



Erwin H. Epstein,
Director of the Center
for Comparative
Education

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The Center for Comparative Education (CCE) CCE Newsletter

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Message from the Guest Editor

This newsletter is a little different. First, you'll notice that Dr. Epstein is not acting as editor—and for good reason. This newsletter is a tribute to Dr. E. as he enters the emeritus phase of his academic career.

Late last year, I walked into Dr. E.'s office with an idea to "take over" the Spring 2011 CCE Newsletter. I wanted to feature submissions by his current and former students reminiscing on their experiences with him. Of course, Dr. E. would not be able to act as editor of a newsletter featuring him, so I offered to take over editor duties for this very special issue. With his amused blessing, I left his office with a head full of ideas. How would I solicit submissions? How many submissions should I feature? Should there even be a limit?

What you see now is the end product of that initial meeting with Dr. E., in which I took over the CCE newsletter in order to feature students' recollections of their experiences with him. I hope our readers (and Dr. E.!) will enjoy these submissions, which truly reflect the great and lasting impact Dr. E. has had on his countless students. So, let's start with my recollection...

The first time I met Dr. E. is difficult to forget. It was the second week of the Fall 2009 semester. I returned to graduate school after a ten-year hiatus working as an editor in the educational publishing industry. I was unsure if I had what it took to make it in graduate school after such a long time away. One of my classes that first semester was ELPS 455: Comparative Education. Dr. E. was in South America the first week of class, so he had one of his advanced Ph.D. students fill in. By the end of my first week, I had not only survived, but I was really excited for this new academic journey.

Well, then the second week of class rolled around. Two of my classes were at 7:00pm, and one class was at 4:15pm. That week, I accidentally showed up for my 4:15pm class at 6:45, thinking I had arrived early, and waiting for the class currently in the room to let out. That's when I saw the most horrible sight: my classmates were exiting the room! Yes, I had totally missed my class. I felt like a complete fool. And which class do you suppose it was? Oh yes, Dr. E.'s ELPS 455.

I ran into the classroom and approached Dr. E. This was our first meeting, and I had made a terrible first impression. Dr. E., while curious how I could have mixed up the class times considering I made it to class last week, was incredibly understanding. Perhaps all was not lost! Soon after, I settled into the graduate school routine, and never missed another class.

It wasn't long before I joined the Comparative and International Graduate Student Association (CIEGSA) and was elected to be the newsletter's student activities associate editor. My time at Loyola has flown by, and I still have difficulty believing that I will graduate with my master's degree this May. During that time, Dr. E. has been a wonderful professor and mentor to me. He challenged me to "find an issue" in my final 455 paper (which later became the basis for my first academic conference presentation); to ask probing questions in Comparative Theory (ELPS 457) and not just accept what had been written by others; and to develop a keen appreciation for the history and development of the field of comparative education and its future professionalization.

Dr. E. truly helped me to develop into the scholar I am now. Without this experience at Loyola, of which Dr. E. was a major part, I might not be on my current academic path. With the help of some recommendation letters from Dr. E. and other CEPS faculty, I will be continuing my studies at the doctoral level next fall at the University of Wisconsin—Madison. While I am very sad to leave Loyola, I can leave knowing that I took advantage of every opportunity presented to me. And I can only hope Dr. E. will take pleasure in following what I hope will be a successful academic career.

Thank you, Dr. Epstein, for encouraging me to following this academic path, and for helping me to develop into a conscientious, inquisitive, and passionate scholar. I will never forget the impact you have had on my studies, my methodology, and my notion of academic responsibility. Enjoy your emeritus status—it is well deserved!

Erin Hardacker (M.A., 2011)
Managing Editor, CCE Newsletter



Erin Hardacker,
Managing Editor of
the Center for Com-
parative Education
Newsletter

My first classes in Comparative Education were with Dr. E.: ELPS 455, Comparative Education, and ELPS 457, Comparative Theory. In the first semester of my doctoral program, I enrolled in ELPS 455. During the first week of the semester, Dr. E. distributed Comparative and International Education Graduate Student Association (CIEGSA), Center for Comparative Education (CCE), and Comparative and International Education Society (CIES) “propaganda,” as he phrased it. Shortly thereafter, I learned of Dr. E.’s superpower: the ability to instill in students a professional sensibility. Baked goods in hand, I attended my first CIEGSA meeting and left as First-year Student Representative and CCE Associate. Three-to-four years later, I remain an active member of CIEGSA, and currently serve as its President. Through my involvement in CIEGSA, I became affiliated with CIES and attended my first CIES national conference in New York in 2008. Three-to-four years later, I remain an active member of CIES and currently serve on its New Scholars Committee.

For me, Dr. E. has served as a role model of professional leadership. His passion for student involvement in the field of Comparative Education led to my introduction to CIEGSA, CCE, and CIES; today, I am beginning to develop my own sense of commitment to the field and its burgeoning scholars. Through his teaching, publications, and leadership in professional organizations, Dr. E. has emphasized the importance of examining the history of Comparative Education, its definition(s), and its boundaries; through engaging his students in such inquiries, Dr. E. has contributed to the preparation of the next generation of comparativists and, relatedly, the continuation and growth of the field. It is my hope that his legacy of leadership and dedication to the field of comparative education will continue to inspire students.

Nicole Ortegón (Ph.D. candidate)
CIEGSA President

There were times when I was writing my dissertation, not so very long ago, that I might not have foreseen writing a piece of praise and appreciation for Professor Epstein. I would guess that most people who have ever written a thesis or dissertation under his direction would know exactly why. Professor Erwin Epstein graded demandingly, and applied most exacting standards of expression and argument to each step of all academic work. To develop a piece of research worthy of his approval was, for me, an agonizing process. Indeed, as I write this, I review the placement of every comma, scrutinize for passive voice, scour for excess words, and accept that he might still find many faults! Now that some time has passed, I recognize the value of this tribulation.

This exactitude for grammar and language were driven, it appears to me, by Professor Epstein’s unwavering quest for knowledge and truth. His particular realm of academia, Comparative Education, has been influenced enormously by his prodigious scholarship, the breadth of his global experience, and the depth of his perspective. His dedication to the field was manifest in many roles beyond the university: Editor of the *Comparative Education Review*, President of the Comparative and International Education Society, Founder of the Center for Comparative Education, Professorships in universities around the world.

The list goes on, of course. Yet perhaps the most remarkable to me is the personal difference he has made in the lives and careers of the many individual students he has taught and mentored along the way.

Professor Epstein introduced me to the field while I was in another program within the School of Education, and it was his intellectual rigor and enthusiasm that made a deep impression and led me to transfer into Comparative Education, a field, I am hesitant to admit,

that I had never heard of before the brief lecture given by Professor Epstein in a survey class.

He set intimidating academic goals and held his students to the highest of standards. But this was balanced by his dedication to each student’s intellectual advancement. He was remarkably responsive to any of our questions. I knew that I would receive a thoughtful response to any e-mail in a matter of hours. He regarded his students and the uniqueness of their circumstances with understanding. I remember being quite worried to request a break from dissertation work to spend time with my new baby. But his enthusiasm and support was warm, kind, and most appreciated. Of course, when I returned to my work a few months later, he was there to provide direction and guidance as if I had not been away at all.

In a time when the idea of the student as a consumer prevails, Professor Epstein has ensured that each of his students received the best “product” available, not the one most easily come by: a genuine, in-depth education, a comprehensive understanding of the big picture, a commitment to accuracy in the smallest details, the value of accuracy in thought and expression, the ability to ask penetrating questions, integrity in “boldly confronting the issue of ideology,” and breadth of vision in the exercise of scholarship as a quest for truth.

Professor Epstein’s quest for truth has enlarged our profession’s knowledge and understanding immensely and his respect and care for the education of each individual student has made an immeasurable difference in the lives of students—in his graduate programs and among students of formal education the world over.

Ad multos annos, Professor Epstein. I am most grateful to have been your student, and I wish you every happiness in your retirement.

Mary McGrath Anastasi (Ph.D., 2008)

Having returned to school to get my master's degree at Loyola's School of Education, I recall being thirsty for knowledge, insight, and wisdom about many cultural issues of our times that impact humans and the relationships among them. Little did I know that many such issues, which play themselves out in the field of education, would surface in the very first course I took at Loyola—a carefully designed introductory class in Comparative Education planned and taught by Dr. Erwin H. Epstein (ELPS 455).

Having been absent from school for quite some time, taking a class with such an honorable scholar meant that the course represented an enormous challenge for me. Nonetheless, I was very enthused and felt fascinated by the course's topics, readings, and assignments. I was equally captivated by the inquisitive questions and discussions that took place in the classroom under Dr. Epstein's guidance. I felt that my understanding and perspectives of both myself and the challenges faced by humanity during these times of intense globalization and interconnectness came to light as we read, discussed, and debated anthropological and sociological studies of educational systems that included historical accounts of a wide variety of countries such as Russia, Japan, China, England, France, Germany, Mexico, Cuba, Bolivia, and the United States, to mention a few. Such studies dealt with cultural and educational issues of local and global importance and covered a range of topics dealing with

colonialism, ethnic and national identity, political and economic ideologies and their respective systems of education which included themes related to access to knowledge, equality and equity, academic achievement, and social upward mobility, among many other.

The study of these subjects, one could argue, were complementary to what was perhaps one of Professor Epstein's greatest passions—the continuous development of Comparative Theory and Comparative Education, a field to which he has made immeasurable contributions and helped set the normative boundaries, “however fluid these may be.” I could never quite figure out if Dr. Epstein was exclusively a positivist, a relativist, or a historical functionalist. In the end, it is possible that he may have grown to appreciate all of them, and not have an exclusive preference for any of them. Finally, I remember thinking that having taken such a course provided me with two educational rewards: an invaluable immersion course into the world of academia and one of the best educational experiences of my life—not only had my thirst been quenched, but a door to a world of infinite exploring, insight, and learning had been opened for me. Gracias, Professor Epstein!

Luciano Pedota (M.A. candidate)

The first time I met “Dr. E.” was during my interview to get into the CEPS program. After the interview, I told my family that the interview was a lot harder than I expected and that I felt very uneasy about how it went. These feelings were mostly due to Dr. E. asking me to define the field, not of Comparative Education, but of Cultural and Educational Policy Studies. I think he wanted to be sure I knew what I was getting into. I assume he found my answer satisfactory, since I got in.

After I was accepted into the program, I soon found out that I would be working as Dr. E.'s graduate assistant. I was terrified. Students already in the program told me that I needed to “get on his good side.” I quickly learned that it didn't take much to get on Dr. E.'s good side, and that actually the whole good side/bad side rumor was simply untrue. Sure, he is particular about assignment requirements. And yes, he will tell you if he thinks you have the wrong idea about something. But even if you have trouble sticking to his specifications or he disagrees with you, you can still earn his respect. All one has to do to earn his admiration is express a genuine interest in the field he loves so dearly, Comparative Education. And in my opinion, wanting to share a passion with one's students is a pretty good thing.

Allison Blosser (Ph.D. student)
CIEGSA Treasurer

The first time I met Dr. E. was pretty memorable, and interesting. It was when I visited Loyola in January 2010 as a prospective student. Having checked out the LUC & CEPS websites, I came to realize that Dr. Epstein seemed pretty established in the field of Comparative Education, so I thought it was important that I meet him during my visit from Maine. Prior to my visit, we connected over e-mail and arranged a time to meet. And once I was in Chicago that January, I met him in his office to discuss the program. When I walked into his office, it was dark and there were many books all over the room and about six half-full coffee mugs on his small table... classic professor, I thought! We talked at length about the M.A. and M.A./J.D. programs, and he encouraged me to apply right away and to check out all of the links on the CCE website. Dr. E kindly extended an invitation to his class that afternoon, but I had planned to meet a friend during my short visit to Chicago. Needless to say, it was a warm and informative introduction to the CEPS program at Loyola. And, after beginning the program a few months later, and learning that Dr. Epstein would be retiring, I knew that I should enroll in his Comparative Education course (ELPS 455), as it was sure to be an extension of my visit with him.

Molly McSweeney (M.A. candidate)
CIEGSA Second Vice President

“Thank you for helping me when I most needed it; but most importantly, thank you for being a great reference when I really needed one!”

*– Chaitut (Chai)
Roungchai
(M.A., 2010; Ph.D.
student, University of
Illinois, Urbana-
Champaign)*



Left to Right: Kendra Preston, Maria Trakas, Dr. Vandra Maseman (OISE, University of Toronto), Dr. Epstein, past CIES Historian Dr. Elizabeth Sherman Swing, Lou Berends, Carrie Rackers, and Dr. Kim Sebaly (Kent State University). Photo taken at CIES 2007 Annual Conference, Baltimore, MD.

When we first started the Comparative and International Education Program we only had a vague idea of what we were getting ourselves into. We understood the program requirements, but couldn't possibly realize the relationships we would make over the next several years. Perhaps the most interesting was the relationship (some would call it love-hate) that was formed with our first professor, Dr. Epstein.

As anyone reading this will recall, in an effort to make us all better students and researchers, Dr. Epstein made our first semester perhaps less-than-pleasant... having your "weekly question" shot down every week and every paper returned with significant edits and comments was difficult to accept. But, once we accepted that the criticism wasn't personal, because not everyone did, we realized what a gift we had received.

Perhaps the best example of that gift was presenting a paper we had co-written with Carrie Rackers and Kendra Preston for our Comparative Theory class (ELPS 457) at the 2007 CIES Annual Conference in Baltimore, Maryland. As if the experience of taking a road trip to the Kent State Archives to research the paper wasn't great enough (we admit it, we're nerds), having the opportunity to present the paper to a packed room, with some of the best-known academics in the field as our discussants, was better than we could have imagined. To be sure, finding a copy of Dr. E.'s first (and probably only) rejection letter, for an article submitted to the *Comparative Education Review*, while searching through the Archives was an added bonus.

In addition to the expertise provided inside the classroom, Dr. E. also guided his students outside the classroom. Dr. E. was instrumental in the establishment of CIEGSA—the Comparative and International Education Graduate Student Association—as the principal advisor. Having both served on the CIEGSA Executive Committee, we had the honor and privilege of being advised by Dr. E. on all things related to the history and future of the Comparative and International Education Society, in addition to the broad and complex field of comparative education as a whole. These monthly CIEGSA meetings were held at the homes of Loyola students throughout the academic year and allowed students to interact with each other, as well as with Dr. E. on all things related to research in comparative education.

Perhaps one of the most important moments for us during our time serving on CIEGSA's Executive Committee was the organization of the 2007 CIES Midwest Regional Conference, which was hosted by Loyola University Chicago. We co-chaired the organization of the conference and had more than 100 registered participants from as far away as California and Ghana. LUC's School of Education, CIEGSA, and the Center for Comparative Education sponsored the conference and were able to showcase its student talent with fellow colleagues in the field of comparative education.

In closing, our experience in the Comparative and International Education depth area of the Cultural and Educational Policy Studies program at LUC was marked by the expertise and commitment of Dr. Epstein. Without Dr. E.'s guidance, critique, and continual dedication to his students, we would not have had the kind of experience we both anticipated and expected when applying to LUC. As the Comparative and International Education depth area at LUC moves forward, students and faculty alike would do well in adopting similar strategies of community building and scholarly discourse that Dr. E. brought to the Loyola community. On behalf of LUC and its comparativists in the States and abroad, thank you, Dr. E., for your commitment to our program, the Center for Comparative Education, and most importantly, to the students who have benefited from your involvement over the years. You will be missed!

Lou Berends (M.A., 2007; Ph.D., 2011)
 Maria Trakas (M.A., 2011; J.D. candidate, DePaul University)

Even before I entered the CEPS program, I was impressed by Dr. Epstein. Reading his vita online from Marseille, my hometown in France, I was humbled by all his accomplishments. Needless to say, I was looking forward to meeting him.

Let me start by saying that Dr. Epstein is a very charismatic person who cannot be forgotten! The first time I met him was in his class on Comparative Education (ELPS 455). I discovered a professor who was nice, but also exacting and, sometimes, tough. He will tell you what he thinks no matter what, and will push you beyond your limits. Therefore, although writing research papers for his class was rather stressful, I must say that his demanding methods and, at times, straightforward remarks have paid off and pushed me to write one of my best papers. I gained a clear understanding of the nature of Comparative Education right from the beginning of my program. I won't tell you the definition of Comparative Education now, but you can

Both my formal lessons and informal lessons in comparative education in this country have been full of ups and downs. However demanding he might have been as a scholar in the field, Prof. Epstein has never let me down when I needed his help the most. If he did not have faith in my sincerity, integrity, and academic ability, I would not have achieved what I have today.

I first met Prof. Epstein in January 2006. I was on a Fulbright for two semesters at Loyola and decided to take courses in CEPS during my second semester rather than with the English department. I wanted to learn something new, rather than repeating lessons in English language and literature that I received at Calcutta University in India. However, I was asked by Prof. Epstein on the very first day to drop out of his Comparative Theory class (ELPS 457). I had no intention or plan to return to the United States for studies at that time. I tried to argue my best and let him know that this was my only chance to learn something new. Taking into consideration my growing interest in education policy, my comparative framework of mind, and the experience of teaching and studying abroad, this class was most suitable for me.

During the Fulbright term my mind opened to new ideas and possibilities as I continued taking classes as a non-degree student and also taught undergraduate students. The whole system of education here in the U.S. started drawing my attention. This was my first experience of work and study abroad. I was like those early pioneers of comparative education, Jullien de Paris (France); Horace Mann, John Griscom, and William T. Harris (USA); Matthew Arnold and J.P. Kay-Shuttleworth (England); and Leo N. Tolstoy (Russia). I was observing the system here in the U.S. closely as a student and as a teacher, and I was also feeling anguish inside... a calling to find a way as to how this system can be transferred into the Indian context to help thousands of students who are struggling in India. However, Prof. Epstein was not convinced of my passionate urge for specialized knowledge to help bring change, especially by just taking one course in comparative

be sure I know it by heart, as do all the students who took his classes... of course! Through the different facets of his personality, I can say that Dr. Epstein is a very interesting and entertaining character, and we will miss him next year in CIEGSA, of which he is a pillar, if not *the* pillar.

In short, Comparative Education is the blood that runs deep through Dr. Epstein's veins! Thanks to all the seeds of Comparative Education wisdom or "Epsteinisms" he sowed in all of us, his legacy will blossom not only at Loyola University Chicago, but also wherever his past students are in the world.

So for all of that, I want to say: Merci, Professeur Epstein!

Charlotte Stroumza (M.A. candidate)
CIEGSA First Vice President

education! I had no choice but to drop out. I was very upset, and felt he underestimated my academic ability and sincerity.

By a peculiar set of events I was about to return to the U.S. again in August 2006 to continue to teach my native language as a part-time faculty member at Loyola, and I wanted to enroll in Prof. Epstein's class again (more so because of the stubbornness in my nature) to prove my sincerity and academic ability. I wrote to him and he replied immediately while traveling in Spain expressing that he would be most pleased to have me in the class. I was happy. Thereafter, I worked with him for three years as my adviser. I was challenged at each and every step by his rigor as a scholar. In the process I learned the most by following his advice both academically and professionally. I learned about the limitations of the U.S. system of education and embedded inequities in spite of better infrastructure compared to India. I realized how naive I was in my understanding about educational policy reform. At times I crumpled under the pressure and cursed myself for my stubbornness. However, all that I have done or achieved over the past five years in the United States is the result of being challenged by Prof. Epstein's demanding nature as a scholar, by following his advice about professional development during our CIEGSA meetings every month, and also following the advice of my other professors at Loyola University and now at the University of Illinois, Urbana-Champaign.

Therefore, in conclusion I must say my first impression of Prof. Epstein was wrong. He did not underestimate my sincerity and academic ability; rather, I had no understanding of the rigor and training I needed to become a scholarly expert in the field. I am glad that life gave me the opportunity to create a strong foundation (for the work I want to do in the future) under the rigorous training of Prof. Epstein.

Mousumi Mukherjee (M.A., 2010; Ph.D. student,
University of Illinois, Urbana-Champaign)

"Erwin, you have been an awesome teacher, advisor, mentor, and friend to me. I can't even begin to think of all the things I have learned from you. I always think of you when I hear myself say to my students, "Show me, not tell me!" and, "Where's the evidence?" I hope you enjoy life as an emeritus and that I still get to see you at conferences. Stay in touch!"

*— Laura Perry
(M.A., 2001; Ph.D., 2003)*

The first thing I tell people about my studies with Dr. E. at Loyola when I am asked (which happens quite often) is CIEGSA and its monthly Saturday meetings. I am still convinced it is an exceptional example of true scholarly spirit, representing the real essence of the ancient tradition. The scholar and his disciples gather for quite some hours, during their free time, and there is lively discussion in a very democratic and mutually supportive atmosphere. However, the leadership is obvious and the air is filled with respect and appreciation. I believe my fellow CIEGSA members share my conviction—we have been blessed with this opportunity during our academic pursuits.

The second thing I tell people is the beauty and challenge of asking questions. Dr. E.'s seminars were a real eye-opener in this respect. It is much harder to ask the right question than answer tens of them. This lesson learned has proven to be a real asset in so many occasions in my professional life. Just like the numerous discussions of cases

from around the world, I find myself often referring to them when discussing interventions for the benefit of children and families in global contexts. Indoctrination at schools and the legitimacy of “civilizing” a person from another culture are just a few I recall right now. In every such instance Dr. E. is present in my mind with his inquisitive, sharp, yet encouraging look. This always reminds me of the need to be rigorous, focused, and fair.

I have learned so much more under your guidance, Dr. E., than just the curriculum of the CEPS program. Thank you!

P.S. Did I mention that I learned more about composition in English from Dr. E. than during my undergraduate English studies? Dr. E., I hope you do not grade the special dedication issue, do you?

Katrin Raie (M.Ed., 2005)

Dr. Erwin Epstein is one of the hardest and kindest professors I have ever had. I first met him in September 1999 when I took my first comparative education course, and found out he was my advisor as well. He was always supportive of my papers, but very critical of my writing. I don't know if his critiques made me a better writer, but I know he caused me to be highly aware of my writing to the extent that I read even my e-mails a few times before I click the “send” button. This year, when I advised an International Baccalaureate (IB) student to work on her extended essay, which is part of the IB diploma requirements, I told her a few times, “I thought my advisor was too harsh on my topics and my writing, but every time I meet with you, I found myself acting exactly like him.”

Dr. Epstein has a different way of showing his caring for his students. He has a big heart. He is very attentive and respectful of diversity. He and his wife, Barbara, were kind to me at my wedding reception. Once, he offered me a ride for a surgical dental procedure, and another time, to the hospital. He even allowed me to openly express my frustration when I needed to get something off my chest. He also made me drive to his house to change two sentences on my final dissertation on the same afternoon of my defense so that he would sign the required completion forms.

I will always be thankful to him for advising me as a professor, and accompanying me as a professional on the long process of completing my Ph.D. I will forever cherish all the pleasant and not-so-pleasant

memories of my studying at Loyola with Dr. Epstein, Dr. Miller, Dr. Sobe, and all the 2000–2006 alumni. Dr. Epstein deserves the credit for pushing me all the way to the end of the tunnel. Thank you, Dr. Epstein!

Mojgan Majdzadeh (Ph.D., 2006)

Dr. E. – By the numbers

B.A. in Philosophy, University of Illinois (Urbana)

M.A.T., University of Chicago

Ph.D. in Comparative Education, University of Chicago

Regular academic appointments held: 6

*First regular academic appointment:
Assistant Professor of Educational Policy Studies,
University of Wisconsin–Madison*

Visiting academic appointments held: 13

*9 appointments outside of the U.S., including Mexico,
Colombia, Brazil, Peru, Spain, and South Africa*

Foreign languages: 2 (Spanish & Portuguese)

Keynote addresses delivered: 6

Publications

Books & edited volumes: 9

Book chapters & encyclopedia entries: 40

Journal articles & book reviews: 58

(Source: Epstein Curriculum Vitae, School of Education website)

The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.
– Michelangelo

The above quote by Michelangelo reflects the standards of Dr. Erwin H. Epstein (known to many of his students as Dr. E.), for he always set high goals and expectations for his students and strived for them to reach academic success.

I will never forget the first time that I met Dr. E. I was an ABD student who needed a chair for my dissertation. Since my research appeared to fall in his area of expertise, I was advised to contact him. I anxiously waited for the day when I would meet this scholar that I had heard and read so much about. Before our first meeting I sent him a rough draft of my proposal. Shortly after stepping into his office, Dr. E. handed me a CIES journal and told me to skim through a specific article. After doing so and commenting on how well written it was, Dr. E. told me that the young lady who wrote it was one of his best students, however the first time that she met him he made her cry. The reason was that in the beginning her work was poorly written, as was mine. She came a long way but it wasn't easy, nor would it be for me! Ugh, how would I survive this man and this whole ordeal? My response to Dr. E. was, "I am afraid that you will never see me cry, for my own husband has very rarely witnessed such an incidence. However, I do assure you that one day you will receive my scholarly written dissertation." Well, the road leading to this was very difficult and overwhelming. On many occasions I held back those tears that I vowed I would never shed. And after four long years of numerous meetings, corrections, revisions, and editing, my dissertation with more than 72,000 SPSS entries was not only finished, it had surpassed Dr. E.'s expectations! Unbelievable. I had finally achieved one of my biggest and most difficult goals in life. Now looking back, I owe so much to Dr. E.

After I was accepted to Loyola and was trying to make a final decision to attend there or elsewhere, I decided to contact a professor to get some extra insight into the CEPS program. I emailed Dr. Epstein and was excited to receive his prompt and enthusiastic response, which ended up having a serious influence on why I chose Loyola. I appreciated that although I was not yet a Loyola student, he treated me as one and took the time to write me with warmth and

Research lists a number of determining qualities and characteristics that make a fine professor. Among these are: having a passion for teaching the subject; setting high expectations of students; teaching with energy and exhibiting a palpable desire to educate; being interactive in class and engaging students' interests; creating life-long learners; devoting time and being committed to the role of mentoring; and having a positive and enduring impact on students' personal and professional lives. In sum, Dr. E. not only possesses all of the above qualities and characteristics of a fine professor and scholar, he goes above and beyond! He not only taught us the subject material that was necessary to learn, he also prepared us to critique, analyze, and engage in research; to professionally present our research at conferences; to write academically; and to become scholars in the field of Comparative and International Education. He served as a model of a continuous learner and as a mentor who always had time for his students. He set high expectations for all of us and provided the support to successfully achieve our objectives.

Dr. E., as you begin your new journey in life and are awarded with the honorary title of Emeritus, I would like to express my gratitude for the impact that you have made on all of your students. I personally could never have reached the point that I am now at in my profession if it hadn't been for the countless hours that you devoted to training and teaching me. Your guidance, advice, and teachings are intertwined in every article and speech that I write, publish, and present. I wholeheartedly congratulate you for your life-long achievements and contributions to academia and thank you for making a significant difference in our lives. You have certainly left a lasting mark on all of us!

Congratulations, and the very best to you Dr. E.

Angelyn Balodimas-Bartolomei (Ph.D., 2003)

impressive articulation. As an aspiring college professor, I look to my professors as role models and can say that I hope to embody Dr. Epstein's nature of caring about students' progress and his ability to challenge students to new heights. I thank him for his belief and leadership in the field of comparative education, and hope that it continues to evolve in ways that would receive his approval.

Karie Karasiak (M.A., 2010)

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CHICAGO

A Brief History of the Center for Comparative Education

Comparative Education at Loyola University Chicago had a distinguished history well before the Center for Comparative Education was established in 2005. Emeritus Professor John Wozniak taught the first Comparative Education course at Loyola in 1961. Indeed, Comparative Education played a role in the founding of Loyola's Rome Center, being among the very first courses taught there (by Prof. Wozniak jointly with Fr. Felice). Professor Wozniak continued to teach Comparative Education at Loyola until 1977, joined thereafter by (Emeritus) Professor Gerald Gutek. Emeritus Professor Steven Miller, who, we are sad to report, recently passed away, also occasionally taught Comparative Education courses until his retirement in 2006.

Among the most important Ph.D. dissertations in the field of Comparative Education was authored at Loyola by Erwin Pollack under Professor Gutek's direction. That dissertation contains the field's most definitive analysis of the work of Issac Kandel, arguably the most prominent comparativist of education in the 20th century.

Two years after Prof. Gutek's retirement in 1996, Professor Erwin H. Epstein, who had been Director of the University Center for International Studies at the Ohio State University, came to Loyola to chair the Department of Educational Policy and Leadership and teach courses in Comparative Education. Associate Professor Noah Sobe joined the Comparative Education and History of Education programs in 2003 and became Associate Director of the Center for Comparative Education at the Center's founding.

Since the 1990s, the number of graduate students in Comparative Education has grown from a handful to more than 40 today. The Center for Comparative Education, in terms of students, faculty and coursework, hosts the largest program in Comparative Education in Illinois and among the most prominent in the U.S. and, indeed, the world. The Center's graduate students and alumni come from many parts of the U.S. and a wide array of countries, including: Benin, Burkina Faso, Cameroon, Colombia, Estonia, Finland, France, Greece, Hong Kong, India, Iran, Italy, Japan, Kenya, Korea, Liberia, Lithuania, Mexico, Mongolia, Mozambique, Nigeria, Spain, Thailand, and Venezuela.

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Dr. Erwin H. Epstein was very instrumental during my successful interview process for admission into the Cultural & Educational Policy Studies Ph.D. program in the fall of 2004. He encouraged me to become a comparativist by constantly challenging me to tackle my perceived hurdles head on.

Thus, I was able to commute from Wisconsin to Illinois to attend class lectures, seminars, and group project meetings—even when it meant medicating myself when I was ill.

The CIES 50th anniversary conference in Honolulu, Hawaii, which he encouraged me to attend in the summer of 2006, was a great academic and professional experience for me. Dr. Epstein introduced me to some of his colleagues, including Dr. Victor Kobayashi and Dr. Val Rust (see CCE newsletter, Spring 2006) just to mention a few, who all encour-

aged me to become a relentless comparativist. In fact, even during one of the social dinners in Hawaii, Dr. Epstein challenged me to define comparative education, which I did because one of his dissertating students could not.

Dr. Epstein has been—and will always be—remembered by all in and beyond academia. For more than four decades he has been a continuous scholarly resource in the field of Comparative Education. Dr. Epstein has been, in accordance with the mission of Loyola University Chicago, “preparing people to lead extraordinary lives.”

Asenju Callistus Tamanji (Ph.D. candidate)