Judging from comments I received at Penn State University, where I recently presented a set of lectures to the university community and to their School of Education, Loyola’s Center for Comparative Education is enjoying widespread visibility among peer institutions. Such visibility is consistent with the recent high ranking of Loyola’s School of Education by U.S. News and World Report. Our enhanced stature is reflected in our Center’s activities, the most recent of which is described in this issue of the CCE Newsletter.

Besides preparing our new dual M.A./J.D. degree program in Comparative Law and Education, the Center has engaged in a wide variety of activities over the past several months. These include advancing CIECAP (Comparative and International Education Course Outline Project), hosting a panel discussion on international education as part of our lecture series, co-sponsoring a reception at the Comparative and International Education Society meeting in Charleston, South Carolina, and organizing an outreach program to bring eighth grade children from an impoverished Chicago neighborhood to Loyola for an orientation to university life. This issue of the CCE Newsletter contains descriptions of these activities as well as profiles on a few of our graduate student associates, faculty associates, and alumni associates.

I wish in particular to credit the splendid work of several of our graduate student and alumni associates in making our outreach project to bring Emmet School eighth graders to Loyola a day of orientation a huge success. These associates include Christian Kang, Desmond Odugu, Karie Karasiak, Mousumi Mukherjee, Nicole Ortegon, Shelly Terzian, and, above all, Maria Trakas and Kathy Stone. I also wish to thank Mary Bird, from the School of Law; Mary McCoy, from the School of Nursing; Janet Pierce-Ritter, from the School of Education; and Barbara Velsor-Freidrich, from the School of Nursing for their very stimulating presentations to the Emmet students on what it takes to have a career in their respective fields.

As we complete another activities-filled year, we look forward to the future. In doing so, we welcome Laurie Monahan, the first person to be admitted to our new M.A./J.D. program in Comparative Law and Education, as a CCE Graduate Student Associate. Laurie, an honors student at Boston College, earned her B.A. in philosophy. We also welcome Chen Yao, our first Ph.D. student from China, as a new CCE Graduate Student Associate. Yao completed an M.Ed. degree in the Center for Comparative Education at Beijing Normal University. Laurie and Yao are exceptionally well-qualified individuals whom we anticipate will go far in Comparative Education.
2009 was another successful year for the Comparative and International Educational Society (CIES) conference. Being held in Charleston, South Carolina, a southern charm surrounded the conference. The conference was held in the historic Francis Marion Hotel, where crystal chandeliers and golden decor gave a classy look. Five highlights are of particular interest: 39 Rue De Jean, Midwestern Reception, Midwestern CIES Regional Meeting, and the Presidential Address. The Comparative and International Education Graduate Students Association (CIEGSA) had its annual conference dinner during the second night of the conference at a very stylish French restaurant called 39 Rue De Jean. The attendance was good, with a mixture of faculty, alumni, students, and family members. The dinner entrees were impressive, but Professor Epstein’s succulent sea bass stood out the most. Throughout the evening, topics ranging from a review of conference presentations, travel, and world affairs were discussed around the table. The evening was so stimulating that some of us stayed until we were the last patrons in the restaurant.

On the third night of the conference, the CCE held its Midwestern Reception, which was co-hosted by DePaul University, Kent State University, and Indiana University.

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CCE Graduate Student Associate Profile: Christian Kang

Christian Kang received her B.A. degree in education along with a teaching certificate from the University of Michigan. After graduation, she spent six years working as an elementary classroom teacher at a private school in Michigan. Christian was interested in finding a school that offered a unique perspective on education along with the added benefit of being located in a big city. Loyola offered both and in addition allowed her to move closer to her family. Primarily, the Cultural and Educational Policy Studies program drew her to Loyola. However, once she began the program in the fall of 2007, she was pleasantly surprised by colleagues and professors who have a genuine passion for education. Each person brought different professional and intellectual contributions to class discussions. This is something she has enjoyed and also felt challenged by as a student.

During her search into graduate programs, Christian came across Comparative and International Education as a major here at Loyola University Chicago. She has been developing a strong interest to learn about different education systems and the various influences that affect them. The description of the major matched this personal interest.


Mousumi Mukherjee
Graduate Student Associate
Faculty Associate Profile: Professor Robert Roemer

Robert E. Roemer is Director of the Cultural and Educational Policy Studies (CEPS) program at Loyola University Chicago. He teaches philosophy of education at Loyola’s campuses in Chicago, and each summer teaches cultural history at Loyola’s Rome Center. He has also conducted study programs in France, Austria, and Italy as well as undertaken language study in Bolivia and Mexico. Professor Roemer’s most recent opportunity for international cultural exchange came when he won a Fulbright senior scholar award for the 2007-2008 academic year at the University of Bucharest, Romania.

Professor Roemer’s experience in Bucharest was an overwhelmingly positive one, both on and off campus. The title of his course was “Educational Leadership and the Development of Educational Policy,” but, as Professor Roemer explained, his students were more interested in his style of teaching than in the specific content of the course. Student feedback and perspectives were sometimes hard to obtain, because “it was a new experience to have a professor elicit comments.” In short, Professor Roemer feels “they wanted to see an American scholar at work.” Perhaps the most significant cultural difference in terms of its weight on Professor Roemer’s daily routine at the university was a near absence of e-mail communication among colleagues and friends. Professor Roemer found his e-mails generally elicited no response, and when he did receive replies, they came only after an extended delay. When he came to understand this was the norm, Professor Roemer decided “it was almost always quicker to go see them in person.”

Language on the other hand proved no impediment to communication. Professor Roemer observed extremely high levels of English proficiency among students, faculty, and the general public. He was frequently impressed by his students’ use of American slang and colloquial expressions and he noted English language television programming as a traditionally important source of knowledge in their lives.

Another display of the widespread knowledge of English was a public lecture with Turkish Nobel Prize winner Orhan Pumak. The Turkish author had planned to speak to his audience in English via a translator. After Mr. Pumak began, however, the translator was soon enthusiastically discouraged by the Romanian audience, and the discussion continued exclusively in English. Some of Professor Roemer’s fondest memories of Bucharest derive from lectures such as this one, together with his frequent visits to the National Opera House.

Congratulations on your Fulbright award and your success at the University of Bucharest, Professor Roemer! Welcome Home!

Jennifer Schmuhl
Graduate Student Associate

CCE Alumna Profile: Kathy Stone

In May of 2000, Kathy Stone successfully defended an extensive transnational dissertation research project and was awarded a Ph.D. from Loyola University Chicago – with special focus on educational psychology, comparative and international education, and research methodology. Kathy continues to be involved with Loyola as an enthusiastic and dedicated alumna and member of CIEGSA.

Kathy’s dissertation, entitled “A Cross-Cultural Comparison of the Perceived Traits of Gifted Behavior,” was an extensive transnational research project dedicated to world peace and cross-cultural understanding. It addressed intercultural understanding and human rights within the construct of giftedness. The research project was especially significant from the perspective of the research methodology, as it was conducted through the collaboration of 20 universities in 10 countries representing various levels of participation in gifted education. The transnational methodology became an active strategy for facilitating a culture of peace. The research project addressed the overall research question: “Is there a difference across cultures in the perceived traits of gifted behavior?” A survey was used to identify traits of gifted behavior generally recognized within the United States and to compare those traits with perceived indicators of gifted behavior implicitly found within the context of nine foreign cultures. The survey was translated into eight languages and administered to over 1,900 university students majoring in education or psychology. International participants in the research project were from the Western European countries of England, France, Germany, Italy, and Spain, and the Asian countries of Japan, Korea, Taiwan, and Thailand, with the United States as control. Her research was published in Gifted International.

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CCE Graduate Student Associate Profile: Isaias R. Rivera

Isaias Rivera finished his coursework for the Ph.D. degree with a teaching internship (ELPS 565), under the supervision of Dr. Erwin Epstein, CCE Director, at the Universidad Privada San Pedro in Peru during the summer of 2006. The main assignment of this internship for Rivera was to conduct an analysis of some aspect of education in Peru. The paper that was presented to Dr. Epstein is now to be published as a book chapter entitled *The Nation in the Global Era: Conflict and Transformation*, edited by Jerry Harris and published by Brill.

National symbols, territory, and sovereignty do not suffice in shaping national identity. According to Epstein, “not all people are conscious of nationality,” especially indigenous people living in remote areas where sovereignty is ambiguous. In Peru and Mexico, how can national consciousness be formed among citizens at the country’s periphery? The chapter briefly analyzes the concept of national identity in Peru (peruanidad) and Mexico (mexicanidad) through the thoughts of Alegria and Mariategui for Peru and of Paz for Mexico. These intellectual figures undertook the task of deciphering post-colonial aspects of their countries. The internship offered by Loyola’s CCE allowed Rivera to better understand the social and cultural conditions of the Peruvian people.

Rivera is thankful for the vision, advice and trust given to him by Dr. Epstein in the writing of his chapter. He encourages comparative education students to get involved in the internship program.

Mousumi Mukherjee
Graduate Student Associate

CCE Lecture Series: The Practice of International Education

As part of a lecture series sponsored by the Center for Comparative Education, students, faculty and guests gathered in Beane Hall Ballroom on February 26 to discuss international education. After an informal reception, Lou Berends, Rosemary Max, and Kendra Preston spoke about “The Practice of International Education.” Each provided views on international education and how it is practiced at each of their respective institutions. Whereas Dr. Max spoke more broadly about the scope of international education, from international students to study abroad, Ms. Preston focused her comments on study abroad and Mr. Berends centered on the international student aspect.

Rosemary Max, Director of the Office of International Programs at Loyola University Chicago, provided a comprehensive overview of international education. She explained various issues pertaining to the two main elements of international education, international students and study abroad, and reported national statistics collected from the Institute for International Education (IIE). Dr. Max explained that Loyola is committed to international education and indicated that the University’s goal is to continually increase international student and study abroad enrollments. She briefly reviewed her career history and background in international education.

Kendra Preston, Coordinator of Institutional Research at the Institute for the International Education of Students (IES Abroad) and a recent Loyola M.A. recipient in Comparative Education, spoke about her views on international education. Due to the fact that IES Abroad is a third party provider of study abroad programming, she spoke primarily about study abroad. She gave an overview of the field and pointed out a myriad of complexities, including varying program types, barriers such as access and affordability, academic challenges and operational issues. She described IES Abroad and its mission and elaborated on such challenges as health and safety and crisis management. Ms. Preston gave a brief review of her career path that has led her to work in the field of international education.

Lou Berends, Coordinator of Study Abroad and Cultural Programs at Illinois Institute of Technology (IIT) and a CCE Graduate Student Associate, rounded out discussion on international education. He discussed the place of international education within IIT.

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CCE Launches Outreach Project

The Center for Comparative Education and the Comparative and International Education Graduate Student Association (CIEGSA) hosted 54 eighth grade students from Emmet School for a day to introduce them, at an early point in their academic careers, to the idea of attending college. Emmet School is located in Chicago's Austin neighborhood.

The field trip was held on Tuesday, April 14, at the Lake Shore Campus, and the students' home base for the day was the 4th floor of the Information Commons. University departments, including Undergraduate Admissions and professional schools participated in the event. The goal in this innovative early outreach initiative was to make the students’ visit one that would be both informative and engaging and that would prompt the students to consider the idea of higher education as a part of their future.

The schedule for the three hour visit included an outdoor walking tour of major buildings as well as a virtual tour of the Loyola University System. There was an opportunity for group discussion with Loyola Student Ambassadors, and the admissions office developed for the students a helpful top 10 list of “Tips for Success in High School and Beyond.” Several CIEGSA members helped in coordinating the various aspects of the visit, and it was truly a CCE-CIEGSA team effort.

The visit was a great success. Dr. Erwin Epstein continues to collaborate with Terrence O’Reilly, Emmet School’s Assistant Principal, and has received very positive feedback. Students asked many meaningful questions during the visit, and the speakers from the professional schools were delighted to share career development information that may have a meaningful impact in the lives of these 8th graders during a time of critical transition to high school. Every effort was made for CIEGSA staff to engage in personal conversations with students and give the experience a welcoming and personal touch.

Kathy Stone
Alumna Associate
On March 24, 2009, the CCE cosponsored a reception with Kent State University, Indiana University, and DePaul University at the Comparative and International Education Society (CIES) 2009 Conference held at the Francis Marion Hotel in Charleston, South Carolina. At that conference, Loyola students in comparative education interviewed faculty and students from other universities about the courses, programs, and experiences in comparative education at their institutions.

In an effort to increase alumni involvement, members of CIEGSA invited Loyola alumni from Loyola’s Comparative and International Education program to participate in its monthly meetings and share their current work and research. Several alumni – including Jose Cossa, Kathy Stone, Vilemin Tsagkaraki, and Lilith Werner – participated in these meetings. Also, through email communications, class presentations, social gatherings, and meetings, CIEGSA encouraged first-year students to become active participants in the organization. CIEGSA is contemplating using a web-based social networking platform to facilitate interaction among its members. CIEGSA is also in the process of developing a voluntary mentoring program intended for students at all levels of progression, and all CCE Alumni Associates – local and nonlocal – are encouraged to participate.

The CCE’s Comparative and International Education Course Archive Project (CIECAP) has focused on archiving and analyzing outlines of comparative and international education introductory courses and has begun to extend its focus to include an inventory and analysis of comparative education programs around the world. The introductory courses and programs that CIECAP has examined have been predominantly located in the U.S. and Canada. However, CIECAP is in the process of locating its projects in the international domain more broadly.

CIEGSA members have been extensively involved in developing and advancing this project. CIEGSA’s activities also included a speaker series. The CCE and CIEGSA held a symposium entitled “The Practice of International Education” on February 26, 2009. Panel participants included: Dr. Rosemary Max, Director of the Office of International Programs at Loyola University Chicago; Kendra Preston, Coordinator of Institutional Research at the Institute for the International Education of Students (IES Abroad); and Lou Berends, Coordinator of Study Abroad and Cultural Programs at the Illinois Institute of Technology (IIT), Chicago. Dr. Erwin H. Epstein, Director of the CCE, served as the panel chair.

In addition, the CCE and CIEGSA conducted an outreach service project to provide students from Chicago’s Robert Emmet Elementary School with a tangible university experience. These students are from Chicago's Austin neighborhood, a low socio-economic environment, whose families have had little or no exposure to higher education. With this goal in mind, the project’s planning committee made arrangements for the eighth grade class to take part in a programmed orientation at Loyola on April 14, 2009. The CCE and CIEGSA hope that by providing Emmet students with a first-hand university experience, they will be inspired to diligently pursue their studies as they move into high school with the perspective that a university education is within their grasp.

In December, CIEGSA held its “End of the Semester” gathering. In February, CIEGSA held another social gathering at Pippin’s Tavern, a purpose of which was to introduce new students to CIEGSA and its members. CIEGSA looks forward to its end of the year gathering, which will be held on Sunday, May 17, 2009.

Nicole Ortegon
Graduate Student Associate and
CIEGSA Secretary
CCE Alumna Associate Profile: Kathy Stone (continued from page 3)

Kathy is the Director for Gifted Education in La Grange School District 105, and has been involved in gifted and talented education for twenty-five years. Since the publication of Kathy’s dissertation research, she has been continuing research and making national and international presentations at conferences related to comparative education and international aspects of gifted education and high achievement – especially issues of achievement of culturally and linguistically diverse populations. She has presented her comparative research yearly at conferences for the Comparative & International Education Society (CIES), the National Association for Gifted Children (NAGC), the biennial conferences of the World Council of Gifted & Talented Children (Barcelona and United Kingdom), a UNESCO conference in Finland, and two conferences of the United Kingdom Forum on International Education and Training (UKFIET) in Oxford, U.K.

Kathy continues to use comparative & international research methodology through her role as the associate director of the Comparative & International Course Archive Project (CIECAP). CIECAP is a web-site educational resource hosted by Loyola’s Center for Comparative Education. CIECAP provides a database resource of course outline information on the teaching of comparative and international education throughout the world. CIECAP is endorsed by the Comparative and International Education Society (CIES) and the World Council of Comparative Education Societies (WCCES).

Kathy continues to work with Dr. Erwin Epstein, Director of Loyola’s Comparative Education Center, and Jennifer Schmuhl, Dr. Epstein’s Graduate Assistant and CIECAP web-master. They have made yearly presentations regarding CIECAP at the Annual CIES conference. More about CIECAP can be found at http://www.luc.edu/cce/ciecap.shtml. CIECAP is becoming a significant international resource in the teaching of comparative & international education. An article about CIECAP was published in the International Review of Education.

It is through Kathy’s high level of involvement in comparative and international education that she is developing her most recent research goal of comparing countries of the world as to their level of participation in gifted education and their level of performance on international tests of achievement (i.e., TIMSS, PIRLS and PISA). Her latest proposal for the upcoming August 2009 World Council for Gifted and Talented Children (WCGTC) conference in Vancouver, B.C. has been accepted.

Kathy is also a published poet. She has self-published two poetry books. One book is called Reflections From the Matterhorn, containing poetry and photographs about the Matterhorn in Zermatt, Switzerland. The book has been published in English and German. Her second book, Duck Til Carcinoma, is an inspiring photo/poetry book about cancer, with all proceeds being donated to cancer research. Kathy is also known for her integration of poetry into her professional presentations and is especially known for her three poems that relate life to statistics. The poems are “Standard Deviation,” “Triangulation,” and “Chi-Square.” She recently had her poem entitled, “Foot in the Ocean,” published in the Journal for Advanced Development.

Angelyn Bartolomei

CCE Lecture Series: The Practice of International Education (continued from page 2)

Because international students comprise 40% of the institution’s enrollment, the focus of international education at IIT is shaped to address the needs and interests of international students. Mr. Berends spoke about his work with international students and his responsibility to develop and increase study abroad enrollment at the institution. He explained the commitment of IIT’s leadership to international education and implied that support from the top makes all the difference in how successful international education initiatives are on campus.

Many questions were asked and lively discussion ensued. Specifically, questions were asked about access to study abroad, diversity of underrepresented students in study abroad, and integration of students at overseas study abroad sites. In answering these and other questions, presenters indicated that a dearth of research on international education exists and that much remains to be done in the study abroad field. In particular, legislation is currently before Congress to support and fund a dramatic increase of U.S. students studying abroad in the coming decades.

Kendra Preston
Alumna Associate
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 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. Assistant 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, Cameroon, Colombia, Estonia, Finland, Greece, Hong Kong, India, Iran, Italy, Japan, Kenya, Korea, Liberia, Lithuania, Mexico, Mongolia, Mozambique, Nigeria, Spain, Thailand and Venezuela.

Loyola students had a great time conversing with students from the other three schools on research topics and interests. The quesadillas and beverages helped boost our energy for more conversations on school related topics. Loyola’s CCE made its presence felt with a PowerPoint presentation on students, faculty, and alumni associates of the CCE. We also had a table at the reception area where we handed out pamphlets and cards that featured the Comparative and International Education Course Archive Project (CIECAP). Overall, the reception went well, with everyone from each school having gained new friendships and research advice.

On the following afternoon, a meeting was held regarding the 2009 Midwestern CIES Regional Meeting. In attendance were representatives from Loyola Chicago, Kent State University, Ohio State University, and Indiana University, and the University of Illinois – Champaign Urbana. The main topic of the meeting was to determine the host for the next Midwestern Regional CIES conference. Professor Vilma Seeberg of Kent State, without hesitation, volunteered and was fully supported by the Loyola students (who had hosted the previous Midwestern Regional conference). Another topic that was discussed was an idea brought up by Shelly Terzian, Loyola CCE Graduate Student Associate. She proposed that a new scholars workshop, similar to the workshops at the national conference, be initiated to help mentor students on their dissertations. The meeting adjourned with agreement among the schools about a definite plan for the next CIES Midwestern Regional conference to be held at Kent State University on October 23-24, 2009.

On the final evening of the conference, Professor Henry Levin, from Teachers College, Columbia University, gave his Presidential Address. He gave a historical account of his personal experience with a “comparative” flavor to it. He talked about growing up in an Irish and African-American neighborhood, traveling to South America for the Ford Foundation, and his little side trips with the famous Professor Martin Carnoy from Stanford University, a recent CIES President.

Chaitut Roungchai (Chai)
Graduate Student Associate