a field that is often relentlessly Western, relentlessly American, and often parochial in outlook. That work, and the course we co-taught to your group of exceedingly interesting CIDEC students, gave shape to my current interest in cross-cultural curriculum studies. To be frank I came to comparative education with only a vague idea of its nature. It seemed to me that it tended to deal with broad policy questions, high and mighty world organizations, and beyond-reach national and world leaders, without much close connection with educational lives on the ground. But the students we met in that joint course were real people dealing with real world, daily life, issues. The literature you and the students brought to our discussions was gritty, believable, important, and quite unlike what I imagined. Through our conversations and time together I have come to believe that curriculum studies needs to do exactly what you and many of your comparative education colleagues do, attend to the transformations in curriculum thought and practice as work, ideas, things and people move about the globe.

I recall a conversation we had in which we graphed educational change by plotting educational dollars and human effort against educational improvement. Basically, for the developed Western world, the world that curriculum studies mostly addresses, the curve was pretty much flat – add more resources, observe little effect. Added resources going into education appeared to be driven more by shifting ideological and political agendas than by real baseline improvements in the quality of education. But the curve in many developing parts of the world, places where those students came from, curved up – add more resources, observe educational growth.
I learned that lesson in spades when you invited me to join you in the UNICEF/Egypt Girl-Child Community Schools Project. Working on that project – actually, a series of Egyptian community schools projects over the better part of a decade – with you was life changing for me. There we saw and experienced all the things you wrote about in your profoundly important chapter ‘Community Education in Developing Countries: The Quiet Revolution in Schooling’ in *The Sage Handbook of Curriculum and Instruction*. I continue to be fascinated by your insight that a form of education, taking place in a dramatically different culture, with hugely different literacy levels, in a supposedly developing country, was in fact a form of education of immense potential back in the West with its flat line graph.

I have always believed that if I paid careful attention to my students I would learn more than they in our teaching and learning relationship. My work with you has taught me that the same can be true in our service-oriented development work. Your argument that Western education has much to learn from the Columbian Escuela Nueva project, the Bangladesh BRAC project and the Egypt Community Schools project is a powerful and important lesson.

So, my old friend, I thank you for having been my friend, and colleague. I especially thank you for having been an important part of my education which, as we Deweyians know, amounts to being part of life itself.

Finally, Louis Armstrong said, “Musicians don’t retire; they stop when there is no more music in them.” All the more reason to get out your guitar and sing us a song at the celebration.

Keep on teaching, writing and singing. Meanwhile, back at the Duke there are important matters to be settled.

Mick Connelly, OISE/UT
“Impact” - Ernesto & Maria Clara Schiefelbein

Dear Joe and Joan,

Time goes by so quickly that it seems to us that only a few days ago you and I were having dinner with Joan and Maria Clara at Harvard Square (this was in 2005 when you delivered a lecture at Harvard). We treasure those busy couple of days as another gift of God that adds to our past encounters in Oxford, Washington, Ontario, Toronto, Paris, Latin America and, of course, Chile.

Arnold Anderson introduced us in the University of Chicago in 1968 (only 40 years ago). He was prophetic when he described you as one of his best students and with a brilliant academic future. I told you that we wanted to evaluate the impact of our work and you looked interested. It was an exciting exchange of ideas. However, there was a sudden change that night (and I feared for my life) when having dinner with Bob Myers and his family, we listened the sound of shooting and he shouted “to the ground” to avoid a strained bullet.

I was so happy when you accepted to work with us at the Chilean Ministry of Education to evaluate the impact of our planning efforts to improve the education system. We were the first worldwide to replicate the famous Coleman Report and we did it in a developing country (we were able to challenge some of the conclusions of that report). We were so proud when in the early 70s Mats Hultin used our findings to convince The World Bank to put millions of dollars to finance projects for providing textbooks in developing countries. However, young people cannot imagine how tough it was to work with those huge IBM computers (twice the size of a large refrigerator) at that time.

What I could not imagine in the late 60s was that we would keep working for so many years and that I would keep learning so much from the brilliant mind and the wonderful human being that Arnold recommended for the work in Chile. I must say that I am very sorry I could not learn to play guitar and sing as you do. But at least one of my daughters that listened to you play and sing when she was 5 or 6 years old (MariClara) now plays guitar very well.

Maria Clara still remembers your incredible good will to carry a suitcase full of “Pampers” for our last daughter in 1979 or 80 and she thanks you for it.
Chilean Newspaper, 1978: Commentary on the work of Farrell & Schiefelbein
I am sure that Michael (who inherited your musical talent) will play some music at the right moment while celebrating on Thursday May 8. Next time that you come to Chile (after visiting this country over twenty times there is always a high probability to come again) we will replicate the celebration of May 8 with some of your Chilean friends and fans (I cannot say all of them because they are too many).

Dear Joe, I want to join to the “thanks” that your former Latin-American students and assistants have expressed in different ways about the impact of your professional work in the region and the generosity of your friendship. At the same time, knowing your energy and kindness I look forward to have new opportunities to keep doing some joint work. It is so important to improve the lives of that half of the population that still does not understand what they read.

Un abrazo querido amigo, para ti y para tu hermosa familia (incluidos los nietos)
Ernesto y Maria Clara Schiefelbein,

“A lovely pair of knees” - David Livingstone

Joe, Roby Kidd and I were the early architects of the development of the comparative education program at OISE in the early 1970s. As a very recent graduate, I was the underlabourer in this triad. In the process, I learned a bit about comparative education and a lot about the practical politics of academia from both of them. I later co-taught the Intro to Comp Ed course with Joe for several years and gained more insights about the practical politics of the field of comparative education. I am very impressed with the way in which Joe has continued to carry the flag for comp ed in OISE/UT.

But my most lasting impression of Joe will always be our meeting some years ago on the Bruce Trail with his troop of Boy Scouts. His smile was even wider than usual, his cheeks were rosier and he actually has a lovely pair of knees!

Do your best in the next phase, Joe.
Best regards,
David (Livingstone)
OISE/UT
Doing comparative education is not just examining how systems work or how issues get threaded in the fabric of different societies, but also knowing the people that live and feel and think and work in the societies studied. Whatever conclusions emerge from the study are conclusions that cannot overstep the people that are part of those historical conditions. And Joe is precisely that sort of comparative education researcher. In studying the societies he becomes a friend of its people.

I met Joe in unusual circumstances: 1973 in Chile – a turbulent moment as the government of Salvador Allende was experiencing its most crucial challenges. I was working at a research centre of the Catholic University – a new centre. Ernesto Schiefelbein who was the head of the centre told me his Canadian co-researcher in an important longitudinal study on the educational reform in Chile was coming to Santiago. Could I take care of meeting him and getting him to his hotel? Easier said than done! There was a general strike the day he arrived – no buses – no taxis, and I did not have a car. But things always work out – a willing student who was also a taxi driver offered to take me to the airport and meet Joe. He arrived with a smile and I think I have never stopped seeing that smile everytime I have seen him again. He survived with humour his arrival in a darkened city and Chile, ever since those harsher moments, became a focal point of his interests and friendships.

Joe wrote a key study on the how a seemingly innocent educational instrument became a target for those who sought to undermine the political experiment of Allende (The National Unified School in Allende’s Chile: The Role of Education in the Destruction of a Revolution, 1986). It was a well researched study for which he travelled around the world to speak to the main actors. We have to thank him for that historical account. Joe returned that gesture of Santiago 1973 by welcoming me when as the strange paths of life have it, I turned up at OISE to work on a project housed there. I met Joan, his children (but have yet to meet the grandchildren) and learned about their multiple interests, not least scouting and open country trips. Over the years I have seen Joe on and off at Comparative Education meetings and always marvel at the new things in which he is involved, including Egypt. I know retirement is only the official status that all professors have inevitably to encounter one day, but for those professors who have managed to put not just intelligence but also feelings and commitment into their work, retirement is the beginning or the rediscovery of ways of dealing differently with trodden paths.

Beatrice Avalos

Las Condes, Santiago
“A permanent stimulus and ally” - Vicky Colbert

My sincere congratulations to Joe for his extraordinary contribution and leadership in the field of Comparative Education.

Joe, you have been really ahead of your time, always stimulating non conventional analysis and inviting the educational community to question and go beyond mere quantitative expansion of educational systems, always insisting “that more of the same is not enough”.

Your invitation to go beyond traditional educational reforms, always trying to get down to the essence of what works, what fails, why innovations survive and the importance of alternative ways of doing things has been and will continue to be a key contribution to our perspective in Escuela Nueva.

You have always given priority to the needs of low income schools, of the underserved in educational policy. We are now really needing your wisdom and analysis, specially under the shortcomings of EFA and millennium goals!

For us in Escuela Nueva you have been a permanent stimulus, support and ally... You have reassured us when we try to go in the right direction, not only in introducing innovations within the system, but in considering the school as the unit of change in education; in going beyond and modifying and transforming conventional, standard teacher centered models of learning at classroom level, in proposing fundamental changes in pedagogical practices education, but also in strengthening our participatory model of change where children, teachers and communities have to continue being the real actors of change.

Your perspective goes beyond economical and administrative analysis of reforms and we thank you for insisting on pedagogical reforms, in promoting educational innovation at classroom level. You not only have supported the importance of having innovations in the systems, but have invited us to reflect profoundly on the models of change and on how to introduce change within the system.

You have given real sense and meaning to the cooperative, participatory learning approach in Escuela Nueva, to our teacher training strategy and to the promotion of “change thru horizontal level of diffusion of innovations, from child to child, from teacher to teacher, from school to school, from community to community”.
With your participations in the last two International Congresses of Escuela Nueva, in Armenia and Medellin, when you started referring to Escuela Nueva, the “grandmother” of many of the alternative models in developing countries, while you analyzed the different adaptations of Escuela Nueva to many Latin American countries, you made evident to the participants how all these experiences have more meaning as a movement and as a silent revolution. You really made the teachers of Escuela Nueva from Colombia and other countries feel how they are the real actors of change! It reinforced how our teachers’ learning circles or microcenters can be a powerful community of practice and can potentiate a bottom up educational reform!

Thank you also for also sharing with us how many post graduate students in OISE, who have done research and have systematized the most important innovative models in developing countries and in Colombia. Thank you for orienting Jenny Pitt in her wonderful work in Escuela Nueva and Citizenship.

Also thank you so much for your invitation to stimulate innovation and inspire change in Egypt, supporting community schools. It was a wonderful challenge to be with you, Michael and Malaak Zaluk.

We hope to continue working with you, now more than ever! Your retirement is from schedules not creativity, wisdom and social commitment!

Happy celebration!

Vicky Colbert
Founder of Escuela Nueva
“A great teacher” - Noel McGinn

Thank you for your invitation to join in saluting Joe Farrell on his retirement. A great teacher, he profoundly influenced my professional work, as well as my personal involvement in education and international development.

My first lessons were in Chile in 1970, on my arrival and his departure at the end of his assignment there. We sat around the patio of Ernesto Schiefelbein’s house, Joe played the guitar and sang. There was more, however. His generosity in sharing his deep knowledge and insightful understanding of Chile and its people were to be of immense value to me, and his gift of friendship greatly appreciated. Later I read his book-length analysis of Chilean secondary education, “1400 Hours,” marveling at not only the sophisticated statistical treatment of data but also the construction of conceptual models that made sense of the complex ways in which education affects and is affected by other social institutions.

At about the same time I came across his scalogram analysis of the sequence in which countries establish institutions, like post offices, schools and national airlines. Probably based on his dissertation, this was a path-breaking study that explained and confirmed many of the speculations of development theorists about the process and stages of development. Joe’s research anticipated later work by others on an institutional theory of development, and shifted my own work from explaining how schools contribute to learning, to how education can contribute to social progress.

A third work, in which Joe analyzed the failed efforts of the Popular Unity government of Salvador Allende to transform Chile’s elitist education system, pointed me in the direction of learning more about how different groups in society are mobilized and act to shape education policy and action. Joe’s book is a seminal work that provides rich detail and carefully structured explanation, that is both simultaneously compassionate in its appreciation of what Allende’s espoused objectives were, yet balanced in the recounting of the many errors of judgment of ideologues on both sides of the conflict.

I joined the Comparative and International Education Society because Joe Farrell wrote me a letter inviting me to the annual meeting he would chair in Mexico City. The meeting was the most exciting of any CIES meeting I have attended, and the beginning of a number of friendships and professional relationships that made CIES my professional society. For a number of years I looked forward to
having at least a few minutes with Joe at CIES, as an opportunity to recharge my professional batteries and delight in his warm personality.

Of course Joe’s contributions to education are many times larger than what I have described too briefly here. I thank him for all those gifts to us as well, but especially for the friendship, encouragement and intellectual awareness that he has given to me.

Noel McGinn
Professor of Education Emeritus, Harvard Graduate School of Education &
Institute Fellow at the Institute of International Development

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“Lives crossing” - Bob Myers

Dear Joe,

Just a brief note on this occasion to say welcome to the club, hoping that you will be a “happy failure” at retirement, continuing to do the good work that you have done for these many years.

Looking back I think it is marvelous how lives cross, often at an unexpected moment, sometimes in little ways that turn out to be bigger than imagined. You can tell the story of our conversation about going to Chile better than I but I think that was one such moment.

Enjoy the retirement moment. Wish I could be there to lift a glass with others, toasting your zest for life, your intellectual contributions and the prospects for new ventures and adventures.

Bob Myers
Mexico City
“Amigo y profesor” - Manuel Sepúlveda

Mí muy estimado profesor y amigo o mejor dicho: amigo y profesor.
Mucho me habría gustado participar en la fiesta que te han preparado y que te mereces por tu larga, exitosa y provechosa vida profesional.
La distancia complica las cosas, pero quiero que sepas que espiritualmente estoy con ustedes.
No me olvido de tu ayuda junto con Don Lemke en aquella primera etapa muy difícil para los chilenos por el golpe militar. El recibimiento tuyo y de tu familia en Toronto lo recuerdo con agradecimiento y aprecio y mucho lo valoro a través del tiempo.
Tu participación como persona y como profesor y amigo fue muy importante en mi larga carrera profesional.
El tiempo en Canadá, los trabajos que hicimos juntos fueron experiencias formativas que me ayudaron a logra los éxitos que ahora tengo en México y en mi contacto permanente con las universidades chilenas.
Gracias Joe muchos latinos te recuerdan y te aprecian. Por tus conocimientos, tu música y tu bondad.
Pero el tiempo no se detiene y seguiremos caminando en este campo que tanto nos gusta, la educación. Hasta muy pronto. Y eres muy bienvenido a Monterrey, México.
Un gran abrazo y muchas felicitaciones por la labor cumplida y que seguirás cumpliendo
Manuel Antonio Sepúlveda.
Director de Educación a Distancia
Universidad Autónoma De Nuevo León
To my esteemed professor and friend, or better said, my friend and professor.

How I would have loved to have participated tonight in the party that has been prepared on your behalf – a party which you so deserve because of your long, industrious, and successful professional life.

Distance complicates matters but I want you to know that spiritually I am with you all tonight.

I have not forgotten your help, along with that of Don Lemke, during that first very difficult stage for Chileans after the military coup d’etat. To have been welcomed by you and your family in Toronto – that is a memory I hold with much gratitude and appreciation and one which I value deeply over the passage of time.

Your sharing and participation both on a personal level and as a professor and friend have been very important to my long professional career.

My time in Canada, the work we did together were formative experiences for me which helped me to achieve the success that I now enjoy in Mexico along with my permanent connections and contacts that I have with Chilean universities.

Thank you, Joe. Many Latin Americans remember you and appreciate you – for your knowledge, your music, and your generosity.

But time marches on, and we will continue our journey in this field which we love so much, that is, education. Until we see each other again soon. And you are very welcome in Monterrey, Mexico.

I send you a big hug and many congratulations on the work you have done to date and the work which you will continue to accomplish in the future.

Manuel Antonio Sepúlveda,
Director de Educación a Distancia
Universidad Autónoma De Nuevo León
“Memories of Joe” - Paul Olson

Too often we know great people by datum and markers of achievement repeated like Mantras of their achievements. They read like posters our University uses its PR campaigns to fund raise: ‘Great Minds for a Great University’, ‘Place of Excellence’ and so on. They are designed to impress, and by implication to make most of the rest of us seem small and less important. Greats, we are assured, are always ones we look up to, not mere mortals we look across at or worse yet ones we might learn by looking down from.

It is easy to correctly construct such a litany of such achievements for Joe Farrell: among the most important comparative educators in Canada; key founder of graduate Educational Planning in Canada; President of the Comparative and International Education Society; innovator of the study of relations of social class and education in Chile; key consultant and theorist for the World Bank; mentor to a generation of Canadian Comparative Educators; founding member of CIDEC and the Comparative Education Program at OISE and the University of Toronto and so on. All these are true, all these are important and admirable, and Joseph Farrell deserves credit and admiration for each and every one of them.

Achievements are important in and of themselves. Too often our Institutions recount them in reports like objects or trophies won. Yet every truly great person I have known was marked for me first and foremost not just by their achievements (that you felt like you needed to show difference in their presence), nor by seeming super human, but instead by being someone who was first and foremost very warm and human and kind and approachable. That they did great things seemed just natural and an afterthought. Their non-stop work seemed more like affirmations of the joy of life itself and welcoming. Joe is such a person. And so while I more than acknowledge Joe’s formidable accomplishments, it is the small, very human and personal moments that make my colleague and friend Joe Farrell not merely great but truly great. I would like to share a few.

I first recall meeting Joe when he was complaining (no doubt correctly) about some actions Cicely Watson, Ted Humphries, myself and others were taking as faculty negotiators in bargaining. I remember thinking, ‘oh good, one more complaint to deal with’. It was Alfred Schultz, the great phenomenologist who understatedly noted ‘we all begin as strangers’. But slowly I got to know Joe and his intelligence
and that he reflected on things. I came to know his work. And on occasions, many actually, his work and mine became the same, very often via Joe’s generosity and kindness.

It was through Joe’s project work in Chile and with IDRC and with a collection of remarkable people and educators he had facilitated with some equally remarkable people there at PIIE and CIDE, NGOs created in part to keep educational research, hope, and community support alive in Chile in the post golpe days there. I was hardly the only one Joe helped; there were a host of educators, often people like myself with no obvious connection to Joe’s own work or perspective, he helped and improved, I believe, the support both to key Chilean and Canadian institutions in that period. I remember Joe at conferences, sometimes held in nunneries because public meetings were banned as the country was in the State of Siege. But ideas, plans and action groups went on all the same—often in a cloud of cigarette smoke, often with noisy debate, sometimes with meals less than gourmet and minimal to be charitable. But plans to keep democracy alive and democratic education to all no matter what went on. Pinochet used to brag ‘not a leaf in Chile turns without my permission’. There were quite a number of leaves and pages turned in those planning and academic sessions. Joe Farrell was one of the key players in making that happen. I do not recall Pinochet giving permission to a single one of them.

Because of those associations Joe and I had many other mutual activities. I remember a group of faculty with Alan Thomas and others debating theoretical ideas and sharing work not because we had grants or because anyone made us but because of we all valued knowledge. I think it was one of the best learning experiences of my life and I know that there were all sorts of theses, plans and activities that grew out of the ‘pure research’ in those meeting. None is credited on anyone’s CVs. Yet there are so many lives changed by such actions.

I remember too meeting at the World Bank. Those meetings happened because Joe Farrell had the credibility, savvy and connections to bring together key government officials from around the world to plan out technological and educational change. In a time when many hairbrained schemes that would have waited valuable dollars needed to help actual kids to learn truly important things like read, write and count, it was Joe who got people together to meet and think past the hype and remember what is important. I remember being at one meeting where the throw away statistic was that the representative at the meeting represented the senior decision makers for 45% of the world’s children in school. Like he had done with establishing what are recognized as massively important resources like REDUC, the electronic network to give databases to Latin American educators and researchers
of popular education around the world, Joe to the lead in holding down to earth but substantive meetings that brought sense back to a discourse drunk on visions of a technological future and who would be brought in and who would be left out.

Many further associations came out of those meetings. Joe, another past president of the Comparative International Education Society, Gail Kelly and I organized a joint speakers series to bring in Comparative Educators. Along with people like Phil Altbach, Louis Weis and others, SUNY Buffalo had a formal Comparative Education program while we had a very small, almost informal one. I remember David Wilson, Joe, and others having discussions, noting how although we didn’t formalize it that OISE/UT actually had a lot more people doing important comparative education work than even SUNY Buffalo. It was out of that that Joe, Dave and others formed what would become CIDEC.

I remember too Gail, Joe and I discussing how we wanted to have different perspectives. I remember us consciously inviting folks we knew had differing perspectives so that our students and others could make assessments of those positions for themselves. I remember in that regard we invited two important theorists of quite varying positions of the World Bank in Education and its impact on third world education. Both shall remain nameless but both names would, no doubt be familiar to many in the audience. One of these nameless souls had written a blistering critique of the Bank and its position. The other was at the time the head of the Bank’s education wing and a person sometimes credited with developing terms like ‘human capital’. The latter soul arrived in Toronto (I was to run him down to Buffalo later) in a near fit. His hotel room was quite inadequate. I remember being astounded—it was a four-star hotel and as good as we had gotten any one. We weren’t put up in four-star hotels when we came to work for the World Bank. Why was he being billeted so poorly? I remember quietly being stunned that anyone could think our all but informal efforts should somehow be on the same financial footings as the World Bank. I know Gail was all but off the wall. More disturbingly we had invited this ‘other person’. What were we (especially Joe and Gail) doing inviting a ‘Journalist’ to talk in the same scholarly series as important educational scholars and comparative educators like himself? I don’t know how many times he kept saying what were we doing being associated with ‘journalists’. He said it in much the same tone a parent might to a wayward child they had just got the news had a sexually transmitted disease. Joe handled the situation. He and I took him over to the Duke of York and bought him a few beers. As they say in hockey, Joe stick-handled the situation like a pro. He did it with humor, dignity but also with an integrity that honored the fact that we wanted and were going to hear
different positions. At the end of the night this scholar was at ease. I remember him saying that OISE people would still be welcomed at the Bank, that he very much still respected us even if he still couldn’t figure out what we doing with all these journalists. That presentation, the one by the journalist, by the way, went on to get published in a journal Phil Altbach and Gail Kelly were editing at the time: the Comparative Education Review. It subsequently won for best article on comparative education that year in many forums. Its critique is still widely cited as the most important academic critique ever done of the World Bank’s education policy. I have heard many important academics cite it as the theoretical foundation they base their own work on. I do not recall one of them ever referring to it as ‘journalism’. I do not think I have ever told him, but I went away from that night being so impressed with Joe’s human skills. How he held his ground but handled a situation so all those involved and even people not in the room didn’t lose their dignity or relations with one another. Joe paid the bill too. Thanks for that too, Joe! I am pretty sure he did not get reimbursed by either OISE or the World Bank.

Joe is many other things: Scout leader, great husband, friend to many students. I and so many others owe associations he may never know of to him. It was, as an instance, out of the work and connections with him that I subsequently ended up being invited to work in South Africa in another great country at a difficult moment. Like Chile there were educators of good heart and sound mind. Some of them Joe knows, some he doesn’t. It was during that work that another friend and good sole, Dirk Meerkotter told me that ‘there is another Canadian coming’. It was a young woman working for the Fund for Southern Africa - a trust fund to help education in South Africa which had been established by churches under Bishop Tutu. We need to show the Cape and the sunset and why it is that people love this place and want to fight for it. We did. The sunset showed up on cue. It was that day that I met another person who knew Joe Farrell, one Karen Mundy. She, Joe and I have met a few times since. Life and solid education works like that.

From the Boy Scouts he mentored but I have never met, to students some in this room, some I may never meet, Joe, like truly great souls of good heart, sends out waves that by their gentle power and regularity touch and nourish so many.

It is a great man and a great educator we honor today. Yes a great man and great mind. A person of excellence. But most of all I am here to honor a friend and someone, who when push comes to shove, cares and does the right thing for any and all around him. Truly great people are so not because they are super human but because they have the sense and the dignity to do what is right in intelligent ways when so many forces try to push the other way. I can think of few better
examples of that than my friend, Joe Farrell. Thanks Joe. Remind me to buy the beer next time.

Paul Olson
OISE/UT

Joe Camping, 1988
“CTL Years” - Dennis Thiessen

CTL Years: From 1996, and like the ever-ready bunny, his CTL years go on and on and on. . . . We shared a space, students, projects, etc., with the Centre for Teacher Development.

DT Connection: While our paths had crossed, I got to know Joe best after 2000 when I joined CTL first as Associate Chair, Graduate Studies, and then from 2003-2007, as Chair of CTL. Of course, for many of these years, CIDEC and the CIDE collaborative program were located in and based on CTL.

At a personal level: We all have Joe stories. As I asked around for memories of Joe, invariably people would smile as they strolled back in time to recall “Joe moments.” The “affable guy” with the infectious laugh . . . that twinkle in his eye, which often seemed to me to betray a kind of mischievousness . . . warmth and care, probably never more poignantly on display than in his memorable guitar-toting and singing tribute to David Wilson.

At a more professional/academic level: His legacy lives on through his community of scholars that he continues to foster and at least spiritually if not actually leads to this day. Here I want to thank Joe for four roles he has played in CTL - though in many ways these four roles stand out for me, they also capture some of Joe’s many contributions to CTL.

MENTOR: As Associate Chair and then Chair, I soon realized that there was much to learn from this veteran planner. In my early years in CTL, I was being mentored even though I did not know this was happening! Slowly I grew to appreciate that in Joe’s casual quips, in his statements punctuated with that Cheshire-like smile or head-nodding chuckle, or in his fondness for the good story, that there were valuable lessons to learn.

In Sarfaroz’s thesis, he thanks Joe “for his wonderful and caring approach to me. I have rarely felt such a wonderful and warm attitude since the death of my dad in 1987. You always made me feel at home in CIDEC, and provided me with wonderful ideas during our lunches.”

STUDENT ADVISOR/SUPERVISOR: I have had the good fortune of working with Joe on various thesis committees – Sarfaroz Niyozov, Julia Dicum, Lim Chern Lin are some of the students who Joe and I worked with. Joe opened the door to the art of supervision – a world of subtle, nuanced, yet profoundly challenging strokes of a master at work.
PROGRAM/CENTRE LEADER: It was the CTL years when Joe gave birth to the CIDE program, deftly shepherding it through its first OCGS review – something he once called “his crown achievement of a long and difficult process of graduate program building, re-building, consolidation and now growth.” Joe set a standard as a program leader that is a beacon for many to follow. As I said at David Wilson’s memorial: CTL will always be indebted to Joe for bringing CIDEC to CTL. While CTL (and the former Curriculum department) had a long tradition in international education, the location of CIDEC in the department for nine years after the merger brought another dimension and level of commitment to this work. Though CIDEC has now relocated to AECP, CTL remains fully engaged in the collaborative program, international projects, et cetera – something I attribute to the power of the leadership of David and Joe.

SCHOLAR: I will leave to others to speak to his formidable and impressive contribution as a “comparativist.” Here I want to mention two areas: his 20+ years as associate editor and reviewer for *Curriculum Inquiry* and his comprehensive approach to his research program. While I appreciate that his comparative education writing is likely better known in this field, I especially enjoy his writing for CI. It shows the razor-sharp mind of Joe, at times edgy and provocative, but in ways that show a deep appreciation for, and innovative and creative engagement with, so many critical challenges in education. Some titles:

*Why is educational reform so difficult? Similar descriptions, different prescriptions, failed explanations.*
*Means, Ends, and Dead-Ends in thinking about school change.*
*Where may we learn peace and ecology? Is the school a possibility? Can we really change the forms of formal schooling? And would it make a difference if we could? Big issues, small places.*

And my favourite: *Hey Joe . . . . . .? Moral education, moral learning and how could we ever know if and when the first produces the second? and citizenship education in the US, Canada, and Israel?*
And finally to his program of research: At the risk of breaking the seal of confidentiality, one of the best descriptions I have ever read of the dynamic complexity of a long-term research program was in his 2004 PTR submission. Here Joe described the long and winding road to a program of research devoted to impacting policy. In this account, he documents the various phases of this research over a 20+ year period, carefully noting the “interconnectedness of his own intellectual work and production with that of his many students.” He further states the “work of a professor cannot be understood outside of its relationship to the work of the graduate students with whom s/he works on a long-term basis.” The form of this knowledge work changes over time, the network connected to the research program reaches out to many present and former students and to colleagues around the world. It is a grounded, multi-layered, inspirational, and cutting edge understanding of what exceptional scholarship can and should be.

Joe, on behalf of CTL, I thank you for all that you have done and continue to do.

Dennis Thiessen
CTL, OISE/UT

“A pillar in the field” - George Dei

Dear Joe:

You have been a pillar in the field of Comparative and International Education and I want to thank you for all you did to make my presence at OISE in the early 1990s pleasant, fruitful and rewarding. I remember the invitation to your home and the advice. I also recall vividly the occasional chats we have had and you have been nothing but an academic mentor and a source of scholarly inspiration. You have earned a well-deserved ‘retirement’. I know we cannot afford your retirement for sure. But you can rest assured that you have left a very rich legacy and your footprints are all over the place. You will be missed but I am also hopeful that you will continue to, once a while, let your voice be heard as we navigate the challenging waters of searching for, and thinking through, genuine educational options for particularly Southern countries.

Thanks for everything, Joe.
Sincerely,

George Dei, OISE/UT
Songs in honour of Joe
“Bye Bye Joe”

Lyrics by Stephen Bahry - Student

*To the tune of Bye Bye Love, as recorded by the Everly Brothers*

**CHORUS**

Bye Bye Joe
Too bad you’ve got to go
You know we’ll miss you so
It’s hard to say goodbye
Bye-Bye Joe, Bye bye

Bye Bye Joe
Too bad you’ve got to go
You know we love you so
It’s hard to say goodbye
Bye-Bye Joe, Bye bye

There goes Joe Farrell for something new
He sure looks happy, we sure are blue
Goodbye to OISE, Hello to BRAC
We hope it’s not long ‘til he comes back

**CHORUS**

He’s been a scouter; He’s been a prof
A number cruncher, so please don’t scoff
He’s been to Chile with Schiefelbein
Eight years of their lives, and four of mine

**CHORUS**
“Hey Joe”

A little ditty by Gary Pluim & Nhung Truong - .

Hey Joe, they tell me it was you who started CIDEAC,
one day long ago...
Shortly after you paid your dues at the Canadian Commission
for UNESCO.
And, they say it was you who taught our teachers.
Joe, is that really so?

Joe, we owe this experience to you
(and all your overheads and articles to boot).
You got us thinking that the world could be a better place.
But, change is slow; we’ve come to know, hey Joe.

Hey Joe, I took your class this year;
Indeed, it was quite the journey.
We went from Turkey to Chiapas to the Andes.
You taught us the value of humility.
Also, you said “People working in this field should have a tolerance
for ambiguity.”

And Joe, you travel around the world every fall.
You load up the camper with the sleeping bags and all.
You brought us knowledge and experience from a life extraordinaire
(and on the go).
It’s been quite the show.
Hey Joe.
You told us “Please don’t call me Dr. Joseph Farrell, nor Professor J, Please just call me Joe, like my friends, my family, and my boy scouts – oh there must be four million of them, or so” (whose candid questions were the inspiration for the title of this little poem).

Joe, tonight we pay tribute to you.
Really, it’s the least that we could do.
It’s that time in your life we say,
Joe you really lead the way,
Hey Joe, Hey Joe, Hey Joe.
“Dr. Freud”

*In honour of all the sing-alongs with all your students from all walks of life.*

Oh, It Happened in Vienna, Not So Very Long Ago,
When Not Too Many Folks Were Getting Sick
That a Starving Young Physician Tried to Better His Position
By Discovering What Made His Patients Tick

Oh, Dr. Freud, Oh, Dr. Freud
How I Wish That You’d Been Otherwise Employed
For the Set of Circumstances Sure Enhances the Finances
of the Followers of Dr. Sigmund Freud

HeForgot About Sclerosis, But Invented the Psychosis
And a Hundred Ways That Sex Could Be Enjoyed
He Adopted As His Credo, “Down Repression, Up Libido”
And That Was the Start of Dr. Sigmund Freud

Now He Analyzed the Dreams of the Teens and Libertines
And He Substituted Monologues For Pills
He Drew Crowds Just Like Wells Sadler, When Along Came Jung & Adler

They Encountered no Resistance When They Served As Freud’s Assistants
As With Ego and With Id, They Deftly Toyed
And Instead of Toting Bedpans, They Bore Analytic Deadpans
Those Ambitious Doctors, Adler, Jung, and Freud

Now the Big Three Have Departed, Not So the Cult They Started
It’s Been Carried On By Many a Goodly Band
And to Trauma, Shock, and More Shock, Someone Went and Added Rorshach
Now the Thing Has Got Completely Out of Hand
Now Old Men With Double Chinseys and a Million Would Be Kinseys
Will Discuss It At the Drop of a Repression
I Wouldn’t Be Complaining, But For All the Dough I’m Paying
To Lie On Someone’s Couch and Say Confession
Founding of CIDEC, 1996
CIDE Founders’ Fellowship

In honour of Joe, who is one of the founders of the Comparative International Development and Education Centre, Ruth Hayhoe and Karen Mundy initiated a small scholarship fund for CIDE students, called the CIDE Founders’ Fellowship. The scholarship fund was announced at Joe Farrell’s Celebration on May 8, 2008, with an initial contribution of $4000.

This award will go towards a travel fellowship for a CIDE student, perhaps an international student.

Over the next years, our goal is to raise $50,000 for this CIDE Founders’ Fellowship. At that point the funds will be matched dollar for dollar through the Graduate Student Endowment Fund creating a total endowed fund of $100,000.
Joe’s Students & their Dissertations - 1977-2008
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Year</th>
<th>Title</th>
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<tr>
<td>Gary Pluim</td>
<td>M.A.</td>
<td>2008</td>
<td>The Role of the Small, Canadian NGO in Education for Development</td>
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<td>Candace Schlein</td>
<td>Ph.D.</td>
<td>2007</td>
<td>(Un)Learning to Teach: A Narrative Inquiry into the Experiences of Canadian Teachers - Returnees for Northeast Asia</td>
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<td>Hsin-Fen Chang</td>
<td>Ph.D.</td>
<td>2007</td>
<td>Living in &quot;Chicken Cage&quot;: A Narrative Inquiry into Cross-Generational Taiwanese Experiences in Learning and Teaching from the 1930s to the Present</td>
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<td>Louise Gormley</td>
<td>Ph.D.</td>
<td>2006</td>
<td>A Case Study of Issues of Success in a Low-Income Region in Northern Mexico</td>
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<td>Anna Boguslawa Kochan</td>
<td>Ph.D.</td>
<td>2005</td>
<td>The Decade of Uncertainty - Educational Change in Poland</td>
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<td>Daniel Lavan</td>
<td>M.A.</td>
<td>2005</td>
<td>Primary School Teachers in an Urban Centre of Northern Ghana: Conceptions of Practice, Classroom Actions, and Prospects for Change</td>
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<td>Chak Chung</td>
<td>Ed.D.</td>
<td>2004</td>
<td>Teacher Development: The Development of Teacher Education in Hong Kong 1992-2002</td>
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<td>Brenda Haiplik</td>
<td>Ph.D.</td>
<td>2004</td>
<td>An Educational Success Story From Bangladesh: Understanding the BRAC Non-Formal Primary Education Model and its Teacher Training and Development System</td>
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<td>2001</td>
<td>Women Teachers in Northwest China: Minority Education</td>
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<td>Rashida Keshavjee</td>
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<td>2004</td>
<td>The Redefined Role of Ismaili Muslim Women through Higher Education and the Professions</td>
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<td>Po Wah Chan</td>
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<td>Early Childhood Education: A Narrative Study of Teachers’ Responses</td>
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<td>Wakako Ishikawa</td>
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<td>Japanese-Canadian Education during the World War II Internment</td>
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<td>Faizal Karmali</td>
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<td>Rob Kresh</td>
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<td>The Reintegration of Former Child Combatants: A Case Study of NGO Programming in Sierra Leone</td>
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<td>Kara Janigan</td>
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<td>2002</td>
<td>Defying the Odds: A study of Female Students in Grade 11 in Eritrea</td>
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<td>Chem Yin Lim</td>
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<td>Life Histories of Village School Girls in Far West China: Their Educational Challenges</td>
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<td>Naoka McQueen</td>
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<td>Racially and/or Culturally Mixed Individuals – How does Education Influence the Cultural Identity of these Students</td>
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<td>Civil Education and Citizenship in Escuela Nueva Schools in Colombia</td>
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<td>Chie Kuno</td>
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<td>The Impact of the Ontario Educational Reforms since 1995 on Grade 3 teachers and their work in Toronto</td>
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<td>Claire Howard</td>
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<td>2002</td>
<td>An Inquiry into the Role of the Assistant Language Teacher within the Japan Exchange and teaching Program</td>
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<td>Michael O’Sullivan</td>
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<td>From Santiago Atitlan to the Pan Maya Movement: National Educational Reform, Local Power and Social Change in Guatemala</td>
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<td>Penny Kinnear</td>
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<td>Thomas Turay</td>
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<td>An Examination of Intra-secondary School Conflicts in Complex Emergencies: The Case of Sierra Leone</td>
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<td>Wendy D. Bokhorset-Heng</td>
<td>Ph.D.</td>
<td>1998</td>
<td>Language and Imagining the Nation in Singapore</td>
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<td>Karen Mundy</td>
<td>Ph.D.</td>
<td>1995</td>
<td>Education and Human Resources Development in the Canadian International Development Agency</td>
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<td>M.A.</td>
<td>1991</td>
<td>A study of International Educational Aid: The Training Programs of the South Africa Education Trust Fund</td>
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<td>Margaret Jean Harris</td>
<td>M.A.</td>
<td>1994</td>
<td>A Comparative Study of Non-Formal Education Programs in Developing Countries</td>
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<td>Cecil Klassen</td>
<td>M.A.</td>
<td>1987</td>
<td>Language and Literacy Learning: The Adult Immigrant’s Account</td>
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<td>Rosemary Mwazwita Mundangepupfu</td>
<td>Ph.D.</td>
<td>1986</td>
<td>The Distinction of Magico-traditional from Scientific Beliefs in the Teaching of Science in Africa</td>
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<td>Abate Wori Abate</td>
<td>Ph.D.</td>
<td>1984</td>
<td>Iroquois Control of Iroquois Education: A Case study of the Iroquois of the Grand River Valley in Ontario Canada</td>
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<tr>
<td>Daniel A. Morales</td>
<td>Ph.D.</td>
<td>1982</td>
<td>Workers’ Education in Latin America: The Educational Role of Producer Cooperatives in Mexico, D.F.</td>
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<tr>
<td>Muhammad Anwar</td>
<td>Ph.D.</td>
<td>1977</td>
<td>Students Desired Participation in School Governance in Ontario</td>
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Joe’s Celebration at OISE
May 8, 2008

View of Toronto from the Peace Lounge, OISE