JOHN C. WEIDMAN AND W. JAMES JACOB

1. MAPPING COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

Celebrating the Work of Rolland G. Paulston

This volume celebrates and extends the scholarship of Rolland G. Paulston through a collection of essays and research studies reflecting the thoughtful approaches to the study of comparative education that he modeled, both literally and figuratively. Esther Gottlieb (2009), one of Paulston’s former doctoral students, has written about the various dimensions of his career so we will not duplicate that here. Rather, we concentrate on his work focused on mapping concepts and scholars in the field of comparative, international, and development education (CIDE). It is our intent with this collection to carry the themes and approaches appearing in Paulston’s work forward and, we hope, suggest new directions for CIDE that extend “beyond the comparative.”

In the first section of this chapter, we show how his thinking evolved by identifying key aspects of the continuing conceptual development over his entire career that were reflected in his culminating work on social cartography of comparative and international education (Paulston 1977, 1993, 1994, 1996, 1999, 2000a, 2000b). We show how his perspectives and depictions changed over time from typological matrices and figures with very structured and impermeable boundaries based on relatively narrow paradigms in the social sciences, particularly sociology, to more whimsical maps with permeable boundaries and cloud formations representing multiple conceptual and methodological approaches that appear throughout the CIDE literature.

In the following section, we describe how the various chapters of this festschrift contribute to and extend the literature of CIDE in directions that reflect Paulston’s encouragement of colleagues and students to expand their horizons, spread their wings, and accept the challenge to move their work into ever more fruitful areas. This included the work of both scholarship and practice, with the ever present caveat that to truly understand what is being presented for the consideration of others, comparative and international educators must also be very clear about the where they stand and what underlying assumptions are reflected in recommendations being made. We conclude with an invitation to readers to chart their own course, using a CIDE “theoretical compass” inspired by the work of Rolland Paulston.

It should be noted that Paulston was always “tweaking” his formulations and sometimes published very similar articles/chapters, including “maps” in different...
places (e.g., Paulston 1993, 1994, 1997, 2000a; Paulston and Liebman 1994, 1996, 2000). He was dedicated to disseminating his ideas during a period that just preceded the era of widespread electronic library access to print journals. Because Garland would not publish more copies of the 1996 hardback version of *Social Cartography*, he bought the rights to the book in 1999 and published a paperback version himself through the University of Pittsburgh Bookstore. The two books are identical except for the covers; hence, the two copyright dates (1996 and 2000), depending on which version is being referenced. Though Paulston did not use computers for his own work, preferring to write long-hand with a pencil, he also anticipated the importance of electronic bibliographic and textual databases, arranging to have the full text of a long chapter containing 29 figures and charts (Paulston 2000a: originally published in *Compare* in 1997) entered into the Educational Resources Information Center (ERIC) database where it is freely accessible online.

**ROLLAND PAULSTON’S SOCIAL CARTOGRAPHIC JOURNEY**

It is no stretch to suggest that the foundations for Paulston’s abiding interest in cartography and pictorial representation were built during his undergraduate years at the University of California, Los Angeles (UCLA) where he majored in Geography and Art History as well as spending a year studying Anthropology and doing fieldwork at the University of Mexico. He earned a Master’s degree in Economic Geography from the University of Stockholm and spent six years teaching social studies, three years in the Los Angeles Public Schools and three years in the American High School of Tangiers, Morocco.

He earned an EdD in Comparative Education from Teachers College, Columbia University, in 1966 and remained as a Visiting Assistant Professor and Research Associate with the Center for Education in Latin America until 1968, when he moved to the University of Pittsburgh as an Assistant Professor in the International and Development Education Program (IDEP) in the School of Education. Moving rapidly through the academic ranks, Paulston was appointed full professor in 1972. In 1975, he served as President of the Comparative and International Education Society (CIES), as had his IDEP colleagues, Don Adams (1965, then at Syracuse University), and William H. E. Johnson (1959–1960).

*Theory Classification and Typological Development, 1970s*

Arguably the first main phase of Paulston’s work in the social cartography of CIDE took place during the 1970s. Always a voracious reader, he undertook two large literature reviews for the World Bank. The first (Paulston 1975) addressed theories of social and educational change, organizing and categorizing them according to major themes and perspectives. Not surprisingly, he also developed and taught a course in IDEP entitled, “Theories of Social and Educational Change,” that endures to this day and is required of all doctoral students concentrating in CIDE at the University of Pittsburgh. The second volume for the