President's Message

Dear fellow comparatists,

The Comparative and International Education Graduate Student Association (CIEGSA) is an academically based association composed of graduate students and alumni actively engaged in the field of Comparative and International Education. Many have presented and assisted in various national, regional, and international conferences. It is with great pleasure that we present our third bi-annual newsletter. The newsletter serves as a professional and academic outlet for our members to share their knowledge and experiences relating to Comparative and International Education. Their wealth of knowledge stems from their experiences abroad and diverse occupations. Among CIEGSA members are professors, research assistants, education administrators, program directors, educators, graduate assistants, advisors, and lecturers. As you will soon discover within the newsletter, their diversity is also reflective in their research interests. Finally, the newsletter enables our members to stay connected with our members living and working abroad.

Respectfully,

Veronica Zapata
President of CIEGSA

12th World Congress in Cuba

By Hee Kyung Hong

As a triennial event hosted by the World Council of Comparative Education Societies (WCCES), the 12th World Congress will be held in Havana, Cuba from 25 to 29 October, 2004. The theme for this year is "Education and Social Justice", and the Congress is expected to draw comparatists from 28 member societies around the world, as well as a multitude of researchers and practitioners interested in international issues in education.

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Update on The Comparative and International Education Course Archive Project (CIECAP)  
By Bruce Collet

The Comparative and International Education Course Archive Project (CIECAP) is an on-line database and analysis of salient features of the introductory course in comparative education taught at institutions around the world. Since the inception of CIECAP in the fall of 2002, Professor Erwin Epstein and Loyola graduate students involved in the project have held CIECAP symposiums at both the 2003 CIES annual meeting in New Orleans and the 2004 CIES annual in Salt Lake City. More recently, PhD candidate Bruce Collet and Dr. Patricia Kubow of Bowling Green State University wrote an article on the project for the May 2004 CIES Newsletter, and a symposium is being planned for the 2005 CIES annual at Stanford University.

CIECAP team members are now in the process of updating the archive with revised or new outlines from those institutions already represented in the database. However, the existing archive is only the beginning, and institutions from around the world that offer an introductory in comparative education are greatly encouraged to submit their course outlines. Those interested in contributing to CIECAP may go to www.luc.edu/schools/education/ciegsa. In addition to the archive and background material regarding the project, the site also includes information about where and how new outlines may be submitted.

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As past president of the WCCES and with research expertise in Latin America, Professor Erwin Epstein from Loyola University Chicago has a representative role in this year’s Congress as one of the three main contact persons for information regarding U.S. participants to Cuba. In addition, members of Loyola’s Comparative International Education Graduate Student Association (CIEGSA) will be enthusiastically participating in the World Congress filled with various scholarly activities and educational visits within Cuba. We wish all participants an engaging conference week, and look forward to hearing about their experiences in the next newsletter.

“World Congress continued from page 1”
New Professor Profile
By Lou Berends Rizzo

In his first semester at Loyola University Chicago, Dr. Noah Sobe is sure to be a valuable asset to the Cultural and Educational Policy Studies (CEPS) program. He obtained an MA in Comparative Education at Teachers College Columbia University and received his Ph.D. in Curriculum History at the University of Wisconsin-Madison. Dr. Sobe has spent a considerable amount of time in Eastern Europe where he led teacher in-service workshops and research in curriculum of educational ideas through a study of student teacher travel. Firsthand scholarship in Poland, Slovakia, and Serbia over the last ten years has given Dr. Sobe a profound understanding of European education. He has been published in various education journals, including a recent article in Educational Theory titled "Challenging the Gaze: The Subject of Attention and a 1915 Montessori Demonstration Classroom" and a forthcoming article in Paedagogica Historica on education and modernity in Yugoslavia. Dr. Sobe is teaching two courses this Fall: Philosophy of Education and Documentary analysis. He is delighted to have the opportunity to meet Loyola's comparative education students and guide them towards outstanding scholarship. In the Spring of 2005, Dr. Sobe will be teaching History of European Education as well as History of American Education. On behalf of CIEGSA, I'd like to extend a warm welcome to Dr. Sobe and wish him the best of luck this semester.

Formal Western Education in Liberia
By: Michael Adolu Wannah

The formal western educational system was introduced by ex-African American slaves who migrated to Liberia in search of a land where they would enjoy their freedom from slavery. These formal slaves took with them memories of places they resided in and named them after cities in Liberia: Virginia and Maryland are a few of those names. The flag of Liberia is also fashioned after the American flag with few modifications: seven red and white strips instead of thirteen, one white star in a blue field as opposed to fifty stars. The social and political lives of the Liberia people are imitations of the Americans. Liberia is a tropical country located on the western bulge of Africa. Its center lies approximately at the 6th parallel north of the equator. The American Colonization Society (ACS) claimed to have been founded in 1821, although Liberia was already inhabited by sixteen major ethnic groups when the ACS first journeyed to Liberia (then known as the Grain Coast). The free-slaves settled in Liberia on January 7, 1822 and met the indigenous owners of the land. These aborigines possessed their own culture, languages, religious practices, and institutions of learning that were very dear to them: the settlers and the aborigines were set to engage in educational, cultural and religious exchange: which were dominated by the settlers. The free slaves from the United States brought with them the little western education they acquired during their period of slavery and instituted it in Liberia. Christian Missionaries (especially the Baptist) came along with the settlers and they were responsible for education in the new settlement – Liberia. The early Christian Missionaries were not embraced by the aborigines from the onset because of the new educational and religious ideologies that were (continued on page 5)
International students and alumni associated with Comparative and International Education at Loyola University Chicago

Promplai Buasawan - Thailand
Hideo Nagai - Japan
Seigoryor Buor - Liberia
Michael Wannah - Liberia
Jose Cossa - Mozambique
Emmanuel David-Gnahoe - Benin
Victoria Emeka - Nigeria
Cal Tamanyi - Cameroon
Hee Kyong Hing - Hong Kong
Ausra Karaliute - Lithuania
Mojgan Majdzadeh - Iran
Katrin Raie - Estonia
Yasmin Ranney - India
Katja Rosenberg - Finland
Isaias Rivera - Mexico

CIES 2004 Salt Lake City: Impressions of a Newcomer

By Katrin Raie

I am doing my baby steps in the vast field of Comparative and International Education, coming from the area in the world where comparativists are scarce if not non-existent. I am in awe of the scope and depth of the field and must admit that ignorance is the only excuse for my daring knock on the door. But once you are hooked it is hard not be passionate about it - being a practitioner in the education administration I find it so fascinating that all the numerous questions we tend to ask have been asked and even answered before. It goes without saying that Kneller Lecture by Dr. Jose Joaquin Brunner was one of the climaxes of the event for me. The Republic of Estonia, my home country, has been through an accelerated transition from authoritarianism to democracy and is just preparing major changes in education financing. It was fascinating to hear Dr. Brunner’s overview of his extensive experience in Latin America and what the outcomes of educational reforms in Chile have been. The keynote speaker of Eggertsen Luncheon Lecture, prof. Val D. Rust elaborated on the topic of postmodernism in the globalization context. Being a witness to the contradictory approaches of the main scholars in the field gives a "freshmen" a real sense of how challenging the scholarship in Comparative Education can be. Glimpses of educational research on Sweden, Canada, Australia, England, Poland etc; comparative studies of philosophers; overview of publishers and publications as well as contacts of students and scholars from all over the world are the souvenirs I brought back with me from my first CIES annual conference. Brigham Young University did a tremendous job. There is no question about signing up for the next gathering at Stanford in March. This time much I’ll be better equipped with the experience from Salt Lake City and two terms in the program at Loyola. See you at Stanford.
New Student Profile: Lou Berends Rizzo

By Kate Carroll

Lou Berends Rizzo hails from Rochester, N.Y. and wasn’t always interested in comparative education. As a younger person, Mr. Rizzo graduated from a public high school and postponed college in pursuit of his musical endeavors. Several years later while playing bass guitar with the Dutch Elm band, he decided to go back to school. He enrolled in a local community college and transferred to SUNY-College at Brockport to study Criminal Justice with the hopes of entering law school upon graduation. While at SUNY Brockport Lou had the opportunity to study abroad for two semesters. He studied comparative government and moral philosophy at Oxford University..."

(Formal Western Education continued from page 3)

being implanted by the Christian Missionaries: this brought about serious conflicts between the two groups.

The settlers considered themselves superior to the aborigines. They eradicated most of the practices of the aborigine and limited most of their cultural practices to the rural areas. It wasn’t until the early 20th century that higher education was introduced to Liberia. Present day Liberia Education is still fashioned after what the early settlers introduced with few modifications. Juxtaposed with the American Colonial Education is the British Colonial Educational system, which was introduced in Liberia in March of 1974 when Liberia joined the West African Examinations Council. The West African Examination is a British instituted examination in the British colonized West African Countries: Gambia, Ghana, Nigeria and Sierra Leone. Liberia joined the West African Examination Council (WAEC) during post British Colonial rule in West Africa. At the present time the Liberian educational system has the 6+3+3 structure. The preprimary and primary level including kindergarten, pre-grade school and an elementary school of six years (Grades 1-6); the secondary level comprising three years of junior high school (Grades 7-9) and three years of senior high school (Grades 10-12); and the tertiary or higher education level, including undergraduate and graduate university courses and various subdegree courses. The first 10 grades of schooling in Liberia are technically compulsory however, schooling is not free and parents increasingly must hold their children out of school to avoid having to cover their expected educational contribution – school fees – due to the country’s dire economic situation.

“They eradicated most of the practices of the aborigine and limited most of their cultural practices to the rural areas. It is later in the early 20th century that higher education was introduced to Liberia.”
The purpose of CIEGSA is to represent students and alumni of the Comparative and International Education program at Loyola University Chicago, encourage members’ participation in the activities and events that pertain to the association, inform members of career opportunities in the Chicago area and worldwide.

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Cal Tamanji at a recent CIEGSA meeting