

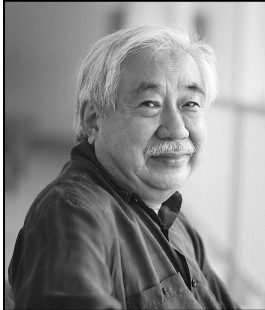


ELECTIONS: Candidates for Vice President

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Victor Kobayashi (University of Hawaii)



Victor Kobayashi was born on the island of Maui. He received his bachelor's and masters degrees from the University of Hawaii, and received his Ph.D. in Philosophy of Education and Comparative Education, from the

University of Michigan. His dissertation received the Francis W. Parker Award for Outstanding Dissertation for 1964 and was published by Michigan School of Education. Victor was an assistant professor at University of Michigan, School of Education and Center for Japanese Studies, before moving to the University of Hawai'i, where he taught comparative education and directed the innovative East West Center's Teacher Interchange Program that involved teachers from the U.S. and Asian countries.

Kobayashi served as the Chair, Department of Educational Foundations and for three years as head of International Education in which he implemented study abroad programs for the National Education Association and East-West

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John Weidman (Univ. of Pittsburgh)



John C. Weidman grew up in the "Pennsylvania Dutch Country" of Lancaster County where he attended public schools. Later he studied at Princeton University and the University of Chicago where he earned a

doctoral degree in the sociology of education. His first international experience was as a "Werkstudent" in Germany while an undergraduate. As a graduate student, Weidman's dissertation research on undergraduate career socialization was decidedly domestic but his adviser's office was next door to the Comparative Education Center and C. Arnold Anderson was a member of his dissertation committee, so a bit of a comparative perspective apparently "rubbed off!"

After a stint as a faculty member in the Social Foundations of Education at the University of Minnesota, he moved to Washington, DC, where he worked for 18 months in a non-profit, policy research

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Find the complete stories, and more on the CIES website: www.cies.ws

Elections to be held electronically this year

The CIES Board has decided to hold CIES elections by electronic ballot this year. The University of Chicago Press will construct and host on their web site a secure database for registering electronic votes. Each eligible CIES member for whom the University of Chicago Press has an e-mail address on file will be provided by e-mail with a unique username and password for voting online. All other eligible CIES members will be sent paper ballots. Paper ballots will be returned to the CIES Secretariat or other appointed officer for counting, and the Press will provide the CIES with the results of the electronic election at closing. Voting will commence on 19 January and close 29 February 2004. All members who have a valid email will be notified beforehand. If you wish to update your membership information and/or add an email address, email subscriptions@press.uchicago.edu. You can review your current information by following the link to the membership directory at:

<http://www.cies.ws>

Archives and Memories Case Studies

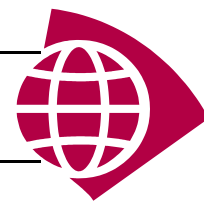
Elizabeth Sherman Swing, CIES Historian

Introduction

This paper explores surprises, snares, and perplexities in chartering the history of the Comparative and International Education Society. As the first Historian of this organization, one of my responsibilities, as delineated in the Bylaws to our Constitution, is to advise officers of the Society on "matters of historical fact." Since my appointment as Historian, I have had ample opportunity to carry out this mandate. Members of the Board and others have asked for information on a variety of topics: the founding of CIES; the representation

of CIES at planning meetings of the World Council of Comparative Education; gender ratios among Board members, gender ratios among *Comparative Education Review* editors; conference themes for the past thirty years (I built here on the work of Kim Sebaly.); the names of Honorary Fellows; the names of Eggertsen Lecturers; the legal status of the Society, surveys conducted by the Board. I was even asked to look up the exact titles of conference papers given by an individual going up for promotion at his university, a person

(Continued on page 7)



Annual Conference Information

The 2004 CIES Conference Planning Committee looks forward to your participation in our March 2004 meeting in Salt Lake City. To date almost 500 people have registered. Deadline for proposals was Monday, 1 December 2003. CIES members and non-members who do not plan to make presentations may continue to register up to the time of the conference itself.

The following conference information is important to those who will be attending. Please take the time to read it, and contact us if you have any questions.

Registration

Please note that the pre-registration deadline is 2 February 2004. Credit card payments may now be made over our secure web site. If you have not already done so, please access your personal page and pay for the conference through the conference website <http://cies.byu.edu>. Due to problems at previous conferences, conference materials will not be released until all fees are paid. There can be no exceptions. Those who must pay in cash at the conference need to notify us of their intention so conference materials can be prepared in advance of arrival. Please notify the conference registrar in writing if you need to cancel your registration for the CIES 2004 conference by January 15, 2003. We will refund your payment, less \$25 administrative charge. There will be no refunds after January 15. Substitutions are permitted.

Hotel

We have worked hard to negotiate a special price for top quality accommodations for CIES conference attendees. Please register at one of the conference hotels as soon as possible to assure a room of your choice. Staying at the conference hotels keeps the registration fees low every year and pays for our meeting rooms. The Little America Hotel was newly remodeled for the Olympics and the spectacular view rooms are in high demand. CIES has very good rates for these rooms. There is a special rate for students in the Gar-

den Rooms. We ask regular members to reserve the Tower rooms. The number for registration at the Little or Grand America is 1-800-453-9450. Be sure to indicate that you are with the CIES 2004 Conference.

All of the prices listed for the rooms are for 1-2 people. You may add up to two more people to any of the hotel rooms for \$15 each. The hotel is reserving many double Queen rooms for our conference. The large rooms are luxurious, clean, comfortable and comparable in price to much lower quality rooms in the area. With free shuttle service, free club fees, and high quality accommodations, the Little and Grand America hotels are clearly the best deal for CIES conference registrants. All charges and taxes associated with the room rate are posted on the website—there are no surprises and no last minute taxes. Personal charges to the room will be additional. You will not be able to beat the quality, comfort, and cleanliness of these rooms at our special prices. Other advantages offered to conference attendees who stay at the conference venue hotels are listed below.

Eggertsen Lecture

Registrants in the conference venue hotels will receive a free lunch pass to the Eggertsen Lecture. Others will pay a nominal amount for the luncheon.

Airport Transportation

The conference venue hotels will provide a free shuttle from the airport to the hotels for those who are registered in the Little or Grand America Hotels. This is at least a \$20 value provided for conference venue hotel registrants. Look for a blue van bearing the name of the Grand America or the Little America Hotel and give the driver your name. Hotel registrants will be on a master transportation list. The van comes every 20 minutes.

Internet Access

Internet access will be available in

the individual hotel rooms. High speed Internet is available through the television for a \$10.62 rate per day, including tax. Normal dial-up connections are also available, at a rate of \$0.75 per connection. We are also planning to have a small internet café for students and those who did not bring their laptops.

Food Events

There are several food events that

(Continued on page 3)

In and around the conference....

Private Club Fees

In Salt Lake City, alcoholic beverages are served in a "private club." Bars charge a \$5 temporary membership fee to attend any of the private clubs. This fee is similar to a cover charge. Conference attendees staying at the Grand America or the Little America will have access to the private lounges at either hotel without paying that fee.

Pool and Spa fees

Both conference hotels have outstanding indoor pools and spas. Guests at either hotel will have free access to all of the facilities. Private services are available on a fee basis.

Food

There are several fine restaurants and buffets at the hotel properties. The conference committee has sampled the offerings and has been very pleased with the variety, quality, freshness, and reasonable price of conference food venues.

Salt Lake City Transportation

Salt Lake City has a public transportation light rail system called TRAX. There is a free fare zone that begins at the corner of the block of the Little and Grand America Hotels. Conference hotel registrants may use the TRAX system to travel throughout downtown Salt Lake City without charge.



Annual Conference *(continued)*

conference participants can register for through their personal page on our website <http://cies.byu.edu>. These events include the Eggertsen Luncheon Lecture, and the Closing Banquet. The Eggertsen Luncheon will be partially subsidized so all can attend. Please register early to assure space at these events.

Special Events

This conference will initiate some special sessions for members. Breakfast sessions have been planned for organizations seeking those interested in employment opportunities. Major professional organizations, such as World Bank will present employment opportunities and discuss their organizations. This breakfast will be a paid event, open only to ticket holders. Participants will be asked to send us a resume file via e-mail. These resumes will then be copied to CDs to be given to employing organizations at the conference.

Performing Groups

We are pleased to announce that two world-class performing groups will be joining us for the Opening Reception and the Closing Banquet.

Opening Ceremonies

The International Folk Dance Ensemble will perform at the Opening Reception, beautifully arrayed in ethnic costumes. The International Folk Dance Ensemble presents a concert program of dances from more than a dozen nations, including Ukraine, Russia, Korea, Poland, Mexico, and the United States. This group is internationally acclaimed and will leave for a world tour after the CIES performance.

Closing Banquet

Living Legends will perform for the Closing Banquet. Living Legends uses dynamic choreography of Native American tribal ceremonies and the color and vitality of the dances of Polynesia and Latin America. Performed by talented descendants of these cultures and woven together by traditional and contemporary music, Living Legends' program is a stun-

ning tribute to the ancient cultures of the Americas and the Pacific. We hope that you will join us to see these performances. This group will also leave on tour after the CIES conference.

Local Tours

Our family programs will give your family an opportunity to experience what Salt Lake City has to offer at an affordable price. Participants will spend the week attending a variety of tours, museums, and movies. They will learn about and gain hands-on experience in things such as science, art, and genealogy. A knowledgeable tour guide will be with them at all times. More information on the programs, including pricing information, can be found on the website <http://cies.byu.edu>. Contact Jessica Taylor, jkt27@email.byu.edu, if you have interest in local ski resorts. There may still be snow in the local mountains during the CIES

2004 conference. Little America has ski transportation packages.

Institutional Receptions and Book Exhibits

Anyone desiring to hold an institutional reception during the conference should contact Jessica Taylor, jkt27@email.byu.edu. Anyone desiring to be part of the book exhibit should access the information page on our website at <http://cies.byu.edu> or contact Ashley Barker, ab458@email.byu.edu.

We hope this information will help you to plan your conference experience. If you have any questions, please email the Conference Planning Team at cies2004@byu.edu or call 801-422-1360. We look forward to seeing you in Salt Lake City in March. We are confident that you will have a memorable stay in Salt Lake City.

FIU's Institute takes on Secretariat for CIES

This is the first newsletter produced by the new CIES Secretariat located at Florida International University's College of Education. We hope you like the new look. As we work into the new duties, we will be adding to the web site and try to use the listserve to keep you up-to-date.

Dr. Lynn Ilon takes on the role of CIES Secretary while Dr. Hilary Landorf steps in as Treasurer. We'd also like to introduce the new CIES graduate assistant—Joan Oviawe.

Joan Oviawe, is originally from Nigeria, did her bachelors in Public Policy and Administration at York University in Toronto. She also work worked in Boston for three years with a non-profit community development trade association. She is currently a masters student at FIU pursuing a degree in International/Intercultural Education.

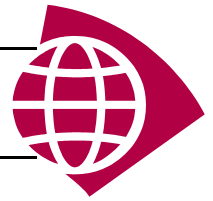
The three of us look forward to serving the Society as newsletter editors,

financial managers, web managers, Board meeting organizers and other duties. If you have something to go in the newsletter, the web or the listserve, send it to our email address at:

secretariat@cies.ws



Joan Oviawe



Vice-Presidential Candidates

(continued)

Kobayashi (continued)

Center in-service teachers. Kobayashi has been a member of CIES since the 1960s, and has served on various CIES committees, including terms on the Board of Directors and the CER Editorial Board. He has published in CER and presented numerous panels and papers at CIES national and regional conferences. Furthermore, he helped organize two CIES-Western Regional conferences in Honolulu, and an international conference on *The International Conference on Thinking*. Kobayashi is also active in AERA and the American Educational Studies Association, and served on the Board of Editors for *Educational Foundations* journal.

His research publications include cross-cultural film, educational technology, online distance learning and Japanese Ceramics. Kobayashi was guest lecturer at McGill University, University of Virginia, University of Alabama, numerous universities in Japan, and an educational programs consultant at SUNY Stony Brook, Stanford, Western Washington University, and University of Illinois-Chicago. Based on a US Agency for International Development grant, he led the Burmese Assistance Program, and more recently serves as a consultant for the Open Society's Supplementary Grants program for refugee Burmese students throughout the world.

Victor is a Principal Investigator for a major Asynchronous Learning Network distance learning grant from the Alfred Sloan Foundation for the University of Hawai'i. He served on the Board of Directors for the Alliance Francaise, Hawaii, and the program committee of the Japan-America Society of Hawaii, the University's Executive Board for the Center for Japanese Studies, and the Board of Directors of the Hawaii International Film Festival. Kobayashi is also a practicing artist, who has exhibited in juried shows, and several of his ceramic pieces have been acquired by Honolulu Academy of Art,

Contemporary Museum of Honolulu, Hawaii State Museum, Hawaii State Correctional Facility in Halawa, Oahu, and the State Foundation on Culture and the Arts.

He founded the University of Hawai'i's first museum, the John Young Museum of Art, which features major artwork from Korea, China, and the Pacific Islands. Victor also founded the Hawai'i International Film Festival, and served as its Principal Humanities Scholar, as a result of his life-long interest in films as a medium for cross-cultural understanding. For the past 15 years, Kobayashi was Dean of Summer Session and Outreach College, University of Hawaii, and established numerous innovative award-winning programs including annual summer institutes and celebrations that focused on other cultures, from Canada to Poland to Korea and Indonesia.

He served as President of the North American Association of Summer Sessions and The Association of University Summer Session. If elected, Kobayashi will work to increase CIES membership as well as its diversity. He will particularly work to draw increased participation from the Pacific-Asian community, including its indigenous peoples. Finally, he would like to invite CIES members for Hawai'i for its next conference.

Weidman (continued)

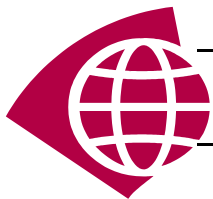
organization, the Bureau of Social Science Research, primarily on the evaluation of demonstrating manpower training programs. He moved to the University of Pittsburgh in January of 1979 with primary responsibility in the Higher Education Program. In 1986, Weidman became chair of the Department of Administrative and Policy Studies which included the International Development Education Program (IDEP).

In 1986-87, during a Fulbright at Augsburg University in Germany he began his first international research, focusing on the German "dual system" of vocational training. After his return to Pittsburgh, a comparative dimension was added as he contrasted his German experience with what was going on in the USA concerning school-to-work transitions. This interest continued intermittently and he is currently working

with a former graduate student on a comparative study of transition into post-high school education and/or employment based on surveys of youth in Essen, Germany, and Pittsburgh.

Seth Spaulding was relentless in urging him to spread his comparative wings, drawing him into a UNESCO forum on higher education research in developing countries that was piggy-backed onto the 1991 CIES Conference in Pittsburgh. In 1993, Spaulding pulled him into a project on higher education reform in Mongolia that has continued in several manifestations over the past decade and led to a number of publications. Because of Mongolia's social and political links to the Newly Independent States of Central Asia, it also led to project work and two pending publications on educational reform in that region. In 1993, Weidman was also introduced to higher education in Kenya through appointment to a UNESCO Chair in Higher Education Research at what has become Maseno University. This, too, resulted in a series of projects and research on higher education reform in both Kenya and South Africa.

Weidman takes his work with students very seriously and prides himself on having mentored a number of both domestic and international scholars with whom he has worked. With former graduate students, he has co-edited a book on higher education in Korea and co-authored a monograph on the socialization of graduate and professional students in higher education. He has been attending and contributing to CIES conferences as often as possible since 1986, including the 2002 northeast regional conference. In 2002, he served as Vice Chair of the Program Committee for the New Orleans CIES Conference and is currently Chair of the CIES Finance Committee. He is also an Assistant Editor of the *Comparative Education Review*. He is committed to working to assure a firm financial footing for CIES, to maintaining a high level of discourse among members that welcomes multiple perspectives and values diversity, and to encouraging increased integration of graduate students into the life of the organization.



CIES Board Slate of Candidates

Patricia K. Kubow (Bowling Green State University) is an Associate Professor in Educational Foundations and Inquiry at Bowling Green State University. Both her teaching and scholarship is focused on comparative and international education and democratic education. Patricia has been a member of CIES since 1995 and has given presentations at both the national and regional level annually. She has also served on committees that promote comparative and international scholarship, and national awards for comparative/international work. Her academic work focuses on comparative education as important to educator professionalism; curricular stratification and social exclusion globally; high status knowledge in comparative education scholarship; teacher marginalization in comparative education dialogue; and education for democracy.

Patricia's most recent scholarship is a co-authored introductory text for the field. Patricia has served as the Project Coordinator of the Citizenship Education Policy Study (1993-1997) and received the Outstanding Citizen Achievement Award from USAID in January 2003. She was also recognized by the White House in October 2002 for humanitarian and reconstruction efforts abroad. Both honors were for democratic education work conducted in Eastern Europe. She also received awards from the Distinguished Research in Teacher Education Award (2001) from the Association of Teacher Educators, the Outstanding Dissertation Award (1998) from the American Educational Research Association, and the Outstanding Paper Award (1997) from the AERA Special Interest Group, Research in Social Studies Education.

Hans G. Lingens (California Lutheran University) has participated in every CIES national and Western Regional conference since he joined CIES in 1975! Lingens began his studies in Germany and received his B.S., M.S. and Ed.D. degrees from the University of Southern California, where his areas of study were cur-

riculum and instruction and international education. His dissertation was a study of the Gesamtschule in Germany and his subsequent monograph was translated into Arabic. As a graduate student, Lingens also taught biology, chemistry, physics, and German in Los Angeles public schools and later he served as researcher in the LAUSD district's office of research and evaluation.

After retiring from the LAUSD, Lingens taught as a full-time faculty since 1987 at California Lutheran University. At California Lutheran he supervised students in both the teacher training as well as in advanced studies programs in research methods and multicultural issues in education. Although Lingens retired this past year from California Lutheran, his affiliation with the university continues, he is involved with many students, and he continues to pursue several of his initiatives there. Hans Lingens serves as editor of *European Education*, a quarterly journal on selected topics of current interest in the European Union and surround areas. He is also on the editorial board of the journal *World Studies in Education*. Hans has spent the past twenty-seven years supporting CIES and is eager to contribute his experience to the CIES board of directors.

Reitumetse Obakeng Mabokela, (Michigan State University) received her Ph.D. from University of Illinois in 1998 and is currently an Assistant Professor of Higher Education at Michigan State University. Her research interests focus on institutional transformation and its impact on the mobility of women to leadership positions in higher education, and more generally on organizational culture and its impact on historically marginalized groups, especially those in the African diaspora. Originally from South Africa, she conducted extensive research on South African universities, resulting in two published books and various journal articles.

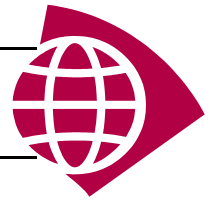
Reitumetse's other publications focus on similar issues in other settings. Reitu has already made a major commitment to

CIES and demonstrated her capacity to further the aims of the society. Reitu was the Program Chair for the CIES 2003 national conference in New Orleans. Working with President-Elect Kassie Freeman, she coordinated a program committee and recruited 19 MSU graduate students as volunteer assistants. She organized the on-line submission and review of proposals and ultimately their organization into 179 sessions spread over four days. Reitu also served as chair of the Joyce Cain Award committee for three years and has been a member of the travel grant committee as well as a reviewer for CER. Mabokela envisions a CIES where marginalized voices will become a part of mainstream discourse and a place where our members will actively challenge inequities that continue to persist globally.

Rc Saravanabhavan (Howard University) was born and raised in the southern part of India and taught at colleges affiliated to Madras and Madurai Universities. Following this, Saravanabhavan taught at a college in Addis Ababa, Ethiopia for eight and a half years. In 1988, Rc came to the United States and completed a masters and a doctoral degree in Educational Administration and Leadership at Northern Arizona University. Saravanabhavan served as a research associate and later as a faculty member at Northern Arizona for four years, during which time, Rc coauthored curricula in International, Comparative, Multicultural Education courses for graduate students.

As a researcher and trainer at the American Indian Research and Rehabilitation Training Center within this university, Saravanabhavan was fortunate to travel to several American Indian reservations across the country, conduct research and publish on disability and rehabilitation needs of this sub-population. Saravanabhavan's

(Continued on page 6)



Board Slate *(continued)*

research expanded to individuals from other racial/ethnic groups at Howard University School of Education. Currently, Sara-vanabhaven serves as the Associate Dean at the Howard University School of Education and is an associate professor in the department of Educational Administration & Policy. Saravanabhaven is also the editor-in-chief of the *Journal of Negro Education*. Rc has been a member of the CIES since 1993 and served on the UREAG committee when it was first formed. Rc has participated as well as presented in annual and regional conferences since 1993.

Gita Steiner-Khamsi (Teachers College, Columbia University) began teaching in 1985 and also served as the program coordinator for Comparative and International Education & International Educational Development programs. Working with her colleagues, she encouraged and facilitated a stronger involvement of Teachers College students and faculty in regional and national CIES meetings. Besides hosting one of the regional CIES meetings, she advises several doctoral students in the establishment and management of the on-line journal *Current Issues in Comparative Education*.

Steiner-Khamsi's most recent publications examines a methodological discussion on case study methodology in comparative studies and a substantive examination of citizenship education in different countries. Another publication investigates from a critical perspective one of the longest standing research topics in comparative and international education: the transfer of education reforms from one cultural context to another. For the past five years, she has been actively involved in teacher education reform in Mongolia, and analyzed how educational reforms had been imported to post-socialist Mongolia from elsewhere, and were subsequently locally adapted or Mongolized in the new context.

Gita affirms that along with her colleagues and with students from the Department of International and

Transcultural Studies at Teachers College, she has benefited tremendously from CIES conferences. Gita feels that she wants to give something back to CIES, and will work to make comparative education more visible within all educational fields as well as with international cooperation communities.

Joseph Zajda (Australian Catholic University) has been a CIES member and conference participant since 1991. Zajda is the Director of Institute for International Education and Development at the School of Education, Australian Catholic University (Melbourne Campus). He has promoted comparative education research both in Australia and globally for over a decade and was one of the first academics in Australia to launch two graduate courses Global Studies in Education, which are offered in face-to-face and off-campus modes.

Zajda presented numerous papers at Annual CIES meetings and in 2004 initiated a panel of international education editors. Zajda is currently an editor of three international refereed journals in education and serves as Chair of the Publications Standing Committee of the World Council of Comparative and Education Societies and Chair of the CIES Presidential Advisory Council for International Relations.

Zajda's vision for CIES includes a) developing increased publication output of research papers in comparative education journals and new comparative education book series; b) extending and consolidating global links worldwide to further increase the international membership; c) rewarding research in comparative education scholarship by establishing a \$ 2,000 annual award for Excellence in Comparative Education Research and, d) establishing a scholarly book series fund (to be operated jointly by CIES and an international publisher) to enable publication of the best doctoral dissertations and other scholarly

monographs (up to 5 monographs per year initially).

**See the
candidates
pictures**
Look for links on the
CIES website:
www.cies.ws

Book Announcement

Comparative Education: Exploring Issues in International Context
By: Patricia K. Kubow & Paul R. Fossum

This book provides a new introductory text for the field of comparative and international education. The text discusses the development of the field of comparative education, explores major theories of national development, pursues educational issues germane to comparative inquiry, and employs analytic frameworks to study these issues in eight countries. This work departs from the traditional viewpoint of educational systems and structural analysis to thoroughly explore comparative education from an issues orientation. Content is built upon analytical frameworks that address four fundamental educational issues: purposes of schooling, educational access and opportunity, education accountability and authority, and teacher professionalism.

After an introduction to the field and to prevailing theories in educational policy and practice, the text examines each education issue in relation to two different countries. Countries include Hong Kong, Israel, Brazil, South Africa, England, Germany, Japan, and the United States. Each issues chapter features country overviews to provide an informative snapshot of each country's location, demographics, government and politics, and educational processes. Also featured are biographical sketches of select historical and contemporary comparative educators.



Archives and Memories (continued)

not on the Board who turned out not even to be a member of CIES. In addition, I am the person designated by the Board of Directors to write the official history of CIES for the World Council of Comparative Education Societies' History Project. I have more than passing interest in our institutional history.

Much of our documented past may be found in the Kent State University Special Collections, where the CIES presidential papers are stored. Most of the CIES Collection at Kent State has been inventoried, and the Inventory is available on the Internet (<http://speccoll.library.kent.edu/education/cies.html>) -- an immensely valuable resource for all of us. Nevertheless, locating particular records is not always simple. To find a particular document requires navigation of the Inventory, a labor-intensive activity slightly different from use of a more familiar library index. One needs finely honed detective skills -- and luck, a process familiar to all researchers. In addition to telephone calls and email inquiries to the Special Collections staff, each year I make one, and sometimes two, visits to Kent, Ohio, to look for not-yet-processed documents, or seemingly minor documents that may not be inventoried. Fortunately, I have had the assistance of CIES member, Kim Sebal, the Hercule Poirot of Kent State, who knows the collection well.

In addition to the written record, I make use of another resource, an ephemeral resource -- the collective memory of CIES members, particularly senior members -- a resource, available only as long as relevant CIES members are alive and are blessed with good recall. The panel in San Antonio, "Looking Backwards into the Future -- Reflections and Reflexivities," tapped into this memory pool when five past presidents shared insights and contexts far more valuable than those found in documents. For those present, it was an extraordinary event. A formal plan for utilizing this resource is the Presidents' Project initiated by Gary Theisen, whereby interviews with past presidents are videotaped. For the Historian, however, a continuing question is the interaction between memory and the written record. Let me illustrate the practi-

cal implications of this interaction with four seemingly simple situations I have encountered in my search for "matters of historical fact."

CASE 1. Omissions in the Written Record: Gender Ratios

A relatively easy task was Karen Biramah's request for information on the ratio of men and women on the CIES Executive Committee, Board of Directors, and among CER editors and Advisory Editors. In gathering this information, all of which was available in copies of the *Newsletter* and CER, I encountered two problems -- a non-gender specific name and an omission in the record. Each required filling the gaps with historical memory, Karen's and mine. Karen was acquainted with the non-gender-specific-name person, a male person; but would a CIES officer seeking similar information ten years from now be able to augment the record in this way? The other problem struck closer to home. The *CIES Newsletter* published in 1999 after the annual meeting at which the first CIES Historian was appointed omitted the position of Historian from its list of CIES Executive Committee and Board members. As the first person to occupy the newly minted post of Historian, I noted this omission and made the necessary correction in my response to Karen, thus improving the ratio of women among CIES officers. This is a minor point, but will a later CIES Historian be able to provide a correct gender ratio if he or she relies just on the written record?

CASE 2. Mistakes in the Written Record: Eggertsen Lecturers

Not only are there omissions in the documentary record, there may also be mistakes. Another task I undertook as Historian was to prepare a complete list of Eggertsen lecturers, a seemingly mundane job. I looked first at conference programs, where most, but not all, Eggertsen lecturers and their topics may be found -- although on one program the print was so small I almost missed what I was looking for and in two cases I consulted *CIES Newsletters* for names and topics not on the program. I also emailed several former CIES presidents for clarification of a few mysteries. Along the way I learned the name of the actor

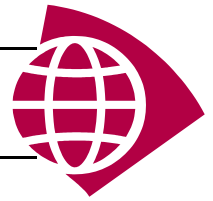
who impersonated "a former President," in Annapolis. I also heard about the year a Russian scholar, Zoya Malkova, who was to give the Eggertsen Lecture, had visa problems and arrived a day late, long after a large audience had assembled to hear her speak. I was present in that audience but was only dimly aware that CIES officers were improvising as they conducted an animated discussion. The scheduled lecture was given the following day. The Eggertsen event relevant to our concern, however, occurred the year the CIES program listed Brian Holmes as the Eggertsen lecturer, although Edmund King actually gave the address -- an error that appears to reflect a confusion of Englishmen.

CASE 3. Ambiguities in the Written Record: A Posthumous Honorary Fellow?

More difficult to resolve are ambiguities in the record. In 1999 at the behest of Ruth Hayhoe, I compiled a list of Honorary Fellows. This information was scattered. Some was in *Newsletters*. There were also fragmentary reports of Board discussions about Honorary Fellows, letters written by Awards Committee members about the process of setting up this new membership category, and reports detailing selection criteria. Criteria included limiting the number of fellows to fifteen, to give the award "scarcity value." On one particularly tantalizing copy of the Awards Committee Report, someone had inked in the word "living"; i.e., this category could apply only to 15 "living" CIES members.

A postscript to this research emerged when Erwin Epstein emailed me after the annual meeting at which the list was published. Erwin pointed out that the list I had assembled was incomplete, that George Bereday had been awarded the title, Honorary Fellow, posthumously, and that Erwin had been present at the Board meeting when this award took place. Erwin wrote, "Bereday was the only person to have been given that honor after his death, and I believe the feeling was

(Continued on page 9)



Gender Committee Sponsor's PreSession at Annual Conference

Scholars have called for radical and comparative examination of social and cultural contexts to illuminate the complex and interrelated realities of education in an increasingly changing world. The intentional interdisciplinary inquiry of micro- and macro-level forces that foster or constrain opportunities for education remains an under-studied facet of today's gender and education research.

Keeping with the CIES conference's theme "Development as Freedom: The Role of Education," this year's Gender and Education Committee will sponsor a day-long symposium that will take place on Thursday, March 11th at the 2004 CIES conference in Salt Lake City. The symposium, "Examining the Social, Cultural and Political Contexts of Gender and Education," will address the impact of agency and structure on participation in education, and propose viable and innovative strategies for achieving gender parity in this area. The day will offer symposium registrants the choice of morning and afternoon sessions featuring invited guest speakers.

Morning Session A (10:15 AM – 12:15 PM): Listening to Voice

This session positions individuals at the center of the social and cultural environments that define them. Their voices--some powerful, influential and imperious, while others faint and even silenced--reveal the critical role of gender in education. To the extent that the complex nexus of gender relations involves power dynamics, this session will address how different forms of power influence, if not govern, educational opportunities for male and female students. Situating voice within the context of families, communities and nations, this session explores the cultural and sociopolitical conditions which shape, mold and dictate individ-

ual agency, which in turn determines educational choices.

Morning Session B (10:15 AM – 12:15 PM): Ethnicity and Religion in Educational Opportunity

This session will focus on how ethnicity and religion function as intersecting socio-cultural forces in the community. In particular, panelists will analyze the underlying and often hidden socio-cultural factors embedded within ethnic and religious traditions of the home, and the community which figure prominently in the educational opportunities for the young. By examining how notions of ethnic identity and religious beliefs function in the home, the panelists will reveal the ways in which these social structures influence gender related chances for education. It will also explore the dichotomy between local and state ethnic and religious identities, and the ways in which these tensions influence educational opportunities in rural and urban settings.

Lunch (12:15 PM – 1:30 PM): Welcome: Bonnie Ballif-Spanvill, Director, Women's Research Institute, Brigham Young University

The Women's Research Institute of Brigham Young University's Women's Research Institute will host a luncheon for current and future scholars, practitioners and policy makers in the field.

Afternoon Session A (1:30 PM – 3:30 PM): National and International Structures that Shape Educational Opportunity

Globalization has resulted in the emergence of institutions that have significant implications for education. The cauldron of bilateral and multilateral organizations operating across national boundaries and parameters fundamentally shape educational policy and practice. Speakers at this session will examine the dichotomy

between national educational ministries and international institutions, and the ways in which their philosophical and cultural differences influence access to educational opportunities. Topics will include organizational structure of policy-making bodies such as the World Bank and UNESCO.

Afternoon Session B (1:30 PM – 3:30 PM): Shaping Educational Policy

Significant efforts over the past three decades have created and expanded opportunities for education. These initiatives, in terms of educational policy, have been informed by both the ideals of development theorists and the experiences of practitioners. In particular, international conferences and cross-cultural interactions have formulated frameworks for improving education, especially in countries where financial resources are scarce. This session raises the question of how local perspectives and indigenous knowledge are incorporated into programmatic initiatives such as Education for All, and provides a venue for discussion that advances educational policy.

Summary and Conclusions (3:30 PM – 4:00 PM)

The group will reconvene at the end of the symposium. Mary Ann Maslak, Chair of the Gender and Education Committee, will offer concluding remarks about the transformative leverage of agency in individual's attitudes, beliefs and values, as well as the structural realities that define customary boundaries that influence education.

Please register for the symposium when you register for the conference. If you have any questions, please contact Mary Ann Maslak at maslakm@stjohns.edu.



Archives and Memories *(continued)*

that posthumous action in his case should not be a precedent. You might wish to verify issues with someone who headed the committee in the early days.”

I checked with Vandra Masemann, who as chair of the Awards Committee had written a report dated March 1985 which states: “It was decided after some debate that the category of Posthumous Honorary Fellow *not* be established. It leads to some difficulties in terms of limiting numbers, and it might not be the most appropriate way of paying homage to deceased members. The Committee suggests that the Society Executive think seriously about alternative means of honoring the memory of people like George Bereday.” This decision notwithstanding, I have no reason to doubt Erwin’s recollection. The CIES Board of Directors *could* have voted to make Bereday a posthumous Honorary Fellow *before* the Business Meeting at which the “fifteen *living* members” rule was adopted. If so, and if the action of that Board of Directors was definitive, George Bereday *is* the *only* posthumous CIES Honorary Fellow. It is also possible that because the Bereday Posthumous Honorary Fellow award did not survive scrutiny at the Business Meeting that this category does not exist. It is, in a curious way, possible that both Erwin and Vandra are right. But what is *knowing* in a situation like this? Would Plato accept this level of knowledge?

CASE 4. Gaps in the Record: The Legal Status of the Society

Another epistemological problem is how to prove a negative. Not long ago, I received an urgent request from the Secretariat that I immediately locate the CIES Articles of Incorporation. I keep a large dossier on CIES in my home office, and began the search there. Incorporation was not included in papers on the *cause celebre* of several years ago, our struggle with the IRS over the tax status of CIES. There was documentation of our emergence from this struggle as a recog-

nized non-profit organization with a tax identification number, but no Articles of Incorporation. Neither a computer search of the Kent State Inventory or consultations with the Kent State Archivists turned up such a document. Nor had I memory of ever having seen Articles of Incorporation – although my memory should certainly not be relied on.

As the search progressed, I emailed a variant of the following message to several past presidents of CIES: “Do you have any memory of obtaining a document entitled Articles of Incorporation at the time the tax situation was solved? It seems to me that such a document (if it exists) *should* be in the Secretariat, but Hey Kyung tells me it is not! If it exists, a copy *could* be in the Archives, but I have not turned it up so far, nor is it in the Inventory of the archives, nor is it among the photocopies of papers from the archives I have on file at home. It could, of course, be among uninventoried papers.” Subsequently several former Presidents communicated with me, each certain the Society had been incorporated and that the document must be somewhere. One former president stated, “I’m puzzled by this correspondence . . . I am sure that I personally took care of the incorporation of CIES, the tax-exempt status, etc, when I was president . . . I was facilitated by Erwin Epstein’s finding the original constitution in the 1959 journal publication. I worked with the IRS office in Cincinnati, Ohio (probably because that was the state in which the secretariat was located at that time).”

While this correspondence was going on, I described my search for our Articles of Incorporation to an accountant friend, who pointed out that it was not unusual: 1) for a non-profit organization to neglect to obtain tax-exempt status for a number of years, 2) for a non-profit organization to neglect to become incorporated when the tax exempt status is obtained. Could CIES be in that category? It would appear so. Hey Kyung,

while in the former Secretariat, eventually proved this negative when Citibank, with which CIES had done business, could not find a copy of Articles of Incorporation but reported the existence in their files on CIES of a form with the words, “Unincorporated Status.” CIES has since accepted this reality and has begun the process of becoming incorporated. Is there a moral here about the fallibility of memory? Is there also a moral about where original legal documents should be kept? Perhaps not in an archive if needed on short notice. Meanwhile, how does the Historian prove the non-existence of a document?

Conclusions

As every scholar knows, research involves patient digging for nuggets of gold, and the fun of putting these nuggets into a theoretical frame. What I have described in this essay is a not-very glamorous digging process. This process gains urgency because of the assumption that I, as Historian, can put my hands on almost any CIES-related fact or document in a relatively short period of time – and the further assumption that *all* CIES related documents are deposited in our Collection at Kent State.

This point notwithstanding, as CIES Historian I find myself weighing the relative value of documents versus memory. There is a razor’s edge between them. Which memories establish reality? Which written documents? How do we construct what *really* happened in the past? How do we construct knowledge? Archives and memory are complementary, but when those whose memory we rely on are no longer around, the archives will remain. The Comparative and International Education Society is not yet fifty years old, yet understanding its past leads to an epistemological tangle.



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We're on the
web!
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Delivery to:

UREAG Questions: Post 9/11 US Immigration Policies

UREAG (Under-represented Racial, Ethnic and Ability Groups) is planning a symposium on US Immigration Laws and effects on Academic Freedom at the CIES Annual Conference in Salt Lake City. In conjunction with this symposium, one of our UREAG/CIES members, Nisha Thapliyal, will be disseminating a survey to all CIES members in the weeks prior to the conference. The survey will help us determine the impact, extent and kinds of problems that CIES members are encountering due to these laws and their regulations. Please watch for this survey, and we would deeply appreciate your taking the time to complete this survey. We will report results at our Annual Meeting in Salt Lake.

For more information, contact Nisha Thapliyal at: nishat@wam.umd.edu

On-line Book Exhibit from MSU

A new on-line book exhibit shows that, over the past ten years, faculty members in the College of Education at Michigan State University have published 21 books of international research. These include not only various publications from the Third International Mathematics and Science Study (TIMSS), but also such diverse topics as school choice, teacher induction, civic education, values education, special education, environmental education, Freirean adult literacy education, the role of universities in teacher education, the transformation of South African universities and higher education in developing countries more generally.

This book exhibit is part of a website that has been revamped to give better access to the college's international capabilities. In addition to the on-line book

exhibit, you can find a directory of internationalist faculty and information on various international offerings and projects. For access, go to the college's homepage (www.educ.msu.edu) and click on "International Capabilities" in the pull-down menu titled "Select Department/Center".

**To become a member of CIES
or to request an address
change, please go to:**

**University of Chicago Press:
www.journals.uchicago.edu/CER**