

**SPECIAL
POINTS OF
INTEREST:**

- **2006 CIES Annual Conference in Hawaii**
- **CIES Archives at Kent State University**
- **Ph.D. Comprehensive Exams**
- **M.A. student awarded scholarship**

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Letter from the CIEGSA President

The Newsletter of the Center for Comparative Education is designed to highlight the wonderful activities our faculty, students, and alumni are involved in and to recognize their achievements. I hope that everyone will read it for inspiration and ideas on ways they can be involved within the field. Since starting the program, I have been continually impressed by the range and seriousness of research interests and how Loyola students combine their wonder and skill to discern a higher purpose for their lives and vocation. Their aim is to study material they enjoy and then to channel the skills they have learned into a life lived with a sense of meaning and a life lived to make a difference.

The comparative education program at Loyola University challenges students in a supportive learning environment, so students develop intellectual capacities that have tremendous practical relevance. It also fosters the ability to communicate clearly, to think critically, and to solve problems. Through discussion classes, independent research projects, and international travel, our students develop skills that serve them well whether they are in the classroom or in the field researching.

On March 14-18, 2006, the Comparative and International Education Society's 50th Anniversary Conference, "Rethinking the Comparative," took place in Honolulu, Hawaii. Professor Erwin Epstein and Professor Noah Sobe, along with one alumnus and seven

graduate students attended the conference. Most of the attending graduate students made presentations on topics such as: Developing the Introductory Course in Comparative Education: International Perspectives and CIECAP Analysis, Armenians in America, and Globalization and Change for Korea. All the presentations were well attended and provided valuable feedback for the students.

Loyola University also held a student sponsored reception with leading universities in the field: Indiana University, Michigan State University, University of Hawaii, and Open Society Institute. This gave graduate students the opportunity to meet other students and faculty who are interested in similar topics and address educational issues.

Dedication of the new Center for Comparative Education in September 2005, symbolized Loyola's commitment to remaining a key player within the field. I know CCE will be a driving force in shaping minds intellectually as we enter the 21st century. I am also confident that comparative education students within the program will help societies better understand the role education plays in shaping the future and make a difference across nations.

With warm regards,
Julie Jung-Kim, CIEGSA President

Road Trip to CIES Archives

BY: CARRIE RACKERS AND KENDRA PRESTON, M.A. STUDENT ASSOCIATES

On April 7th, Lou Rizzo, Maria Trakas, Kendra Preston and Carrie Rackers took a trip to Kent State University to conduct research in the CIES archives. The group, working on a project for Dr. Epstein's Comparative Theory (ELPS 457) course, was attempting to find material specifically related to the Society's name change from the Comparative Education Society (CES) to the Comparative and International Education Society (CIES). The topic for the project

was conceptualized by Lou and Maria after meeting Dr. Elizabeth Swing, CIES Historian, at the 2006 Annual Conference in Hawaii. Working through Dr. Swing, Lou connected with Dr. Kim Sebaly at Kent State who assisted in arranging an appointment with the KSU Archivist, Prof. Cara Gilgenbach. Dr. Sebaly's insight combined with Prof. Gilgenbach's personal assistance helped the group locate numerous pieces of information to assist with their project. The group

is particularly grateful to Prof. Gilgenbach for her friendly, informative assistance and willingness to help throughout the day.

The CIES archives house thousands of personal and public documents and correspondences from CIES members and executive members and editors of the *Comparative Education Review* (CER). CIES archive materials date from the Society's inception in 1956 through the mid-1990's. According

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Thoughts on CIES' Annual Conference

BY: CAL TAMANJI, PH.D. STUDENT ASSOCIATE



Val Rust, Cal Tamanji, and Erwin Epstein pose for a picture at CIES' Annual Conference

I want fellow comparativists to know that from my perspective, the CIES Annual Conference was a wonderful academic experience. I presented my paper titled, "A Tripartite Western Colonial Rule in Cameroon Education, 1884-1961". Since it was a very serious academic bonanza, I did my best to attend many presentations. However, it was very important to team work with the Loyola University Chicago Center for Com-

parative Education family as well. Thus, in this regard, I attended all five of the other Loyola University presentations as follows: Developing the introductory course in comparative: International Perspectives & CIECAP Analysis; Rethinking Cosmopolitanism as an Analytic for the Comparative Study of Globalization and Education by Dr. Noah Sobe; The Divergent Demographic Transformation of the Middle School Social

Studies Curriculum in Serbia & Montenegro by Dr. Dara Soljaga; 19th Century Education in America (1800-1900): The Armenian Immigrant Experience by Shelley Terzian; and Globalization & Change for Korea by Julie Jung-Kim. I enjoyed some intellectual socialization with many professors. In fact, this was indeed a historical experience for me and the discipline of comparative and international education.

Location, Location, Location - CIES' Annual Conference in Hawaii

BY: LOU BERENDS RIZZO

The CIES 2006 50th Anniversary Celebration Conference was held in Honolulu, Hawaii on March 14-18. Hosted by the University of Hawaii, the conference took place at the newly redesigned Hawaii Convention Center. The state of the art facility provided conference participants with wireless internet access, a café, and numerous sun-filled courtyards. Approximately 750 scholars, practitioners, and policy makers made the journey to Honolulu and took part in the many sessions that offered a range of topics including; the opening session "Comparatively Speaking: An Oral History of the First 50 Years of CIES" (Video produced by Gita Steiner-Khamsi & Eric M. Johnson, Teachers College, Columbia University), "Globalization & Education: Comparative Studies of 16 Countries" (Chaired by Carlos Alberto Torres) and "Native Hawaiian Needs & Rights." As a whole, the program consisted of presentations from over 60 countries that included an array of topics. Personally, I had high expectations stemming from my experience at the 2005 conference at Stanford and was disappointed with the quality of presentations in Hawaii. Many of the papers were "works in pro-

gress" that lacked a comparative framework which, in many ways defines the field of comparative and international education. Perhaps the tropical location of the conference invited some scholars, who had little prior knowledge of CIES, to submit low quality papers with the real intention of "vacationing" in Hawaii. Perhaps some scholars in the field, especially graduate students, couldn't afford the high costs of traveling to Hawaii and the subsequent high rates of lodging and other living expenses. In short, there were fewer participants at CIES 2006 in Hawaii than at CIES 2005 at Stanford University with location being the prime explanation. However, to end on a positive note the networking possibilities at CIES are endless. For instance, Maria Trakas and I met Prof. Elizabeth Sherman Swing, CIES Historian, who presented on the topic "Researching Fifty Years of CIES History." After her presentation we approached Prof. Swing in the hopes of doing similar research at the CIES Archives at Kent State University. Prof. Swing gladly put us in touch with Prof. Kim Sebaly of Kent State University. As a result we, along with colleagues Kendra Preston and Carrie Rackers, traveled to Kent State and had the opportunity to search the CIES Archives; an opportunity that wouldn't have been possible without attending the CIES 2006 50th Anniversary Celebration Conference.



Lou Rizzo and Maria Trakas discuss CIECAP at CIES' Annual Conference

Comps Experience

BY: LILITH WERNER, PH.D. STUDENT ASSOCIATE

This past February, I was part of the first group to take the newly designed CEPS Ph.D. comprehensive exams. Prior to February, comps were done the old-fashioned way: answering questions in longhand several hours in a row, three weekends in a row. Comps still last for three weeks, but the process has changed and they are now take-home exams. (Does that sound easier? Really? Read on). To take comps is to embark on a long and arduous mental odyssey for the next four months.

In November 2005, I was given two reading lists by my advisor, Dr. Epstein, for my major depth area (Comparative Education) and my dissertation topic area (Globalizing Influences on Decision-Making Structures in Spanish Schools). Dr. Sobe provided me a reading list for my minor area (History of European Education). Dr. Sobe's reading list was a comprehensive one in that I would not have to cite authors outside of the list; Dr. Epstein's was a little more intimidating because I was charged with the duty to discover more outside sources. As soon as I received my lists, I promptly began doing searches for other sources and had to request many out of print articles from LUC's intralibrary services. I even went on Ebay and purchased out of print books I deemed necessary to own (like Noah & Eckstein's 1969 *Toward a Science of Comparative Education*). Within a few weeks, I felt like I had acquired adequate sources and began the reading and thinking process. I thought this would be the easiest part, but I was wrong.

I have been a voracious reader ever since I learned how at the age of four with my Cinderella book (I shudder slightly at

that fact today—would that it had been a children's version of *The Feminine Mystique!*). Whenever people ask me what's my favorite thing to do, I always answer, "Read." At parties, you are likely to find me in a quiet spot with a book—even when they are my parties. I also read 1,000 words per minute, which comes in quite handy when your main goal in life is to read as much as possible. However, once I began reading for comps, I quickly became desperate because I realized the more I read, the less I knew. I took my comps books and articles with me everywhere. During Winter Break in Spain with my family, I read at least 8 to 10 hours a day. On New Year's Eve, I was popping the obligatory 12 grapes as the bells counted down the seconds in the Plaza Mayor, while reading an article under a brightly lit old-fashioned street lamp. I didn't pack my comps articles and books in the regular suitcases, for fear of the airline losing my luggage; I lugged about forty pounds of reading materials in my handheld carry-on piece. Once I returned to the States, I read and wept and read and wept. The problem was that all of history and philosophy were becoming one big blur in my mind. I stopped answering personal emails and returning phone calls. I didn't go to the movies, and had my groceries delivered to my apartment. I stopped preparing for my classes, both at my job and at Loyola. I stopped cleaning and there were articles, books, and notes strewn all over the place. (Note to those taking comps in the future: do not take classes and comps the same semester). I couldn't sleep at night, as the mental stress was tremendous.

By the time I had to pick up my ques-

tions at Loyola from Dr. Epstein, I calculated that I had read around 4,000 pages of material TWICE. I found that my memory could not retain so much information the first time around. I remember picking up articles that I knew I had read because they had been highlighted, but had no recollection of their contents or conclusions and thus had to start reading them again.

The three weeks it took to answer the questions were three of the longest weeks of my life. I pulled all-nighters, something I had not done since my undergrad days. I wrote and rewrote, heavily editing and cutting the length of my answers. Now my problem was that I had *too* much information, and had to make my point within fifteen typed pages for each question. I ended up having to turn comps in a day earlier due to work obligations, and the last 36 hours of typing were the most painful: I had to correctly type my footnote citations and bibliographies. I had a total of 168 footnotes and 67 cited sources. Even after years of typing out bibliographies, I can't ever remember the correct format and thus for every citation I have to turn to the style manuals.

When I finally handed them in to Dr. Epstein, I still did not feel relieved of stress; I would have to wait a few weeks for the results. It was only when I received my results of "Pass with Distinction" that I felt the pressure lift. I am sure that my repertoire of standard bad dreams will now include the one where I have to hand in comps tomorrow and haven't even started reading...Good luck to all future comps-takers!

Josefina DiGiovanna awarded LULAB Scholarship

BY: JOSEFINA DIGIOVANNA, M.A. STUDENT ASSOCIATE

Josefina DiGiovanna was honored for the Loyola University Latino Alumni Board (LULAB) Graduate Scholarship at their annual spring reception in April 2006. One focal point of the application was involvement in a campus led organization and how it enriched the Loyola community. When applying for the scholarship, Josefina highlighted her involvement in CIEGSA as the current Secretary. She explained the international influence of CIEGSA on the Loyola Commu-

nity, and briefly described how in comparative education the social sciences are used to analyze global educational issues.

International community involvement that Josefina experienced includes interning in a public Mexican school in Nogales, Sonora while studying the border dynamics of the United States and Mexico in 2001. Josefina also volunteered in the Peace Corps Paraguay early education program. Placed in kilometer 12, San Rafael, Josefina planned, participated,

and observed activities in health education and teacher training. These experiences have led Josefina to comparative education at Loyola University of Chicago, where her research interests include the access and achievement of primary education in Latin America. She will intern in Washington D.C. during the summer of 2006, and looks forward to sharing her experience with fellow CIEGSA members.

CENTER FOR

Comparative Education

The Center for Comparative Education (CCE) provides Faculty and Student Associates access to knowledge in an array of fields. Faculty Associates supply the Center with expertise in disciplines such as history and the social sciences with field work experience around the globe. Student Associates use Center resources to strengthen their understanding and apply unique perspectives to their area of interest.

Friends, alumni, faculty, and student associates of the Center take on various projects such as the [Comparative and International Education Course Archive Project \(CIECAP\)](#) and the [Amicus Curiae Project on Haitian Children in the Dominican Republic](#). The Center will develop long and short-term goals under the guidance of the [Community Advisory Board](#), the Director, [Dr. Erwin H. Epstein](#), and Associate Director, [Dr. Noah W. Sobel](#).

A special thank you to all our contributors! Visit the CCE website to find out more about them at ...

http://www.luc.edu/schools/education/cce/academics_students.shtml

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[Kendra Preston](#) - M.A. Student Associate

[Carrie Rackers](#) - M.A. Student Associate

[Lou B. Rizzo](#) - M.A. Student Associate

[Cal Tamanji](#) - Ph.D. Student Associate

CIEGSA

CIEGSA is comprised of both present graduate students and alumni who are active in the field of Comparative and International Education. While the majority of our members specialize in Comparative Education within the Cultural and Educational Policy Studies Program, we do have members from across the Loyola community and beyond. We are advised by Dr. Epstein and other members of the School of Education Cultural and Educational Policy Studies faculty (see [faculty](#))

As a community, we are actively engaged in presenting research at our regional, national and international comparative education meetings. Contact our President, [Julie Jung-Kim](#) for more information.

For more information, visit us online at

CCE: <http://www.luc.edu/education/cce/index.shtml>

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CIES Archives (Continued from page 1)

the CIES archives project was initiated by Phil Altbach during his editorship of the CER in the late 1970s when masses of editorial files were accumulating. The CIES Board of Directors appointed a Committee to discuss the establishment of the collection and to decide on its location. Unfortunately, there was little interest in the project and minimal action was taken to establish the collection. Kent State offered to do the work and maintain the records. Since Dr. Read, founding member of CES, had run the business office at KSU for several years and Dr. Sebaly was keenly interested in archiving education related material, it seemed appropriate that the official CIES archives be housed at this location. In October 1980, the CIES Board of Directors formally established the CIES records collection at Kent State University. Dr. Sebaly has been instrumental in maintaining the archives ever since. He began at Kent State in 1972 and inherited Dr. Read's filing cabinet when he "retired" in 1976.

George Bereday made the first official dona-

tion, his CER editorial files, in January 1981. The collection has grown immensely from there.

Most of the material included in the archives comes from the personal files of previous editors of the Comparative Education Review and past presidents of the Society. Lou, Maria, Kendra and

Carrie were all fascinated by the vast amount of information they came across throughout the day. Of particular nostalgic interest were the many handwritten notes from icons of the field like Nicholas Hans, Fredrich Schneider, and others written on stationary from around the world. The entire experience served to remind everyone in the group of the rich history that has formed the comparative education field.

In Dr. Sebaly's words, "Kent is but one stop on the path to a clearer understanding of educational dynamics and arrangements around the world, and the organizations devoted to studying them."

