Annual Report of the CIES Historian

For 2010

Submitted to the CIES Board of Directors

By

Erwin H. Epstein

Historian

February 9, 2011
This annual report is the third and last to be submitted during my three-year term. In March 2008, I succeeded Elizabeth Sherman Swing, the first CIES Historian. My term will end as of the 2011 CIES State of the Society Meeting in Montreal.

My report covers the calendar year 2010. It refers to my responsibilities for monitoring and promoting the CIES Archive at Kent State University, major initiatives, issues to be addressed in the future, and budgetary matters.

**Monitoring and Advancing the CIES Archive**

I visited the CIES Archive at Kent State University in October. I met with Cara Gilgenbach, librarian in charge of Special Collections, where the CIES Archive is housed. Ms. Gilgenbach and Kent State University have provided a conscientious, gracious, and effective service, especially insofar as the service has been at virtually no cost to the Society. I recommend that the Archive remain as Kent State, but that steps be taken, as I discuss below, to enhance accessibility to the collection’s records and files.

I also met with the Professional Advisory Board of the Gerald Read Center for International and Intercultural Education at Kent State. My membership on that Board opens opportunities to engage on matters related to CIES with Kent State faculty and staff most closely associated with Comparative Education and the Society’s Archive.

**Purposes**

The Archive has two main functions: the preservation of the historical record and the advancement of scholarship. These functions are, of course, related. Preservation is the platform for institutional memory. The true value of what we do now might not become apparent until future generations discover the actions and activities of their predecessors. Preservation is essential for that discovery.

Knowledge of the existence of records is of little use unless and until scholarship impregnates those records with understanding. For the purpose of preservation, the Archive must be maintained in reasonably pristine form and prevented from deterioration. For the records to be used in the advancement of scholarship, they must be made readily accessible. Unfortunately, through no fault of the Kent State archivists, the Archive is rather deficient in regard to both of these purposes.
Condition

Records of the Society’s early years have been mostly catalogued. By contrast, most of the records of the past 20 years or so remain on shelves yet to be processed. Archiving CIES material advances very slowly; at the current pace it will be quite some years, if ever, before the collection becomes up-to-date. Kent State lacks the resources to expedite the cataloguing process. This is a serious problem which I address below.

The Archive also suffers from the reluctance of some recent and past officers to submit material. In contrast to the unwillingness of certain past editorships to provide important records, the current editorship of the *Comparative Education Review* has been and continues to be exemplary in remitting archival material. That editorship should set the standard for timely remittance.

Access and Use

Archival files on shelves are open to scholars and, in that sense, are accessible. Formal permission to use Kent State’s Special Collections is required, so the CIES Archive remains secure, notwithstanding the placement of files (in boxes) on open shelves. Accessibility is greatly enhanced by periodic revision of a “Finding Aid” — essentially an index of the catalogued files prepared by Cara Gilgenbach. To enhance the use of the Finding Aid, I have placed it as a link on the CIES website (see below under “Historian’s Corner”).

Unfortunately, the Archive is underused, accessed only occasionally. Several reasons account for this lack of use: 1) insufficient interest in the Society’s past, 2) incompleteness of the collection due to the unwillingness of some officers to make reasonably timely contributions of material upon termination of their tenure in office, 3) lack of resources to catalogue material, 4) Archive inaccessibility, and 5) lack of linkage with other collections of vital importance to the Society and our field. There are several measures that can be taken to address these deficiencies:

- **Insufficient interest in the Society’s past.** An important way to address this issue is to encourage instructors of comparative education courses to teach the history of our field and thereby encourage not only a comparative education identity but also a desire to use archival resources to generate knowledge of our field. Another way would be to offer a
research grant to scholars who use the Archive to publish on historical aspects of the Society.

• **Unwillingness of some officers to make timely contributions of files to the Archive.** Each year the authority of the chief executive officer — the President — should be exercised to persuade outgoing officers to donate their CIES files to the Archive. These files are among the Archive’s most important documents. In view of their importance, the task of persuasion should be the responsibility of the Society’s highest officer.

• **Lack of Resources.** Currently the Society expends virtually no funds to support the Archive, leaving this invaluable resource to limp along largely unused. We support an ever-increasing array of needs, but nothing for the Archive. This condition must change. The most important need is to bring the processing of materials, cataloging of files, and the Finding Aid up to date and then maintain currency. I have had extensive discussions with Cara Gilgenbach, Head of Special Collections at Kent State, on how these objectives could be achieved. In particular, I asked her to prepare a proposal for funding to achieve these objectives. The greatest need is for a dedicated assistant to do the labor-intensive work, but there is also a need for some capital equipment. I am attaching Cara’s proposal (Appendix A) and, in addition, a description of the proposed assistant’s responsibilities (Appendix B). Mindful of the many demands on the Society’s resources, I am recommending the smallest amount feasible to do the work: an initial allocation of $4,500 to cover the cost of a graduate student assistant for 10 hours/week @ $10/hour for 30 weeks ($3,000) and for archival supplies, preservation labor and supplies, and dedicated computer equipment ($1,500). After the first year, the annual allocation should be $3,500 to cover the graduate assistant and non-fixed cost items. With such minimal resources, the work will not be rapid but will nevertheless effectively accelerate the tortoise pace we are now experiencing. To generate outside funding to provide more ample resources and further accelerate the pace, I recommend that the Historian apply for a Humanities Collections and Reference Resources grant from the National Endowment for the Humanities.

• **Archive Inaccessibility.** I have addressed the need to enhance access in two ways: by exploring digitization of the Archive and by prominently posting the Finding Aid on the
Historian’s Corner of the CIES website. To be sure, digitization would be extremely effective in making the collection available to the Society’s membership. However, I found that the work of digitization would be far too costly at this juncture for the Society to afford. Moreover, in my discussions with the highly professional archivists at the Hoover Institution (see below), I was persuaded that bringing the Finding Aid up to date would be a far more cost-effective way of enhancing accessibility.

• **Lack of Linkage with Other Collections.** I have known for some time that the Hoover Institution holds some files of strong historical interest to comparativists. To examine the extent of holdings at Hoover, I traveled to Palo Alto in May 2010 and did a search of those archives. I was astonished to find more than a score of extensive files on prominent historical figures in our field, a resource perhaps equal in value to our own CIES Archive. Indeed, the summer 2010 issue of the journal *European Education* contains a featured article on William Brickman, our first President, based almost entirely on the Brickman file at Hoover. I am resolved, and have taken initial steps, to form a linkage between the Hoover collections and our CIES Archive. I have had extensive discussions with Hoover archivists over ways and means to achieve this objective, and they have tentatively invited me, at their expense (pending approval of funding), to do extensive work at Hoover with the aim of publishing an article on the value of the Hoover collections to our field of comparative education. Once a linkage is formed with Hoover, other linkages should be explored, such as with the University of London Institute of Education.

**Raising Awareness**

Several universities — including Loyola University Chicago, Bowling Green State University, and Lehigh University — are currently engaged in projects to enhance the teaching of comparative education (see below). All emphasize the need to know more about the foundations of our field and to encourage some common content and/or topics to be imparted to students as a way of building an awareness of our professional heritage. The Board of Directors should consider ways to promote these projects. Encouraging the use of the Archive should be a major part of this effort.
MAJOR INITIATIVES

Aside from my work on enhancing the accessibility of the Archive and establishing linkages with outside collections, I have undertaken three initiatives that should improve the operational effectiveness and organizational identity of the Society. These initiatives include establishing and expanding the Historian’s Corner on the CIES website; directing the Comparative and International Education Society Course Archive Project (CIECAP), the purpose of which is to advance instruction in our field; and introducing major revisions to the Constitution and Bylaws.

Developing and Expanding the Historian’s Corner

The Historian’s Corner expands the Historian’s responsibility to “Supervise the collection of new documents [and] facilitate research projects . . . related to the archives of the Society” (Article III, Section 7, d of the Society’s Bylaws) by making documents crucial to the history and functioning of Comparative Education accessible to the membership through the Society’s website. As such, the documents and papers that I have chosen to be on the Historian’s Corner are those that I believe are vital to sustain the Society’s institutional memory and knowledge of the profession generally.

Since my report of last year, I have added a new set of documents: Documentation of Contract with the University of Chicago Press for Publication of Comparative Education Review. In view of the importance of our flagship journal, the Comparative Education Review, this set of documents is key to understanding the process the Society uses to maintain its scholarly standards. A project left for the future is an analysis of the characteristics of the Society membership.

Directing the Comparative and International Education Society Course Outline Project (CIECAP)

I created and have directed CIECAP since its inception in 2003 and have made it a function of the CIES Historian. CIECAP has become a major resource for the teaching of Comparative Education. From creating an inventory and analysis of topics and works used by instructors of the introductory course in our field, it was recently expanded to include postings of course outlines. Thus far, CIECAP has analyzed the contents of introductory comparative
education courses from 47 universities around the world: 31 U.S. universities and 16 universities outside the U.S. (Appendix C). The Historian’s Corner makes CIECAP postings and analyses available to all members of CIES.

The project’s newest initiative, just begun, is to inventory comparative education programs at universities throughout the world. CIECAP, which has been hosted by Loyola University Chicago, has inspired another valuable project hosted by comparative education faculty at Bowling Green State University, called CEIMA (Comparative Education Instructional Materials Archive). While CIECAP focuses on the broad aspects of introductory comparative education courses as well as comparative education programs, CEIMA focuses specifically on the materials used to teach comparative education. CEIMA, like CIECAP, can be accessed as a link on the Historian’s Corner.

Since 2003, I have organized annually a session on CIECAP and teaching comparative education at the CIES conference. This will continue at the Montreal conference but with a new initiative: CIECAP and CEIMA are collaborating to form a new SIG on teaching comparative education, thus extending the focus on improving instruction of our field. The Society’s major instrument for advancing comparative education has always been our flagship publication, the Comparative Education Review. Along with that journal, I believe that the new SIG, supported by data collected and analyzed by CIECAP and CEIMA, has the potential to become the next major instrument to advance our field.

**Revising the CIES Constitution and Bylaws**

The CIES membership approved some amendments to the Constitution that I had proposed in 2010. However, the Constitution and Bylaws continue to be filled with inconsistencies and ambiguities, and more revisions are needed. I did a thorough review of these documents as well as of the Awards Handbook, which is essentially an extension of the Bylaws, and have proposed further amendments that address, among other items, the following issues:

**Constitution Issues**

- The Constitution specifies that student membership is open only to students who are registered at a university *at least* half time. Yet graduate students who are at
the thesis or dissertation stage are generally registered for less than half time and are therefore excluded from this category.

- The Constitution specifies that the Board of Directors will stipulate the rules for attaining Emeritus membership status. Yet the Board of Directors has never exercised their responsibility for defining this category.

**Bylaws Issues**

- The specification of which records are to be entrusted to the Secretariat and which to the archives (and Historian) is ambiguous.
- The Bylaws fail to specify the *Comparative Education Review* as the Society’s official journal.
- The Bylaws fail to require the *CER* Editor to remit the journal’s records to the Society’s archives.
- The Bylaws specify that the Historian is to serve as parliamentarian at “Society meetings”. Yet no officer is designated as parliamentarian outside of meetings, where considerable business is administered, especially by electronic media.
- The Bylaws specify that the Board of Directors approves the appointment of non-elected officers, but fails to specify who makes the appointment.
- The division of responsibilities between the Executive Committee and the Board of Directors in administering the Society’s affairs is ambiguous.
- Some of the wording describing the responsibilities of the Gender Committee and the Under-represented Racial, Ethnic, and Ability Groups Committee are obsolete.

**Awards Handbook Issues**

- The procedure for granting Honorary Fellow awards places excessive control in the hands of the existing body of Honorary Fellows, and the limit set for the number of awards that can be granted is overly arbitrary.
• The Joyce Cain Award and the Jackie Kirk Award are described as if they are established in the Bylaws; yet they do not have equal “legal” status with other awards that are specified in the Bylaws.

I have studied these deficiencies, devised remedies, and submitted my recommended amendments to the Executive Committee for vetting before they are to go before the Board of Directors. The ad hoc Constitution Committee has recommended that my proposed remedies, with few modifications, be approved by the Board of Directors and the Society’s membership.

**Annual Budget**

**Current**

- Operating: $1,000
- Graduate Assistant 1/2 Stipend: $5,500
- **Total Budget:** $6,500

**Proposed**

A budget will be proposed pending the settling of outstanding issues relating to the next term of office for the position of Historian.
Appendix A

Processing Proposal: Comparative and International Education Society records
Kent State University Libraries, Special Collections and Archives

Compiled by Cara Gilgenbach, Head of Special Collections and Archives
November 24, 2010

"Professional literature estimates that it should take between three and forty hours per linear foot to process archival materials. The most frequently cited time for processing in the Greene/Meissner survey was eight hours per linear foot."

Donna E. McCrea
"Getting More for Less: Testing a New Processing Model at the University of Montana"

archival appraisal - n. ~ 1. The process of identifying materials offered to an archives that have sufficient value to be accessioned. 2. The process of determining the length of time records should be retained, based on legal requirements and on their current and potential usefulness. 3. The process of determining the market value of an item; monetary appraisal.

Notes: In an archival context, appraisal is the process of determining whether records and other materials have permanent (archival) value. Appraisal may be done at the collection, creator, series, file, or item level. Appraisal can take place prior to donation and prior to physical transfer, at or after accessioning. The basis of appraisal decisions may include a number of factors, including the records' provenance and content, their authenticity and reliability, their order and completeness, their condition and costs to preserve them, and their intrinsic value. Appraisal often takes place within a larger institutional collecting policy and mission statement.

Appraisal is distinguished from monetary appraisal, which estimates fair market value. Appraisal is distinguished from evaluation, which is typically used by records managers to indicate a preliminary assessment of value based on existing retention schedules.

Richard Pearce-Moses
A Glossary of Archival and Records Terminology
http://www2.archivists.org/glossary/terms/a/appraisal

CIES Processing Specifications

Processed*: 42 linear feet
(not including CER journal which is already fully catalogued and shelved separately from boxed records)

Unprocessed: 63 linear feet

*The processed materials should also be appraised and reviewed for preservation issues. This will require some updating of the existing description now included on the CIES records finding aid.

Based on an estimate of 8 hours to process one linear foot of materials, it will take approximately 504 hours to process the unprocessed CIES records.
An additional 2 hours per linear foot should be included for the 42 linear feet previously processed, in order to allow for effective integration of materials and an appraisal and preservation review of those records (84 hours).

**Total Estimated Time for Full Processing: 588 hours**

**Scenario 1: Graduate Student Assistant**  
(preferably one student would complete the project in its entirety)

- Work Schedule: 20 hours/week @ $10.00/hour wage
- Project Completion Estimate: 30 weeks (2 full semesters)
- Project Completion Cost (labor only): $6,000.00

**Scenario 2: Professional Project Archivist**  
(possessing processing experience and a Master of Library and Information Science degree)

- Work Schedule: 40 hours/week @ $17.72/hour wage  
  (based on KSU unclassified pay grade 4, minimum annual salary of $36,863; no benefits offered)
- Project Completion Estimate: 15 weeks (approximately 3.75 months)
- Project Completion Cost (labor only): $10,632

**See attached SAMPLE job description** (This has been created to provide you with an idea of the qualifications and responsibilities the CIES Project Archivist position would entail.)

Note: Cost estimates for this project do not include the following costs. The KSU Libraries fund these costs for processing work performed on collections housed in Special Collections and Archives.

- archival supplies (boxes, folders, labels)
- preservation labor and supplies (for damaged or fragile items)
- computer equipment (needed for creating finding aid and producing project reports)
Appendix B

Project Archivist

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**BASIC FUNCTION:** Perform archival appraisal, arrangement, and description of the records of the Comparative and International Education Society, housed in Special Collections and Archives, Kent State University Libraries. Create a comprehensive finding aid for the collection. Address preservation issues, if present, in the collection. This is a temporary position, funded for 3.75 months.

**EXAMPLES OF DUTIES/ESSENTIAL FUNCTIONS:** Duties/essential functions may include, but not be limited to, the following:

- Perform archival appraisal of records
- Arrange records into logical series, integrating both previously processed and unprocessed records into one collection
- Physically process records, applying professional archival standards
- Identify records in need of preservation work, and make recommendations on preservation of these materials
- Create an archival finding aid
- Provide the Head of Special Collections and Archives with regular updates on progress and prepare a formal project report upon completion of the project

**MINIMUM QUALIFICATIONS:**
Master of Library and Information Science from an ALA-accredited institution. Experience in processing archival collections.

**Knowledge Of:**
- Personal computer applications (i.e. MS Office Suite) with advanced proficiency with word processing, database, spreadsheet, and email programs *

**Skill In:**
- Effective written and oral communication skills.

**Ability To:**
- Plan for and effectively manage the project and daily workflow
- Learn how to use computer applications for creation of archival finding aid in Encoded Archival Description (EAD)

**Assessments:** Asterisk (*) indicates knowledge, skills, abilities which require assessments
Project Archivist

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License/Certification: Not applicable

Desirable Qualifications: Coursework in archival administration.

Physical Requirements: Light work-Exerting up to 40 pounds of force occasionally, and/or up to 20 pounds of force frequently to move objects. Incumbent must be able to communicate with others. Typically requires sitting, walking, standing, bending, reaching, keying, talking, hearing, seeing, and repetitive motions. Incumbent may be required to travel from building to building and off campus occasionally. Normal library environment includes exposure to dirt and dust.

Diversity Statement: Kent State University is committed to the creation and nurturing of a diverse community of individuals through inclusive excellence. Diversity involves recognizing the value of differences and the inclusion of all members of the community including those that experience discrimination or under representation. This is a core value of the organization as we strive for a culturally diverse student body, faculty and staff that reflect the multicultural nature of Ohio, the nation, and our world and bring unique strengths and abilities which contribute to our pursuit of Excellence in Action.

The intent of this description is to illustrate the types of duties and responsibilities that will be required of positions given this title and should not be interpreted to describe all the specific duties and responsibilities that may be required in any particular position. Directly related experience/education beyond the minimum stated may be substituted where appropriate at the discretion of the Appointing Authority. Kent State University reserves the right to revise or change job duties, job hours, and responsibilities.
Outlines for the Introductory Course in Comparative and International Education

Welcome Comparativists!

The table below provides an extensive set of links to actual course outlines for the introductory course in comparative and international education. Links to course outlines are organized according to the geographic region of the institution offering the introductory course. Each link leads to an outline which indicates the name of the institution, the name of the instructor and the year the course was given. Instructors either planning to teach or already teaching comparative education can use this site as a tool for designing their course syllabi and for comparing their course to what is being taught in other programs.

CIECAP thanks educators in the field that have contributed their course outlines. CIECAP also welcomes the submission of introductory course outlines from the many institutions not represented in the study, as well as updated outlines from those already featured.

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### INSTITUTIONS WORLDWIDE

#### EUROPE:
- Loyola U Chicago. Epstein. 1999
- Michigan State U. Chudgar. 2010
- Michigan State U. Paine. 2004
- Northwestern U. Streitwieser. 2008
- Purdue U. Georgeoff. 2008
- U. Illinois Urbana-Champaign. Rizvi. 2010
- U. Minnesota. Paige. 2005
- UW-Madison. Stambach. 2001
- UW-Madison. Stambach. 2002
- Western Michigan U. Lisovskaya. 2001
- Western Michigan U. Lisovskaya. 2006

#### ASIA:
- U. Bangladesh. 1999
- U. Hong Kong. Postiglione. 1999-2001
- U. Hong Kong. Bray. 1999, 2000
- U. Hong Kong. Bray. 2004, 2005
### CANADA:
- Concordia.Cleghorn.2011
- Concordia.Cleghorn.1999
- OISE.U Toronto.Farrell.1999
- OISE.U Toronto.Farrell.2002
- U Toronto.Mundy.2005

### AFRICA:
- U SouthAfrica.workshop.1999

Submit an Outline to CIECAP: Please note that at this time the project accepts only outlines of the introductory course in comparative education. Outlines may be submitted electronically to Professor Erwin H. Epstein at eepstein@luc.edu. Along with an electronic submission, hard copies of outlines may also be submitted to:

Erwin H. Epstein, Director  
Center for Comparative Education  
Loyola University Chicago  
820 N. Michigan Ave.  
Chicago, IL 60611  
Phone: (312) 915-6273  
Fax: (312) 915-6660

Thank you for your interest in CIECAP and we hope you find the data we have collected both informative and useful. Your feedback is important to us. Please feel free to send comments on how CIECAP has been helpful to you as well as how it might be improved in the future. Send comments to eepstein@luc.edu.

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